

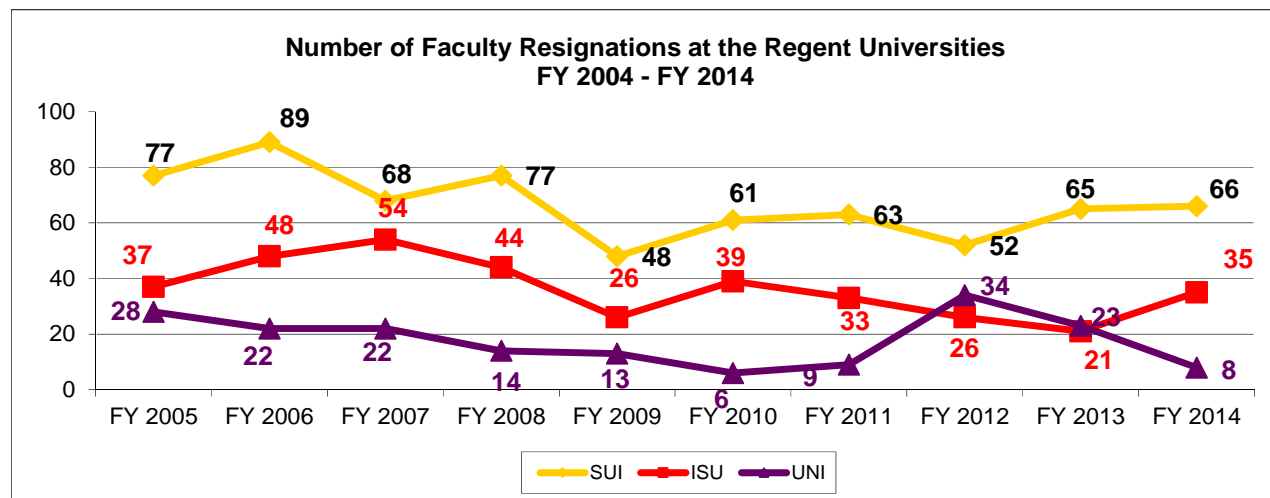
Contact: Diana Gonzalez

2013-14 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 2014, which was the same as the prior year. At the special schools, there were three faculty resignations in FY 2014, which was an increase of two (+200.0%) from the prior year.

- ◆ At the University of Iowa, the number of faculty resignations increased from 65 to 66 (+1.5%) between FY 2013 and FY 2014. During the past ten years, the average number of annual faculty resignations has been 67.
- ◆ At Iowa State University, the number of faculty resignations increased from 21 to 35 (+66.7%) between FY 2013 and FY 2014. During the past ten years, the average number of annual faculty resignations has been 36.
- ◆ At the University of Northern Iowa, the number of faculty resignations decreased from 23 to 8 (-65.2%) between FY 2013 and FY 2014. During the past ten years, the average number of annual faculty resignations has been 18.



- ◆ At the Iowa School for the Deaf, the number of faculty resignations remained the same at zero between FY 2013 and FY 2014.
- ◆ At the Iowa Braille and Sight Saving School, the number of faculty resignations increased from one to three (+200.0%) between FY 2013 and FY 2014.

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 2014, 12 questionnaires (18.2%) were returned.
 - 📖 Respondents expressed the greatest satisfaction with the general atmosphere of the University and Iowa City (3.8); and the University's commitment to excellence in research (3.7); and compensation (3.7). In the prior year, the University's commitment to diversity had the second highest level of satisfaction.
 - 📖 Respondents expressed the most dissatisfaction with the departmental atmosphere (2.9) and hospital atmosphere (3.0).
 - 📖 The mean satisfaction level decreased from 3.6 in FY 2013 to 3.4 in FY 2014.
 - 📖 The primary reason respondents gave for leaving the university was to accept a position at another university (34.8%). The next most mentioned reason was to relocate for personal reasons (31.8%).
 - 📁 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 at the department or college level. 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.
 - 📖 Twenty faculty members (57.1%) responded to the FY 2014 online faculty exit survey.
 - 📖 The primary reasons cited by faculty members for leaving were dissatisfaction with the departmental environment, lack of perceived advancement opportunities, and dissatisfaction with pay.
 - 📖 "Dissatisfaction with department chair" continues to be one of the major reasons cited. Approximately 68% of the respondents indicated they were "somewhat or very dissatisfied" with their chair; this is an increase from 25% the prior year. The Provost's Office is offering a series of department chair professional development workshops on such topics as preparing promotion and tenure cases, and conducting effective annual reviews.
 - 📖 Seventeen respondents (85.0%) indicated that they were "somewhat or very satisfied" with the University's benefit package.

- 📖 Salary competitiveness continues to be cited by respondents as a reason for resigning. Of the 20 respondents, eight (40.0%) indicated that they had accepted a new position elsewhere that will provide a “much higher salary than the salary at ISU;” and seven indicated they had accepted a new position elsewhere that will provide a salary “somewhat higher than the salary at ISU.”
 - 📖 Eleven respondents (55.0%) indicated that they were “somewhat or very satisfied” with teaching/advising responsibilities.
 - 📖 Nine respondents (45.0%) were “somewhat or very satisfied” with overall workload; seven respondents (35.0%) indicated that they were “neutral/mixed” about the overall workload.
 - 📖 Thirteen respondents (65.0%) indicated a “high or very high” level of work-related stress (broadly defined).
 - 📖 Approximately seven respondents (35.0%) were “somewhat or very satisfied” with office facilities and seven respondents (35.0%) were “somewhat or very satisfied” with other (research) facilities.
 - 📖 When asked “what would have encouraged you to stay,” several respondents indicated “improved climate” and “spousal/partner accommodation” would have made a difference. These climate issues identified, will be addressed by departmental leadership in the future. The administration will continue to focus on partner accommodation needs, as well.
- ◇ 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 2014, 24 (22.0%) were professors, 23 (21.1%) were associate professors, 62 (56.9%) were assistant professors; there were no instructors.
 - 📁 Professors represent 32.4% of the population; associate professors represent 26.3% of the faculty; assistant professors represent 25.8% of the faculty; and instructors represent 15.5% of the faculty at the Regent universities¹.
 - 📁 The number of professors who resigned in FY 2014 increased by five (+26.3%) from the prior year.
 - ◇ Of those who resigned in FY 2014, 40 (36.7%) were tenured, 42 (38.5%) were tenure-track, and 27 (24.8%) were clinical track.
 - 📁 Tenured faculty members represent 58.8% of the population; tenure-track faculty members represent 17.3% of the faculty; clinical/research track faculty members represent 23.9% of the faculty at the Regent universities¹.
 - 📁 The number of tenured faculty members who resigned in FY 2014 increased by seven (+21.2%) from the prior year.
 - ◇ Of those who resigned in FY 2014, 59 (54.1%) were male and 50 (45.9%) were female.
 - 📁 Males represent 59.8% of the total population and females represent 40.2% of the total faculty at the Regent universities.

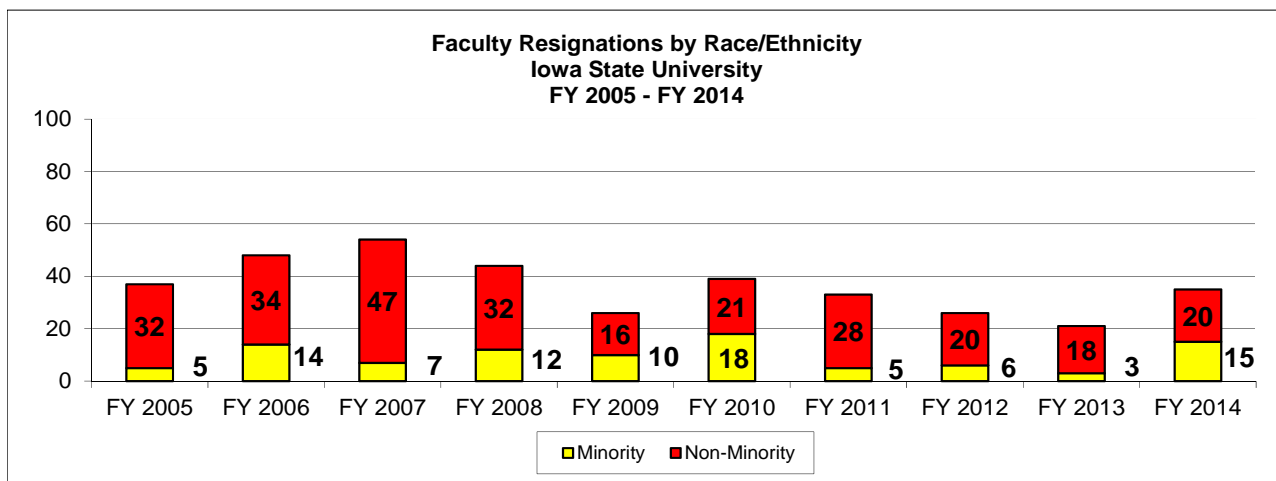
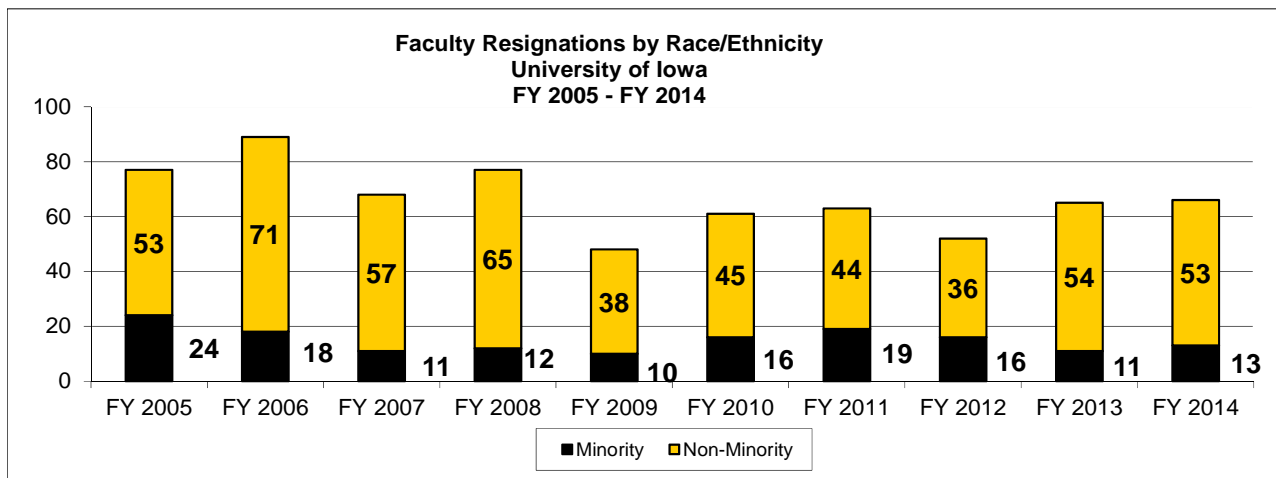
¹ Source: Spring 2014 Faculty Tenure Report.
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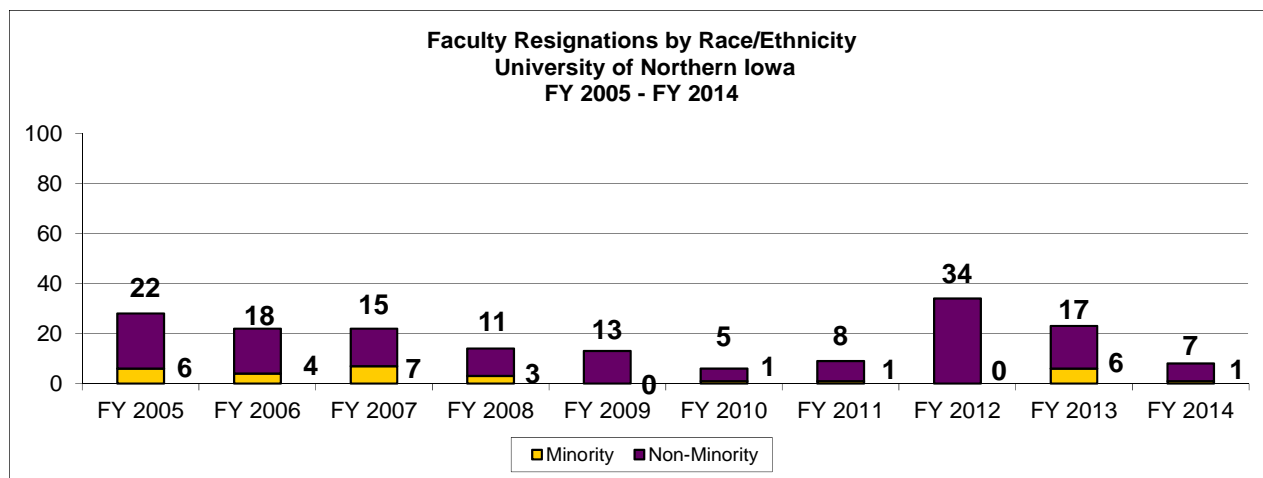
- ☞ There was an increase of three (+6.4%) women and a decrease of three (-4.8%) men who resigned in FY 2014 from the prior year.

- ◇ Of those who resigned in FY 2014, 29 (26.6%) were racial/ethnic minorities and 80 (73.4%) were non-minorities.

- ☞ As described in the Spring 2014 Annual Tenure Report, racial/ethnic minorities represent 16.3% of the population and non-minorities represent 83.7% of the population at the Regent universities.

- ☞ The number of racial/ethnic minority faculty who resigned in FY 2014 increased by nine (+45.0%) from the prior year. The number of non-minority faculty who resigned in FY 2014 decreased by nine (-10.1%).









- ◆ The following resignation overrepresentation occurred among faculty resignees relative to each College's overall faculty numbers:
 - ☞ At the University of Iowa, the Colleges of Business Administration, Medicine, Pharmacy, and Public Health as well as the Graduate College were overrepresented among faculty resignees relative to each College's overall faculty numbers.
 - ☞ At Iowa State University, the Colleges of Engineering and Human Sciences 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 2014, the primary reason for resigning continues to be employment opportunities at other educational institutions (cited by 51.4% of those who left). The second most frequently identified reason for resigning (cited by 21.1% of those who left) was to relocate for personal reasons. The third most frequently identified reason for resigning (cited by 17.4% of those who left) was to accept another position.
 - ☞ The number of faculty who resigned in FY 2014 to accept a position at another university decreased by one (-1.8%) from the prior year.
 - ☞ The number of faculty who resigned in FY 2014 to accept another position increased by five (+35.7%) from the prior year.
 - ☞ The number of faculty who resigned in FY 2014 to relocate for personal reasons increased by two (+9.5%) 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 counteroffers 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.
-  The University recognizes that quality benefit offerings are an essential part of competitive compensation. Employees are educated about the value of those benefits through an “Annual Total Compensation Statement” that is sent to all employees at the start of each fiscal year.
-  The campus-wide implementation of the innovative faculty activities database, UI Academic and Professional Record (APR), enables 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. 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 University 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).
-  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 semester campus-wide calendar of faculty development programs offered by multiple campus offices (e.g., focused on teaching, instructional technology, and research), and issues a monthly update to faculty and administrators.
-  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).
-  The Office of the Vice President for Research and Economic Development offers modest competitive grants to faculty. The Office's Research Professional Development Team hosts several faculty development workshops throughout the year to increase the capacity of faculty members to seek external funding successfully. FY 2014 workshops included Research @ Iowa Orientation, Grant Writing Seminars, Office of NEH Digital Humanities Visit, The Craft of Scientific Presentations, NSF CAREER Programs, Federal Research Funding in a Challenging Fiscal Environment (with sessions tailored to Health Research and Science, Engineering, Education, Arts, and Humanities).
-  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 52 faculty members have been hired.
-  The University 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.
-  The Office of the Provost is partnering with University Human Resources (UHR) Organizational Effectiveness Unit to pilot an innovative DEO Coaching Service to be piloted in Spring 2015. This program will build on the UHR's "Executive Leadership Academy" which was launched with UI Health Care leaders during the past year.

 Retaining Faculty of Color

-  The Office of the Provost collaborates with the Office of Equal Opportunity and Diversity to provide resources to campus on addressing unconscious bias in interviewing and evaluating faculty members, and launched a three-part workshop series on the topic in FY 2014.

² CIC is the Committee on Institutional Cooperation.
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- 📖 In FY 2013, 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, Dr. 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 online 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 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. The Chief Diversity Office continues to build on its 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.
 - 📖 The Obermann Center for Advanced Studies launched an innovative accountability and write-on-site group, Indigo Ink, in FY 2014; this group is led by and for faculty of color to promote a community of scholars.
 - 📖 Colleges develop initiatives for the retention of minority and women faculty members at the collegiate level. For example, the Carver College of Medicine hosts the annual Women in the Health Sciences and Engineering Faculty Development Conference each spring; this conference brings together women faculty from UI's five health sciences colleges and the College of Engineering to promote career advancement and networking skills.
- ◇ *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.
 - 📖 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.
 - 📖 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. The Provost's Office 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.

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.

- ✎ Preliminary review for new faculty. All tenure-eligible faculty receive a preliminary, or “third-year” review which is conducted at the department level. The review assesses faculty readiness for the university’s rigorous promotion and tenure process. Faculty receive both administrative and peer assessment of their teaching, research, or service activities that may result in faculty leaving the university to pursue other opportunities.
 - ✎ Support for faculty onboarding, an inclusive culture, and department chair training. The Provost’s Office supports two faculty fellow positions in 2013-2014 and 2014-2015. A faculty fellow focusing on professional development programs for new faculty is in her second year. 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.
 - 📖 A second faculty fellow is supporting an inclusive culture by focusing on department chair training designed to provide chairs with information and resources to assist them 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 Office of the Provost has robust strategies for the retention of tenured and tenure-track faculty. During 2013-2014, these included the following: (1) Center for Excellence in Teaching and Learning activities; (2) Summer Research/Creative Activity Fellowships; (3) Summer Fellowships for pre-tenure faculty; (4) lunches for first- and second-year faculty; (5) awards for excellence in teaching, research, and service; (6) capacity building funding; and (7) professional development assignments.
 - ✎ The Center for Excellence in Teaching and Learning (CETL) was reinstated and began operation during 2013-2014. The director established and executed 35 offerings for faculty during the first year; 218 faculty participated in the events which included the following: new faculty workshop; fall faculty workshop (Peter Seldin, presented); reading groups; pedagogy workshops; flipped and blended classroom workshops; technology workshops; and writing groups.
 - 📖 The CETL also offered Small Group Instructional Diagnosis to faculty. Nine faculty were trained to facilitate this type of mid-semester teaching evaluation for other faculty. The CETL provided extended new faculty orientation through monthly seminars for faculty to learn more about the university, its processes, and how to be successful in their work.
 - ✎ Thirty-seven faculty participated in four- and eight-week Summer Fellowships in 2014. Seven pre-tenure faculty were awarded fellowships. Pre-tenure faculty are eligible to apply for these fellowships following a successful third-year review.

- ✎ The Provost's Office and the Office of the President co-sponsored pre-tenure summer fellowship awards. Twenty-two pre-tenure faculty received these awards to pursue their respective research and creative activity agendas during Summer 2014. These faculty presented results of their work in written reports to the Provost and they participated in a poster session to disseminate their work to the entire campus. The Provost's Office also held lunches for first- and second-year faculty. The lunches give faculty an opportunity to discuss how their work is proceeding in an informal setting.
- ✎ A number of faculty were also honored for their work in teaching, research/creative activity, and service. The awards included the "Class of 1943 Faculty Award for Excellence in Teaching," "James F. Lubker Research Award," "Ross A. Nielsen Professional Service Award," "Outstanding Graduate Faculty Teaching Award," MWOne UNIQue Academic Advising Award, "University Book and Supply Outstanding Teaching Award," and "Regents Awards for Faculty Excellence." Each award recipient was chosen by a committee of peers following an application process. Thirteen faculty were honored for their outstanding contributions to the university during the 2013-2014 academic year.
- ✎ During academic year 2013-2014, the president, provost, and various deans awarded capacity-building grants for \$79,565. These funds, in addition to \$72,054 from the National Science Foundation EPSCoR project, allowed faculty to submit a number of external grant proposals.
- ✎ During 2013-2014, 15 faculty completed Professional Development Assignments (PDAs). The faculty were selected through a competitive proposal process and they represented 12 different disciplines. These faculty presented a report on their work in October 2014. In December 2013, 18 faculty were awarded a PDA to be completed during the 2014-2015 academic year.
- ✎ In addition to university-wide faculty retention efforts, each college and department works to ensure that all faculty feel welcome and supported in their work at the university. Only 1.3% of the UNI full-time faculty resigned during the 2013-2014 academic year. While some faculty left through retirement, the number of faculty leaving for other reasons represents a small percentage of the total faculty. UNI is pleased to be able to provide a supportive environment for its entire faculty.
- ◇ At the *Iowa Educational Services for the Blind and Visually Impaired/Iowa Braille School*, three faculty members resigned in FY 2014 – one resigned for personal reasons; one accepted a position to serve different age-level clients; and one resigned to accept an administration position out of state.
- ✎ 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. In addition, there are no longer active teacher preparation programs for Teachers of the Visually Impaired in Iowa.
 -  To encourage educators to enter the field of vision, the School continues to offer a competitive teacher preparation scholarship. This competitive scholarship program has created the opportunity to better recruit education students, including minorities, various areas of Iowa. Currently, there are four individuals participating in the program, including one minority and three females. This may have a long-range impact on the ability to recruit and retain faculty of a diverse background.
 -  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 2014.
-  Faculty retention is not a major concern for the School – the average length of service for faculty is 21.8 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 2005 – FY 2014

	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	INSTRUCTOR	TOTAL
UNIVERSITY OF IOWA					
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
FY 2014	12	13	41	0	66
IOWA STATE UNIVERSITY					
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
FY 2014	11	9	15	0	35
UNIVERSITY OF NORTHERN IOWA					
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
FY 2014	1	1	6	0	8
REGENT TOTAL					
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
FY 2014	24	23	62	0	109

TABLE 2
NUMBER OF FACULTY RESIGNATIONS BY GENDER AND RACE/ETHNICITY
FY 2005 – FY 2014

	MALE	FEMALE	TOTAL	MINORITY	NON-MINORITY
UNIVERSITY OF IOWA					
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
FY 2014	34	32	66	13	53
IOWA STATE UNIVERSITY					
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
FY 2014	22	13	35	15	20
UNIVERSITY OF NORTHERN IOWA					
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
FY 2014	3	5	8	1	7
REGENT TOTAL					
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
FY 2014	59	50	109	29	80

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

TABLE 3
NUMBER OF FACULTY RESIGNATIONS BY TENURE STATUS
FY 2005 – FY 2014

	TENURED	TENURE-TRACK	CLINICAL TRACK	OTHER	TOTAL
UNIVERSITY OF IOWA					
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
FY 2014	18	21	27	0	66
IOWA STATE UNIVERSITY					
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
FY 2014	20	15	0	0	35
UNIVERSITY OF NORTHERN IOWA					
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
FY 2014	2	6	0	0	8
REGENT TOTAL					
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
FY 2014	40	42	27	0	109

⁷ Research track.
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TABLE 4a
RESIGNATIONS BY COLLEGE
FY 2005 – FY 2014
University of Iowa

COLLEGE	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Business Admin.	6	4	5	4	1	2	3	4	1	3
Dentistry	6	3	7	3	0	2	4	2	4	1
Education	6	4	1	6	1	1	3	0	2	2
Engineering	1	2	3	1	2	0	2	0	1	2
Graduate	0	1	0	0	1	0	0	0	0	1
Law	0	3	1	1	3	1	3	1	2	0
Liberal Arts & Sciences	11	21	19	15	7	10	11	10	12	14
Medicine	46	43	24	38	31	38	32	32	34	34
Nursing	0	1	0	2	2	2	1	2	4	1
Pharmacy	1	3	4	3	0	0	2	0	2	3
Public Health	0	4	4	4	0	5	2	1	3	5
TOTAL	77	89	68	77	48	61	63	52	65	66

TABLE 4b
RESIGNATIONS BY COLLEGE
FY 2005 – FY 2014
Iowa State University

COLLEGE	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Agric. & Life Sciences	4	3	9	8	4	7	3	3	1	1
Business	4	2	3	2	1	2	1	1	2	1
Design	1	3	3	4	1	2	4	0	2	1
Engineering	3	8	4	1	2	5	4	4	2	11
Human Sciences	7	7	4	5	6	8	10	5	0	8
Liberal Arts & Sciences	14	21	23	16	8	12	11	10	10	11
Library	0	1	2	2	0	1	0	1	1	2
Veterinary Medicine	4	3	6	6	4	2	0	2	3	0
TOTAL	37	48	54	44	26	39	33	26	21	35

TABLE 4c
RESIGNATIONS BY COLLEGE
FY 2005 – FY 2014
University of Northern Iowa

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

TABLE 5a
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2005 – FY 2014
UNIVERSITY OF IOWA

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
To accept a position at another university										
Professor	12	19	8	10	11	9	6	5	11	3
Associate Professor	14	15	10	14	8	10	1	6	11	7
Assistant Professor	15	18	22	14	6	21	10	15	10	13
Instructor	0	0	0	0	0	0	0	0	0	0
Total	41	52	40	38	25	40	17	26	32	23
To accept another position										
Professor	3	1	1	3	0	1	3	0	1	5
Associate Professor	3	2	2	3	4	1	7	5	2	2
Assistant Professor	8	7	4	13	7	3	11	4	6	9
Instructor		0	0	1	0	0	0	0	0	0
Total	14	10	7	20	11	5	21	9	9	16
To relocate for personal reasons										
Professor	1	1	0	2	1	1	2	5	0	3
Associate Professor	1	6	2	0	1	1	2	2	2	3
Assistant Professor	3	9	8	8	2	11	16	9	8	15
Instructor	0	0	0	0	0	0	0	0	0	0
Total	5	16	10	10	4	13	20	16	10	21
To enter private practice										
Professor	2	2	0	1	2	0	1	1	1	0
Associate Professor	5	1	3	3	3	1	2	0	3	1
Assistant Professor	9	5	2	3	2	2	2	0	9	4
Instructor	0	0	0	0	0	0	0	0	0	0
Total	16	8	5	7	7	3	5	1	13	5
To accept an administrative position										
Professor	0	2	5	2	1	0	0	0	0	1
Associate Professor	0	1	1	0	0	0	0	0	0	0
Assistant Professor	1	0	0	0	0	0	0	0	1	0
Instructor	0	0	0	0	0	0	0	0	0	0
Total	1	3	6	2	1	0	0	0	1	1
Grand Total	77	89	68	77	48	61	63	52	65	66

TABLE 5b
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2005 – FY 2014
IOWA STATE UNIVERSITY

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
To accept a position at another university										
Professor	9	6	9	4	5	6	4	6	2	9
Associate Professor	8	12	9	7	8	7	7	8	5	8
Assistant Professor	10	12	22	13	6	11	7	6	9	12
Instructor	0	0	0	0	0	0	0	0	0	0
Total	27	30	40	24	19	24	18	20	16	29
To accept another position										
Professor	1	0	1	2	1	2	3	0	0	0
Associate Professor	3	1	1	2	0	4	2	0	1	0
Assistant Professor	3	7	1	5	2	2	4	1	2	0
Instructor	0	0	0	0	0	0	0	0	0	0
Total	7	8	3	9	3	8	9	1	3	0
To relocate for personal reasons										
Professor	1	0	1	0	0	0	0	0	0	0
Associate Professor	0	3	0	3	0	0	0	0	0	0
Assistant Professor	2	3	3	7	2	3	5	3	1	2
Instructor	0	0	0	0	0	0	0	0	0	0
Total	3	6	4	10	2	3	5	3	1	2
To enter private practice										
Professor	0	1	0	0	0	0	0	0	0	0
Associate Professor	0	0	1	0	2	0	0	0	0	0
Assistant Professor	0	2	2	0	0	0	0	1	0	1
Instructor	0	0	0	0	0	0	0	0	0	0
Total	0	3	3	0	2	0	0	1	0	1
To accept an administrative position										
Professor	0	1	4	1	0	3	1	0	1	2
Associate Professor	0	0	0	0	0	1	0	1	0	1
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	1	4	1	0	4	1	1	1	3
Grand Total	37	48	54	44	26	39	33	26	21	35

TABLE 5c
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2005 – FY 2014
UNIVERSITY OF NORTHERN IOWA

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

TABLE 5d
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2005 – FY 2014
REGENT TOTAL BY UNIVERSITY

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
To accept a position at another university										
University of Iowa	41	52	40	38	25	40	17	26	32	23
Iowa State University	27	30	40	24	19	24	18	20	16	29
University of Northern Iowa	17	16	8	8	7	2	3	5	9	4
Regent Total	85	98	88	70	51	66	38	51	57	56
To accept another position										
University of Iowa	14	10	7	20	11	5	21	9	9	16
Iowa State University	7	8	3	9	3	8	9	1	3	0
University of Northern Iowa	2	0	2	1	1	1	1	2	2	3
Regent Total	23	18	12	30	15	14	31	12	14	19
To relocate for personal reasons										
University of Iowa	5	16	10	10	4	13	20	16	10	21
Iowa State University	3	6	4	10	2	3	5	3	1	2
University of Northern Iowa	8	3	5	5	3	3	4	24	10	0
Regent Total	16	25	19	25	9	19	29	43	21	23
To enter private practice										
University of Iowa	16	8	5	7	7	3	5	1	13	5
Iowa State University	0	3	3	0	2	0	0	1	0	1
University of Northern Iowa	0	1	0	0	0	0	0	0	0	0
Regent Total	16	12	8	7	9	3	5	2	13	6
To accept an administrative position										
University of Iowa	1	3	6	2	1	0	0	0	1	1
Iowa State University	0	1	4	1	0	4	1	1	1	3
University of Northern Iowa	1	2	7	0	2	0	1	3	2	1
Regent Total	1	6	17	3	3	4	2	4	4	5
Grand Total	142	159	144	135	87	106	105	112	109	109

TABLE 5e
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2005 – FY 2014
REGENT TOTAL BY FACULTY POSITION

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
To accept a position at another university										
Professor	24	27	18	14	16	15	10	11	14	12
Associate Professor	24	30	20	21	18	17	10	14	19	16
Assistant Professor	37	41	50	35	17	33	18	26	24	28
Instructor	0	0	0	0	0	1	0	0	0	0
Total	85	98	88	70	51	66	38	51	57	56
To accept another position										
Professor	5	1	2	5	1	3	6	1	1	5
Associate Professor	6	3	3	5	5	5	10	5	3	2
Assistant Professor	12	14	6	19	9	5	15	5	8	12
Instructor	0	0	1	1	0	1	0	1	2	0
Total	23	18	12	30	15	14	31	12	14	19
To relocate for personal reasons										
Professor	2	1	1	2	1	1	2	6	0	3
Associate Professor	2	9	4	4	1	1	3	6	4	3
Assistant Professor	11	15	11	19	6	15	23	13	16	17
Instructor	1	0	3	0	1	2	1	18	1	0
Total	16	25	19	25	9	19	29	43	21	23
To enter private practice										
Professor	2	3	0	1	2	0	1	1	1	0
Associate Professor	5	1	4	3	5	1	2	0	3	1
Assistant Professor	9	8	4	3	2	2	2	1	9	5
Instructor	0	0	0	0	0	0	0	0	0	0
Total	16	12	8	7	9	3	5	2	13	6
To accept an administrative position										
Professor	1	4	15	3	1	3	2	2	3	4
Associate Professor	0	1	2	0	0	1	0	2	0	1
Assistant Professor	1	1	0	0	1	0	0	0	1	0
Instructor	0	0	0	0	1	0	0	0	0	0
Total	2	6	17	3	3	4	2	4	4	5
Grand Total	142	159	144	135	87	106	105	112	109	109

TABLE 6
TOTAL FACULTY AND FACULTY RESIGNATIONS BY COLLEGE
FY 2014

College	FACULTY		RESIGNATIONS		
	Number	Percent of University Total	Number	Percent of Total	Percent of Total College Faculty
University of Iowa					
Business Administration	85	3.7%	3	4.5%	3.5%
Dentistry	108	4.7%	1	1.5%	0.9%
Education	90	3.9%	2	3.0%	2.2%
Engineering	88	3.8%	2	3.0%	2.3%
Graduate	16	0.7%	1	1.5%	6.3%
Law	44	1.9%	0	0.0%	0.0%
Liberal Arts and Sciences	643	27.8%	14	21.2%	2.2%
Medicine	1,047	45.2%	34	51.5%	3.2%
Nursing	54	2.3%	1	1.5%	1.9%
Pharmacy	66	2.8%	3	4.5%	4.5%
Public Health	76	3.3%	5	7.6%	6.6%
Total	2,317	100.0%	66	100.0%	2.8%
Iowa State University					
Agriculture & Life Sciences	249	19.5%	1	2.9%	0.4%
Business	77	6.0%	1	2.9%	1.3%
Design	84	6.6%	1	2.9%	1.2%
Engineering	187	14.7%	11	31.4%	5.9%
Human Sciences	111	8.7%	8	22.9%	7.2%
Liberal Arts and Sciences	437	34.2%	11	31.4%	2.5%
Library	21	1.6%	2	5.7%	9.5%
Veterinary Medicine	110	8.6%	0	0.0%	0.0%
Total	1,276	100.0%	35	100.0%	2.7%
University of Northern Iowa					
Business Administration	63	10.8%	0	0.0%	0.0%
Education	141	24.2%	2	25.0%	1.4%
Humanities, Arts & Sciences	262	45.0%	3	37.5%	1.1%
Social & Behavioral Sciences	100	17.2%	2	25.0%	2.0%
Library	16	2.8%	1	12.5%	6.3%
Total	582	100.0%	8	100.0%	1.4%