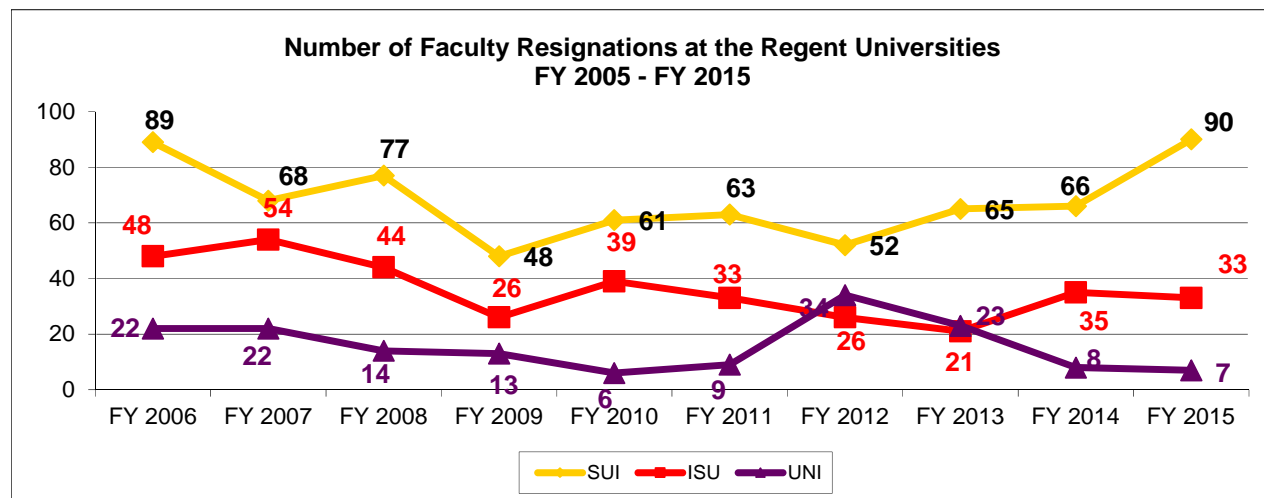


2014-15 REPORT ON FACULTY RESIGNATIONS

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

Executive Summary: At the Regent universities, there were 130 faculty resignations in FY 2015, which was an increase of 21 (+19.3%). At the special schools, there were three faculty resignations in FY 2015, which was the same as the prior year.

- ◆ At the University of Iowa, the number of faculty resignations increased from 66 to 90 (+36.4%) between FY 2014 and FY 2015. During the past 10 years, the average number of annual faculty resignations has been 68.
- ◆ At Iowa State University, the number of faculty resignations decreased from 35 to 33 (-5.7%) between FY 2014 and FY 2015. During the past 10 years, the average number of annual faculty resignations has been 36.
- ◆ At the University of Northern Iowa, the number of faculty resignations decreased from eight to seven (-12.5%) between FY 2014 and FY 2015. During the past 10 years, the average number of annual faculty resignations has been 16.



- ◆ At the Iowa School for the Deaf, the number of faculty resignations remained the same at zero between FY 2014 and FY 2015.
- ◆ At the Iowa Braille and Sight Saving School, the number of faculty resignations remained the same (three) between FY 2014 and FY 2015.

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 2015, 29 questionnaires (32.2%) were returned.

- 📖 Respondents expressed the greatest satisfaction with the general atmosphere of the University and Iowa City (4.3); the University's commitment to excellence in research (3.7); and research (3.7).

- 📖 Respondents expressed the most dissatisfaction with compensation (2.9).

- 📖 The mean satisfaction level increased from 3.4 in FY 2014 to 3.5 in FY 2015.

- 📖 The primary reason respondents gave for leaving the university was to accept a position at another university (45.6%).

- ✎ 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 other opportunities 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.

- 📖 Ten faculty members (30.3%) responded to the FY 2015 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 lack of perceived partner accommodation opportunities.

- 📖 Salary competitiveness continues to be cited by respondents as a reason for resigning. Of the 10 respondents, three (9.1%) indicated that they had accepted a new position elsewhere that will provide a "much higher salary than the salary at ISU;" and four indicated they had accepted a new position elsewhere that will provide a salary "somewhat higher than the salary at ISU."

- 📖 Faculty continue to express satisfaction with ISU benefits – 23 (69.7%) of the respondents indicated they were "somewhat or very satisfied" with ISU's benefit package.

- 📖 Thirteen respondents (39.4%) indicated that they were "somewhat or very satisfied" with teaching/advising responsibilities, as well as expectations for research.

- 📖 Twenty respondents (60.6%) indicated that they were “neutral/mixed” about the overall workload.
 - 📖 Sixteen respondents (48.5%) indicated a “high or very high” level of work-related stress (broadly defined).
 - 📖 Approximately 20 respondents (60.6%) were “somewhat or very satisfied” with office facilities; 10 respondents (30.3%) were “somewhat or very satisfied” with research facilities and 16 respondents (48.5%) were “neutral/mixed with research facilities.
 - 📖 When asked “were you ever asked if anything could be done to retain you,” 23 respondents (69.7%) responded affirmatively. However, 20 respondents (60.6%) responded negatively to the question “Would anything have encouraged you to stay?”
- 📁 At the University of Northern Iowa, resignation information was gathered through exit interviews between the faculty members and department heads.
 - 📖 One resigned to be closer to family.
 - 📖 Six resigned to accept a position at another university. Two positions were closer to family for the faculty member and one position did not require the faculty member to possess a terminal degree for tenure.
- ◇ 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 2015, 24 (18.5%) were professors, 34 (26.2%) were associate professors, 71 (54.6%) were assistant professors; and one (0.7%) was an instructor.
 - 📁 Professors represent 25.3% of the population; associate professors represent 21.9% of the faculty; assistant professors represent 32.5% of the faculty; and instructors represent 20.2% of the faculty at the Regent universities¹.
 - 📁 The number of professors who resigned in FY 2015 remained the same (24) as the prior year.
 - ◇ Of those who resigned in FY 2015, 49 (37.7%) were tenured, 39 (30.0%) were tenure-track, 39 (30.0%) were clinical track, and three (2.3%) were other.
 - 📁 Tenured faculty members represent 64.1% of the population; tenure-track faculty members represent 19.6% of the faculty; clinical/research track faculty members represent 16.3% of the faculty at the Regent universities¹.
 - 📁 The number of tenured faculty members who resigned in FY 2015 increased by nine (+22.5%) from the prior year.
 - ◇ Of those who resigned in FY 2015, 76 (58.5%) were male and 54 (41.5%) were female.
 - 📁 Males represent 58.6% of the total population and females represent 41.4% of the total faculty at the Regent universities.

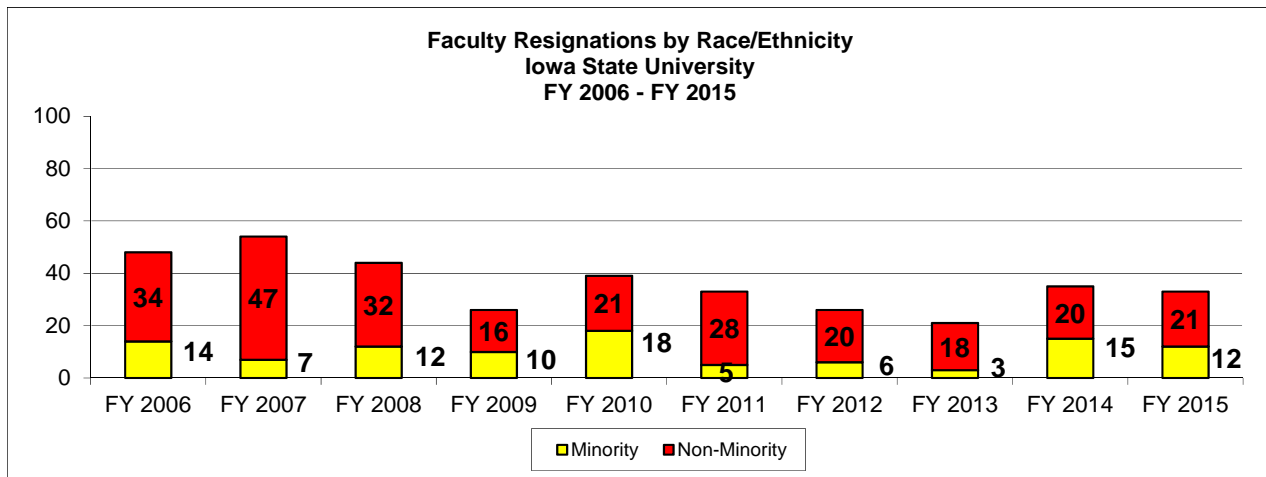
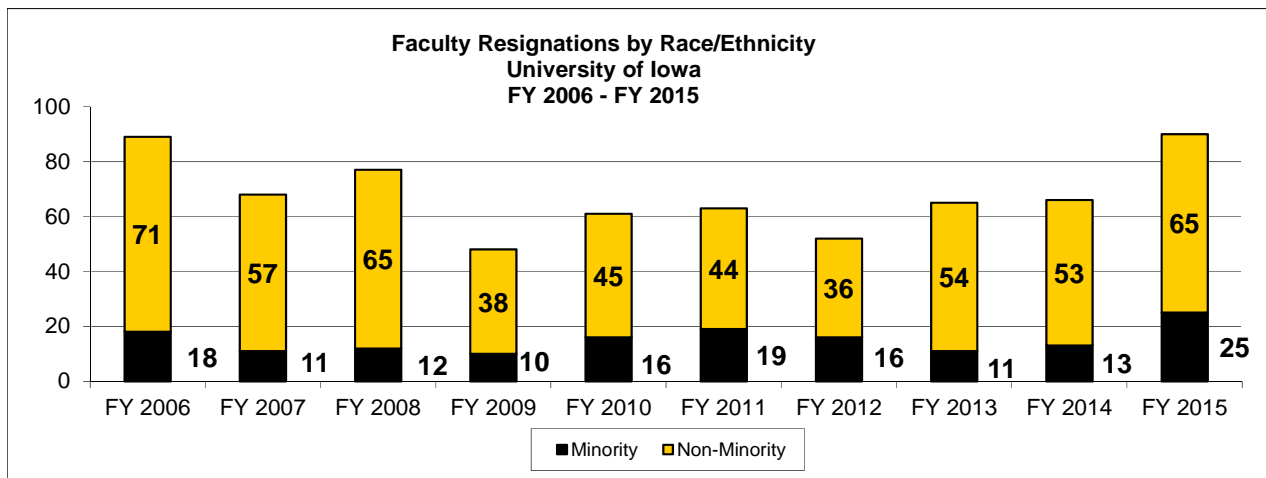
¹ Source: Spring 2015 Faculty Tenure Report.
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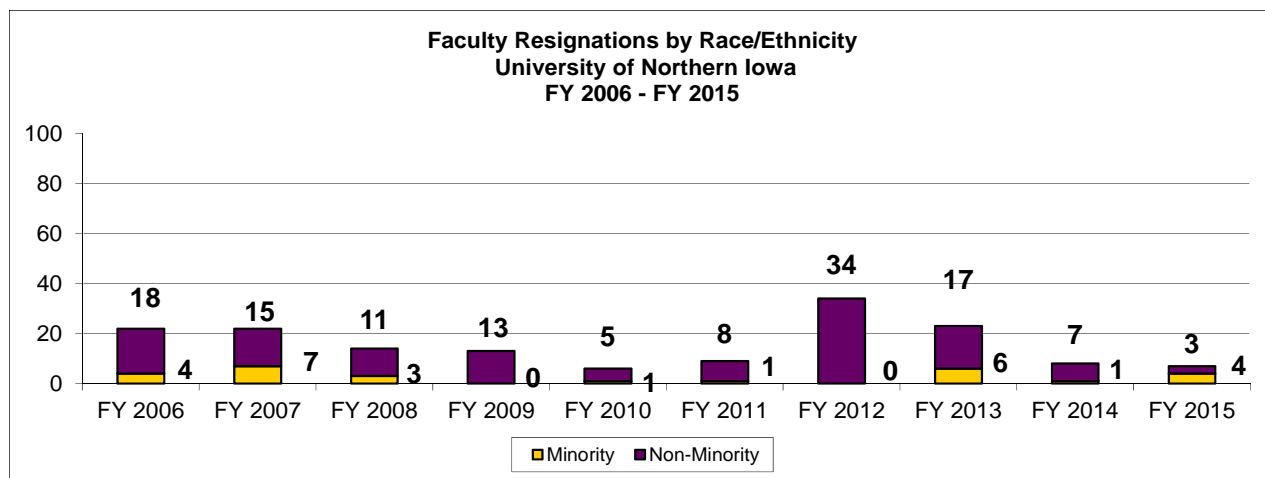
- ✉ There was an increase of four (+8.0%) women and 17 (+28.8%) men who resigned in FY 2015 from the prior year.

- ◇ Of those who resigned in FY 2015, 41 (31.5%) were racial/ethnic minorities and 89 (68.5%) were non-minorities.

- ✉ As described in the Spring 2015 Annual Tenure Report, racial/ethnic minorities represent 17.3% of the population and non-minorities represent 82.7% of the population at the Regent universities.

- ✉ The number of racial/ethnic minority faculty who resigned in FY 2015 increased by 12 (+41.4%) from the prior year. The number of non-minority faculty who resigned in FY 2015 increased by nine (+11.3%).





- ◆ The following resignation overrepresentation occurred among faculty resignees relative to each College’s overall faculty numbers:

 - ☞ At the University of Iowa, the Colleges of Education, Law, and Medicine, 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 Business, Design, and Veterinary Medicine as well as the Library were overrepresented among faculty resignees relative to the College’s overall faculty numbers.
 - ☞ At the University of Northern Iowa, the College of Education as well as the Library were overrepresented among faculty resignees relative to each College’s overall faculty numbers.

- ◆ In FY 2015, the primary reason for resigning continues to be employment opportunities at other educational institutions (cited by 54.6% of those who left). The second most frequently identified reason for resigning (cited by 17.7% of those who left) was to enter into private practice.

 - ☞ The number of faculty who resigned in FY 2015 to accept a position at another university increased by 15 (+26.8%) from the prior year.
 - ☞ The number of faculty who resigned in FY 2015 to accept another position decreased by two (-10.5%) from the prior year.
 - ☞ The number of faculty who resigned in FY 2015 to relocate for personal reasons decreased by six (-26.1%) from the prior year.





- ◆ At the *Iowa Educational Services for the Blind and Visually Impaired/Iowa Braille School*, three faculty members resigned in FY 2015 – one resigned for personal reasons; and two resigned for a career change. At the *Iowa School for the Deaf*, there were no faculty resignations in FY 2015.

Strategies to Improve Faculty Retention


University of Iowa

- ◆ 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.
-  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), assists colleges and departments to more accurately and transparently assess faculty productivity and better target merit pay increases.

Quality of Life








-  The University of Iowa is working with ISU and UNI to develop a Greater Iowa Regional Higher Education Recruitment Consortium (HERC). HERC is a national non-profit consortium of more than 700 college, universities, hospitals, research labs, government agencies, related non-profit organizations, and private industry. It offers the largest database of higher education and related jobs and provides consortium members resources to enhance their ability to recruit diverse and talented faculty, staff, and executives, with a special emphasis on assisting dual-career couples. SUI, in collaboration with the other Regent universities, is co-coordinating the start-up phase of the project, which will include recruitment of Iowa community colleges, private colleges, and major employers interested in enhancing their national recruitment of highly trained employees, dual career couples, and underrepresented minorities. HERC members realize numerous benefits, including access to a national database of 80,000 jobseekers, access to dual-career job search technology, high quality professional development opportunities, and vendor discounts which will result in significantly reduced advertising and recruitment expenses. The Great Iowa HERC launch is scheduled to occur in March 2016 at the Des Moines Area Community College Ankeny campus. The Consortium is projected to be formalized with a functional collaborative job search technology by August 2016.

- 📖 SUI's "Recruitment Ambassadors Program," jointly sponsored by Human Resources and the Office of Equal Opportunity and Diversity, supports the University's strategic goals of increasing the diversity of faculty and staff. Recruitment Ambassadors are current or former faculty and staff members who volunteer to help recruit prospective employees. Recruitment Ambassadors provide materials regarding the local community at the time of recruitment, and are trained to showcase the community and answer candidates' questions on topics ranging from the area's arts and culture, housing, school systems, dining and shopping, sports and recreation, and healthcare.


While the program is designed to use Recruitment Ambassadors at the time of recruitment, SUI recognizes that integration into the broader community is key to retention and satisfaction levels. 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.
- 📖 In FY 2016, the Office of the Provost convened University offices and community partners, including Human Resources, EOD, Dual Career Services, and ICAD, to review and increase access to campus and community resources promoting Work/Life Balance. This project will result in improved easy-to-access resources that will promote the work/life integration aspects of the University and the region to faculty and staff recruits as they initially look at the university as a prospective employer, during the active recruitment process, and once employees arrive on campus.
- 📖 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's Dual Career Services (DCS) respond to the employment needs of accompanying partners of new faculty or staff members, and enhance the University's faculty recruiting and retention efforts. In 2014, DCS assisted eight colleges and academic units with recruiting and hiring and 71 accompanying partners with job searches. Twenty-one of the accompanying partners were successfully employed in 2014; 44 continued services in 2015; three discontinued their job searches; and three were unsuccessful in obtaining employment within the specified year of service offered by DCS. DCS provided six limited-service appointments to individuals who did not meet the criteria for full service and met with 23 prospective candidates by referral from departments. Sixteen employers, including the University and UIHC, in seven cities hired DCS clients, with starting salaries of the successfully hired clients totaling approximately \$1,308,800.

 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 also sponsors events each year to enhance networking among new faculty members and to enable direct and welcoming access to University administrators (president and Provost New Faculty Welcome Reception in August, New Faculty End-of-Semester Reception in December, Breakfast with the Provost in the Spring).
-  The Office of the Provost publishes a comprehensive faculty development calendar featuring programs offered by multiple offices on campus (e.g., focused on teaching, instructional technology, and research).
-  The Office of the Provost partnered with University Human Resources (UHR) to pilot a DEO Leadership Development Program that was launched in Fall 2015. The program is fashioned on UHR's "Executive Leadership Academy" and features a cohort-based learning model supplemented by support from individual coaches. The program will be evaluated in FY 2016 to determine if needed changes are required to move forward.
-  The Office of the Vice President for Research and Economic Development (OVPRED) offers a variety of professional development resources and opportunities to faculty. FY 2015 programs included Effective Communications for Busy Professionals; Science Communications Training; Successful Proposal Submissions to PCORI; Grantsmanship for Team Science; and NIH and NSF webinars. The OVPRED offers modest competitive Internal Funding Initiatives grants to encourage leading edge scholarship, creative activities, and interdisciplinary research. It also hosts lectures and conversations each semester to explore 21st century challenges from the perspective of the arts, sciences, and humanities; encourage collaboration; and demonstrate the unprecedented innovation and creativity that can result when scholars and researchers engage in truly interdisciplinary research.
-  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 lines have been dedicated to this initiative.
-  The University continues to provide professional development opportunities to senior faculty members through participation in the CIC²-Academic Leadership Program and CIC-Department Executive Officers Seminar.
-  In AY 2016, the Office of the Provost is partnering with the Office of the Vice President for Research and Economic Development and the Obermann Center for Advanced Studies to provide programming to newly tenured associate professors, to assist them in making the transition into their new role.

² CIC is the Committee on Institutional Cooperation.
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 Retaining Faculty of Color

-  In FY 2014, the office of the Provost and the Chief Diversity Office launched a collaboration to provide training and resources to address unconscious bias on campus. As a result, several modules were piloted, including sessions on recognizing racial and gender bias in recruitment and retention processes. Since that time, both offices have provided training for department and colleges, HR Search Administrators, and HR unit representatives. In FY 2015, the Office of the Provost staff received training specific to the faculty recruitment process as part of the CIC-AGEP Professorial Advancement Initiative (PAI). In FY 2016, the Office of the Provost will launch expanded programming related to addressing unconscious bias in faculty recruitment and retention.
-  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 weekly e-newsletters, online resources, and access to monthly faculty development webinars; issues facing faculty of color and other underrepresented faculty are frequently addressed in the resources and program. As of AY 2015-2016, all SUI faculty members are automatically enrolled in this service upon hire with an accessible process for opting out.
-  The Chief Diversity Office (DCO) supports the development of an inclusive campus climate which supports retention through its programs and resources. In Fall 2015, the CDO, in collaboration with the Office of Learning and Development and numerous campus leaders, launched the “Building University of Iowa Leadership for Diversity (BUILD)” program. The BUILD initiative provides opportunities for University faculty and staff to gain strategic knowledge and skills to contribute to a welcoming and inclusive environment for all. The program offers the campus opportunities for advanced learning about diversity-related issues, including foundations of diversity and inclusion (core course), diversity in the classroom, dynamics of difference, exploring issues of social class, implicit bias, and opportunities for hearing from members of marginalized communities about their experiences on campus. To date, approximately 200 SUI staff and faculty have participated in one or more BUILD workshops, with the average being 2.55 per person.
-  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. Upcoming NCBI workshops include the full-day workshop “Leadership for Equity and Inclusion.”

- 📖 In FY 2014, the Obermann Center for Advanced Studies sponsored “Indigo Ink,” a community-style accountability and write-on-site group for faculty of color. As of FY 2015, the group is now sponsored by the Chief Diversity Office.

Iowa State University

- ◆ *Iowa State University* continues a number of major efforts to retain faculty, particularly high-performing educators and scholars who provide valuable service to Iowans.
 - 📁 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. To further support dual career needs, ISU is partnering with UNI and SUI to establish a state-wide chapter of Higher Education Recruitment Consortium (HERC) which will create a network of employment opportunities of benefit to faculty partners and spouses.
 - 📁 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.
- 📁 Exit Interview Results. Faculty exit data have been collected systemically through an online survey since January 2004. Departing faculty are offered face-to-face or phone interviews with the Office of the Provost as well as other opportunities at the department or college level. The Center for Statistics and Survey Methodology assists the Office of the Provost to obtain the online survey data. The goal for both exit interview methods is to determine the reasons faculty members resign, identify ISU's strengths and weaknesses from the faculty members' perspective, and obtain suggestions for institutional improvement. Ten faculty members responded to the online faculty exit survey in FY 2015 which represents a 30.3% response rate.
 - 📖 The reasons resigning (in rank order) are dissatisfaction with departmental environment, lack of perceived advancement opportunities, and lack of perceived partner accommodation opportunities.
 - 📖 Salary competitiveness continues to be cited also. Three of the 10 respondents indicated that they had accepted a new position elsewhere that will provide a salary "much higher than the salary at ISU," and four indicated that they had accepted a new position elsewhere that will provide a salary "somewhat higher than the salary at ISU."
 - 📖 Faculty continue to express satisfaction with ISU benefits – 70% of the respondents indicated they were "somewhat or very satisfied" with ISU's benefit package.

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.

- 📖 Forty percent of the respondents are “somewhat or very satisfied” with teaching/advising responsibilities as well as expectations for research.
 - 📖 The majority of respondents (60%) indicated they were “neutral/mixed” when asked about workload.
 - 📖 Fifty percent of respondents indicated a “high or very high” level of work-related stress (broadly defined).
 - 📖 Regarding office facilities, 60% of the respondents reported being “somewhat or very satisfied.” Thirty percent reported being “somewhat or very satisfied” with research facilities, while 50% reported being “neutral/mixed.”
 - 📖 Seventy percent responded affirmatively to the question “were you ever asked if anything could be done to retain you?” However, 60% responded negatively to the question “would anything have encouraged you to stay?”
- 📁 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 currently supports four faculty fellow positions. A faculty fellow focusing on professional development programs for new faculty is in her third 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 administration will continue to focus on partner accommodation needs also.

University of Northern Iowa

- ◇ The *University of Northern Iowa* uses the following strategies to improve faculty retention.
 - 📁 Retention efforts begin when new faculty members are hired and continue throughout the faculty member’s career. UNI welcomes new faculty to campus with an orientation program that spans the better part of two days. Overall, the program focuses on teaching, scholarly work and service for a UNI faculty member. Sessions include information on working with students, a library orientation, faculty governance, and maintaining balance among the three components of faculty workload: teaching, research/creative activity, and service.

One of the most popular sessions is a panel of current students who address their perceptions of good teaching practice. Also popular is the Resource Fair that allows new faculty to learn about many opportunities on campus and spend more time learning about campus initiatives that interest them. Social opportunities are built into the day to encourage networking among new faculty, more experienced colleagues, department heads, and institutional officials. The president hosts a reception for new faculty members and their spouses/partners, their department heads, and deans at his residence within the first two weeks of the semester. This provides another opportunity for networking with colleagues.

- ☞ The 2014 Fall Faculty Workshop brought nationally-known presenter, Maryellen Weimer, for a workshop which focused on learner-centered teaching. This was an opportunity for new faculty to meet faculty colleagues from outside the 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 alike reported being energized by the multiple teaching strategies that were presented and discussed.
- ☞ A number of summer fellowships/grants are awarded to both tenured and tenure-track faculty. All faculty who hold a full-time tenured or tenure-track appointment and who have served for at least three years on the faculty may 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 Office also supports tenure-track faculty with separate funds for their research and creative activity. Twenty-two faculty were awarded these small grants in Fall 2014.
- ☞ 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, the James F. Lubker Research Award, Regents Awards for Faculty Excellence, and the University Book and Supply Award for untenured faculty.
- ☞ In Fall 2014, the Provost instituted monthly Faculty Brown Bag Lunches in Bartlett Hall. All faculty were invited to join the Provost, Associate Provosts, and the Director of the Center for Excellence in Teaching and Learning for informal discussions. These lunches gave faculty an opportunity to interact regularly with the Provost and discuss items of interest to them.
- ☞ UNI's colleges have also developed programs to help with new faculty retention. Strategies employed by the colleges to increase retention and success of new faculty include 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 college 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 efforts to build community and connection with the college, including one-on-one meetings with pre-tenure faculty to discuss career goals, small Challenge Grants to support faculty efforts to develop research proposals for submission to external grant competitions, and social occasions which include all college faculty.
- ✉ Professional Development Assignments (PDAs) are another opportunity offered to tenured faculty to undertake intensive programs of research or creative work. Faculty members may apply either 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 and give needed time for intense focus on scholarly or creative work.
- ✉ Feedback is positive about the Provost's email newsletter, a university-wide publication that keeps faculty informed about various Provost initiatives and colleague activities. Good communication about progress or new initiatives helps build a sense of connection to the university.
- ✉ The Center for Excellence in Teaching and Learning, reestablished in Fall 2013, continues to support faculty through a robust schedule of teaching workshops, book studies and peer observation opportunities. In 2014-2015, one-third of all faculty attended at least one of the workshops or reading groups sponsored by the center. Faculty from all colleges participated, and approximately 15% of the faculty attended more than one of the center's offerings.
- ✉ Diversity and inclusion efforts included the ongoing National Coalition Building Institute (NCBI) chapter at UNI and the Diversity Fellows program. The Diversity Fellow in the Provost's Office led the efforts of NCBI while gaining valuable administrative experience.
- ✉ Retention is an ongoing effort throughout a faculty member's career. UNI continues to identify new ways to improve faculty members' organizational commitment.

Iowa School for the Deaf

- ◆ Faculty retention is not a major concern at the Iowa School for the Deaf. Most faculty remain employed for many years; the average length of service for faculty is 23.8 years. Excellent benefits, such as the tuition reimbursement program, competitive salaries, and excellent health and dental insurance reduce faculty turnover. However, ISD could face significant turnover with faculty retirement in the next few years.

Iowa Education Services for the Blind and Visually Impaired/Iowa Braille School

- ◆ Iowa Educational Services for the Blind and Visually Impaired/Iowa Braille School provides leadership in the field of vision in the State of Iowa through an inter-governmental agreement between the Board of Regents, State Board of Education, Iowa Department for the Blind, and Association of Area Education Agencies. Collaborative efforts with these agencies and the local education agencies results in service provision to children in Iowa who are blind, visually impaired, deaf-blind, or multi-disabled with a visual impairment, from birth through age twenty-one. Most services are provided throughout Iowa in the local school districts using an itinerant teaching model. Extended school year services are also provided in local school districts. Supplemental special programs are regionalized based on student and parent need and interest. The school no longer operates a long-term residential program, but continues to provide short-term programs on the Iowa Braille and Sight Saving School campus.

- 📁 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 five individuals participating in the program, including five females but no minorities. 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.

TABLE 1
NUMBER OF FACULTY RESIGNATIONS BY RANK
FY 2006 – FY 2015

	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	INSTRUCTOR	TOTAL
UNIVERSITY OF IOWA					
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
FY 2015	16	20	54	0	90
IOWA STATE UNIVERSITY					
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
FY 2015	8	12	13	0	33
UNIVERSITY OF NORTHERN IOWA					
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
FY 2015	0	2	4	1	7
REGENT TOTAL					
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
FY 2015	24	34	71	1	130

TABLE 2
NUMBER OF FACULTY RESIGNATIONS BY GENDER AND RACE/ETHNICITY
FY 2006 – FY 2015

	MALE	FEMALE	TOTAL	MINORITY	NON-MINORITY
UNIVERSITY OF IOWA					
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
FY 2015	53	37	90	25	65
IOWA STATE UNIVERSITY					
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
FY 2015	20	13	33	12	21
UNIVERSITY OF NORTHERN IOWA					
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
FY 2015	3	4	7	4	3
REGENT TOTAL					
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
FY 2015	76	54	130	41	89

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

TABLE 3
NUMBER OF FACULTY RESIGNATIONS BY TENURE STATUS
FY 2006 – FY 2015

	TENURED	TENURE-TRACK	CLINICAL TRACK	OTHER	TOTAL
UNIVERSITY OF IOWA					
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
FY 2015	25	24	38	3	90
IOWA STATE UNIVERSITY					
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
FY 2015	20	13	0	0	33
UNIVERSITY OF NORTHERN IOWA					
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
FY 2015	4	2	1	0	7
REGENT TOTAL					
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
FY 2015	49	39	39	3	130

⁷ Research track.
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TABLE 4a
RESIGNATIONS BY COLLEGE
FY 2006 – FY 2015
University of Iowa

COLLEGE	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Business Admin.	4	5	4	1	2	3	4	1	3	1
Dentistry	3	7	3	0	2	4	2	4	1	1
Education	4	1	6	1	1	3	0	2	2	4
Engineering	2	3	1	2	0	2	0	1	2	0
Graduate	1	0	0	1	0	0	0	0	1	3
Law	3	1	1	3	1	3	1	2	0	3
Liberal Arts & Sciences	21	19	15	7	10	11	10	12	14	9
Medicine	43	24	38	31	38	32	32	34	34	65
Nursing	1	0	2	2	2	1	2	4	1	1
Pharmacy	3	4	3	0	0	2	0	2	3	2
Public Health	4	4	4	0	5	2	1	3	5	1
TOTAL	89	68	77	48	61	63	52	65	66	90

TABLE 4b
RESIGNATIONS BY COLLEGE
FY 2006 – FY 2015
Iowa State University

COLLEGE	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Agric. & Life Sciences	3	9	8	4	7	3	3	1	1	3
Business	2	3	2	1	2	1	1	2	1	5
Design	3	3	4	1	2	4	0	2	1	3
Engineering	8	4	1	2	5	4	4	2	11	3
Human Sciences	7	4	5	6	8	10	5	0	8	3
Liberal Arts & Sciences	21	23	16	8	12	11	10	10	11	11
Library	1	2	2	0	1	0	1	1	2	1
Veterinary Medicine	3	6	6	4	2	0	2	3	0	4
TOTAL	48	54	44	26	39	33	26	21	35	33

TABLE 4c
RESIGNATIONS BY COLLEGE
FY 2006 – FY 2015
University of Northern Iowa

COLLEGE	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Business Admin.	2	4	3	1	1	0	1	2	0	0
Education	6	4	3	4	3	3	17	6	2	2
Natural Sciences	1	1	2	2	2					
Humanities & Fine Arts	3	8	4	2	0					
Humanities, Arts, & Sci.						2	13	9	3	3
Soc. & Behavioral Sci.	7	5	2	4	0	0	2	5	2	1
Library	3	0	0	0	0	4	1	1	1	1
TOTAL	22	22	14	13	6	9	34	23	8	7

TABLE 5a
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2006 – FY 2015
UNIVERSITY OF IOWA

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
To accept a position at another university										
Professor	19	8	10	11	9	6	5	11	3	11
Associate Professor	15	10	14	8	10	1	6	11	7	11
Assistant Professor	18	22	14	6	21	10	15	10	13	19
Instructor	0	0	0	0	0	0	0	0	0	0
Total	52	40	38	25	40	17	26	32	23	41
To accept another position										
Professor	1	1	3	0	1	3	0	1	5	1
Associate Professor	2	2	3	4	1	7	5	2	2	5
Assistant Professor	7	4	13	7	3	11	4	6	9	11
Instructor	0	0	1	0	0	0	0	0	0	0
Total	10	7	20	11	5	21	9	9	16	17
To relocate for personal reasons										
Professor	1	0	2	1	1	2	5	0	3	1
Associate Professor	6	2	0	1	1	2	2	2	3	2
Assistant Professor	9	8	8	2	11	16	9	8	15	9
Instructor	0	0	0	0	0	0	0	0	0	0
Total	16	10	10	4	13	20	16	10	21	12
To enter private practice										
Professor	2	0	1	2	0	1	1	1	0	2
Associate Professor	1	3	3	3	1	2	0	3	1	2
Assistant Professor	5	2	3	2	2	2	0	9	4	15
Instructor	0	0	0	0	0	0	0	0	0	0
Total	8	5	7	7	3	5	1	13	5	19
To accept an administrative position										
Professor	2	5	2	1	0	0	0	0	1	1
Associate Professor	1	1	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	1	0	0
Instructor	0	0	0	0	0	0	0	0	0	0
Total	3	6	2	1	0	0	0	1	1	1
Grand Total	89	68	77	48	61	63	52	65	66	90

TABLE 5b
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2006 – FY 2015
IOWA STATE UNIVERSITY

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
To accept a position at another university										
Professor	6	9	4	5	6	4	6	2	9	6
Associate Professor	12	9	7	8	7	7	8	5	8	10
Assistant Professor	12	22	13	6	11	7	6	9	12	8
Instructor	0	0	0	0	0	0	0	0	0	0
Total	30	40	24	19	24	18	20	16	29	24
To accept another position										
Professor	0	1	2	1	2	3	0	0	0	0
Associate Professor	1	1	2	0	4	2	0	1	0	0
Assistant Professor	7	1	5	2	2	4	1	2	0	0
Instructor	0	0	0	0	0	0	0	0	0	0
Total	8	3	9	3	8	9	1	3	0	0
To relocate for personal reasons										
Professor	0	1	0	0	0	0	0	0	0	1
Associate Professor	3	0	3	0	0	0	0	0	0	0
Assistant Professor	3	3	7	2	3	5	3	1	2	3
Instructor	0	0	0	0	0	0	0	0	0	0
Total	6	4	10	2	3	5	3	1	2	4
To enter private practice										
Professor	1	0	0	0	0	0	0	0	0	0
Associate Professor	0	1	0	2	0	0	0	0	0	2
Assistant Professor	2	2	0	0	0	0	1	0	1	2
Instructor	0	0	0	0	0	0	0	0	0	0
Total	3	3	0	2	0	0	1	0	1	4
To accept an administrative position										
Professor	1	4	1	0	3	1	0	1	2	1
Associate Professor	0	0	0	0	1	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	1	4	1	0	4	1	1	1	3	1
Grand Total	48	54	44	26	39	33	26	21	35	33

TABLE 5c
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2006 – FY 2015
UNIVERSITY OF NORTHERN IOWA

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
To accept a position at another university										
Professor	2	1	0	0	0	0	0	1	0	0
Associate Professor	3	1	0	2	0	2	0	3	1	4
Assistant Professor	11	6	8	5	1	1	5	5	3	1
Instructor	0	0	0	0	1	0	0	0	0	1
Total	16	8	8	7	2	3	5	9	4	6
To accept another position										
Professor	0	0	0	0	0	0	1	0	0	0
Associate Professor	0	0	0	1	0	1	0	0	0	0
Assistant Professor	0	1	1	0	0	0	0	0	3	0
Instructor	0	1	0	0	1	0	1	2	0	0
Total	0	2	1	1	1	1	2	2	3	0
To relocate for personal reasons										
Professor	0	0	0	0	0	0	1	0	0	0
Associate Professor	0	2	1	0	0	1	4	2	0	0
Assistant Professor	3	0	4	2	1	2	1	7	0	1
Instructor	0	3	0	1	2	1	18	1	0	0
Total	3	5	5	3	3	4	24	10	0	1
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	1	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0
Total	1	0	0	0	0	0	0	0	0	0
To accept an administrative position										
Professor	1	6	0	0	0	1	2	2	1	0
Associate Professor	0	1	0	0	0	0	1	0	0	1
Assistant Professor	1	0	0	1	0	0	0	0	0	0
Instructor	0	0	0	1	0	0	0	0	0	0
Total	2	7	0	2	0	1	3	2	1	1
Grand Total	22	22	14	13	6	9	34	23	8	7⁸

⁸ One faculty accepted an administrative position at another university, making his reason two-fold.

TABLE 5d
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2006 – FY 2015
REGENT TOTAL BY UNIVERSITY

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
To accept a position at another university										
University of Iowa	52	40	38	25	40	17	26	32	23	41
Iowa State University	30	40	24	19	24	18	20	16	29	24
University of Northern Iowa	16	8	8	7	2	3	5	9	4	6
Regent Total	98	88	70	51	66	38	51	57	56	71
To accept another position										
University of Iowa	10	7	20	11	5	21	9	9	16	17
Iowa State University	8	3	9	3	8	9	1	3	0	0
University of Northern Iowa	0	2	1	1	1	1	2	2	3	0
Regent Total	18	12	30	15	14	31	12	14	19	17
To relocate for personal reasons										
University of Iowa	16	10	10	4	13	20	16	10	21	12
Iowa State University	6	4	10	2	3	5	3	1	2	4
University of Northern Iowa	3	5	5	3	3	4	24	10	0	0
Regent Total	25	19	25	9	19	29	43	21	23	16
To enter private practice										
University of Iowa	8	5	7	7	3	5	1	13	5	19
Iowa State University	3	3	0	2	0	0	1	0	1	4
University of Northern Iowa	1	0	0	0	0	0	0	0	0	0
Regent Total	12	8	7	9	3	5	2	13	6	23
To accept an administrative position										
University of Iowa	3	6	2	1	0	0	0	1	1	1
Iowa State University	1	4	1	0	4	1	1	1	3	1
University of Northern Iowa	2	7	0	2	0	1	3	5	1	1
Regent Total	6	17	3	3	4	2	4	4	5	3
Grand Total	159	144	135	87	106	105	112	109	109	130

TABLE 5e
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2006 – FY 2015
REGENT TOTAL BY FACULTY POSITION

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
To accept a position at another university										
Professor	27	18	14	16	15	10	11	14	12	17
Associate Professor	30	20	21	18	17	10	14	19	16	25
Assistant Professor	41	50	35	17	33	18	26	24	28	28
Instructor	0	0	0	0	1	0	0	0	0	1
Total	98	88	70	51	66	38	51	57	56	71
To accept another position										
Professor	1	2	5	1	3	6	1	1	5	1
Associate Professor	3	3	5	5	5	10	5	3	2	5
Assistant Professor	14	6	19	9	5	15	5	8	12	11
Instructor	0	1	1	0	1	0	1	2	0	0
Total	18	12	30	15	14	31	12	14	19	17
To relocate for personal reasons										
Professor	1	1	2	1	1	2	6	0	3	2
Associate Professor	9	4	4	1	1	3	6	4	3	2
Assistant Professor	15	11	19	6	15	23	13	16	17	13
Instructor	0	3	0	1	2	1	18	1	0	0
Total	25	19	25	9	19	29	43	21	23	17
To enter private practice										
Professor	3	0	1	2	0	1	1	1	0	2
Associate Professor	1	4	3	5	1	2	0	3	1	4
Assistant Professor	8	4	3	2	2	2	1	9	5	17
Instructor	0	0	0	0	0	0	0	0	0	0
Total	12	8	7	9	3	5	2	13	6	23
To accept an administrative position										
Professor	4	15	3	1	3	2	2	3	4	2
Associate Professor	1	2	0	0	1	0	2	0	1	0
Assistant Professor	1	0	0	1	0	0	0	1	0	0
Instructor	0	0	0	1	0	0	0	0	0	0
Total	6	17	3	3	4	2	4	4	5	2
Grand Total	159	144	135	87	106	105	112	109	109	130

TABLE 6
TOTAL FACULTY AND FACULTY RESIGNATIONS BY COLLEGE
FY 2015

College	FACULTY		RESIGNATIONS		
	Number	Percent of University Total	Number	Percent of Total	Percent of Total College Faculty
University of Iowa					
Business Administration	83	3.6%	1	1.1%	1.2%
Dentistry	108	4.6%	1	1.1%	0.9%
Education	94	4.0%	4	4.4%	4.3%
Engineering	94	4.0%	0	0.0%	0.0%
Graduate	18	0.8%	3	3.3%	16.7%
Law	39	1.7%	3	3.3%	7.7%
Liberal Arts and Sciences	648	27.8%	9	10.0%	1.4%
Medicine	1,051	45.1%	65	72.2%	6.2%
Nursing	53	2.3%	1	1.1%	1.9%
Pharmacy	67	2.9%	2	2.2%	3.0%
Public Health	74	3.2%	1	1.1%	1.4%
Total	2,329	100.0%	90	100.0%	3.9%
Iowa State University					
Agriculture & Life Sciences	259	19.6%	3	9.1%	1.2%
Business	84	6.4%	5	15.2%	6.0%
Design	91	6.9%	3	9.1%	3.3%
Engineering	205	15.5%	3	9.1%	1.5%
Human Sciences	120	9.1%	3	9.1%	2.5%
Liberal Arts and Sciences	437	33.2%	11	33.3%	2.5%
Library	17	1.3%	1	3.0%	5.9%
Veterinary Medicine	105	8.0%	4	12.1%	3.8%
Total	1,318	100.0%	33	100.0%	2.5%
University of Northern Iowa					
Business Administration	61	10.6%	0	0.0%	0.0%
Education	137	23.9%	2	28.5%	1.5%
Humanities, Arts & Sciences	258	45.1%	3	42.9%	1.2%
Social & Behavioral Sciences	103	17.9%	1	14.3%	0.9%
Library	14	2.5%	1	14.3%	7.1%
Total	573	100.0%	7	100.0%	1.2%