

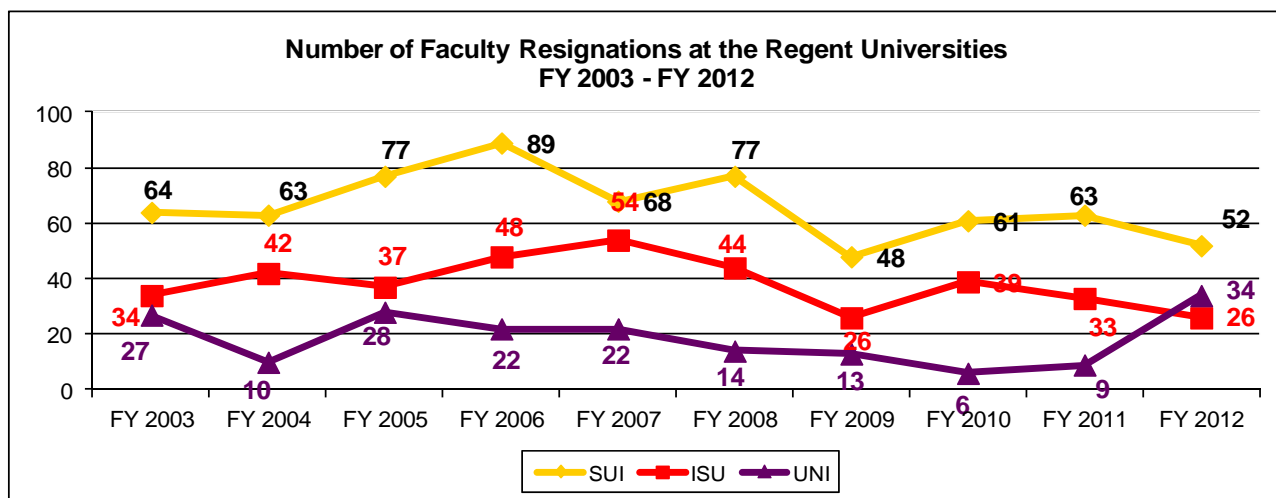
Contact: Diana Gonzalez

2011-12 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 112 faculty resignations in FY 2012, an increase of 7 (+6.7%) from the prior year. At the special schools, there were two faculty resignations in FY 2012, which was the same number as the prior year.

- ◆ At the University of Iowa, the number of faculty resignations decreased from 63 to 52 (-17.5%) between FY 2011 and FY 2012. During the past ten years, the average number of annual faculty resignations has been 66.2.
- ◆ At Iowa State University, the number of faculty resignations decreased from 33 to 26 (-21.2%) between FY 2011 and FY 2012. During the past ten years, the average number of annual faculty resignations has been 38.3.
- ◆ At the University of Northern Iowa, the number of faculty resignations increased from 9 to 34 (+277.8%) between FY 2011 and FY 2012.¹ During the past ten years, the average number of annual faculty resignations has been 18.5.



- ◆ At the Iowa School for the Deaf, the number of faculty resignations increased from zero to one between FY 2011 and FY 2012.
- ◆ At the Iowa Braille and Sight Saving School, the number of faculty resignations decreased from two to one (-50.0%) between FY 2011 and FY 2012.

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

¹ Sixteen faculty members were instructors in the Department of Teaching/Malcolm Price Laboratory School. Of that number, 15 faculty members accepted settlement agreements related to the MPLS closure.

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 were asked satisfaction-dissatisfaction questions which were scored on a scale of 1 (most dissatisfied) to 5 (most 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 2012, 16 questionnaires (31%) were returned.
 - 📖 Respondents expressed the greatest satisfaction with the general atmosphere of the University and Iowa City (4.1); and the University's commitment to diversity (3.8).
 - 📖 Respondents expressed the most dissatisfaction with compensation (3.1) and the University's commitment to research excellence (3.2).
 - 📖 The mean satisfaction level decreased from 3.8 in FY 2010 to 3.6 in FY 2011 and to 3.5 in FY 2012.
 - 📖 The primary reason respondents gave for leaving the university was to accept a position at another university (46%). The next most mentioned reason was relocating for personal reasons (31%).
 - 📁 At Iowa State University, faculty exit data have been systematically collected through an online survey since January 2004. An opportunity for a face-to-face or phone interview with the Office of the Provost is provided to all exiting faculty members. These interviews are often in addition to the interview conducted by a department chair or college dean. ISU's goal is to use both exit interview methods to determine the reasons faculty members resign, identify ISU's strengths and weaknesses from the faculty members' perspective, and obtain suggestions for institutional improvement from the faculty.
 - 📖 Fourteen faculty members (53.8%) responded to the FY 2012 online faculty exit survey.
 - 📖 The primary reasons cited by faculty members for leaving were dissatisfaction with the department chair, dissatisfaction with workload, dissatisfaction with colleagues, increased expectations for professional practice and service, and non-competitive salary.
 - 📖 "Dissatisfaction with department chair" continues to be one of the major reasons cited. Approximately 54% of the respondents indicated they were "somewhat or very dissatisfied" with their chair. The Provost's Office is now offering a series of department chair professional development workshops on such topics as preparing promotion and tenure cases, and conducting effective annual reviews.
 - 📖 Only 43% of the respondents indicated that they were "somewhat or very satisfied" with workload, while 64% indicated a "high or very high" level of work-related stress.

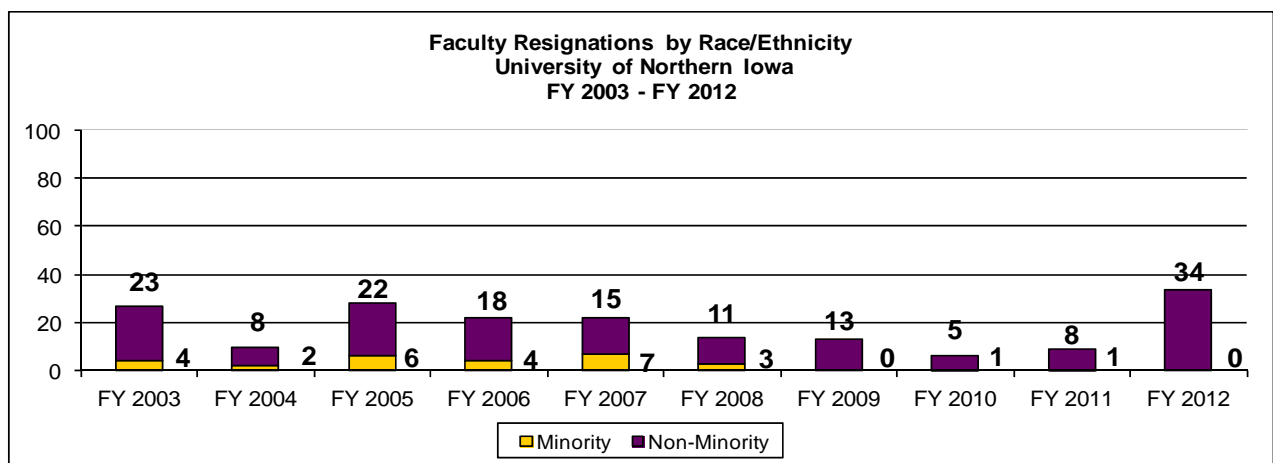
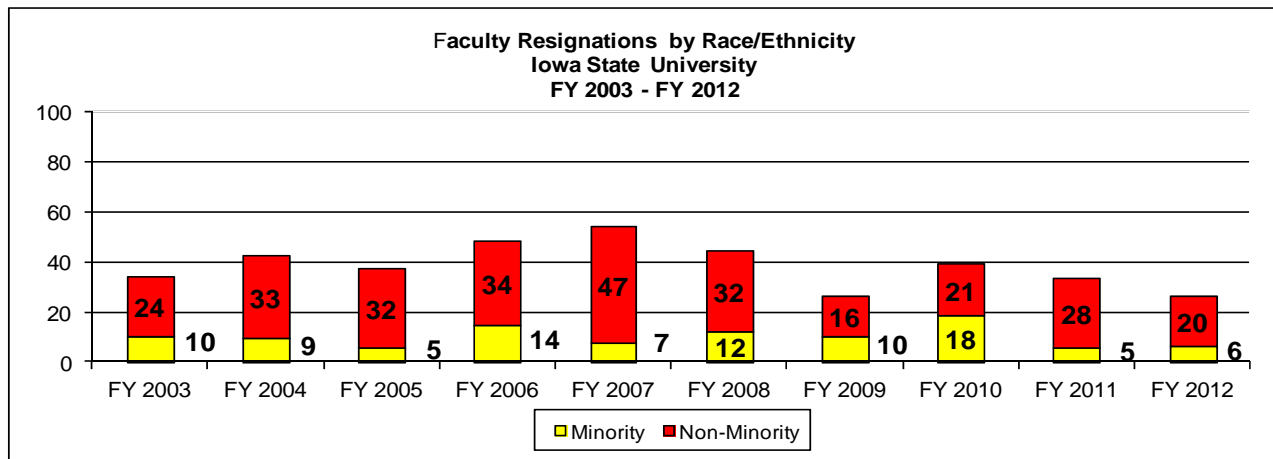
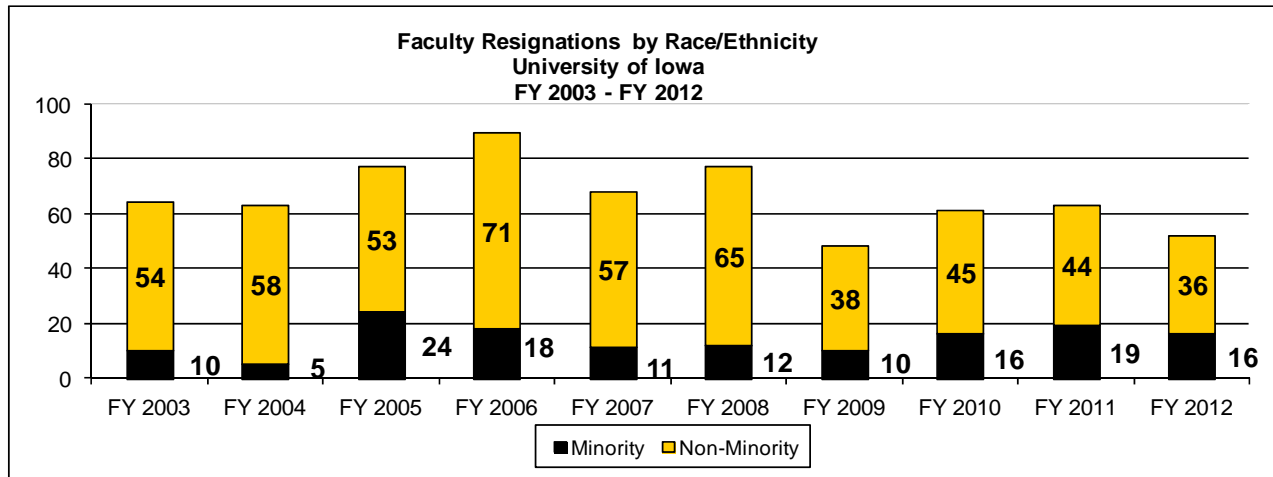
- 📖 Salary competitiveness continues to be cited by respondents as a reason for resigning. Of the 14 respondents, six (42.9%) indicated that they had accepted a new position elsewhere that will provide a “much higher salary than the salary at ISU.”
- 📖 All 14 respondents indicated that they were “somewhat or very satisfied” with ISU’s benefit package.
- 📖 Ten respondents (71.4%) were “somewhat or very satisfied” with office facilities, while nine respondents (64.3%) were “somewhat or very satisfied” with other (research) facilities.
- 📖 When asked “what would have encouraged you to stay,” several respondents indicated “recognition of my contributions” or “feeling appreciated” would have made a difference. These, and other climate issues identified, will need to be addressed by departmental leadership in the future. As one step, ISU recently created the Morrill Professor designation to recognize the teaching contributions of the University’s top faculty.

The Office of the Provost 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 continuing work on improving departmental climate through the efforts of ADVANCE and college Equity Advisors.

- ◆ 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 2012, 21 (18.8%) were professors, 27 (24.1%) were associate professors, 45 (40.1%) were assistant professors, and 19 (17.0%) were instructors.
 - 📁 Professors represent 41.0% of the population; associate professors represent 32.1% of the population; assistant professors represent 25.7% of the population; and instructors represent 1.2% of the population at the Regent universities².
 - 📁 The number of professors who resigned in FY 2012 was the same as the prior year.
- ◆ Of those who resigned in FY 2012, 39 (34.8%) were tenured, 36 (32.1%) were tenure-track, 17 (15.2%) were clinical track, and 20 (17.9%) were research track or instructor.
 - 📁 Tenured faculty members represent 66.3% of the population; tenure-track faculty members represent 18.9% of the population; clinical track faculty members represent 14.1% of the population; and research track faculty members/instructors represent 0.7% of the population at the Regent universities¹.
 - 📁 The number of tenured faculty members who resigned in FY 2012 increased by one (+2.6%) from the prior year.
- ◆ Of those who resigned in FY 2012, 69 (61.6%) were male and 43 (38.4%) were female.
 - 📁 Males represent 64.8% of the total population and females represent 35.2% of the total population at the Regent universities.
 - 📁 There was a decrease of three (-6.5%) women and an increase of 10 (16.9%) men who resigned in FY 2012 from the prior year.

² Source: Spring 2012 Faculty Tenure Report.
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- ❖ Of those who resigned in FY 2012, 22 (19.6%) were racial/ethnic minorities and 90 (80.4%) were non-minorities.
- 📁 Racial/ethnic minorities represent 17.4% of the population and non-minorities represent 82.6% of the population at the Regent universities.
- 📁 The number of racial/ethnic minorities who resigned in FY 2012 decreased by 3 (-12.0%) from the prior year.








- ◇ The following overrepresentation occurred among faculty resignees relative to each College's overall faculty numbers:
 - ✎ At the University of Iowa, the Colleges of Business Administration, Medicine, and Nursing were overrepresented among faculty resignees relative to each College's overall faculty numbers.
 - ✎ At Iowa State University, the Colleges of Engineering, Human Sciences, and Liberal Arts and Sciences were overrepresented among faculty resignees relative to the College's overall faculty numbers.
 - ✎ At the University of Northern Iowa, the College of Education was overrepresented among faculty resignees relative to each College's overall faculty numbers.





- ◇ In FY 2012, the primary reason for resigning continues to be employment opportunities at other educational institutions (cited by 45.5% of those who left). The second most frequently identified reason for resigning (cited by 38.4% of those who left) was to relocate for personal reasons. The third most frequently identified reason for resigning (cited by 10.7% of those who left) was to accept another position. The fourth most common reason for resigning was to accept an administrative position (cited by 3.6% of those who left).
 - ✎ The number of faculty who resigned in FY 2012 to accept a position at another university increased by 13 (+34.2%) from the prior year.
 - ✎ The number of faculty who resigned in FY 2012 to accept another position decreased by 19 (-61.3%) from the prior year.
 - ✎ The number of faculty who resigned in FY 2012 to relocate for personal reasons increased by 14 (+48.3%) from the prior year.





- ◇ The *University of Iowa* is ranked among the nation's top 30 public institutions and competes nationally and internationally for the best faculty members. However, it is a challenge to retain productive faculty members who are 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 as part of the upcoming UIF Campaign. The focus for these efforts will include funding for additional endowed chairs and support faculty research and teaching.
 - 📖 SUI recognizes that quality benefit offerings are an essential part of a competitive compensation packet. Employees are educated about the value of those benefits through an "Annual Total Compensation Statement" that is sent to employees at the start of each fiscal year.
 - 📖 The campus-wide implementation of the innovative faculty activities database, UI Academic and Professional Record (APR), will enable colleges and departments to more accurately and transparently assess faculty productivity and better target merit pay increases.

 Quality of Life




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

 Engaging and Encouraging Faculty

-  The Office of the Provost focuses on the orientation and development of new faculty members to encourage their successful integration and engagement in the institution.
-  The Office of the Provost publishes a comprehensive calendar of faculty development programs offered by multiple campus offices (e.g., focused on teaching, instructional technology, and research).
-  The Office of the Provost continues to convene two faculty-led writing groups, which meet weekly to encourage junior faculty members to develop and maintain a regular writing regimen.
-  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, Breakfast with the Provost in the Spring).

-  The Office of the Vice President for Research continues to offer modest competitive grants to faculty.
-  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, five clusters have been approved (water sustainability, digital public humanities, the aging mind and brain, genetics, and obesity) and 33 faculty members have been hired.
-  The Office of the Provost provides support and tools to the colleges to enhance the quality of annual and five-year peer reviews of tenured faculty members to provide meaningful feedback from colleagues and administrators.
-  SUI continues to provide professional development opportunities to more senior faculty members through participation in the CIC³-Academic Leadership Program and CIC-Department Executive Officers Seminar.

 Retaining Faculty of Color

-  In AY 12-13, the Office of the Provost and the Office of the Chief Diversity Officer established an institutional membership in the National Center for Faculty Development and Diversity (NCFDD). The NCFDD is an independent faculty development center dedicated to supporting faculty in making successful transitions throughout the graduate student to full professor pipeline. The University of Iowa has a longstanding relationship with the scholar who heads the NCFDD, Kerry Ann Rockquemore, co-author of the acclaimed book, *The Black Academic's Guide to Winning Tenure – Without Losing Your Soul*. The NCFDD Institutional Membership offers a variety of benefits to UI faculty members, including access to online resources, a national network of scholars, and access to monthly faculty development tele-workshops. All SUI faculty members have access to these resources; issues facing faculty of color and other underrepresented faculty are frequently addressed in the resources and programs.
-  In FY 11-12, the Office of the Provost collaborated with the Office of Equal Opportunity and Diversity to provide resources to campus addressing unconscious bias in interviewing and evaluating faculty members, and will continue to expand this theme in the upcoming collaborative efforts.
-  The Chief Diversity Office promotes opportunities to build community with and among faculty of color through its Faculty of Color Receptions, 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.

³ CIC is the Committee on Institutional Cooperation.
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- ◇ *Iowa State University* identified the following strategies to improve 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.
 - 📁 Developing retention packages for excellent faculty. Iowa State works with departments and colleges to develop retention packages for faculty who may be considering leaving ISU for another institution. Such a counteroffer, in response to a competitive job offer, may involve a new commitment for salary, an endowed professorship through the ISU Foundation, research support, partner accommodation, or new work opportunities. The ability to offer meaningful salary increases in a competitive market for talent and the availability of programs like the Emerging Leaders Academy, which provides leadership experience for faculty who aspire to serve in administrative roles, have also made a difference.
 - 📁 Addressing needs of partners and spouses. ISU addresses the employment needs of partners and spouses of newly hired faculty through a centrally managed Dual Career Program. The Dual Career Program provides 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 Human Resources Services and the community, serve as a point of contact for college and departmental staff seeking to provide options to faculty partners. The Dual Career Program directly supports both the successful recruitment and retention of faculty.
 - 📁 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 ADVANCE⁴ Program (focused on recruitment and retention of women faculty) and the COACHE⁵ and AAUDE⁶ surveys of faculty satisfaction, help ISU to understand issues key to faculty productivity and retention.
 - 📖 Focus on work/life issues includes a new university-wide committee and the development of online resources to educate faculty and staff about work/life topics. Equity advisors in the academic colleges also 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.
- ◇ The *University of Northern Iowa* uses the following strategies to improve faculty retention.
 - 📁 The effort to retain faculty members begins as soon as they are hired and continue throughout the faculty member's career. A new faculty website contains links to information about UNI, the surrounding community, the new faculty orientation schedule, and resources related to college teaching and student learning. The website remains active throughout the year and new faculty members are encouraged to visit the website to access updated schedules and information. The website is one way of connecting faculty to campus activities and information about the community.

⁴ Increasing the participation and advancement of women in academic science and engineering careers.

⁵ Collaborative on Academic Careers in Higher Education.

⁶ Association of American Universities Data Exchange.

- ✉ UNI welcomes new faculty to campus with a one-day orientation program. The program focuses on teaching, scholarly work, and service for a UNI faculty member. Sessions include information on working with students, a library orientation, and introductions to eLearning tools, faculty governance and maintaining balance among the three components of faculty workload. One of the most popular sessions is a panel of current students who address their perceptions of good teaching practice. Social opportunities are built into each day to encourage networking among new faculty, more experienced colleagues, department heads, and institutional officials. The president hosts a reception at his residence for new faculty members and their spouses, their department heads, and deans within the first two weeks of the semester. This provides another opportunity for networking with colleagues.
- ✉ An all-faculty fall semester opening workshop is a tradition at UNI. This year's session provided information on how students learn and resulting strategies for teaching developed from the psychology of learning. The workshop featured a nationally renowned speaker on the topic. This was another 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 reported being energized by the workshop day.
- ✉ Early in the fall semester, at the annual fall faculty meeting, the Provost recognized the winners of teaching, scholarly, or creative work and service awards. New faculty were introduced to their colleagues as part of the program and many colleagues commented how enjoyable it was to hear each new faculty member's personalized introduction, which included information on teaching and scholarly interests. This event also helped promote connections between current and new faculty.
- ✉ Recognizing the importance of supporting new faculty members to launch their research work, the Office of Sponsored Programs hosts an introductory training program in mid-fall; the program introduces the services of the office, highlights successful early career grant writers and provides an opportunity for cross-college networking. New faculty members are also encouraged to take part in the Campus Connexus event, which uses a unique format to bring faculty members with complementary scholarly interests into conversation with each other in an engaging way. Faculty are given information about the Principal Investigator (PI) database as a means of maximizing their opportunities for identifying research mentors and partners.
- ✉ UNI's colleges have also developed programs to help with faculty retention. For example, colleges may provide a reduced teaching load during a faculty member's first year of service; summer stipends to support research; and money for equipment.
- ✉ Retention efforts also extend to more experienced faculty. Each of the colleges recognizes faculty excellence in teaching, scholarship, or creative work and service. Some colleges have awards for teaching achievement in both departmental and liberal arts core courses. Recognition efforts, which also aid long-term retention, include college newsletters and websites which publicize faculty achievements and awards and highlight research interests and accomplishments. The Graduate College also has a number of university-wide awards for excellence in teaching and scholarship.
- ✉ Deans use a variety of means to build community and connection within the college. This might include meeting with each second-year faculty member to discuss career progress and offer support; hosting recognition luncheons; sponsoring social hours; supporting faculty development and presentation opportunities; or bringing faculty members together to discuss important campus issues at brown bag luncheons.

- ✎ Some deans offer small Challenge Grants to support faculty efforts to develop research proposals for external grant competitions or to develop innovative teaching methods.
- ✎ The Provost's Office also made summer awards to support the development of course material for the first-year Cornerstone course which integrates written and oral communication with material on the first-year of college, sustainability, and service learning. These awards assist faculty to pursue new course development in areas that are aligned with the strategic plan for Academic Affairs.
- ✎ UNI faculty who hold a full-time, academic year, tenured or tenure-track appointment 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 Dean of Continuing Education adopted the *Quality Matters* program to ensure that online and blended course offerings conform to the best design and pedagogical practices. Faculty members are provided with a stipend to support course development. An annual conference on online learning provides additional opportunities for development and interaction with colleagues.
- ✎ Professional Development Assignments (PDAs) are another opportunity offered to tenured faculty to undertake intensive programs of research or creative work to promote long-term retention. Faculty members may apply for a one-semester assignment at full pay or an academic year assignment for half (50%) pay. A tenured faculty member is eligible to compete for an award every four years. PDAs are highly motivating to faculty because they provide needed time for intense focus on scholarly or creative work which may not be possible as a result of the heavier teaching load at UNI.
- ✎ UNI offers a variety of awards to recognize outstanding teaching, research, and service. These include the Class of 1943 Faculty Award for Excellence in Teaching, Ross A. Nielsen Professional Service Award, James F. Lubker Research Award, Regents Awards for Faculty Excellence, Merchant Scholarship, and the University Book and Supply Award for untenured faculty.
- ✎ In FY 2012, the Provost's Office developed and periodically distributed a newsletter to keep faculty informed on provost initiatives and to report on activities of colleagues. Feedback has been very positive. Good communication about progress on new initiatives helps build a sense of connection to the university.
- ✎ Despite tight budgets, the Deans and Provost make best efforts to match competing market salary offers for valued faculty members.
- ✎ As UNI works to re-establish its Center for Teaching Excellence, an administrative fellow in the Provost's Office is working with the associate provost to develop a series of pedagogical presentations and workshops to facilitate discussions about teaching and learning. A number of initiatives are in the planning stage, including workshops focused on career development and fulfillment.
- ✎ The Provost has made a substantial commitment to creating a more welcoming and inclusive campus environment for all faculty members through affiliation with the National Coalition Building Institute and the establishment of the Diversity Fellows Program. The Fellows Program provides an opportunity for faculty members to develop leadership and administrative skills, while advancing key diversity goals on campus.

- ✎ The Associate Provost for Faculty Affairs chaired a subcommittee of the Diversity Advisory Council which is focused on retention of faculty and staff. The subcommittee analyzed the results of a recent campus climate survey to lay the groundwork for planning retention initiatives.
- ✎ Retention is an ongoing effort throughout a faculty member's career. UNI continues to seek new ways to improve faculty members' organizational commitment.
- ◆ At the *Iowa Braille and Sight Saving School*, the faculty member who resigned in FY 2012 did so for personal reasons.
 - ✎ Overall, retention of faculty by the institution has traditionally not been an area of deficiency. The School strives to create a career setting that supports continuous employee development and encourages institutional loyalty with the faculty. The following are benefits and resources used to maintain a healthy level of faculty retention – competitive salary and fringe benefit package; use of a state car, lap top computer, and mobile phone for itinerant faculty; tuition assistance for professional development and license maintenance; active engagement in educational program development; access to and inclusion in an extensive statewide network of professional vision colleagues; and mentoring for new teachers.
 - ✎ Recruitment continues to be a challenge because there is a national shortage of education professionals in the vision field. To overcome these challenges and recruit a diverse group of qualified educators, the School is engaged in numerous activities including collaboration with the University of Northern Iowa to support a teacher preparation program for teachers of the visually impaired. Through referrals and communication with the UNI program coordinator, the School is attempting to increase the number of students in the program for teachers of the visually impaired.
 - ✎ The School has implemented a competitive teacher preparation scholarship program. This competitive scholarship program, in collaboration with the teacher preparation program at UNI, has created the opportunity for the School to better recruit education students, including minorities, from various areas of Iowa. Currently, there are four students participating in the program, including one minority and three females. This program may have a long-range effect on the ability to recruit and retain diverse faculty.
 - ✎ The School also uses the following recruitment techniques – nationwide network of college and university career center postings; personal contacts with strong teacher preparation programs in the Midwest; interview reimbursement; and relocation assistance for new faculty.
- ◆ At the *Iowa School for the Deaf*, the faculty member who resigned in FY 2012 did so to accept another position out of state.
 - ✎ Faculty retention is not a major concern for the School – the average length of service for faculty is 21.9 years. However, the School may face significant faculty retirements in the next few years.
 - ✎ Excellent benefits such as the tuition reimbursement program and competitive salaries reduce faculty turnover.

TABLE 1
NUMBER OF FACULTY RESIGNATIONS BY RANK
FY 2003 – FY 2012

| | PROFESSOR | ASSOCIATE PROFESSOR | ASSISTANT PROFESSOR | INSTRUCTOR | TOTAL |
|----------------|-----------|---------------------|---------------------|------------|------------|
| SUI | | | | | |
| FY 2003 | 10 | 18 | 36 | 0 | 64 |
| FY 2004 | 17 | 19 | 27 | 0 | 63 |
| FY 2005 | 18 | 23 | 36 | 0 | 77 |
| FY 2006 | 25 | 25 | 39 | 0 | 89 |
| FY 2007 | 14 | 18 | 36 | 0 | 68 |
| FY 2008 | 18 | 20 | 38 | 1 | 77 |
| FY 2009 | 15 | 16 | 17 | 0 | 48 |
| FY 2010 | 6 | 18 | 37 | 0 | 61 |
| FY 2011 | 12 | 12 | 39 | 0 | 63 |
| FY 2012 | 11 | 13 | 28 | 0 | 52 |
| ISU | | | | | |
| FY 2003 | 9 | 6 | 19 | 0 | 34 |
| FY 2004 | 11 | 9 | 22 | 0 | 42 |
| FY 2005 | 11 | 11 | 15 | 0 | 37 |
| FY 2006 | 8 | 16 | 24 | 0 | 48 |
| FY 2007 | 15 | 11 | 28 | 0 | 54 |
| FY 2008 | 7 | 12 | 25 | 0 | 44 |
| FY 2009 | 6 | 10 | 10 | 0 | 26 |
| FY 2010 | 10 | 9 | 20 | 0 | 39 |
| FY 2011 | 8 | 9 | 16 | 0 | 33 |
| FY 2012 | 6 | 9 | 11 | 0 | 26 |
| UNI | | | | | |
| FY 2003 | 0 | 4 | 12 | 11 | 27 |
| FY 2004 | 2 | 3 | 4 | 1 | 10 |
| FY 2005 | 5 | 3 | 19 | 1 | 28 |
| FY 2006 | 2 | 4 | 16 | 0 | 22 |
| FY 2007 | 7 | 4 | 7 | 4 | 22 |
| FY 2008 | 0 | 1 | 13 | 0 | 14 |
| FY 2009 | 0 | 3 | 8 | 2 | 13 |
| FY 2010 | 0 | 0 | 2 | 4 | 6 |
| FY 2011 | 1 | 4 | 3 | 1 | 9 |
| FY 2012 | 4 | 5 | 6 | 19 | 34 |
| TOTAL | | | | | |
| FY 2003 | 19 | 28 | 67 | 11 | 125 |
| FY 2004 | 30 | 31 | 53 | 1 | 115 |
| FY 2005 | 34 | 37 | 70 | 1 | 142 |
| FY 2006 | 35 | 45 | 79 | 0 | 159 |
| FY 2007 | 36 | 33 | 71 | 4 | 144 |
| FY 2008 | 25 | 33 | 76 | 1 | 135 |
| FY 2009 | 21 | 29 | 35 | 2 | 87 |
| FY 2010 | 16 | 27 | 59 | 4 | 106 |
| FY 2011 | 21 | 25 | 58 | 1 | 105 |
| FY 2012 | 21 | 27 | 45 | 19 | 112 |

TABLE 2
NUMBER OF FACULTY RESIGNATIONS BY GENDER AND RACE/ETHNICITY
FY 2003 – FY 2012

| | MALE | FEMALE | TOTAL | MINORITY | NON-MINORITY |
|----------------|-------------|---------------|--------------|-----------------|-----------------------|
| SUI | | | | | |
| FY 2003 | 37 | 27 | 64 | 10 | 54 |
| FY 2004 | 40 | 23 | 63 | 5 | 58 |
| FY 2005 | 51 | 26 | 77 | 24 | 53 |
| FY 2006 | 63 | 26 | 89 | 18 | 71 |
| FY 2007 | 40 | 28 | 68 | 11 | 57 |
| FY 2008 | 48 | 29 | 77 | 12 | 65 |
| FY 2009 | 30 | 18 | 48 | 10 | 38 |
| FY 2010 | 35 | 26 | 61 | 16 | 45 |
| FY 2011 | 41 | 22 | 63 | 19 | 44 |
| FY 2012 | 34 | 18 | 52 | 16 | 36⁷ |
| ISU | | | | | |
| FY 2003 | 25 | 9 | 34 | 10 | 24 |
| FY 2004 | 31 | 11 | 42 | 9 | 33 |
| FY 2005 | 26 | 11 | 37 | 5 | 32 |
| FY 2006 | 34 | 14 | 48 | 14 | 34 |
| FY 2007 | 35 | 19 | 54 | 7 | 47 |
| FY 2008 | 25 | 19 | 44 | 12 | 32 |
| FY 2009 | 17 | 9 | 26 | 10 | 16 |
| FY 2010 | 27 | 12 | 39 | 18 | 21 |
| FY 2011 | 15 | 18 | 33 | 5 | 28 |
| FY 2012 | 20 | 6 | 26 | 6 | 20 |
| UNI | | | | | |
| FY 2003 | 17 | 10 | 27 | 4 | 23 |
| FY 2004 | 4 | 6 | 10 | 2 | 8 |
| FY 2005 | 15 | 13 | 28 | 6 | 22 |
| FY 2006 | 11 | 11 | 22 | 4 | 18 |
| FY 2007 | 12 | 10 | 22 | 7 | 15 |
| FY 2008 | 8 | 6 | 14 | 3 | 11 |
| FY 2009 | 8 | 5 | 13 | 0 | 13 |
| FY 2010 | 1 | 5 | 6 | 1 | 5 |
| FY 2011 | 3 | 6 | 9 | 1 | 8 |
| FY 2012 | 15 | 19 | 34 | 0 | 34 |
| TOTAL | | | | | |
| FY 2003 | 79 | 46 | 125 | 24 | 101 |
| FY 2004 | 75 | 40 | 115 | 16 | 99 |
| FY 2005 | 92 | 50 | 142 | 35 | 107 |
| FY 2006 | 108 | 51 | 159 | 36 | 123 |
| FY 2007 | 87 | 57 | 144 | 25 | 119 |
| FY 2008 | 81 | 54 | 135 | 27 | 108 |
| FY 2009 | 55 | 32 | 87 | 20 | 67 |
| FY 2010 | 63 | 43 | 106 | 35 | 71 |
| FY 2011 | 59 | 46 | 105 | 25 | 80 |
| FY 2012 | 69 | 43 | 112 | 22 | 90 |

⁷ The race/ethnicity of four faculty members was unspecified.

TABLE 3
NUMBER OF FACULTY RESIGNATIONS BY TENURE STATUS
FY 2003 – FY 2012

| | TENURED | TENURE-TRACK | CLINICAL TRACK | OTHER | TOTAL |
|----------------|-----------|--------------|----------------|----------------------|------------|
| SUI | | | | | |
| FY 2003 | 24 | 22 | 18 | 0 | 64 |
| FY 2004 | 23 | 16 | 24 | 0 | 63 |
| FY 2005 | 33 | 15 | 29 | 0 | 77 |
| FY 2006 | 40 | 27 | 22 | 0 | 89 |
| FY 2007 | 23 | 24 | 21 | 0 | 68 |
| FY 2008 | 22 | 23 | 32 | 0 | 77 |
| FY 2009 | 23 | 9 | 16 | 0 | 48 |
| FY 2010 | 14 | 16 | 31 | 0 | 61 |
| FY 2011 | 16 | 27 | 20 | 0 | 63 |
| FY 2012 | 16 | 17 | 17 | 2⁸ | 52 |
| ISU | | | | | |
| FY 2003 | 15 | 19 | 0 | 0 | 34 |
| FY 2004 | 20 | 22 | 0 | 0 | 42 |
| FY 2005 | 22 | 15 | 0 | 0 | 37 |
| FY 2006 | 22 | 26 | 0 | 0 | 48 |
| FY 2007 | 26 | 28 | 0 | 0 | 54 |
| FY 2008 | 18 | 26 | 0 | 0 | 44 |
| FY 2009 | 15 | 11 | 0 | 0 | 26 |
| FY 2010 | 19 | 20 | 0 | 0 | 39 |
| FY 2011 | 17 | 16 | 0 | 0 | 33 |
| FY 2012 | 14 | 12 | 0 | 0 | 26 |
| UNI | | | | | |
| FY 2003 | 6 | 13 | 0 | 8 | 27 |
| FY 2004 | 4 | 6 | 0 | 0 | 10 |
| FY 2005 | 9 | 16 | 0 | 3 | 28 |
| FY 2006 | 4 | 18 | 0 | 0 | 22 |
| FY 2007 | 11 | 8 | 0 | 3 | 22 |
| FY 2008 | 1 | 12 | 0 | 1 | 14 |
| FY 2009 | 4 | 8 | 0 | 1 | 13 |
| FY 2010 | 0 | 4 | 0 | 2 | 6 |
| FY 2011 | 5 | 4 | 0 | 0 | 9 |
| FY 2012 | 9 | 7 | 0 | 18 | 34 |
| TOTAL | | | | | |
| FY 2003 | 45 | 54 | 18 | 8 | 125 |
| FY 2004 | 47 | 44 | 24 | 0 | 115 |
| FY 2005 | 64 | 46 | 29 | 3 | 142 |
| FY 2006 | 66 | 71 | 22 | 0 | 159 |
| FY 2007 | 60 | 60 | 21 | 3 | 144 |
| FY 2008 | 41 | 61 | 32 | 1 | 135 |
| FY 2009 | 42 | 28 | 16 | 1 | 87 |
| FY 2010 | 33 | 40 | 31 | 2 | 106 |
| FY 2011 | 38 | 47 | 20 | 0 | 105 |
| FY 2012 | 39 | 36 | 17 | 20 | 112 |

⁸ Research track.
dg/h/aa/mar13/ESAC2.doc
3/1/2013@2:47:52 PM

TABLE 4a
RESIGNATIONS BY COLLEGE
FY 2003 – FY 2012
University of Iowa

| COLLEGE | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Business Admin. | 4 | 1 | 6 | 4 | 5 | 4 | 1 | 2 | 3 | 4 |
| Dentistry | 4 | 4 | 6 | 3 | 7 | 3 | 0 | 2 | 4 | 2 |
| Education | 0 | 2 | 6 | 4 | 1 | 6 | 1 | 1 | 3 | 0 |
| Engineering | 0 | 3 | 1 | 2 | 3 | 1 | 2 | 0 | 2 | 0 |
| Graduate | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Law | 1 | 0 | 0 | 3 | 1 | 1 | 3 | 1 | 3 | 1 |
| Liberal Arts & Sciences | 18 | 9 | 11 | 21 | 19 | 15 | 7 | 10 | 11 | 10 |
| Medicine | 31 | 37 | 46 | 43 | 24 | 38 | 31 | 38 | 32 | 32 |
| Nursing | 0 | 3 | 0 | 1 | 0 | 2 | 2 | 2 | 1 | 2 |
| Pharmacy | 2 | 2 | 1 | 3 | 4 | 3 | 0 | 0 | 2 | 0 |
| Public Health | 3 | 1 | 0 | 4 | 4 | 4 | 0 | 5 | 2 | 1 |
| TOTAL | 64 | 63 | 77 | 89 | 68 | 77 | 48 | 61 | 63 | 52 |

TABLE 4b
RESIGNATIONS BY COLLEGE
FY 2003 – FY 2012
Iowa State University

| COLLEGE | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Agric. & Life Sciences | 5 | 4 | 4 | 3 | 9 | 8 | 4 | 7 | 3 | 3 |
| Business | 2 | 3 | 4 | 2 | 3 | 2 | 1 | 2 | 1 | 1 |
| Design | 1 | 4 | 1 | 3 | 3 | 4 | 1 | 2 | 4 | 0 |
| Engineering | 3 | 4 | 3 | 8 | 4 | 1 | 2 | 5 | 4 | 4 |
| Human Sciences | 5 | 8 | 7 | 7 | 4 | 5 | 6 | 8 | 10 | 5 |
| Liberal Arts & Sciences | 16 | 18 | 14 | 21 | 23 | 16 | 8 | 12 | 11 | 10 |
| Library | 0 | 1 | 0 | 1 | 2 | 2 | 0 | 1 | 0 | 1 |
| Veterinary Medicine | 2 | 0 | 4 | 3 | 6 | 6 | 4 | 2 | 0 | 2 |
| TOTAL | 34 | 42 | 37 | 48 | 54 | 44 | 26 | 39 | 33 | 26 |

TABLE 4c
RESIGNATIONS BY COLLEGE
FY 2003 – FY 2012
University of Northern Iowa

| COLLEGE | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|--------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Business Admin. | 4 | 0 | 2 | 2 | 4 | 3 | 1 | 1 | 0 | 1 |
| Education | 12 | 5 | 9 | 6 | 4 | 3 | 4 | 3 | 3 | 17 |
| Natural Sciences | 4 | 2 | 5 | 1 | 1 | 2 | 2 | 2 | | |
| Humanities & Fine Arts | 4 | 1 | 7 | 3 | 8 | 4 | 2 | | | |
| Humanities, Arts, & Sci. | | | | | | | | 0 | 2 | 13 |
| Soc. & Behavioral Sci. | 3 | 1 | 5 | 7 | 5 | 2 | 4 | 0 | 0 | 2 |
| Library | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 4 | 1 |
| TOTAL | 27 | 10 | 28 | 22 | 22 | 14 | 13 | 6 | 9 | 34 |

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

| | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| To accept a position at another university | | | | | | | | | | |
| Professor | 6 | 11 | 12 | 19 | 8 | 10 | 11 | 9 | 6 | 5 |
| Associate Professor | 8 | 6 | 14 | 15 | 10 | 14 | 8 | 10 | 1 | 6 |
| Assistant Professor | 13 | 13 | 15 | 18 | 22 | 14 | 6 | 21 | 10 | 15 |
| Instructor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 27 | 30 | 41 | 52 | 40 | 38 | 25 | 40 | 17 | 26 |
| To accept another position | | | | | | | | | | |
| Professor | 1 | 1 | 3 | 1 | 1 | 3 | 0 | 1 | 3 | 0 |
| Associate Professor | 4 | 5 | 3 | 2 | 2 | 3 | 4 | 1 | 7 | 5 |
| Assistant Professor | 5 | 3 | 8 | 7 | 4 | 13 | 7 | 3 | 11 | 4 |
| Instructor | 0 | 0 | | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Total | 10 | 9 | 14 | 10 | 7 | 20 | 11 | 5 | 21 | 9 |
| To relocate for personal reasons | | | | | | | | | | |
| Professor | 0 | 1 | 1 | 1 | 0 | 2 | 1 | 1 | 2 | 5 |
| Associate Professor | 2 | 2 | 1 | 6 | 2 | 0 | 1 | 1 | 2 | 2 |
| Assistant Professor | 9 | 3 | 3 | 9 | 8 | 8 | 2 | 11 | 16 | 9 |
| Instructor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 11 | 6 | 5 | 16 | 10 | 10 | 4 | 13 | 20 | 16 |
| To enter private practice | | | | | | | | | | |
| Professor | 1 | 0 | 2 | 2 | 0 | 1 | 2 | 0 | 1 | 1 |
| Associate Professor | 4 | 4 | 5 | 1 | 3 | 3 | 3 | 1 | 2 | 0 |
| Assistant Professor | 9 | 8 | 9 | 5 | 2 | 3 | 2 | 2 | 2 | 0 |
| Instructor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 14 | 12 | 16 | 8 | 5 | 7 | 7 | 3 | 5 | 1 |
| To accept an administrative position | | | | | | | | | | |
| Professor | 2 | 4 | 0 | 2 | 5 | 2 | 1 | 0 | 0 | 0 |
| Associate Professor | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Assistant Professor | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Instructor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 2 | 6 | 1 | 3 | 6 | 2 | 1 | 0 | 0 | 0 |
| Grand Total | 64 | 63 | 77 | 89 | 68 | 77 | 48 | 61 | 63 | 52 |

TABLE 5b
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2003 – FY 2012
IOWA STATE UNIVERSITY

| | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| To accept a position at another university | | | | | | | | | | |
| Professor | 6 | 8 | 9 | 6 | 9 | 4 | 5 | 6 | 4 | 6 |
| Associate Professor | 3 | 7 | 8 | 12 | 9 | 7 | 8 | 7 | 7 | 8 |
| Assistant Professor | 12 | 8 | 10 | 12 | 22 | 13 | 6 | 11 | 7 | 6 |
| Instructor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 21 | 23 | 27 | 30 | 40 | 24 | 19 | 24 | 18 | 20 |
| To accept another position | | | | | | | | | | |
| Professor | 3 | 3 | 1 | 0 | 1 | 2 | 1 | 2 | 3 | 0 |
| Associate Professor | 4 | 1 | 3 | 1 | 1 | 2 | 0 | 4 | 2 | 0 |
| Assistant Professor | 3 | 8 | 3 | 7 | 1 | 5 | 2 | 2 | 4 | 1 |
| Instructor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 10 | 12 | 7 | 8 | 3 | 9 | 3 | 8 | 9 | 1 |
| To relocate for personal reasons | | | | | | | | | | |
| Professor | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Associate Professor | 0 | 1 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 0 |
| Assistant Professor | 3 | 6 | 2 | 3 | 3 | 7 | 2 | 3 | 5 | 3 |
| Instructor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 3 | 7 | 3 | 6 | 4 | 10 | 2 | 3 | 5 | 3 |
| To enter private practice | | | | | | | | | | |
| Professor | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Associate Professor | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 |
| Assistant Professor | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 1 |
| Instructor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 3 | 3 | 0 | 2 | 0 | 0 | 1 |
| To accept an administrative position | | | | | | | | | | |
| Professor | 0 | 0 | 0 | 1 | 4 | 1 | 0 | 3 | 1 | 0 |
| Associate Professor | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 0 | 0 | 1 | 4 | 1 | 0 | 4 | 1 | 1 |
| Grand Total | 34 | 42 | 37 | 48 | 54 | 44 | 26 | 39 | 33 | 26 |

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

| | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|-----------|
| To accept a position at another university | | | | | | | | | | |
| Professor | 0 | 2 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| Associate Professor | 3 | 3 | 2 | 3 | 1 | 0 | 2 | 0 | 2 | 0 |
| Assistant Professor | 7 | 4 | 12 | 11 | 6 | 8 | 5 | 1 | 1 | 5 |
| Instructor | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Total | 11 | 10 | 17 | 16 | 8 | 8 | 7 | 2 | 3 | 5 |
| To accept another position | | | | | | | | | | |
| Professor | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Associate Professor | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| Assistant Professor | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Instructor | 6 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 |
| Total | 8 | 0 | 2 | 0 | 2 | 1 | 1 | 1 | 1 | 2 |
| To relocate for personal reasons | | | | | | | | | | |
| Professor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Associate Professor | 0 | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 1 | 4 |
| Assistant Professor | 4 | 0 | 6 | 3 | 0 | 4 | 2 | 1 | 2 | 1 |
| Instructor | 4 | 0 | 1 | 0 | 3 | 0 | 1 | 2 | 1 | 18 |
| Total | 8 | 0 | 8 | 3 | 5 | 5 | 3 | 3 | 4 | 24 |
| To enter private practice | | | | | | | | | | |
| Professor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Associate Professor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Assistant Professor | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Instructor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| To accept an administrative position | | | | | | | | | | |
| Professor | 0 | 0 | 1 | 1 | 6 | 0 | 0 | 0 | 1 | 2 |
| Associate Professor | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Assistant Professor | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Instructor | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Total | 0 | 0 | 1 | 2 | 7 | 0 | 2 | 0 | 1 | 3 |
| Grand Total | 27 | 10 | 28 | 22 | 22 | 14 | 13 | 6 | 9 | 34 |

TABLE 5d
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2003 – FY 2012
REGENT TOTAL

| | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|--|------------|------------|------------|------------|------------|------------|-----------|------------|------------|------------|
| To accept a position at another university | | | | | | | | | | |
| University of Iowa | 27 | 30 | 41 | 52 | 40 | 38 | 25 | 40 | 17 | 26 |
| Iowa State University | 21 | 23 | 27 | 30 | 40 | 24 | 19 | 24 | 18 | 20 |
| University of Northern Iowa | 11 | 10 | 17 | 16 | 8 | 8 | 7 | 2 | 3 | 5 |
| Regent Total | 59 | 63 | 85 | 98 | 88 | 70 | 51 | 66 | 38 | 51 |
| To accept another position | | | | | | | | | | |
| University of Iowa | 10 | 9 | 14 | 10 | 7 | 20 | 11 | 5 | 21 | 9 |
| Iowa State University | 10 | 12 | 7 | 8 | 3 | 9 | 3 | 8 | 9 | 1 |
| University of Northern Iowa | 8 | 0 | 2 | 0 | 2 | 1 | 1 | 1 | 1 | 2 |
| Regent Total | 28 | 21 | 23 | 18 | 12 | 30 | 15 | 14 | 31 | 12 |
| To relocate for personal reasons | | | | | | | | | | |
| University of Iowa | 11 | 6 | 5 | 16 | 10 | 10 | 4 | 13 | 20 | 16 |
| Iowa State University | 3 | 7 | 3 | 6 | 4 | 10 | 2 | 3 | 5 | 3 |
| University of Northern Iowa | 8 | 0 | 8 | 3 | 5 | 5 | 3 | 3 | 4 | 24 |
| Regent Total | 22 | 13 | 16 | 25 | 19 | 25 | 9 | 19 | 29 | 43 |
| To enter private practice | | | | | | | | | | |
| University of Iowa | 14 | 12 | 16 | 8 | 5 | 7 | 7 | 3 | 5 | 1 |
| Iowa State University | 0 | 0 | 0 | 3 | 3 | 0 | 2 | 0 | 0 | 1 |
| University of Northern Iowa | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Regent Total | 14 | 12 | 16 | 12 | 8 | 7 | 9 | 3 | 5 | 2 |
| To accept an administrative position | | | | | | | | | | |
| University of Iowa | 2 | 6 | 1 | 3 | 6 | 2 | 1 | 0 | 0 | 0 |
| Iowa State University | 0 | 0 | 0 | 1 | 4 | 1 | 0 | 4 | 1 | 1 |
| University of Northern Iowa | 0 | 0 | 1 | 2 | 7 | 0 | 2 | 0 | 1 | 3 |
| Regent Total | 2 | 6 | 1 | 6 | 17 | 3 | 3 | 4 | 2 | 4 |
| Grand Total | 125 | 115 | 142 | 159 | 144 | 135 | 87 | 106 | 105 | 112 |

TABLE 6
TOTAL FACULTY AND FACULTY RESIGNATIONS BY COLLEGE
FY 2012

| College | FACULTY | | RESIGNATIONS | | |
|------------------------------------|--------------|-----------------------------|--------------|------------------|----------------------------------|
| | Number | Percent of University Total | Number | Percent of Total | Percent of Total College Faculty |
| University of Iowa | | | | | |
| Business Administration | 80 | 3.6% | 4 | 7.7% | 5.0% |
| Dentistry | 97 | 4.4% | 2 | 3.9% | 2.1% |
| Education | 97 | 4.4% | 0 | 0.0% | 0.0% |
| Engineering | 83 | 3.7% | 0 | 0.0% | 0.0% |
| Graduate | 17 | 0.8% | 0 | 0.0% | 0.0% |
| Law | 43 | 1.9% | 1 | 1.9% | 2.3% |
| Liberal Arts and Sciences | 643 | 29.0% | 10 | 19.2% | 1.6% |
| Medicine | 974 | 43.9% | 32 | 61.5% | 3.3% |
| Nursing | 56 | 2.5% | 2 | 3.8% | 3.6% |
| Pharmacy | 61 | 2.7% | 0 | 0.0% | 0.0% |
| Public Health | 70 | 3.1% | 1 | 1.9% | 1.4% |
| Total | 2,221 | 100.0% | 52 | 100.0% | 2.3% |
| Iowa State University | | | | | |
| Agriculture & Life Sciences | 272 | 21.0% | 3 | 11.5% | 1.1% |
| Business | 73 | 5.6% | 1 | 3.8% | 1.4% |
| Design | 80 | 6.2% | 0 | 0.0% | 0.0% |
| Engineering | 181 | 14.0% | 4 | 15.4% | 2.2% |
| Human Sciences | 107 | 8.3% | 5 | 19.3% | 4.7% |
| Liberal Arts and Sciences | 439 | 34.0% | 10 | 38.5% | 2.3% |
| Library | 30 | 2.3% | 1 | 3.8% | 3.3% |
| Veterinary Medicine | 111 | 8.6% | 2 | 7.7% | 1.8% |
| Total | 1,293 | 100.0% | 26 | 100.0% | 2.0% |
| University of Northern Iowa | | | | | |
| Business Administration | 60 | 10.2% | 1 | 2.9% | 1.7% |
| Education | 149 | 25.4% | 17 | 50.0% | 11.4% |
| Humanities, Arts & Sciences | 253 | 43.1% | 13 | 38.2% | 5.1% |
| Social & Behavioral Sciences | 109 | 18.6% | 2 | 6.0% | 1.8% |
| Library | 16 | 2.7% | 1 | 2.9% | 6.3% |
| Total | 587 | 100.0% | 34 | 100.0% | 5.8% |