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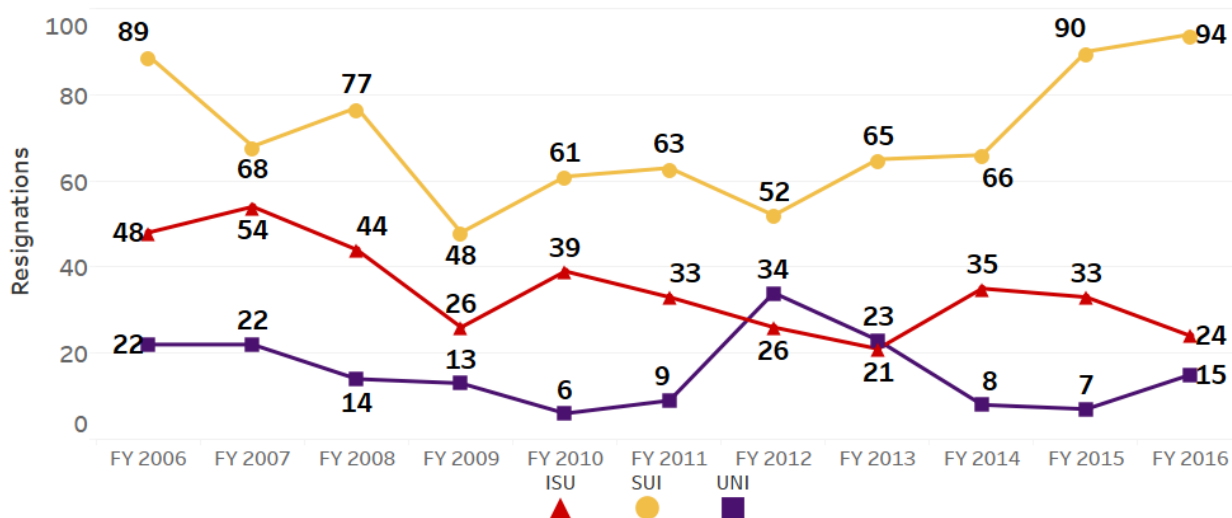
2015 - 2016 REPORT ON FACULTY RESIGNATIONS

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

Executive Summary: At the Regent universities, there were 133 faculty resignations in FY 2016, which was an increase of 3 (+2.3%). At the special schools, there were two faculty resignations in FY 2016, which was one fewer than last year.

- ◆ At the University of Iowa, the number of faculty resignations increased from 90 to 94 (+4.4%) between FY 2015 and FY 2016. During the past 10 years, the average number of annual faculty resignations has been 68.4.
- ◆ At Iowa State University, the number of faculty resignations decreased from 33 to 24 (-27.3%) between FY 2015 and FY 2016. During the past 10 years, the average number of annual faculty resignations has been 33.5.
- ◆ At the University of Northern Iowa, the number of faculty resignations increased from seven to 15 (+114.3%) between FY 2015 and FY 2016. During the past 10 years, the average number of annual faculty resignations has been 15.1.

Number of Faculty Resignations at the Regent Universities
FY 2006 - FY 2016



- ◆ At the Iowa School for the Deaf, there have been zero faculty resignations for the past three years (FY 2014 - FY 2016).
- ◆ At the Iowa Braille and Sight Saving School, the number of faculty resignations decreased from three to two between FY 2015 and FY 2016.

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

Background:

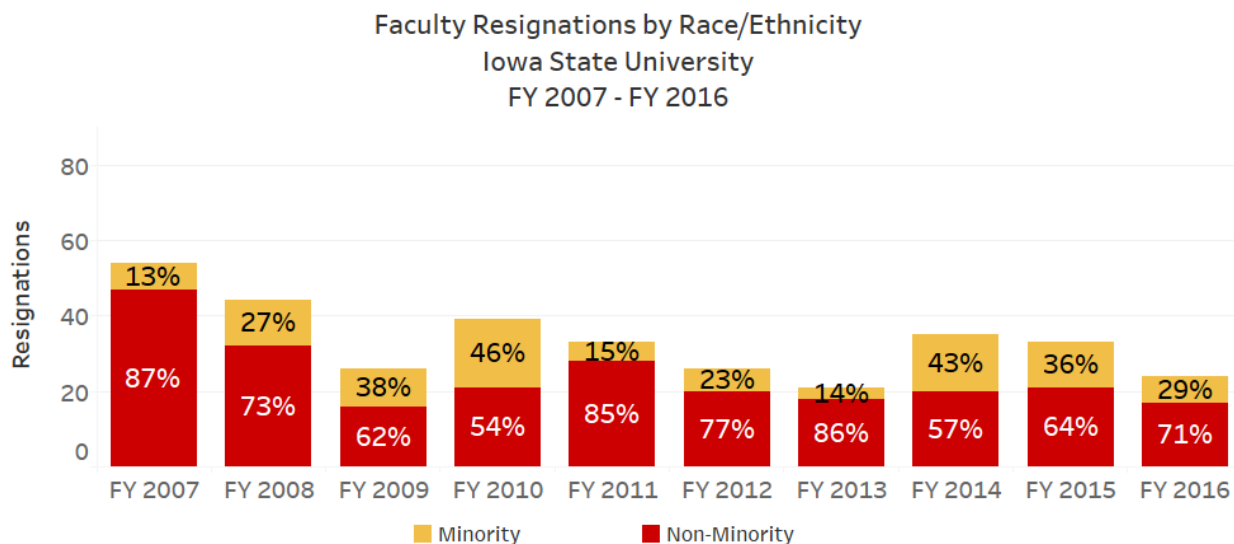
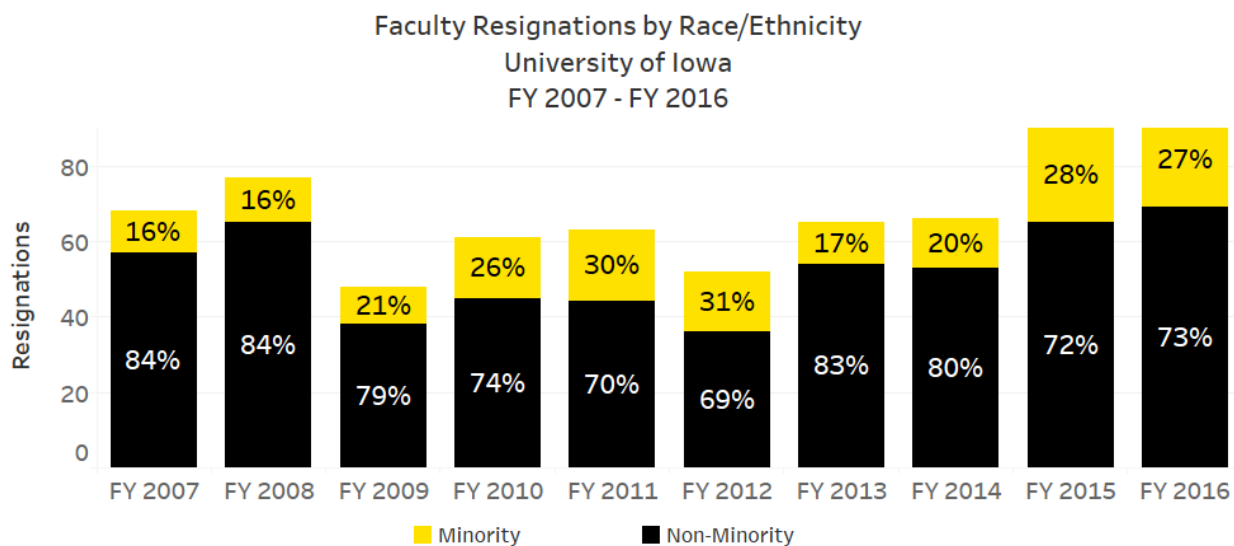
- ◆ The Regent universities obtain information about the faculty who resigned through a variety of efforts, including resignation surveys, exit interviews, satisfaction/climate assessment surveys, and payroll reports.
 - At the University of Iowa, each resignee received an online questionnaire that addressed resignees' level of satisfaction with various aspects of SUI and the community using a rating scale of 1 (very dissatisfied) to 5 (very satisfied). More specifically, the questions assessed the resignees' satisfaction with: (1) the general atmosphere of the University and of 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 faculty only).
 - In FY 2016, 19 questionnaires were returned, for a response rate of 20%. The highest mean score was registered for satisfaction with the general atmosphere of the University and of Iowa City (4.1); the University's commitment to excellence in teaching (3.7) and diversity (3.5) showed the next highest mean scores. The lowest mean scores were registered for satisfaction with compensation (2.9).
 - Additionally, using information provided on termination forms by departments, the primary reason stated for resignation from SUI was to accept a position at another university, with this reason being cited in 52 of the resignations, or 55%.
 - At Iowa State University, faculty exit data has been collected systematically, through an online survey, since January 2004. Departing faculty are offered face-to-face or phone interviews with the Office of the Senior Vice President and Provost (SVPP), as well as other opportunities at the department or college level. The Center for Statistics and Survey Methodology assists the SVPP in obtaining 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.
 - Seventeen faculty members responded to the online faculty exit survey for FY 2016, for a response rate of 70.8 percent. Data collected indicate that:
 - The reasons for resigning (in rank order) are: dissatisfaction with departmental environment (which may include dissatisfaction with departmental leadership), lack of perceived advancement opportunities, and dissatisfaction regarding salary.
 - Regarding salary competitiveness, of the 17 respondents, six (35.3%) indicated that they had accepted a new position elsewhere that will provide a salary "much higher than the salary at ISU," and five (29.4%) 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, as 94 percent of respondents indicated they were "somewhat or very satisfied" with Iowa State's benefit package.
 - Seventy percent of respondents indicated a "high or very high" level of work-related stress (broadly defined).
 - The responses were neutral or better, however, regarding satisfaction with expectations in specific work areas: 41 percent of all faculty respondents were "neutral or mixed" with expectations for teaching/advising responsibilities, and 41 percent were "somewhat or very satisfied" in this same area; 53 percent indicated they were "somewhat or very satisfied"

with expectations for research; and 25 and 35 percent, respectively, of respondents stated they were “neutral or mixed” or “somewhat or very satisfied” with expectations for service.

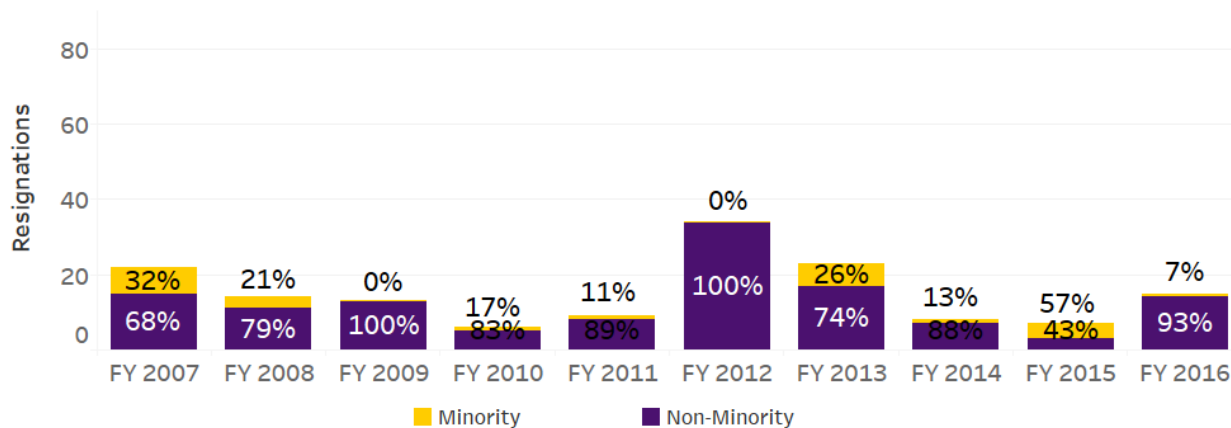
- Regarding office facilities, 70 percent of respondents reported being “somewhat or very satisfied.” And 58 percent reported being “somewhat or very satisfied” with research facilities.
 - More than half (53%) of the survey respondents would “probably or definitely” recommend ISU to others as an employer.
 - At the University of Northern Iowa, resignation information was gathered through exit interviews between the faculty members and department heads.
 - Six faculty members resigned to accept a faculty position at another university, one resigned to enter private clinical practice, two resigned to return to K-12 teaching, one resigned to accept a position in the private sector, and five resigned for personal reasons, including spousal relocation.
- ◆ 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 2016, 20 (15.0%) were professors, 48 (36.1%) were associate professors, 62 (46.6%) were assistant professors; and three (2.3%) were instructors.
 - Professors represent 25.3% of the faculty; 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 2016 decreased by four (-16.7%) from the prior year.
 - ◆ Of those who resigned in FY 2016, 47 (35.3%) were tenured, 35 (26.3.0%) were tenure-track, 49 (36.8%) were clinical track, and two (1.5%) were other.
 - Tenured faculty members represent 62.2% of the faculty; tenure-track faculty members represent 20.3% of the faculty; clinical/research track faculty members represent 17.5% of the faculty at the Regent universities¹.
 - The number of tenured faculty members who resigned in FY 2016 decreased by two (-4.1%) from the prior year.
 - ◆ Of those who resigned in FY 2016, 67 (50.4%) were male and 66 (49.6%) were female.
 - Males represent 58.1% of the total faculty and females represent 41.9% of the total faculty at the Regent universities. ¹

¹ Source: Annual Governance Report on Faculty Tenure 2016
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- There was an increase of 12 (+22.2%) women and a decrease of 9 (-28.8%) men who resigned in FY 2016 from the prior year.
- ◆ Of those who resigned in FY 2016, 33 (24.8%) were racial/ethnic minorities and 100 (75.2%) were non-minorities.
 - As described in the Spring 2016 Annual Tenure Report, racial/ethnic minorities represent 17.8% of the population and non-minorities represent 82.2% of the population at the Regent universities.
 - The number of racial/ethnic minority faculty who resigned in FY 2016 decreased by eight (-19.5%) from the prior year. The number of non-minority faculty who resigned in FY 2015 increased by 11 (+12.4%).



Faculty Resignations by Race/Ethnicity
University of Northern Iowa
FY 2007 - FY 2016



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

- ◆ In FY 2016, the primary reason for resigning continues to be employment opportunities at other educational institutions (cited by 53.3% of those who left). The second most frequently identified reason for resigning (cited by 23.3% of those who left) was to enter into private practice.
 - The number of faculty who resigned in FY 2016 to accept a position at another university (71) experienced no change from the prior year.
 - The number of faculty who resigned in FY 2016 to enter private practice (31) increased by eight (+34.8%) from the prior year. Over the past 10 years, an average of 10.7 faculty resigned each year to enter private practice.

- ◆ At the *Iowa Educational Services for the Blind and Visually Impaired/Iowa Braille School*, two faculty members resigned in FY 2016 – both for personal reasons. At the *Iowa School for the Deaf*, there were no faculty resignations in FY 2016.

Strategies to Improve Faculty Retention

University of Iowa

The University of Iowa is ranked among the nation's top public institutions in the U.S. and competes nationally and internationally for the best faculty members. Given the high quality of SUI faculty members, they are frequently recruited by other institutions. SUI is constantly striving to keep these faculty members by using a variety of strategies.

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 SUI Administration works with the UI Foundation (UIF) to aggressively support and promote faculty activities through charitable donations. The focus for these efforts include funding for endowed chairs and support for faculty research and teaching.
- SUI recognizes that quality benefit offerings are an essential part of a competitive compensation packet. Employees are educated about the value of those benefits through an "Annual Total Compensation Statement" that is sent to UI employees at the start of each fiscal year.
- The campus-wide implementation of the faculty activities database, UI Academic and Professional Record (APR), assists colleges and departments in more accurately and transparently assessing faculty productive and better targeting merit pay increases.

Quality of Life:

- SUI partnered with ISU and UNI to develop a regional affiliate of the national Higher Education Recruitment Consortium (HERC). HERC is a national non-profit consortium of over 700 colleges, universities, hospitals, research labs, government agencies, and 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. The regional affiliate, the Central Midwest (CMW) HERC, was launched in September 2016 and is currently composed of 19 higher education institutions and community partners. As of December 2016, CMW HERC member organizations include: Allen College, City of Iowa City, Coe College, Drake University, Grand View University, Grinnell College, Iowa City Area Development Group, Iowa City Community School District, Iowa State University, Iowa State University Research Park, Iowa Valley Community College District, Kirkwood Community College, Mount Mercy University, Northwestern College, Simpson College, University of Iowa/University of Iowa Hospitals and Clinics, UI Community Credit Union, University of Nebraska Medical Center, University of Northern Iowa. The University of Iowa is the lead institution on this project and works closely with the other Board of Regents institutions to coordinate the project and with member institutions to build a strong regional network. Continued outreach is planned for AY17, with a particular focus on regional outreach to higher education, public, non-profit, and business/industry partners.
- In FY16, the Office of the Provost convened multiple UI offices and community partners (e.g., University HR, Equal Opportunity and Diversity, Dual Career Services, Iowa City Area Development Group) to review and increase access to campus and community resources promoting work/life balance. A comprehensive Work/Life Resources website was launched in FY16 to provide an easy-to-access location for resources that promote the work/life integration aspects of the University of Iowa and our region to faculty and staff recruits as they initially look at the institution as a prospective employer, during the active recruitment process, and once employees arrive on campus. This resource was

announced during new faculty orientation in August 2016 and a campus-wide educational campaign is being conducted in FY17 to promote its use in employee recruitment processes. The educational campaign will provide tools to search committees to promote employees' ability to "Build a Career | Build a Life" at the University of Iowa and surrounding communities.

- SUI's "Recruitment Ambassadors Program," jointly sponsored by University Human Resources and the Office of Equal Opportunity and Diversity, supports the University of Iowa's strategic goals for increasing the diversity of our faculty and staff. Recruitment Ambassadors are current or former faculty and staff members who volunteer to help recruit prospective employees. Specifically, Recruitment Ambassadors provide materials regarding the local community at time of recruitment, and are trained to showcase the community and answer candidates' questions on topics ranging from the area's arts & culture, housing, school systems, dining & shopping, sports & recreation, and healthcare, to name just a few. While the program is designed to use Recruitment Ambassadors at 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 about whether or not 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 in finding local childcare, elder care, veteran/military family resources, and family-related connections with the local community.
- The University of Iowa further communicates its commitment to work/life balance through its policy granting extensions to the tenure clock for probationary faculty member who have a minor child join their family during their pre-tenure years. The Provost Office notifies new faculty of this policy through multiple means during their probationary years (e.g., in offer letters, at new faculty orientation, campus-wide emails).
- National data show that faculty members whose spouses are satisfied with their careers are much less likely to leave for another position. Services offered through the University of Iowa's Dual Career Services (DCS) respond to the employment needs of accompanying partners of new faculty or staff members, and enhance SUI's faculty recruiting and retention efforts. In 2015, DCS assisted seven of the thirteen colleges and academic units with recruiting and hiring and assisted 48 accompanying partners with job searches. Thirty employers (including the University of Iowa and the UIHC) in seven cities hired DCS clients, with starting salaries of the successfully hired clients totaling approximately \$1.4 million or an average of \$53,846 per hire.

Engaging and Encouraging Faculty:

- The Office of the Provost focuses its efforts 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 UI administrators (e.g., President and Provost New Faculty Welcome Reception in August, 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 in Fall 2015. The program is fashioned on UHR's successful "Executive Leadership Academy" and features a cohort-based learning model supplemented by support from individual coaches. Nine DEOS enrolled in the AY15-16

program. Based on the positive evaluations from the participants, the DEO Leadership Development Program will be continued in AY16-17.

- The Office of the Vice President for Research and Economic Development (OVPRED) offers a variety of professional development resources and opportunities to faculty. FY16 programs included: Hosting a statewide Small Business Innovation Research (SBIR) workshop involving Program Officials from 12 federal agencies, Communicating Ideas workshop, National Science Foundation (NSF) CAREER program workshop, and general grants training workshops, among others. The OVPRED offers modest competitive Internal Funding Initiatives grants to encourage leading edge scholarship, creative activities, and interdisciplinary research. Further, the OVPRED hosts several lectures and conversations each semester to explore 21st century challenges from the perspectives 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, Public Humanities in a Digital World, Aging Mind and Brain, Genetics, Obesity Research and Education, Digital Public Arts, and Informatics) and over seventy faculty lines have been dedicated to this initiative to date.
- SUI continues to provide professional development opportunities to senior faculty members through participation in the BTAA-Academic Leadership Program (ALP) and BTAA-Department Executive Officers Seminar. Five faculty leaders participated in the BTAA-ALP program and 5 DEOs participated in the DEO seminar. The University of Iowa Office of the Provost will host the BTAA-ALP program in October 2017 in Iowa City.
- In AY16, the Office of the Provost partnered with the Office of the Vice President for Research and Economic Development and the Obermann Center for Advanced Studies to host a workshop for recently tenured Associate Professors to assist them in making the transition into their new role. Almost 20 faculty members attended; session evaluations were very positive and the feedback is being reviewed to plan for future programming.

Retaining Faculty of Color:

- The National Center for Faculty Development and Diversity (NCFDD). In AY12-13, the Office of the Provost and Office of the Chief Diversity Office established an institutional membership in the NCFDD -- 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, PhD, co-author of the acclaimed book, *The Black Academic's Guide to Winning Tenure - Without Losing Your Soul*. The NCFDD Institutional Membership offers numerous benefits to UI faculty members, including access to weekly e-newsletter, 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 programs. All SUI faculty members are automatically enrolled in this service upon hire with an accessible process for opting out.
- In FY16, the Office of the Provost enhanced its focus on reducing unconscious bias in faculty search committees. In May 2016, the University of Iowa hosted a two-day faculty development training, in collaboration with the BTAA AGEP Professorial Advancement Initiative (PAI) and the ACM/CIC Undergraduate and Faculty Fellows Program for a Diverse Professoriate. Teams of faculty from regional Associated Colleges of the Midwest (ACM) colleges (e.g., Grinnell, Coe, Cornell, Luther, Monmouth, Knox) joined UI faculty to

receive a research-focused exploration of effective strategies for recruiting and retaining faculty of color. The two-day interactive workshop addressed: identifying the benefits of diversity to the academy, conducting effective faculty searches, addressing the role of unconscious bias in candidate evaluation and hiring, creating inclusive environments, and reducing the complex barriers that can affect the retention of underrepresented faculty. Thirty-eight UI faculty and staff attended this training and the Office of the Provost has continued to build on the momentum by engaging campus leaders in train-the-trainer opportunities and build consistent curricula and tools for broader campus dissemination. This work is continuing in FY17 with the goal of creating a faculty search committee manual and an enhance cadre of trainers on campus to provide sessions.

- In Fall 2015, the Chief Diversity Office, in collaboration with the Office of Learning & Development and numerous campus leaders, launched the highly successful “Building University of Iowa Leadership for Diversity” (BUILD) program. The BUILD initiative provides opportunities for UI faculty and staff to gain strategic knowledge and skills to contribute to a welcoming and inclusive environment for all. The program offers the campus numerous opportunities for advanced learning about several 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, over 450 UI staff and faculty have participated in one or more BUILD workshop with and 85 individuals have taken the requisite number of course to earn a BUILD certificate.
- 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 campus are encouraged to participate in this prejudice-reduction work with the goal of increasing inclusion and equity among students, staff, and faculty. Since its inception, over 2300 faculty, staff, students, and community members have participated in an NCBI workshop. AY15-16 highlights include: 19 workshops involving 423 faculty, staff, student, and community members attendees.

Iowa State University

Iowa State continues several major efforts to retain faculty, particularly high-performing educators and scholars who provide valuable service to lowans. These initiatives include:

- Examining the reasons why faculty leave. The Office of the Senior Vice President and Provost (SVPP) 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, ultimately, to improve our retention rate. The survey results for 17 respondents in the past year are described below.
- Addressing needs of partners and spouses. Addressing the employment needs of partners and spouses of newly hired faculty through a centrally managed program is key to the successful recruitment and retention of faculty. The Dual Career Resources program provides spouses/partners of faculty with assistance in identifying employment opportunities both on campus and in the community. Personnel in the SVPP 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 establishment of a state-wide chapter of Higher Education Recruitment Consortium (HERC) - creating a

network of employment opportunities of benefit to faculty partners and spouses – is yet another valuable initiative.

- Providing various mentoring programs targeting pre-tenure faculty. We recognize the importance of supporting all faculty through both formal and informal mentoring, and along 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. We offer three mentoring programs for new faculty: 1) the individual mentor program ensures that each new tenure-eligible faculty member has a formal mentor who 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; 2) the college peer mentoring program entails a peer-to-peer interaction facilitated by senior faculty in each college in order to provide opportunities for new faculty to meet and network with peers across the college; 3) the New Faculty Scholars Program, a collaborative effort between the Office of the SVPP, 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 in support of teaching and research development.
- Improving climate and work-life balance. Additional initiatives target the workplace climate for faculty at Iowa State and the improvement of our ability to recruit and retain faculty. Both the ISU ADVANCE Program (focused on recruitment and retention of women faculty), and the COACHE and AAUDE surveys of faculty satisfaction, help us to understand issues key to faculty productivity and retention. Our 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 also serve as knowledgeable advisors on strategies for enhancing equity and transparency at college and departmental 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 SVPP Office works with colleges and departments to develop retention packages for faculty who may be considering leaving ISU for another institution. Such a counter-offer, 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, and/or new work opportunities. The ability to offer meaningful salary increases in this 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 Efforts and Results

Faculty exit data has been collected systematically, through an online survey, since January 2004. Departing faculty are offered face-to-face or phone interviews with the Office of the SVPP, as well as other opportunities at the department or college level. The Center for Statistics and Survey Methodology assists the SVPP in obtaining the online survey data. Our 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.

Seventeen faculty members responded to the online faculty exit survey for FY16, for a response rate of 70.8 percent. Data collected indicate that:

- The reasons for resigning (in rank order) are: dissatisfaction with departmental environment (which may include dissatisfaction with departmental leadership), lack of perceived advancement opportunities, and dissatisfaction regarding salary.
- Regarding salary competitiveness, of the 17 respondents, six (35.3%) indicated that they had accepted a new position elsewhere that will provide a salary “much higher than the salary at ISU,” and five (29.4%) 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, as 94 percent of respondents indicated they were “somewhat or very satisfied” with Iowa State’s benefit package.
- Seventy percent of respondents indicated a “high or very high” level of work-related stress (broadly defined).
- The responses were neutral or better, however, regarding satisfaction with expectations in specific work areas: 41 percent of all faculty respondents were “neutral or mixed” with expectations for teaching/advising responsibilities, and 41 percent were “somewhat or very satisfied” in this same area; 53 percent indicated they were “somewhat or very satisfied” with expectations for research; and 25 and 35 percent, respectively, of respondents stated they were “neutral or mixed” or “somewhat or very satisfied” with expectations for service.
- Regarding office facilities, 70 percent of respondents reported being “somewhat or very satisfied.” And 58 percent reported being “somewhat or very satisfied” with research facilities.
- More than half (53%) of the survey respondents would “probably or definitely” recommend ISU to others as an employer.

Preliminary Review for New Faculty

All tenure-eligible faculty at Iowa State receive a preliminary, or “third-year” review. This review, conducted at the department level, assesses faculty readiness for the university’s rigorous promotion and tenure process. Faculty receive both administrative and peer assessment of their teaching, research, or service activities that, in some cases, results in faculty leaving the university to pursue other opportunities.

Support for Faculty Onboarding, an Inclusive Culture and Department Chair Training

The Office of the SVPP created a new staff position in the past year to focus on professional development programming for new faculty, department chair training, and general leadership development offerings, as described below:

- 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.
- The Office of the SVPP has focused on new initiatives for non-tenure eligible faculty, offering professional development and onboarding.
- We support 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 Office of the SVPP 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.

University of Northern Iowa

The *University of Northern Iowa* uses the following strategies to improve faculty retention.

- Retention efforts begin as soon as new faculty members are hired and continue throughout the faculty member's career. UNI warmly 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. Similarly 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 and evening 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 within the first two weeks of the semester. This provides another opportunity for networking with colleagues.
- The 2015 Fall Faculty Workshop brought nationally known clinician, Dr. Susan Wolcott, who presented a workshop entitled "Improving Students' Critical Thinking skills—Strategies for the Classroom." This was an opportunity for new faculty to meet faculty colleagues from outside their home department and college. They learned about campus initiatives important to their professional lives and were introduced to the importance of teaching at UNI. Critical thinking skills are important across all disciplines, and this workshop focused on helping professors to understand the mental processes that underlie skill development.
- There are a number of summer fellowships or other types of grants awarded to both tenured and pre-tenure faculty. All faculty of the University of Northern Iowa holding 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 provides selected pre-tenure faculty with separate funds which support their research and creative activity. Twenty-one faculty were awarded these small grants in the Fall of 2015.
- Professional Development Assignments (PDA) are other opportunities offered to tenured faculty to undertake intensive programs of research or creative work. Faculty members may either 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 and give needed time for intense focus on scholarly or creative work.
- UNI offers a variety of awards to recognize outstanding teaching, research and service. These include the Class of 1943 Faculty Award for Excellence in Teaching, Ross A. Nielsen Professional Service Award, James F. Lubker Research Award, Regents Awards for Faculty Excellence, and the University Book and Supply Award for pre-tenure faculty.

One of the changes that was made in the 2015-2016 academic year was that these award winners, plus those who were tenured and/or promoted, were invited (along with spouses/partners) to a celebratory dinner in April 2016. This event recognized those faculty who were being honored particularly during that academic year. The response to this celebratory event has been excellent.

- In Fall 2015, the Provost continued monthly Faculty Brown Bag Lunches in Bartlett Hall. All faculty were invited to join the Provost, the Associate Provosts and the Director of the Center for Excellence in Teaching and Learning for informal discussions. These lunches give faculty an opportunity to interact regularly with the provost and discuss items that are of concern to them. In addition, in the Spring of 2016, the Provost used these lunches to gather input for the development of the Academic Master Plan.
- 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. In Fall 2016, the provost and deans supported the New Faculty Colloquium, an extended orientation program administrated through the Center for Excellence in Teaching and Learning. This program assists faculty with becoming acclimated to the university and their job demands.
- 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 for building community and connection within the college. Some efforts include one-on-one meetings with pre-tenure faculty to discuss career goals, small Challenge Grants to support faculty efforts in developing research proposals to be submitted in external grant competitions, and social occasions which involve all of the faculty of the college.
- Feedback continues to be positive about the provost's email newsletter, a university-wide publication that helps keep faculty informed on various initiatives of the provost and to report on activities of colleagues. Good communication about progress or new initiatives helps build a sense of connection to the university.
- The Center for Excellence in Teaching and Learning continues to support faculty through a robust schedule of teaching workshops, book studies and peer observation opportunities. In 2015-16, 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 around 14% of the entire faculty attended more than one of the center's offerings.
- Diversity and inclusion efforts include three affinity groups: African American, Asian and Hispanic. The meetings of these groups are facilitated by the diversity fellow in the Provost's office. These groups also assist faculty in feeling at home not only at the university but also in the community in general. That diversity fellow also assisted with the efforts of the National Coalition Builders Institute at UNI.

- Finally, the Provost's Office worked with members of United Faculty leadership in finishing a salary equity study. This extremely thorough study resulted in equity adjustments for some faculty. The commitment to this demonstrates the administration's concern for fairness and equity and contributed greatly to faculty sensing that they are valued members of the community.

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, 58% of ISD's faculty members are age 55 or over, so ISD could face significant turnover with faculty retirements in the next few years.

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

Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving 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, the Iowa Department for the Blind and the 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 21. 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. During FY2016, the School experienced a higher-than-normal level of turnover, due to five teachers reaching retirement age simultaneously. This was anticipated due to the aging workforce. The Iowa Braille and Sight Saving School strives to create a career setting that supports continuous employee development and encourages institutional loyalty with our faculty. Some of the benefits and resources we use to maintain a healthy level of faculty retention are:

- Competitive salary and fringe benefit package
- Use of a state car, lap top computer, and mobile phone for many of our 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
- Mentoring for new teachers

Recruitment continues to be a challenge, as there is a nationwide shortage of education professionals in the vision field. In addition, there are no longer any active teacher preparation programs for Teachers of the Visually Impaired in Iowa.

In order to encourage educators to enter the field of vision, we continue to offer a competitive teacher preparation scholarship. This competitive scholarship program has created the opportunity

for us to better recruit education students, including minorities, from various areas of Iowa. We currently have eight individuals participating in the program. Of those, seven are females and one is male. There are currently no minorities in the program.

In addition to these long-term recruitment strategies and applicable retention strategies listed above, we also utilize 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
- Relocation assistance for new faculty

TABLE 1
NUMBER OF FACULTY RESIGNATIONS BY RANK
FY 2007 – FY 2016

	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	INSTRUCTOR	TOTAL
UNIVERSITY OF IOWA					
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
FY 2016	15	38	41	0	94
IOWA STATE UNIVERSITY					
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
FY 2016	4	8	12	0	24
UNIVERSITY OF NORTHERN IOWA					
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
FY 2016	1	2	9	3	15
REGENT TOTAL					
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
FY 2016	20	48	62	3	133

TABLE 2
NUMBER OF FACULTY RESIGNATIONS BY GENDER AND RACE/ETHNICITY
FY 2007 – FY 2016

	MALE	FEMALE	TOTAL	MINORITY	NON-MINORITY
UNIVERSITY OF IOWA					
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 ²
FY 2013	37	28	65	11	54
FY 2014	34	32	66	13	53
FY 2015	53	37	90	25	65
FY 2016	47	47	94	25	69
IOWA STATE UNIVERSITY					
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
FY 2016	14	10	24	7	17
UNIVERSITY OF NORTHERN IOWA					
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
FY 2016	6	9	15	1	14
REGENT TOTAL					
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
FY 2016	67	66	133	33	100

² The race/ethnicity of four faculty members was unspecified.

TABLE 3
NUMBER OF FACULTY RESIGNATIONS BY TENURE STATUS
FY 2007 – FY 2016

	TENURED	TENURE-TRACK	CLINICAL TRACK	OTHER	TOTAL
UNIVERSITY OF IOWA					
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 ³	52
FY 2013	16	15	33	1	65
FY 2014	18	21	27	0	66
FY 2015	25	24	38	3	90
FY 2016	31	14	49	0	94
IOWA STATE UNIVERSITY					
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
FY 2016	12	12	0	0	24
UNIVERSITY OF NORTHERN IOWA					
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
FY 2016	4	9	0	2	15
REGENT TOTAL					
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
FY 2016	47	35	49	2	133

³ Research track.
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TABLE 4a
RESIGNATIONS BY COLLEGE
FY 2007 – FY 2016
UNIVERSITY OF IOWA

COLLEGE	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
Business Admin.	5	4	1	2	3	4	1	3	1	0
Dentistry	7	3	0	2	4	2	4	1	1	4
Education	1	6	1	1	3	0	2	2	4	5
Engineering	3	1	2	0	2	0	1	2	0	3
Graduate	0	0	1	0	0	0	0	1	3	0
Law	1	1	3	1	3	1	2	0	3	1
Liberal Arts & Sciences	19	15	7	10	11	10	12	14	9	21
Medicine	24	38	31	38	32	32	34	34	65	53
Nursing	0	2	2	2	1	2	4	1	1	5
Pharmacy	4	3	0	0	2	0	2	3	2	2
Public Health	4	4	0	5	2	1	3	5	1	0
TOTAL	68	77	48	61	63	52	65	66	90	94

TABLE 4b
RESIGNATIONS BY COLLEGE
FY 2007 – FY 2016
IOWA STATE UNIVERSITY

COLLEGE	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
Agric. & Life Sciences	9	8	4	7	3	3	1	1	3	4
Business	3	2	1	2	1	1	2	1	5	2
Design	3	4	1	2	4	0	2	1	3	2
Engineering	4	1	2	5	4	4	2	11	3	3
Human Sciences	4	5	6	8	10	5	0	8	3	3
Liberal Arts & Sciences	23	16	8	12	11	10	10	11	11	10
Library	2	2	0	1	0	1	1	2	1	0
Veterinary Medicine	6	6	4	2	0	2	3	0	4	0
TOTAL	54	44	26	39	33	26	21	35	33	24

TABLE 4c
RESIGNATIONS BY COLLEGE
FY 2007 – FY 2016
UNIVERSITY OF NORTHERN IOWA

COLLEGE	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
Business Admin.	4	3	1	1	0	1	2	0	0	0
Education	4	3	4	3	3	17	6	2	2	8
Natural Sciences	1	2	2	2						
Humanities & Fine Arts	8	4	2	0						
Humanities, Arts, & Sci.					2	13	9	3	3	4
Soc. & Behavioral Sci.	5	2	4	0	0	2	5	2	1	3
Library	0	0	0	0	4	1	1	1	1	0
TOTAL	22	14	13	6	9	34	23	8	7	15

TABLE 5a
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2007 – FY 2016
UNIVERSITY OF IOWA

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
To accept a position at another university										
Professor	8	10	11	9	6	5	11	3	11	12
Associate Professor	10	14	8	10	1	6	11	7	11	25
Assistant Professor	22	14	6	21	10	15	10	13	19	15
Instructor	0	0	0	0	0	0	0	0	0	0
Total	40	38	25	40	17	26	32	23	41	52
To accept another position										
Professor	1	3	0	1	3	0	1	5	1	1
Associate Professor	2	3	4	1	7	5	2	2	5	1
Assistant Professor	4	13	7	3	11	4	6	9	11	1
Instructor	0	1	0	0	0	0	0	0	0	0
Total	7	20	11	5	21	9	9	16	17	3
To relocate for personal reasons										
Professor	0	2	1	1	2	5	0	3	1	0
Associate Professor	2	0	1	1	2	2	2	3	2	4
Assistant Professor	8	8	2	11	16	9	8	15	9	8
Instructor	0	0	0	0	0	0	0	0	0	0
Total	10	10	4	13	20	16	10	21	12	12
To enter private practice										
Professor	0	1	2	0	1	1	1	0	2	2
Associate Professor	3	3	3	1	2	0	3	1	2	8
Assistant Professor	2	3	2	2	2	0	9	4	15	17
Instructor	0	0	0	0	0	0	0	0	0	0
Total	5	7	7	3	5	1	13	5	19	27
To accept an administrative position										
Professor	5	2	1	0	0	0	0	1	1	0
Associate Professor	1	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	1	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0
Total	6	2	1	0	0	0	1	1	1	0
Grand Total	68	77	48	61	63	52	65	66	90	94

TABLE 5b
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2007 – FY 2016
IOWA STATE UNIVERSITY

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
To accept a position at another university										
Professor	9	4	5	6	4	6	2	9	6	1
Associate Professor	9	7	8	7	7	8	5	8	10	4
Assistant Professor	22	13	6	11	7	6	9	12	8	8
Instructor	0	0	0	0	0	0	0	0	0	0
Total	40	24	19	24	18	20	16	29	24	13
To accept another position										
Professor	1	2	1	2	3	0	0	0	0	0
Associate Professor	1	2	0	4	2	0	1	0	0	3
Assistant Professor	1	5	2	2	4	1	2	0	0	2
Instructor	0	0	0	0	0	0	0	0	0	0
Total	3	9	3	8	9	1	3	0	0	5
To relocate for personal reasons										
Professor	1	0	0	0	0	0	0	0	1	0
Associate Professor	0	3	0	0	0	0	0	0	0	0
Assistant Professor	3	7	2	3	5	3	1	2	3	1
Instructor	0	0	0	0	0	0	0	0	0	0
Total	4	10	2	3	5	3	1	2	4	1
To enter private practice										
Professor	0	0	0	0	0	0	0	0	0	2
Associate Professor	1	0	2	0	0	0	0	0	2	1
Assistant Professor	2	0	0	0	0	1	0	1	2	0
Instructor	0	0	0	0	0	0	0	0	0	0
Total	3	0	2	0	0	1	0	1	4	3
To accept an administrative position										
Professor	4	1	0	3	1	0	1	2	1	1
Associate Professor	0	0	0	1	0	1	0	1	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	1
Instructor	0	0	0	0	0	0	0	0	0	0
Total	4	1	0	4	1	1	1	3	1	2
Grand Total	54	44	26	39	33	26	21	35	33	24

TABLE 5c
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2007 – FY 2016
UNIVERSITY OF NORTHERN IOWA

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
To accept a position at another university										
Professor	1	0	0	0	0	0	1	0	0	1
Associate Professor	1	0	2	0	2	0	3	1	4	1
Assistant Professor	6	8	5	1	1	5	5	3	1	4
Instructor	0	0	0	1	0	0	0	0	1	0
Total	8	8	7	2	3	5	9	4	6	6
To accept another position										
Professor	0	0	0	0	0	1	0	0	0	0
Associate Professor	0	0	1	0	1	0	0	0	0	0
Assistant Professor	1	1	0	0	0	0	0	3	0	1
Instructor	1	0	0	1	0	1	2	0	0	2
Total	2	1	1	1	1	2	2	3	0	3
To relocate for personal reasons										
Professor	0	0	0	0	0	1	0	0	0	0
Associate Professor	2	1	0	0	1	4	2	0	0	0
Assistant Professor	0	4	2	1	2	1	7	0	1	4
Instructor	3	0	1	2	1	18	1	0	0	1
Total	5	5	3	3	4	24	10	0	1	5
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	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	0	0	0	0	0	0	1
To accept an administrative position										
Professor	6	0	0	0	1	2	2	1	0	0
Associate Professor	1	0	0	0	0	1	0	0	1	0
Assistant Professor	0	0	1	0	0	0	0	0	0	0
Instructor	0	0	1	0	0	0	0	0	0	0
Total	7	0	2	0	1	3	2	1	1	0
Grand Total	22	14	13	6	9	34	23	8	7⁴	15

⁴ One faculty accepted an administrative position at another university, making his reason two-fold.

TABLE 5d
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2007 – FY 2016
REGENT TOTAL BY UNIVERSITY

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
To accept a position at another university										
University of Iowa	40	38	25	40	17	26	32	23	41	52
Iowa State University	40	24	19	24	18	20	16	29	24	13
University of Northern Iowa	8	8	7	2	3	5	9	4	6	6
Regent Total	88	70	51	66	38	51	57	56	71	71
To accept another position										
University of Iowa	7	20	11	5	21	9	9	16	17	3
Iowa State University	3	9	3	8	9	1	3	0	0	5
University of Northern Iowa	2	1	1	1	1	2	2	3	0	3
Regent Total	12	30	15	14	31	12	14	19	17	11
To relocate for personal reasons										
University of Iowa	10	10	4	13	20	16	10	21	12	12
Iowa State University	4	10	2	3	5	3	1	2	4	1
University of Northern Iowa	5	5	3	3	4	24	10	0	0	5
Regent Total	19	25	9	19	29	43	21	23	16	18
To enter private practice										
University of Iowa	5	7	7	3	5	1	13	5	19	27
Iowa State University	3	0	2	0	0	1	0	1	4	3
University of Northern Iowa	0	0	0	0	0	0	0	0	0	1
Regent Total	8	7	9	3	5	2	13	6	23	31
To accept an administrative position										
University of Iowa	6	2	1	0	0	0	1	1	1	0
Iowa State University	4	1	0	4	1	1	1	3	1	2
University of Northern Iowa	7	0	2	0	1	3	5	1	1	0
Regent Total	17	3	3	4	2	4	4	5	3	3
Grand Total	144	135	87	106	105	112	109	109	130	133

TABLE 5e
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2007 – FY 2016
REGENT TOTAL BY FACULTY POSITION

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
To accept a position at another university										
Professor	18	14	16	15	10	11	14	12	17	14
Associate Professor	20	21	18	17	10	14	19	16	25	30
Assistant Professor	50	35	17	33	18	26	24	28	28	27
Instructor	0	0	0	1	0	0	0	0	1	0
Total	88	70	51	66	38	51	57	56	71	71
To accept another position										
Professor	2	5	1	3	6	1	1	5	1	1
Associate Professor	3	5	5	5	10	5	3	2	5	4
Assistant Professor	6	19	9	5	15	5	8	12	11	4
Instructor	1	1	0	1	0	1	2	0	0	2
Total	12	30	15	14	31	12	14	19	17	11
To relocate for personal reasons										
Professor	1	2	1	1	2	6	0	3	2	0
Associate Professor	4	4	1	1	3	6	4	3	2	4
Assistant Professor	11	19	6	15	23	13	16	17	13	13
Instructor	3	0	1	2	1	18	1	0	0	1
Total	19	25	9	19	29	43	21	23	17	18
To enter private practice										
Professor	0	1	2	0	1	1	1	0	2	4
Associate Professor	4	3	5	1	2	0	3	1	4	10
Assistant Professor	4	3	2	2	2	1	9	5	17	17
Instructor	0	0	0	0	0	0	0	0	0	0
Total	8	7	9	3	5	2	13	6	23	31
To accept an administrative position										
Professor	15	3	1	3	2	2	3	4	2	1
Associate Professor	2	0	0	1	0	2	0	1	0	0
Assistant Professor	0	0	1	0	0	0	1	0	0	1
Instructor	0	0	1	0	0	0	0	0	0	0
Total	17	3	3	4	2	4	4	5	2	2
Grand Total	144	135	87	106	105	112	109	109	130	133

TABLE 6
TOTAL FACULTY AND FACULTY RESIGNATIONS BY COLLEGE
FY 2016

College	FACULTY		RESIGNATIONS		
	Number	Percent of University Total	Number	Percent of Total	Percent of Total College Faculty
University of Iowa					
Business Administration	83	3.5%	0	0.0%	0.0%
Dentistry	104	4.4%	4	4.3%	3.8%
Education	90	3.8%	5	5.3%	5.6%
Engineering	92	3.9%	3	3.2%	3.3%
Graduate	17	0.7%	0	0.0%	0.0%
Law	34	1.5%	1	1.1%	2.9%
Liberal Arts and Sciences	621	26.5%	21	22.3%	3.4%
Medicine	1112	47.5%	53	56.4%	4.8%
Nursing	51	2.2%	5	5.3%	9.8%
Pharmacy	65	2.8%	2	2.1%	3.1%
Public Health	74	3.2%	0	0.0%	0.0%
Total	2,343	100.0%	94	100.0%	4.0%
Iowa State University					
Agriculture & Life Sciences	268	19.5%	4	16.7%	1.5%
Business	88	6.4%	2	8.3%	2.3%
Design	97	7.1%	2	8.3%	2.1%
Engineering	214	15.6%	3	12.5%	1.4%
Human Sciences	130	9.5%	3	12.5%	2.3%
Liberal Arts and Sciences	446	32.5%	10	41.7%	2.2%
Library	14	1.0%	0	0.0%	0.0%
Veterinary Medicine	116	8.4%	0	0.0%	0.0%
Total	1,373	100.0%	24	100.0%	1.7%
University of Northern Iowa					
Business Administration	61	10.7%	0	0.0%	0.0%
Education	137	24.1%	8	53.0%	5.1%
Humanities, Arts & Sciences	254	44.8%	4	27.0%	1.5%
Social & Behavioral Sciences	101	17.8%	3	20.0%	3.0%
Library	15	2.6%	0	0.0%	0.0%
Total	568	100.0%	15	100.0%	2.6%