

Report of the Academic Senate Career-Line Task Force

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I. Introduction and History

In 2013, the University Ad Hoc Committee on Full-Time Auxiliary Faculty made two major proposals to the Academic Senate intended to advance the status of full-time, non-tenure track faculty members at the University of Utah. These proposals were approved in spring 2013 with an effective date of July 1, 2013. The first proposal related to faculty nomenclature: the former category "Regular" was changed to "Tenure-line," which includes tenure track and tenured faculty; the former category "Auxiliary" was eliminated; the category "Career-line" was added to include Clinical, Research, and Lecturer track faculty; and Adjunct, Visiting Instructor, and Emeritus faculty became stand-alone categories (Policy 6-300 The University Faculty Categories and Ranks). The second proposal related to shared governance at the University-wide level through the Academic Senate: one Career-line representative was added to the Senate voting membership from each of the 18 electing units, with terms starting January 1, 2014; the structure of University Senate standing committees was changed to include Career-line faculty membership (Policy 6-002 The Academic Senate and Senate Committees).

In its report, the Ad Hoc Committee on Auxiliary Faculty recommended the creation of a Career-line and Adjunct Faculty Task Force to continue the work of the Ad Hoc Committee. The Task Force was convened by the Academic Senate in September 2014 and charged with:

1. Monitoring and participating in reviewing the newly implemented structure for inclusion of Career-line faculty representatives in the Academic Senate and Senate Committee system, evaluating the effects of the selected method of allocation and election, and gathering input as needed from all constituencies.
2. Evaluating other issues affecting Career-line and also part-time, non-tenure track faculty.

This report summarizes the accomplishments and recommendations of the Academic Task Force on Career-line Faculty over the course of academic years 2015 and 2016.

II. Executive Summary

A. Findings:

1. Career-line faculty play an important role in fulfilling the University's mission. According to the University of Utah Office of Budget and Institutional Analysis, they make up approximately half of all full-time (Tenure-line and Career-line) faculty. Career-line faculty engage in teaching, research, and scholarship, represent the University to the outside community, and provide significant service both within and outside the University. Many hold a PhD or other terminal degree, have been employed by the University as full-time faculty for extended periods of time (15+ years), and hold major administrative positions within the University. For Career-line faculty, the University is the primary focus of their professional careers.
2. Career-line Faculty play an important role in fulfilling the University's commitment to the concept of shared governance. Implementation of the 2013 changes in University policies aimed at integrating Career-line faculty into the shared governance structure within the Academic Senate structure has been largely successful, although a number of policy revisions related to nomenclature remain (see Recommendation 1 below).
3. Implementation of the 2013 changes in University policies aimed at integrating Career-line faculty into other areas of shared governance in University-wide bodies other than the Senate system, and at the College, and Department level is still a work in process and varies widely between colleges.
4. Career-line faculty in 2013 had few due process rights in the reappointment process, including related to decisions on promotion to a higher rank. This was addressed by revisions to Policies 6-310 and 6-300 that created the University Career-Line Review Committee (UCLRC), with a structure and some functions similar to the University Promotion and Tenure Committee (UPTAC) for Tenure-line faculty. See Section IIIC. for details.
5. Currently, the University is the only PAC-12 school that prohibits Career-line faculty from running for the Presidency (or chair) of an Academic Senate (or Assembly).

6. Recent policy revisions and other administrative actions addressing the appointment, review, reappointment, and advancement of Career-line faculty have resulted in more consistency throughout the University in these areas. The development of a template for Faculty Review Statements has advanced this work. It requires further refinement to be consistent with recent advances in Career-line policies and practices.
7. Many Colleges and Units have yet to adopt or revise their policies and procedures as required by University policy.
8. While the morale and satisfaction level of Career-line faculty varies across campus, it is generally high. Nonetheless, a survey of Career-line faculty identified serious issues surrounding compensation, benefits, and recognition that threaten to undermine the full integration of Career-line faculty into the University.

B. Recommendations:

1. Complete the process of making conforming changes to various University policies, which are now archaic in using the nomenclature of “regular” and “auxiliary” faculty, and will need minor revising to conform to the new nomenclature of “Tenure-line” and “Career-line.” (See the list below of those specific policies that have not yet been revised.)
2. Colleges and other academic units should incorporate the Best Practices set out in Appendix C into their respective policies and procedures regarding Career-line faculty as soon as practicable. The Faculty Review Statements template is an important resource for this process and should be refined as soon as possible to include the Best Practices in Appendix C.
3. We recommend amending existing policy to allow Colleges to apportion Academic Senators between Tenure-line and Career-line faculty, thus allowing more than one Career-line faculty member at a time to serve as Academic Senators within a given College.
4. In light of the disparity between current University policy (6002 IIIC1) and the policies of other PAC-12 universities and the fact that the policy excludes from service approximately 50% of full-time faculty, we recommend the formation of a new Senate task force, comprised of both Tenure-line and Career-line faculty, charged to review current policy and identify issues and opportunities related to eligibility for Academic Senate leadership. The task force should report their findings and recommendations to the Academic Senate on or before March 1, 2018, including a specific recommendation on whether the existing policy should be retained as written or revised, and, if revised, how.
5. We recommend a detailed review of salary equity concerns for Career-line faculty, including but not limited to stability of funding, eligibility for parental and family leave, and relationship between length of service and compensation.
6. Plan a Career-line faculty recognition event where the role and importance of Career-line faculty to the University are celebrated and featured and the progress to date could be highlighted.

7. Create a formal mechanism for Career-line faculty to regularly meet and discuss issues of common interest and concern.
8. The Task Force was originally charged with evaluating issues related to Career-line and Adjunct faculty. Because of the work required to address issues related to Career-line faculty, because there were no Adjunct faculty members on the Task Force, and because the issues of Adjunct faculty are complex and unique, the Task Force made the decision early on only to address issues related to Career-line faculty. The Task Force recommends formation of a new Senate task force charged to address the unique issues of Adjunct faculty.
 - a. Adjunct faculty members should be invited to serve on the Task Force.
 - b. The Task Force should identify key issues for Adjunct faculty members and provide recommendations to the Academic Senate, including proposed best practices and potential policy revisions.

III. Process

The Senate Career-line Faculty Task Force met regularly over the course of two years and took on several major initiatives:

- Addressing practical issues related to implementation of the change in nomenclature and integration of Career-line faculty in University governance;
- Assessing the effectiveness of the new policies;
- Surveying Career-line faculty regarding current experiences, roles, and contributions;
- Identifying best practices in the appointment, compensation, review, advancement, and retention of Career-line faculty; and
- Developing recommendations for further advancement of the status of Career-line faculty members.

The scope of the Task Force originally included assessment and advancement of the status of Adjunct faculty along with Career-line faculty. In early discussions, the Task Force determined that the scope of work was too large, the issues to be addressed were not sufficiently overlapping, and the Task Force had inadequate expertise for addressing Adjunct faculty issues since the Task Force included only Tenure-line and Career-line faculty. Therefore, for the most part, the Task Force addressed only issues related to Career-line faculty. The Career-line Task Force *recommends the formation of a new Senate Task Force charged to address the needs and status of Adjunct faculty.*

IV. Accomplishments:

A. Implementation of the Change in Nomenclature

The change in faculty nomenclature was encoded in Policy 6-300, as the main policy governing categories and ranks of faculty:

The categories and names described above are newly adopted as of the effective date of July 1, 2013. They shall be used in place of the prior categories and nomenclature in all other University Regulations and pertinent official documents which are adopted or

revised after this effective date. Existing documents using previous nomenclature may be updated in due course.

Adoption of the nomenclature changes in Policy 6-300 created a need for extensive examination and then revision of a range of other existing policies. The proposal approved in 2013 specifically included setting that as a project for the future. During AY 2015, Task Force members participated in efforts spearheaded by Bob Flores (the Senate Policy Liaison) to identify those policies that would need to be changed to reflect the new nomenclature. Faculty categories and related nomenclature are integral to many policies. To date, some needed changes have been completed, but other remain to be made.

Policies, in addition to the main nomenclature sections of 6-300, that *have been* updated include:

- Policy 5-001 (Employee Definitions);
- Policy 6-003 (College Councils)
- Policy 6-300 (section on Committees of the Faculty)
- Policy 6-001 (Academic Units and Academic Governance—Roles of Faculties, etc.)
- Policy 6-302 (Faculty Appointments –Regular and Auxiliary)
- Policy 6-303 (RPT procedures for Regular Faculty)
- Policy 6-305 (merged into 6-303 RPT Standards)
- Policy 6-310 & Rule 6-310 (Reviews of Auxiliary Faculty)
- Policy 6-317 (Visiting Scholars- Auxiliary Faculty)
- Policy 8-002 Parental Leave—School of Medicine (Regular & Auxiliary Faculty)

Policy changes that *remain* to be made include:

- Policy 2-004 (Organization of The University—Auxiliary Faculty ranks)
- Policy 6-301 (Library Faculty continuing appointment)
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- Policy 6-304 (UPTAC member elections- Regular faculty)
- Policy 6-306 (Library Faculty- Continuing appointment)
- Policy 6-311 (Regular Faculty tenure)
- Policy 6-312 (Library Faculty Continuing Appointment)
- Policy 6-313 (Terminations- Regular & Auxiliary Faculty)
- Policy 6-314 (Leaves of Absence -- Regular Faculty)
- Policy 6-315 (Parental Leave—Regular Faculty)
- Policy 6-316 (Faculty Code—Auxiliary Faculty)
- Policy 6-320 (Part-time Regular Faculty and Library Faculty)
- Policy 6-400 (Student Code--definition of “Faculty” includes non-faculty persons)
- Policy 7-002 (Patents & Inventions—Regular and Auxiliary Faculty)
- Policy 7-011 (Supplementation of Post-Doctoral Stipends—“Regular Faculty Appointment”)

- Rule 9-003 (Endowed Chairs—Regular & Auxiliary Faculty reviews)

B. Integration of Career-line Faculty in University Governance

The 18 individual electing units (16 colleges, the Libraries as a unit, and Interdisciplinary Teaching Programs as a unit) successfully ran elections for Career-line Senator in the fall of 2013. Many colleges had multiple candidates, which allayed concerns raised during the debate in the Academic Senate that Career-line faculty might find Academic Service too onerous or otherwise might not be interested in serving. The new Senators began their term in January 2014. A reception was held prior to the January Academic Senate meeting to recognize the incoming career-line Senators and provide a networking opportunity. Over the first 3 years, the Career-line Senators have been conscientious in attending Academic Senate meetings and contributed effectively to discussions and debate while representing a valuable perspective.

The goal of the 2013 policy changes of integrating Career-line faculty into University-level governance, specifically within the Senate and the Senate Standing Committees, has been largely successful.

The additions of Career-line faculty, first to the Academic Senate, and subsequently to the Senate standing committees, were accomplished by revisions of Policy 6-001 (Faculties, Committees & Councils—voting rights, structure, and authority of Senate, officers & committees), Policy 6-002 (Senate Committees, procedures for CHC and AFFRC); and Policy 6-308 (Grievances-duties of Academic Freedom and Faculty Rights Committee). Some progress has been made on integrating Career-line faculty into other University level shared-governance structures, through revisions of Policy 6-003 (College Faculties and Council—voting rights of faculty); and Policy 6-300 (Committees of the Faculty).

The Task Force recognized the importance of integrating Career-line faculty in to shared-governance at the college, department, or other academic unit level. As a significant accomplishment, revisions strongly encouraging such integration in shared-governance have been made to Policy 6-310—which establishes the requirement for academic units to adopt and implement a “Career-line Statement” including rights and responsibilities of Career-line faculty. Members of the predecessor Ad Hoc Committee and the current Task Force had leading roles in attaining approval of those revisions. As a result, a number of colleges have updated their governance documents (the Career-line statements, as well as College Council Charters), to reflect the goal of greater integration of Career-line faculty. These changes included representation on College Councils, Faculty Review Committees, and other College Committees; and voting rights for Career-line actions in Departmental Faculty Review Committees. While these are important advances in the status of Career-line faculty, they are not universal throughout the University. The recent introduction of a University template for Career-line Faculty Statements that includes contents responsive to the Task Force recommendations for increased Career-line faculty participation in governance is expected to expand the integration of Career-line faculty in governance. The current version of the University template, however, does not fully address those concerns. Further efforts are recommended to expand Career-line

faculty participation in governance at the college and departmental levels, including revision of the template.

C. Due Process Rights in Reappointment Procedures

Among the issues affecting Career-line faculty, the lack of procedural protections was identified as high priority that the Task Force should address immediately. The Task Force's proposal to revise Policy 6-310 and 6-300 to extend basic due process rights for Career-line faculty was approved and implemented in 2015. The revised policy guarantees certain basic procedural rights to faculty members in the reappointment process, including promotion to a higher rank, and it creates certain limited rights to have disputes arising in the reappointment process reviewed by a newly created University Career-Line Review Committee (UCLRC). This new committee has a structure and some functions similar to those of the University Promotion and Tenure Committee (UPTAC) for Tenure-line faculty.

D. Career-line Faculty Survey (Appendices A, B, and C)

The Task Force completed a survey of Career-line faculty to assess current activities and areas of concern. A Working Group of the Task Force [Maureen Condit, Jessi Van Der Volgen, and Michelle Hofmann (Chair)] analyzed the survey results in detail.

a. Methods:

In 2014, 2 surveys were independently conducted to assess issues of particular concern to Career-line faculty. The foundation of both surveys included topics previously identified by the Career-line Task Force as potential priority areas of concern, including shared governance, grievance procedures, standards for retention and promotion, faculty appointment terms, pay equity, and Career-line vs. Adjunct faculty appointments. Specific details on each survey include:

- *Main Campus Survey*: Distributed to 1,087 career-line faculty members with a 24% response rate. This survey (Appendix A) collected descriptive information about respondents, including rank, time in rank, appointment terms, activities, and support received. Specific questions on Career-line Task Force priority areas of focus were used to assess both faculty awareness and their own prioritization of concerns. Open-ended questions were used to identify other areas of concern that the Career-line Task Force may not have considered. A description for the coding of open-ended responses is provided with the reporting of these results.
- *Health Sciences Survey*: Distributed to 862 Career-line faculty members with an 18% response rate. This more narrowly focused survey (Appendix B) used question stems to enhance respondent awareness of the Career-line Task Force priority areas of concern. Likert scales were used to rate the importance of each issue. An additional focus area on part-time policies was added, an issue known to be of importance to some School of Medicine faculty, particularly women. A final question prompted the respondent to rank each issue in order of priority. Open-ended questions focused only on the identified priority areas.

b. Results:

Main Campus Survey

Of those who completed the survey, 72% were at the Assistant or Associate Professor rank, 49% were on a one-year appointment, and 50% had been Career-line at the University of Utah for less than 5 years.

A majority participated in the following activities:

- Undergraduate teaching (78%) and advising/mentoring (81%)
- Graduate student teaching (62%), advising for research/thesis (64%), and participation on supervisory committees (51%)
- Letter writing for students (87%)
- Scholarly journal author (53%)
- Presentations to University audience (66%)
- Presentations to regional, national, international audience (71%)
- Administrative responsibilities (57%)
- Unit governance (55%)
- Professional memberships (74%)

Less than a majority participated in the following activities:

- University governance (32%)
- Chair of graduate student supervisory committee (16%)
- Search committee member (32%)
- Community board participation (48%)
- Cross-disciplinary research (43%)

A majority received the following support:

- Financial support for professional development (54%)

Less than a majority received the following support:

- Clerical (48%)
- Research/teaching assistants (43%)
- Grant preparation and accounting services (29%)
- Other (25%)

A majority felt secure in their employment (61%) and considered their current position to be part of a long-term career path at the University (72%), yet there were some gaps in basic understanding of compensation and retention and promotion procedures.

- 29% did not know what factors determined their salary
- 30% did not know if their unit had clearly described criteria for retention and promotion
- 69% did not know if their home unit had a process for reappointment or promotion grievances

Positive and negative comments were coded using categories created to reflect the central concern expressed. If a comment expressed more than one concern, it was recorded under

multiple categories. After all comments were scored, categories were grouped into 6 general areas of concern (Table 1).

The single largest category of comments involved concerns regarding compensation and support (Table 2). Many faculty expressed concern that their salary was too low and that there was an inadequate or unjust allocation of resources. The second largest area of concern involved career development, including lack of mentoring and failure to recognize achievements. Issues involving job security, procedures/faculty rights, and faculty responsibilities were expressed in roughly equal numbers, in a third tier of important concerns. If recognition and promotion is grouped with procedures/faculty rights instead of career development, then this general area of concern becomes as important to faculty as compensation and support.

Health Sciences Survey

The vast majority rated all issues presented as extremely or very important:

- Shared governance – 47% extremely, 40% very (87%)
- Grievance procedures – 56% extremely, 29% very (85%)
- Retention and promotion standards – 55% extremely, 35% very (90%)
- Faculty appointment terms – 55% extremely, 27% very (82%)
- Part-time policy – 45% extremely, 33% very (78%)
- Pay equity – 52% extremely, 31% very (83%)
- Career-line vs. Adjunct appointments – 32% extremely, 40% very (72%)

When asked to rank each of the 7 priority areas of focus in order of importance, retention and promotion standards were rated as the most important followed by pay equity and faculty appointment terms (Table 3). The need for more standardization of retention and promotion procedures across both the Tenure- and Career-lines was noted in the comments.

Additional comments revealed gaps in understanding around shared governance concerns, while expressing the need for equity, transparency, and more education. With a majority of Career-line faculty in the School of Medicine providing patient care services, clinical production, education of trainees, and carrying administrative responsibilities, survey respondents felt undervalued, even marginalized, by the existence of tenure. Several comments suggested tenure was a “thing of the past” and to “get rid of it.” There was a sense of fiscal responsibility and things like multi-year contracts and part-time work, while desirable, were often qualified by the availability of funding. Many responses regarding part-time policies and procedures were directed at Pediatrics, where there is a predominance of female faculty and trainees. One unsolicited comment requested that work be done to allow faculty without tenure to serve as thesis/dissertation committee chairs.

c. Conclusions

Both the Main Campus and Health Sciences surveys suggest that the Career-line Task Force has appropriately identified priority areas of concern for Career-line faculty. Both surveys revealed

a strong sense of the need for equity, transparency, and more standardization. In particular, robust policies and procedures for retention and promotion were a shared top priority of both Main Campus and Health Sciences Career-line faculty, reflecting the need for ongoing work by the Senate Faculty Review Standards Committee in supporting both the creation and dissemination of such standards. Salary equity and job security, particularly as they relate to the availability of funding and term limits, were likewise a shared top priority area of focus. Gaps in understanding around many of the issues important to Career-line faculty suggest the need for ongoing education and outreach.

E. Best Practices (Appendix D)

The Task Force identified best practices related to the appointment, status, and experience of Career-line faculty. The best practices are designed to work in conjunction with and supplement the existing template developed by the Senate Faculty Review Standards Committee for Colleges and other academic units to use in adopting policies and procedures relating to the retention and review of Career-line faculty. Three categories of best practices were defined: those that have already been implemented, those that are partially implemented (e.g., within some, but not all, colleges and departments), and those that are recommended for evaluation for implementation in the future.

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Over the past two years, the University of Utah has approved policy changes for full-time (>0.5 FTE), non-tenure-track faculty that are intended to increase the role of these faculty members, now called "career-line," in University shared-governance.

The University Task Force on Career-Line Faculty has been tasked with assessing the current roles and contributions of career-line faculty to the institution and recommending further policy changes and other steps to advance the success and status of career-line faculty at the University of Utah. As a first step, we are distributing this survey to collect information on the current experience of career-line faculty. **We would very much appreciate your responses to this survey at your earliest opportunity.** The information will be used by the Task Force to help us make recommendations to the Academic Senate and President.

Responses are anonymous and to ensure privacy we will aggregate them before sharing outside our committee.

The survey will take 10-15 minutes to complete.

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Invitee Participation

	Count	% of Total Invitees
Total Invitees	1087	
Invitees Completed Questionnaire	265	24%
Invitees Not Completed Questionnaire	822	76%
Invitees Accessed Questionnaire	343	32%
Invitees Not Accessed Questionnaire	744	68%
Invitees Accessed But Not Completed Questionnaire	78	7%

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[Save And Previous](#)[Save And Next](#)**Instructions / Definitions:**

a. Please complete this survey only if you currently hold an appointment as a University faculty member in a Career-line category, which includes only the subcategories of Clinical, Research, and Lecturer. This particular survey is not intended for persons who hold only appointments as tenure-line, adjunct, visiting, or emeritus faculty, or are in non-faculty academic positions (such as Associate Instructors, Research Associates, Teaching/or Research Assistants, postdoc Fellows, or Medical Housestaff).

b. Several questions ask about your faculty appointment primary 'home unit'—which means the academic unit of the University where you currently hold a career-line faculty appointment of at least 0.5 FTE. Such unit might be an academic Department or freestanding Division. If you have appointments in multiple units, please respond with respect to your primary appointment unit.

c. "University" refers to the University of Utah.

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1. What is your current primary faculty appointment category? *

Category (mark one - your primary appointment)

- ☐ Lecturer-Faculty
☐ Clinical-Faculty
☐ Research-Faculty

Clear

Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Lecturer-Faculty	156	59%	59%	14%
2	Clinical-Faculty	36	14%	14%	3%
3	Research-Faculty	73	28%	28%	7%
Avg. Choice Number: 1.69					

2. What is your current primary faculty appointment rank within the specified category? *

Rank (mark one)

- ☐ Instructor
☐ Assistant Professor
☐ Associate Professor
☐ [full] Professor
☐ Other category or rank (please explain)

Clear

Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Instructor	23	9%	9%	2%
2	Assistant Professor	114	43%	43%	10%
3	Associate Professor	78	29%	29%	7%
4	[full] Professor	31	12%	12%	3%
5	Other category or rank (please explain)	19	7%	7%	2%
Avg. Choice Number: 2.66					

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3. What is your faculty appointment primary "home" unit (please specify with unit's full official name)? *

The information in this question will only be used for preparing aggregate reports by units sufficiently large to maintain anonymity.

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

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4. What is the duration (term) of your current primary faculty appointment? *

- ☐ One Year
☐ Two Years
☐ Three Years
☐ Five Years
☐ Other (please explain)

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	One Year	130	49%	49%	12%
2	Two Years	16	6%	6%	1%
3	Three Years	63	24%	24%	6%
4	Five Years	31	12%	12%	3%
5	Other (please explain)	25	9%	9%	2%
Avg. Choice Number: 2.26					

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5. How long have you been employed as a career-line faculty member at the University (not including any initial * period spent in a non-faculty status such as Associate Instructor)?

- ☐ One Year or less
☐ Two to Four Years
☐ Five to Seven Years
☐ Seven to 10 Years
☐ 10 to 15 Years
☐ More than 15 Years

Clear

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Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	One Year or less	36	14%	14%	3%
2	Two to Four Years	96	36%	36%	9%
3	Five to Seven Years	39	15%	15%	4%
4	Seven to 10 Years	27	10%	10%	2%
5	10 to 15 Years	33	12%	12%	3%
6	More than 15 Years	34	13%	13%	3%
Avg. Choice Number: 3.10					

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6. What type(s) of students are encompassed in your current primary teaching responsibilities? Note that teaching could include direct classroom teaching, small student-group facilitation, course administration, advising/ mentoring of students, supervising of students in a clinical setting or in research activities, other training of students. (Select all that apply) *

(Make between 1 and 8 selections)

- ☐ Undergraduate
☐ Graduate
☐ Professional
☐ Residents (This applies to HSC faculty only)
☐ Clinical Fellows
☐ Postdoctoral Fellows or other post-graduates
☐ None
☐ Other (please specify)

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Undergraduate	207	78%	78%	19%
2	Graduate	163	62%	62%	15%
3	Professional	36	14%	14%	3%
4	Residents (This applies to HSC faculty only)	1	0%	0%	0%
5	Clinical Fellows	1	0%	0%	0%
6	Postdoctoral Fellows or other post-graduates	14	5%	5%	1%
7	None	9	3%	3%	1%
8	Other (please specify)	18	7%	7%	2%
Avg. Choice Number: 2.10					

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7. Were you given a written contract or appointment letter (applicable for the current term) for your current career-line faculty position? *

- ☐ Individual Contract, i.e. a document, describing your individual position responsibilities and term of employment (which you signed and returned to an administrator for University files)
- ☐ Faculty Appointment letter, i.e. a letter from an administrator addressed to you notifying you of your faculty appointment status at the University for a specified period (which you were not asked to sign and return)
- ☐ Both of the above
- ☐ Neither of the above

Clear

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Individual Contract	72	27%	27%	7%
2	Appointment Letter	126	48%	48%	12%
3	Both of the above	55	21%	21%	5%
4	Neither of the above	12	5%	5%	1%
Avg. Choice Number: 2.03					

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8. What are the factors that determine the amount of your salary in your faculty position for a typical year? *
- Check all that apply:

(Make between 1 and 10 selections)

- ☐ The number of courses being taught
- ☐ Professional/technical experience
- ☐ Availability of funds for current term
- ☐ Educational credentials (e.g., Masters vs. PhD)
- ☐ Length of service to the University
- ☐ Administrative responsibilities
- ☐ Clinical work hours
- ☐ Grant funding
- ☐ Don't know
- ☐ Other (please specify)

* = Required

Save And Previous

Save And Next

Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	The number of courses being taught	126	48%	48%	12%
2	Professional/technical experience	83	31%	31%	8%
3	Availability of funds for current term	60	23%	23%	6%
4	Educational credentials (e.g., Masters vs. PhD)	70	26%	26%	6%
5	Length of service to the University	40	15%	15%	4%
6	Administrative responsibilities	58	22%	22%	5%
7	Clinical work hours	6	2%	2%	1%
8	Grant funding	52	20%	20%	5%
9	Don't know	77	29%	29%	7%
10	Other (please specify)	41	15%	15%	4%
Avg. Choice Number: 4.67					

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*= Required

9. Does your faculty appointment home unit currently have clearly described criteria for reappointment and promotion for career-line faculty? *

☐ Yes
☐ No
☐ Don't Know

*= Required

Save And Previous

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This questionnaire is anonymous. Contact this questionnaire's administrator.
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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	80	30%	30%	7%
2	No	94	35%	35%	9%
3	Don't Know	91	34%	34%	8%
Avg. Choice Number: 2.04					

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* = Required

10. Does your faculty appointment home unit currently have clearly described criteria for making initial appointments (hiring) of career-line faculty (including the appropriate rank for an appointment)? *

- ☐ Yes
☐ No
☐ Don't Know

* = Required

Save And Previous

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	73	28%	28%	7%
2	No	60	23%	23%	6%
3	Don't Know	132	50%	50%	12%
Avg. Choice Number: 2.22					

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* = Required

11. Please select the best response for the following statement: "I feel secure about my future employment as a career-line faculty member at the University, so long as I continue to perform my duties well." *

- ☐ Strongly Agree
☐ Slightly Agree
☐ Neither Agree nor Disagree
☐ Slightly Disagree
☐ Strongly Disagree

Clear

* = Required

Save And Previous

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Strongly Agree	93	35%	35%	9%
2	Slightly Agree	70	26%	26%	6%
3	Neither Agree nor Disagree	23	9%	9%	2%
4	Slightly Disagree	27	10%	10%	2%
5	Strongly Disagree	52	20%	20%	5%
Avg. Choice Number: 2.53					

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12. Do you consider your current position to be part of a long-term career path at the University? *

☐ Yes☐ No

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	190	72%	72%	17%
2	No	75	28%	28%	7%
Avg. Choice Number: 1.28					

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13. In conjunction with your career-line faculty position, have you had administrative responsibilities in your home unit (or for the broader college) as part of your faculty appointment position? *

☐ Yes

☐ No

Clear

*= Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	151	57%	57%	14%
2	No	114	43%	43%	10%
Avg. Choice Number: 1.43					

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* = Required

14. In conjunction with your career-line faculty position, have you served on any governance committee for your *
faculty appointment home unit (or the broader college or equivalent), as distinct from a University-wide
committee? Examples of governance committees would be committees responsible for curriculum,
information technology planning, hiring searches, policy development, awarding of grants or scholarships.

☐ Yes☐ No

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	146	55%	55%	13%
2	No	119	45%	45%	11%
Avg. Choice Number: 1.45					

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* = Required

15. In conjunction with your career-line faculty position, have you served on any University-wide governance committee or other type of University-wide committee? (See examples above.) *

☐ Yes

☐ No

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	85	32%	32%	8%
2	No	180	68%	68%	17%
Avg. Choice Number: 1.68					

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* = Required

16. In conjunction with your career-line faculty position, have you served on any graduate student's supervisory committee (e.g., a student's dissertation committee)? *

☐ Yes

☐ No

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	134	51%	51%	12%
2	No	131	49%	49%	12%
Avg. Choice Number: 1.49					

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* = Required

17. In conjunction with your career-line faculty position, have you chaired any such graduate-student supervisory committee? *

☐ Yes

☐ No

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	43	16%	16%	4%
2	No	222	84%	84%	20%
Avg. Choice Number: 1.84					

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* = Required

18. In conjunction with your career-line faculty position, have you served on any search committee for hiring for any faculty position or administrative position within your home unit or any other part of the University? *

☐ Yes

☐ No

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	84	32%	32%	8%
2	No	181	68%	68%	17%
Avg. Choice Number: 1.68					

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19. In conjunction with your career-line faculty position, have you written any letter of recommendation for any student seeking employment or entrance to any graduate or professional school or any internship or fellowship? *

☐ Yes

☐ No

*= Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	231	87%	87%	21%
2	No	34	13%	13%	3%
Avg. Choice Number: 1.13					

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20. In conjunction with your career-line faculty position, have you served as a faculty advisor for any student's thesis/dissertation, internship, research or other such project? *

☐ Yes

☐ No

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	169	64%	64%	16%
2	No	96	36%	36%	9%
Avg. Choice Number: 1.36					

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21. In conjunction with your career-line faculty position, do you regularly advise/mentor any students? *

☐ Yes☐ No

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	215	81%	81%	20%
2	No	50	19%	19%	5%
Avg. Choice Number: 1.19					

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* = Required

22. Do you maintain membership in any professional association and/or technical committee affiliated with your current faculty position? *

☐ Yes

☐ No

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	197	74%	74%	18%
2	No	68	26%	26%	6%
Avg. Choice Number: 1.26					

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23. Have you participated on any community board outside the University? *

☐ Yes☐ No

Clear

* = Required

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E-survey technology provided by MBM at University of Utah. Your suggestions are welcome.

Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	128	48%	48%	12%
2	No	137	52%	52%	13%

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* = Required

24. During your time as a career-line faculty member at the University, have you made any scholarly or professional presentation to any University of Utah audience? *

☐ Yes

☐ No

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	176	66%	66%	16%
2	No	89	34%	34%	8%
Avg. Choice Number: 1.34					

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* = Required

25. During your time as a career-line faculty member at the University, have you made any scholarly or professional presentation to any regional/national or international conference? *

☐ Yes

☐ No

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	189	71%	71%	17%
2	No	76	29%	29%	7%
Avg. Choice Number: 1.29					

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* = Required

26. During your time as a career-line faculty member at the University, have you authored/co-authored any article published in any scholarly journal? *

☐ Yes

☐ No

Clear

* = Required

Save And Previous

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	141	53%	53%	13%
2	No	124	47%	47%	11%
Avg. Choice Number: 1.47					

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27. During your time as a career-line faculty member at the University, have you participated in any cross-disciplinary research group? *

☐ Yes

☐ No

*= Required

Save And Previous

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	113	43%	43%	10%
2	No	152	57%	57%	14%
Avg. Choice Number: 1.57					

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* = Required

28. What types of administrative and technical support do you receive from the University for your work as a faculty member? *

(Make between 1 and 4 selections)

- ☐ Assigned research or teaching assistants
- ☐ Clerical assistance
- ☐ Grant preparation and accounting assistance
- ☐ Other (please specify)

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Assigned research or teaching assistants	115	43%	43%	11%
2	Clerical assistance	128	48%	48%	12%
3	Grant preparation and accounting assistance	77	29%	29%	7%
4	Other (please specify)	65	25%	25%	6%
Avg. Choice Number: 2.24					

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* = Required

29. As a faculty member do you undergo formal periodic performance reviews/evaluations? *

☐ Yes. Please describe how often these reviews occur:☐ No☐ Don't know

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes, please describe how often these reviews occur	161	61%	61%	15%
2	No	67	25%	25%	6%
3	Don't know	37	14%	14%	3%
Avg. Choice Number: 1.53					

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* = Required

30. Does your faculty appointment home unit have a mechanism for recognizing outstanding contributions from faculty in career-line positions? *

- ☐ Yes
☐ No
☐ Don't know

* = Required

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This questionnaire is **anonymous**. Contact **this questionnaire's administrator**.
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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	39	15%	15%	4%
2	No	122	46%	46%	11%
3	Don't know	104	39%	39%	10%
Avg. Choice Number: 2.25					

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* = Required

31. Are you provided financial support for professional development (e.g., conferences, in-house presentations, service for department/college/university/community)? *

☐ Yes

☐ No

Clear

* = Required

Save And Previous

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	143	54%	54%	13%
2	No	122	46%	46%	11%
Avg. Choice Number: 1.46					

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* = Required

32. What best describes how you are compensated for those advising, mentoring, administrative or service responsibilities you have? *

- ☐ I am not compensated for such responsibilities
☐ Such responsibilities are part of my overall salary
☐ Such responsibilities are part of my base salary, which is a small part of my overall salary
☐ I am compensated specifically for at least one administrative or educational responsibility
☐ Not applicable
☐ Other (please describe)

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	I am not compensated for such responsibilities	84	32%	32%	8%
2	Such responsibilities are part of my overall salary	117	44%	44%	11%
3	Such responsibilities are part of my base salary,	6	2%	2%	1%
4	I am compensated specifically for at least one adm	21	8%	8%	2%
5	Not applicable	22	8%	8%	2%
6	Other (please describe)	15	6%	6%	1%
Avg. Choice Number: 2.34					

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33. In a typical year, how many for-credit courses do you teach or co-teach? (This number is for a full course, not for individual lectures within a course, as captured in #34). *

34. In a typical year, how many lectures or small group sessions do you lead for students, residents, and fellows? (This applies only to HSC. Enter '0' if you are not HSC) *

* = Required

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Question #33: ~~Question 32~~

Name: Question 32

Required: Yes

Type: Free Text

Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Question #34: ~~Question 32b~~

Name: Question 32b

Required: Yes

Type: Free Text

Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

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* = Required

35. Are administrative or service responsibilities required of you for promotion to a higher faculty rank? *

- ☐ Yes
- ☐ No
- ☐ Don't know

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	66	25%	25%	6%
2	No	44	17%	17%	4%
3	Don't know	155	58%	58%	14%

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* = Required

36. Do you feel that the appointment and reappointment/promotion processes for faculty of your category (Clinical, Lecturer, or Research) in your home unit are fair and unbiased? *

☐ Yes

☐ No

* = Required

Save And Previous

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	178	67%	67%	16%
2	No	87	33%	33%	8%
Avg. Choice Number: 1.33					

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37. Does your home unit have reasonably clear criteria governing re-appointment and promotion of faculty of your category (Clinical, Lecturer, or Research)? *

- ☐ Yes
☐ No
☐ Don't know

Clear

*= Required

Save And Previous

Save And Next

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	84	32%	32%	8%
2	No	77	29%	29%	7%
3	Don't know	104	39%	39%	10%
Avg. Choice Number: 2.08					

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* = Required

38. Does your home unit have a process for appealing or raising grievances about reappointment and promotion *
of faculty of your category (Clinical, Lecturer, or Research)?

- ☐ Yes
☐ No
☐ Don't know

Clear

* = Required

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Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
265	100%	24%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Yes	31	12%	12%	3%
2	No	51	19%	19%	5%
3	Don't know	183	69%	69%	17%
Avg. Choice Number: 2.57					

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Save And Previous**Finish**

* = Required

39. What other areas/issues would you like to see the University Task Force on Career-Line Faculty address in its ongoing work?

* = Required

Save And Previous**Finish**

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Name: Question 37

Required: No

Type: Free Text

Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
159	60%	15%

Career-line Faculty Survey 2014

Confirmation Page

You have reached the end. You can use the Previous button to go back and review or change your responses, or you can click the Submit Final button to submit your responses.

Once you click Submit Final, you will not be able to make subsequent changes to your responses.

[Previous](#)[Submit Final](#)

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Career-line Faculty Survey 2014

Completion Page

Thank you for completing this questionnaire.

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Over the past two years, the University of Utah has approved policy changes for full-time (>0.5 FTE), non-tenure-track faculty that are intended to increase the role of these faculty members, now called "career-line," in University shared-governance.

The University Task Force on Career-Line Faculty has been tasked with assessing the current roles and contributions of career-line faculty to the institution and recommending further policy changes and other steps to advance the success and status of career-line faculty at the University of Utah. As a first step, we are distributing this survey to collect information on the current experience of career-line faculty. **We would very much appreciate your responses to this survey at your earliest opportunity.** The information will be used by the Task Force to help us make recommendations to the Academic Senate and President.

Responses are anonymous and to ensure privacy we will aggregate them before sharing outside our committee.

The survey will take 10-15 minutes to complete.

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[Save And Previous](#)[Save And Next](#)**Instructions / Definitions:**

a. Please complete this survey only if you currently hold an appointment as a University faculty member in a Career-line category, which includes only the subcategories of Clinical, Research, and Lecturer. This particular survey is not intended for persons who hold only appointments as tenure-line, adjunct, visiting, or emeritus faculty, or are in non-faculty academic positions (such as Associate Instructors, Research Associates, Teaching/or Research Assistants, postdoc Fellows, or Medical Housestaff).

b. Several questions ask about your faculty appointment primary 'home unit'—which means the academic unit of the University where you currently hold a career-line faculty appointment of at least 0.5 FTE. Such unit might be an academic Department or freestanding Division. If you have appointments in multiple units, please respond with respect to your primary appointment unit.

c. "University" refers to the University of Utah.

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1. What is your current primary faculty appointment category? *

Category (mark one - your primary appointment)

- ☐ Lecturer-Faculty
☐ Clinical-Faculty
☐ Research-Faculty

Clear

2. What is your current primary faculty appointment rank within the specified category? *

Rank (mark one)

- ☐ Instructor
☐ Assistant Professor
☐ Associate Professor
☐ [full] Professor
☐ Other category or rank (please explain)

Clear

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3. What is your faculty appointment primary "home" unit (please specify with unit's full official name)? *

The information in this question will only be used for preparing aggregate reports by units sufficiently large to maintain anonymity.

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4. What is the duration (term) of your current primary faculty appointment? *

☐ One Year☐ Two Years☐ Three Years☐ Five Years☐ Other (please explain)

Clear

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5. How long have you been employed as a career-line faculty member at the University (not including any initial * period spent in a non-faculty status such as Associate Instructor)? *

- ☐ One Year or less
☐ Two to Four Years
☐ Five to Seven Years
☐ Seven to 10 Years
☐ 10 to 15 Years
☐ More than 15 Years

Clear

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6. What type(s) of students are encompassed in your current primary teaching responsibilities? Note that teaching could include direct classroom teaching, small student-group facilitation, course administration, advising/ mentoring of students, supervising of students in a clinical setting or in research activities, other training of students. (Select all that apply) *

(Make between 1 and 8 selections)

- ☐ Undergraduate
☐ Graduate
☐ Professional
☐ Residents (This applies to HSC faculty only)
☐ Clinical Fellows
☐ Postdoctoral Fellows or other post-graduates
☐ None
☐ Other (please specify)

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7. Were you given a written contract or appointment letter (applicable for the current term) for your current career-line faculty position? *

- ☐ Individual Contract, i.e. a document, describing your individual position responsibilities and term of employment (which you signed and returned to an administrator for University files)
- ☐ Faculty Appointment letter, i.e. a letter from an administrator addressed to you notifying you of your faculty appointment status at the University for a specified period (which you were not asked to sign and return)
- ☐ Both of the above
- ☐ Neither of the above

Clear

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8. What are the factors that determine the amount of your salary in your faculty position for a typical year? *
Check all that apply:

(Make between 1 and 10 selections)

- ☐ The number of courses being taught
- ☐ Professional/technical experience
- ☐ Availability of funds for current term
- ☐ Educational credentials (e.g., Masters vs. PhD)
- ☐ Length of service to the University
- ☐ Administrative responsibilities
- ☐ Clinical work hours
- ☐ Grant funding
- ☐ Don't know
- ☐ Other (please specify)

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9. Does your faculty appointment home unit currently have clearly described criteria for reappointment and promotion for career-line faculty? *

- ☐ Yes
☐ No
☐ Don't Know

Clear

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10. Does your faculty appointment home unit currently have clearly described criteria for making initial appointments (hiring) of career-line faculty (including the appropriate rank for an appointment)? *

- ☐ Yes
☐ No
☐ Don't Know

Clear

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11. Please select the best response for the following statement: "I feel secure about my future employment as a career-line faculty member at the University, so long as I continue to perform my duties well." *

- ☐ Strongly Agree
- ☐ Slightly Agree
- ☐ Neither Agree nor Disagree
- ☐ Slightly Disagree
- ☐ Strongly Disagree

Clear

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12. Do you consider your current position to be part of a long-term career path at the University? *

☐ Yes☐ No[Clear](#)

* = Required

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13. In conjunction with your career-line faculty position, have you had administrative responsibilities in your home unit (or for the broader college) as part of your faculty appointment position? *

☐ Yes☐ No

Clear

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14. In conjunction with your career-line faculty position, have you served on any governance committee for your faculty appointment home unit (or the broader college or equivalent), as distinct from a University-wide committee? Examples of governance committees would be committees responsible for curriculum, information technology planning, hiring searches, policy development, awarding of grants or scholarships. *

☐ Yes☐ No

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15. In conjunction with your career-line faculty position, have you served on any University-wide governance committee or other type of University-wide committee? (See examples above.) *

☐ Yes☐ No

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16. In conjunction with your career-line faculty position, have you served on any graduate student's supervisory committee (e.g., a student's dissertation committee)? *

☐ Yes☐ No

Clear

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17. In conjunction with your career-line faculty position, have you chaired any such graduate-student supervisory committee? *

☐ Yes☐ No

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18. In conjunction with your career-line faculty position, have you served on any search committee for hiring for any faculty position or administrative position within your home unit or any other part of the University? *

☐ Yes☐ No

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19. In conjunction with your career-line faculty position, have you written any letter of recommendation for any student seeking employment or entrance to any graduate or professional school or any internship or fellowship? *

☐ Yes☐ No

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20. In conjunction with your career-line faculty position, have you served as a faculty advisor for any student's thesis/dissertation, internship, research or other such project? *

☐ Yes☐ No

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21. In conjunction with your career-line faculty position, do you regularly advise/mentor any students? *

☐ Yes☐ No[Clear](#)

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22. Do you maintain membership in any professional association and/or technical committee affiliated with your current faculty position? *

☐ Yes☐ No

Clear

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23. Have you participated on any community board outside the University? *

☐ Yes☐ No

Clear

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* = Required

24. During your time as a career-line faculty member at the University, have you made any scholarly or professional presentation to any University of Utah audience? *

☐ Yes☐ No

Clear

* = Required

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* = Required

25. During your time as a career-line faculty member at the University, have you made any scholarly or professional presentation to any regional/national or international conference? *

☐ Yes☐ No

Clear

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* = Required

26. During your time as a career-line faculty member at the University, have you authored/co-authored any article published in any scholarly journal? *

☐ Yes☐ No

Clear

* = Required

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* = Required

27. During your time as a career-line faculty member at the University, have you participated in any cross-disciplinary research group? *

☐ Yes☐ No

Clear

* = Required

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* = Required

28. What types of administrative and technical support do you receive from the University for your work as a faculty member? *

(Make between 1 and 4 selections)

- ☐ Assigned research or teaching assistants
- ☐ Clerical assistance
- ☐ Grant preparation and accounting assistance
- ☐ Other (please specify)

* = Required

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* = Required

29. As a faculty member do you undergo formal periodic performance reviews/evaluations? *

☐ Yes. Please describe how often these reviews occur:☐ No☐ Don't know

Clear

* = Required

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* = Required

30. Does your faculty appointment home unit have a mechanism for recognizing outstanding contributions from faculty in career-line positions? *

- ☐ Yes
☐ No
☐ Don't know

Clear

* = Required

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* = Required

31. Are you provided financial support for professional development (e.g., conferences, in-house presentations, service for department/college/university/community)? *

☐ Yes☐ No

Clear

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* = Required

32. What best describes how you are compensated for those advising, mentoring, administrative or service responsibilities you have? *

- ☐ I am not compensated for such responsibilities
- ☐ Such responsibilities are part of my overall salary
- ☐ Such responsibilities are part of my base salary, which is a small part of my overall salary
- ☐ I am compensated specifically for at least one administrative or educational responsibility
- ☐ Not applicable
- ☐ Other (please describe)

Clear

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33. In a typical year, how many for-credit courses do you teach or co-teach? (This number is for a full course, not for individual lectures within a course, as captured in #34). *

34. In a typical year, how many lectures or small group sessions do you lead for students, residents, and fellows? (This applies only to HSC. Enter '0' if you are not HSC) *

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* = Required

35. Are administrative or service responsibilities required of you for promotion to a higher faculty rank? *

- ☐ Yes
- ☐ No
- ☐ Don't know

Clear

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36. Do you feel that the appointment and reappointment/promotion processes for faculty of your category (Clinical, Lecturer, or Research) in your home unit are fair and unbiased? *

☐ Yes☐ No

Clear

* = Required

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37. Does your home unit have reasonably clear criteria governing re-appointment and promotion of faculty of your category (Clinical, Lecturer, or Research)? *

- ☐ Yes
☐ No
☐ Don't know

Clear

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* = Required

38. Does your home unit have a process for appealing or raising grievances about reappointment and promotion *
of faculty of your category (Clinical, Lecturer, or Research)?

- ☐ Yes
☐ No
☐ Don't know

Clear

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39. What other areas/issues would you like to see the University Task Force on Career-Line Faculty address in its ongoing work?

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Confirmation Page

You have reached the end. You can use the Previous button to go back and review or change your responses, or you can click the Submit Final button to submit your responses.

Once you click Submit Final, you will not be able to make subsequent changes to your responses.

[Previous](#)[Submit Final](#)

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Appendix C Health sciences career-line survey

SOM Career-Line Faculty Priorities Survey

1. Recent changes of University regulations have begun the process of integrating career-line faculty into the University's system of shared governance. Currently, there is significant variation across the University in shared governance between tenure and career-line faculty.

How important is it to map out shared governance at the academic department or program level to better understand the extent to which career-line faculty participate?

Extremely	Very	Somewhat	Slightly	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please offer any additional comments you may have on this area of focus:

2. Policy 6-001 establishes the Senate Consolidated Hearing Committee (SCHC) as the hearing body for grievances and complaints brought against or by faculty members. The SCHC functions as a panel of 5 members constituted anew for each case. According to current policy, all RPT denial appeals and Faculty Code violations for which the sanction of dismissal is sought must be heard by a SCHC panel comprised entirely of tenured faculty.

How important is it to explore the inclusion of career-line faculty in ALL proceedings of the Senate Consolidated Hearing Committee?

Extremely	Very	Somewhat	Slightly	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please offer any additional comments you may have on this area of focus:

3. Fundamental changes have recently been made to the Faculty Review Standards Committee outlined in Policy 6-002. Career-line faculty will now hold 6 of the 23 seats on the Committee. There has also been an expansion in function of the Committee, with a major role in reviewing and approving departmental RPT Statements of Standards and Procedures for faculty reviews of tenure, career-line, and any non-faculty instructional personnel.

How important is it to review, clarify, and standardize criteria, standards, and procedures for retention and promotion of career-line faculty?

Extremely	Very	Somewhat	Slightly	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please offer any additional comments you may have on this area of focus:

4. Policy 6-301 outlines terms of appointments for the various faculty categories. Tenure-line faculty appointments are continuous in nature whereas appointments of career-line faculty are for limited terms, with annual appointments ending automatically each June 30 and reappointments occurring after departmental review.

How important is it to explore moving away from the norm of annual contracts for career-line faculty towards multi-year contracts, especially for long-serving faculty?

Extremely	Very	Somewhat	Slightly	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please offer any additional comments you may have on this area of focus:

5. Policy 6-320 outlines the part-time policy for tenure and academic library faculty. There is currently no part-time policy for career-line faculty.

How important is it to explore creating a part-time policy for career-line faculty?

Extremely	Very	Somewhat	Slightly	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please offer any additional comments you may have on this area of focus:

6. There are concerns regarding salary equity both between and within tenure and career-line faculty tracks that would require further study to delineate.

How important is it to explore salary equity for tenure and career-line faculty?

Extremely	Very	Somewhat	Slightly	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please offer any additional comments you may have on this area of focus:

7. There is some variation in who departments/colleges consider to be adjunct faculty. How important is it to clarify appointments, roles, and responsibilities of career-line vs. adjunct faculty?

Extremely	Very	Somewhat	Slightly	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please offer any additional comments you may have on this area of focus:

8. Recognizing that all of the above questions deal with topics that are likely to be important to career-line faculty members, please order the following from 1 to 7 with 1 being the most important and 7 being the least important issue to address as an immediate priority.

<input type="text"/>	Shared governance
<input type="text"/>	Grievance procedures
<input type="text"/>	Retention, Promotion and Tenure standards
<input type="text"/>	Faculty appointment terms
<input type="text"/>	Part-time policy
<input type="text"/>	Pay equity
<input type="text"/>	Career-line vs. adjunct faculty appointments

Appendix D. Best Practices Related to Career-line Faculty Appointments, Governance, and Other Policies

The University of Utah Academic Senate Career-line Faculty Task Force assessed the status of Career-line faculty, including the effect of recently implemented University policies on integration of Career-line faculty into governance. This document outlines the best practices identified by the Task Force related to appointment, review, advancement, contracts, compensation, benefits, and participation in governance for Career-line faculty members that have already been implemented or partially implemented and makes recommendations for future policy and practice changes that could further advance the status of Career-line faculty.

Current Best Practices

I. Structure of Department or College Appointment, Review, and Advancement (Appointment, Reappointment, and Reappointment at Higher Rank) Statements for Career-line Faculty:

Most of these recommendations have been incorporated into the Career-line statement template as required or optional elements. Departments and Colleges that have not implemented all these practices should work toward that goal.

a. Appropriate Use of Ranks and Durational Terms of Appointments:

Departments should have a clear system of career advancement that includes initial appointment at a rank commensurate with qualifications and experience, a predictable pathway to promotion, and increasing duration of terms with longer service. Career-Line faculty members appointed at or promoted to the rank of Assistant Professor ordinarily serve for a one- or two-year renewable term. Career-line faculty members appointed at or promoted to the rank of Associate Professor ordinarily serve up to a three-year term. Career-line faculty members appointed at or promoted to the rank of Professor ordinarily serve up to a five-year term. Terms for long-serving faculty should be near the maximum. *[This best practice is reflected in Policy 6-310 and Section 3.3a of the standards template.]*

Assistant Professors normally should serve for a period of at least 3-5 years, including prior service in another track or another department, or at another institution, before being eligible to advance to the rank of Associate Professor. Associate Professors normally should serve for a period of at least 5 years, including prior service in another track or another department, or at another institution, before being eligible to advance to the rank of Professor. Once a faculty member has served at a given rank for 5 years, it should be standard practice for the Department Chair or Review Committee Chair to review accomplishments and consider whether promotion is merited.

Under University policy, the *faculty appointment* and *employment contract* are separate for Career-line faculty members and an appointment does not guarantee a contract.

II. Career-line Faculty Employment Contracts and Contract Renewals, including compensation, benefits, and support:

a. Career-line employment contracts and contract renewals

There should be a separate written employment contract, signed by the appropriate administrative officer and the Career-line faculty member, that describes all important specific terms of employment. This should include: (i) the duration of the contract, which should be consistent with qualifications, rank, and duration of service, (ii) the percent effort, (iii) expected duties and responsibilities, including criteria for advancement, (iv) compensation, including wages and benefits, (v) financial or other contingencies, and (vi) specific resources. Annual written reviews should capture adjustments in expectations from year to year, regardless of contract duration. A new contract should be signed at the beginning of each renewal period and should include a description of any significant changes in terms.

As a Career-line faculty member progresses through career development, the increasing value the faculty member brings to the department and University should be reflected in enhanced terms of renewal employment contracts. For a long-serving, valuable Career-line faculty member, the employment contract should provide for longer employment periods (up to the maximum of five years) to the full extent practical within the budget and a commitment from the department to further renew employment at the end of each such period as practical within budget limitations. Longer terms and conditional presumptions of renewal will enable the University to attract and retain high-performing faculty members and encourage individual faculty members and their departments to invest in career development.

[This best practice is currently reflected in Section 3.3.b of the existing template.]

Advancement in rank ordinarily should include an accompanying increase in compensation.

For Career-line faculty members whose primary responsibility is teaching, compensation should be on a salaried basis and not on a per course basis. Compensation should reflect not only teaching and service responsibilities, but also any significant administrative, research, and clinical responsibilities.

b. Leaves of Absence

Career-line faculty who have served as full-time faculty members for at least three years are eligible for leaves of absence (excluding sabbatical leaves) as outlined in University Policies 6-314 (Leaves of Absence), 5-201 (Leaves of Absence, Non Health-Related), and 5-202 (Leaves of Absence, Faculty and Administrative Personnel).

III. Career-line Faculty Participation in Unit Governance:

Career-line (Clinical, Lecturer, and Research Track) faculty should participate, including eligibility to vote, on Department and College committees, including College Councils,

Curriculum Committees, Thesis Committees, and Faculty Review Committees. On Faculty Review Committees, Career-line faculty should vote on all matters except appointment, retention, tenure, and promotion of Tenure-line faculty members and appointment, reappointment, and promotion of Career-line faculty members above their rank. *[This best practice is currently reflected in Section 2.2.1 of the existing template.]*

Recommended Areas for New or Revised Policies and Practices Related to Career-line Faculty

- I. **Career-line Faculty Employment Contracts and Contract Renewals, including compensation, benefits, and support:**
 - a. **Stand Alone Career-line Faculty Review Statements.** Currently, Career-line Faculty Review Statements include the statements for Adjunct Faculty, Visiting Faculty, and Other Instructional Personnel. This is left over from previous nomenclature (Auxiliary) that included all these categories and renders the statements more complex than necessary. The Task Force recommends formation of a Senate Task Force to evaluate revising Policy 6-310 to separate Career-line Faculty Review Statements and statements for Adjunct, Visiting, and Emeritus faculty.
 - b. **Career-Line Faculty Development Support.** Departments and Colleges should provide financial support for professional development for Career-line faculty, including travel support for attending conferences. Career-line faculty members should be eligible for internal (Department, College, or University) grants, awards, and incentive programs.
 - c. **Parental Benefits for Career-Line Faculty.** Career-line faculty should be eligible for Faculty Parental Benefits. A Task Force should study and develop a proposal for a Faculty Parental Benefits policy or policies, applicable for full-time Career-line faculty members, modeled on those provided in University Policies 6-315 (all colleges except Medicine) and 8-002 (Medicine). The School of Medicine policy includes Career-line faculty and this could be used as a model for other colleges as well.