

## **Senate Faculty Affairs Committee (SFAC) – report and recommendations related to title series appointments at the University of Kentucky (Fall 2023)**

### Committee Members

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Jennifer Greer (President’s appointee, AY 23-24; ex officio non-voting), Sue Nokes (Provost’s appointee, AY 22-23; ex officio non-voting), Lisa Tannock (Provost’s appointee, AY 23-24; ex officio non-voting) [Note: According to Senate Rule 1.4.2.23.1, the composition of this committee is such that a representative nominated by the President is to be included; no such representative was nominated to this committee during AY 22-23.]

### Preface and Executive Summary

This report addresses some questions related to title series at the University of Kentucky. As such, much of the focus is on tenure. It is important to keep in mind that the question of the proportion of tenure-eligible vs. ineligible faculty takes place in a national context in which several state legislatures have advanced legislation that would undermine the institution of tenure. In other words, beneath the data and statistical trends lies the question of academic freedom and what it means to be a modern research university in a free society.

In this report, we address changes in the number of tenure eligible faculty over time, the status of ratios of non-tenure-eligible faculty across the university, issues related to DOEs, the relationship between title series and participation in shared governance, and possible paths available to UK regarding non-tenure-eligible faculty. We have also provided recommendations regarding each these areas.

### Questions

SFAC was asked to provide a report and recommendations related to the following questions raised at a Senate Council (SC) meeting on September 19, 2022:

1. Are there current or potential issues regarding straying too far from tenure-track faculty? [The committee interpreted this to mean issues with having fewer tenure-eligible faculty in favor of having more non-tenure-eligible faculty.]
2. What are the justifications/parameters for the Provost to approve colleges with total faculty in Clinical Title Series (CTS) in excess of 25%? What was the justification for allowing a high percentage of non-tenure-track faculty in College of Medicine (212%)?
3. What are typical Distribution of Effort (DOE) metrics for CTS research, clinical, etc.? Given the current wording of AR 2:6, what are the expected/appropriate research responsibilities?
4. What is the relationship between CTS faculty and the level of participation in unit and University shared governance?

5. How does the CTS relate to the newly approved Community-based physicians who are not considered faculty? Could this offer a solution for practicing physicians that were not seeking a faculty title series?
6. Can we see data that shows the current allocations and trajectories over the last five years of CTS and lecturer series? Would be interesting to see the trends related to the growth in enrollment. We have seen a significant increase in non-tenure-eligible appointments, such as lecturer.

### Recommendations

The following bullet point list is a summary of the recommendations made in this report, though the overarching recommendation is for the Senate Council to create an ad hoc committee composed of faculty, college administrators, and senior leadership to carefully examine issues related to title series that can result in a proposal that not only addresses the alignment concerns but also produces an outcome that is equitable and fair for all involved.

This committee believes that the SC should:

- Bring the following data, as discussed in this report, to the attention of UK administrators and discuss the implications with them: the increase in tenure-ineligible faculty hires and the decrease in tenure-eligible faculty hires; the increase in hires across several colleges that do not attend to the 25% standard for CTS faculty hiring; all changes regarding Lecturers hires.
- Consider how regulations, tenure status, DOE, and shared governances are entangled and explore possibilities to address inequities that exist at their intersection with title series across units on campus
- Work with Student Success and other relevant units to see if broader trends exist between the increase in tenure ineligible faculty and the increase in enrollment over the same period.
- Examine the past several CTS reports as well as any accompanying Senate minutes from the meetings during which these reports were discussed, to determine if the Provost has indicated why the exceptions to the 25% standard are being given.
- Ask the Provost to provide correspondence from colleges that have requested and received an exception from the 25% standard over the last several years.
- Determine if any units who employ Lecturers are at or above the college percentage, if any such unit had voted on the increase, if any such unit had voted on the increase more than once over this period.
- Review individual college rules on Lecturers (for both consistency and relevance to current practices in the college) and explore whether documentation similar to that which is requested for CTS exists for any college that has changed its standard for Lecturers.
- Ask the Office of Faculty Advancement to conduct a full-scale audit of faculty DOEs on campus.
- Examine title series concerns when discussing service in DOEs of University Senate faculty members with relevant administrators.

- Investigate whether the community-based physician positions could be used for current CTS faculty, whether there is any interest among CTS faculty to move into such positions, and how that would impact the nature of CTS faculty positions going forward.
- Explore the additional concerns we have raised in the report to determine if further investigation is needed.

### Detailed Report

In January 2023, Karen Skaff and Jennifer Cramer, co-chairs of SFAC, met with DeShana Collett, chair of SC, to discuss and clarify items that SFAC has been charged with pursuing. One topic for which SC would appreciate feedback and recommendations is related to the various title series positions at UK. This detailed report represents our discussion, findings, and recommendations to SC regarding this matter. In addition to the questions listed above, we begin this report with some background information about why this item was raised by SC at their meeting on September 19, 2022.

During the meeting, Chair Collett asked Sue Nokes (acting Associate Provost for Faculty Advancement) to provide the annual Clinical Title Series (CTS) report, as required by AR 2:6. Specifically, AR 2:6 states: “The Office of the Provost shall maintain a record of the number of faculty employees on appointment in the Clinical Title Series for each college, including any exemptions granted pursuant to this Administrative Regulation. The Provost shall provide to the University Senate Council an annual report regarding the status (i.e., total number and exemptions per college) of faculty employees appointed in the Clinical Title Series.”

Prior to the report, Hollie Swanson (faculty trustee, Medicine) indicated that the Board of Trustees was asked to approve something that she believed was not in alignment with regulations. A clinical department (in Medicine) wanted to change the criteria of an endowed professorship so that it could be given to a CTS faculty member; current criteria require the possessor of the professorship to be in the Regular Title Series (RTS). Their justification for the request was that they had no RTS faculty who met other requirements of the professorship. Swanson suggested that the process for determining sufficient requirements for holding such positions is not consistent across the university (e.g., clearly laid processes in Engineering, no such processes easily found in Medicine).

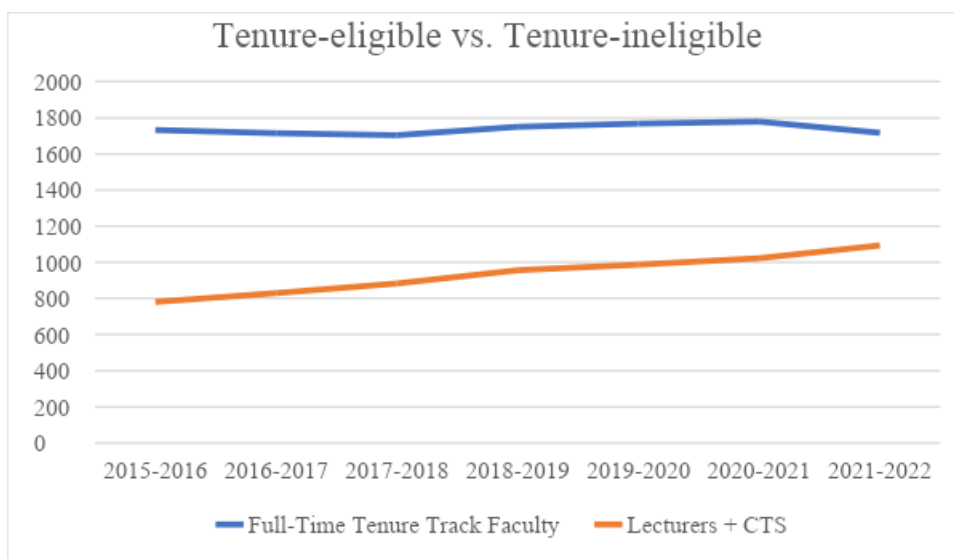
Nokes provided the report, and SC members asked questions. Those questions being addressed by SFAC in this report have been outlined above. The remainder of this report attends to those questions and provides recommendations, which have also been summarized above. We also note that Chair Collett asked Senators (during the March 20, 2023 Senate meeting) to send any issues and concerns that they had related to these questions concerning title series at UK to the co-chairs of this committee. Any anecdotes, factual accounts, and other information provided in this way have been included anonymously in this report.

To fully understand these questions about title series, SFAC deemed it important to provide the table in Appendix 1, which outlines some of the differences between title series. All

information in this table was gleaned from the relevant ARs and GRs (which are referenced in the table; all relevant regulations are also linked in the references at the end of this report). All references to these positions assume full-time, non-administrative appointments (that is, faculty with an academic appointment and no administrative appointment at the level of Department Chair or higher, as indicated in numerous regulations referenced in this report).

### *Straying too far*

The first question is a broad question regarding the status of tenure-eligible positions (especially RTS) vs. tenure-ineligible positions (especially CTS and Lecturer) at UK. The idea of “straying too far” suggests that SC feels 1) there is a preference for having a faculty that is primarily tenure-eligible and 2) there may be a change over time away from that preference. Sue Nokes provided SFAC with data regarding the number of tenure-eligible and tenure-ineligible positions in each college since 2015. Figure 1 shows that the number of tenure-eligible faculty is decreasing over the same period that tenure-ineligible faculty is increasing. In AY 2015-2016, the ratio of tenure-ineligible to tenure-eligible was about 45%; in AY 2021-2022, the ratio is over 66%.



*Figure 1: Number of tenure-eligible and tenure-ineligible positions at UK over time*

Several issues may arise with respect to this change over time. Recalling the national conversation about tenure, we begin with the big picture. Defenses of tenure in the name of academic freedom can become hackneyed in public debate and blind us to the gravity of what is really at stake. It is worth remembering that beneath the words ‘academic freedom,’ which only tenure can best protect, is a simple but vital commitment to the acquisition and transmission of knowledge – to teaching and learning – in a free society. Consider, for example, the recent, [highly-publicized case from Minnesota](#) in which university administrators, motivated by ambient political pressure, dismissed a tenure-ineligible professor for introducing material in class that a student found objectionable despite the fact that experts in the field attested to said material's disciplinary appropriateness. In other words, political pressure took precedence over scholarly expertise. Such administrative measures flout the idea of academic freedom, and, by extension,

teaching and learning and the very idea of a free and open university. Tenure protects against such debacles. Moreover, a common complaint by those who would do away with tenure is that faculty indoctrinate students rather than challenge them to think critically. These skeptics typically cite national surveys by groups such as FIRE and the Heterodox Academy about “chilled speech” or self-censorship in the classroom. Such surveys, however, provide no evidence that chilled speech is a result of indoctrination. In fact, [there is evidence](#) that it is student culture itself, and the related menace of social media, that inhibits students from speaking up. In sum, the university needs to guard against falling prey to the age-old and often skewed public perception surrounding tenure and academic freedom.

This trend is broadly impacting higher education institutions across the country, as evidenced by a March 2023 report from the American Association of University Professors (AAUP). Using data since 1987 from the National Center for Education Statistics (NCES) [specifically from the Integrated Postsecondary Education Data System (IPEDS) and the National Survey of Postsecondary Faculty (NSOPF)], the AAUP reports that the “US academic workforce has shifted from mostly full-time tenured or tenure-track faculty to mostly contingent faculty<sup>1</sup>, including full-time non-tenure-track, full-time with no tenure system, and part-time faculty.” Specifically, 68% of faculty in 2021 held contingent appointments; nearly half of faculty appointments in 2021 were part time, compared to 33% in 1987. These contingent appointments disproportionately impact women and underrepresented minorities.

Members of this committee accessed IPEDS data to examine institutions that have the same Carnegie classification (Very High Research institution) as UK. We found that the net hiring rate of non-tenure-track faculty since 2015 is about 5-to-1; that is, for every tenure-eligible hire, a university is hiring five tenure-ineligible faculty members. The situation is even more dire if we combine the Very High Research classification with the High Research classification; in those data since 2010, the ratio is slightly more than 10-to-1. These data are available in Appendix 2.

A previous AAUP report on teaching appointments in 2010 recommended that universities “convert full-time non-tenure-track appointments to tenure-track appointments, discontinue hiring off the tenure track (with the exception of special appointments), and create tenure-eligible positions for part-time faculty members who wish to remain in the profession on a part-time basis over the long term.” Anecdotally, A&S did this in 2014 when a number of faculty in Lecturer lines were permitted to apply for tenurable lines (STS and RTS).

The issue raised by Trustee Swanson (i.e., Medicine lacking RTS for endowed professorship) and similar individual issues represent more local potential problems. Another point of concern raised by a senator had to do with the College Productivity Model (as discussed

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<sup>1</sup> The AAUP states: “Long-standing AAUP policies recognize three types of full-time faculty appointments: (a) *tenured* (with continuous tenure), (b) *tenure-track* (on probation), and (c) *non-tenure-track* (special appointments), which should be limited to visitors or temporary replacements. However, US colleges and universities have relied increasingly on faculty members holding *contingent* appointments that are ineligible for tenure, including *contract-renewable* (usually full-time non-tenure-track) and *adjunct* (usually part-time fixed-term or temporary) appointments.”

in the Board of Trustees budget document for 2022-2023); essentially, the model rewards colleges with additional money based in part on how many “degrees per faculty” the college produces. Faculty are not counted if they have less than 10% instructional DOE. So, while all title series “count”, this threshold allows a college/department to pressure those with lower teaching DOE to reduce their numbers further (to, say 9.9%) to get under the threshold when the course likely requires as much or more of a faculty member’s time than such a DOE would indicate. Indeed, for colleges who have clearly expressed guidelines for establishing DOEs (e.g., CAFE, Nursing), such a practice violates standard college procedures.

These data, as well as the data in the next section, allow us to address the sixth question broadly. While the first five questions have individual sections in this report, we do not have a separate section for question six. We believe that it would be important to see if broader trends exist between the tenure eligibility of faculty and the increase in enrollment over the same period. We recommend working with Student Success and other relevant units to address this issue.

With respect to the question about whether we have “strayed too far” in terms of hiring more tenure-ineligible faculty and fewer tenure-eligible faculty over time, the data show that this is the case. As it relates to UK’s regulations, it is clear that some rules are being violated, and the extent to which they are being violated is explored more fully in the following sections. We recommend SC bring the specific data reported in this report to the attention of UK administrators and discuss the implications with them.

#### *In excess of 25%*

To address the second question, which centers on justifications for the approval of a total CTS-to-tenure-eligible faculty in excess of 25%, we present data on hires over the previous seven years across both tenure-eligible and tenure-ineligible title series. Furthermore, we have extended the scope of this question beyond CTS faculty to include Lecturers, as similar concerns have been raised by faculty members in the Lecturer title series. At least one college is currently conducting benchmarking to better understand the status of the Lecturer title series at UK.

The composition of the faculty (by college) is held to certain standards with respect to numbers of Lecturers and CTS faculty. For CTS faculty, AR2:6 states, “The ratio of the number of faculty appointments in the Clinical Title Series to the total number in the tenure-track title series (i.e., Regular, Special, Extension, Librarian) in a college shall not exceed 25 percent unless a specific higher ratio is approved by the Provost and the dean after a consultative vote is taken of the faculty council in the college.” The chart in Figure 2 shows CTS Faculty as a percentage of the tenured and tenure-eligible faculty by college over the period since AY 2015-2016. Currently six colleges who have CTS faculty meet the expectation expressed in the regulation. The other five colleges may have voted and received approval to have a ratio above 25%. The College of Medicine has a ratio of more than 2-to-1; for every RTS faculty member, there are two CTS faculty. The College of Dentistry has more than doubled their CTS faculty over this period. Overall, there is a marked increase over time; the data for “Total” in this chart is a ratio of total CTS faculty to total tenure-eligible faculty at UK, not just within colleges with CTS

faculty. The total ratio has increased from 34.51% in AY 2015-2016 (already higher than the expected 25%) to 51.41% in AY 2021-2022. This means that for every two RTS faculty at UK, there is one CTS faculty member.

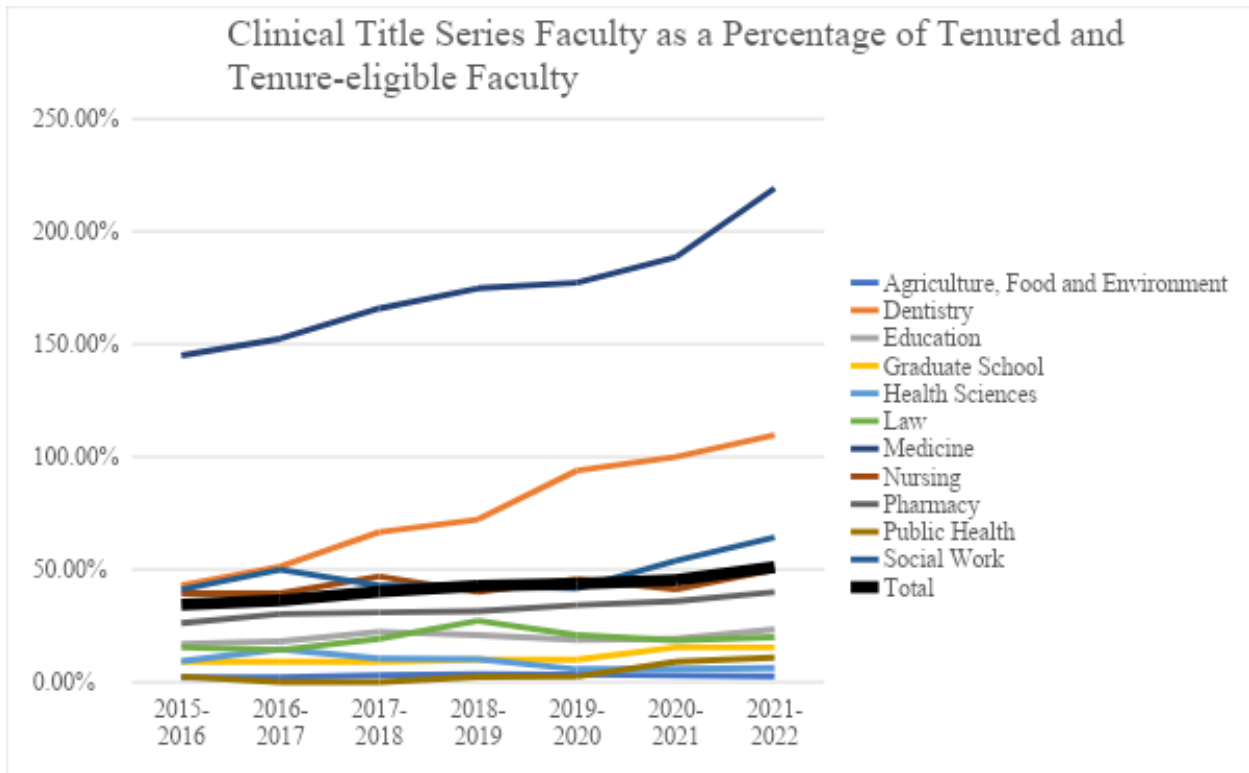


Figure 2: CTS Faculty as a percentage of the tenured and tenure-eligible faculty

These data do not answer the question about the *justification* the Provost has used to approve colleges with total faculty in CTS in excess of 25%. What the data show is that there has been little attempt to adhere to the regulation that indicates 25%. It would be useful to determine 1) if these colleges have voted on the ratio increases, 2) if these colleges made the specific request for the exception to the Provost, as required, and 3) how often these colleges have done so over this period.

While the colleges making these requests for exemptions may have their own justifications for needing to have CTS faculty in excess of the 25% standard in the regulation, the fact that so many colleges have regularly made an exemption request begs the question – is the 25% standard still justifiable? If so, one might expect the Provost to work with the relevant colleges to adjust accordingly. Yet continued exception approvals suggest that the Provost does not see a need to adhere to the standard. If the Provost believed the standard would benefit from an increase, it would be prudent to revisit the establishment of the standard before making changes to regulations.

Luckily, one colleague at the university has made an attempt at capturing the history of UK's title series. In 2005, Davy Jones, now professor emeritus in the Department of Toxicology and Cancer Biology, created a series of documents related to the history of all title series at UK.

There were no title series at UK prior to 1963. The creation, establishment, and subsequent revision of each title series currently available at UK are described through 2005. These histories currently appear on the University Senate website.

With regard to CTS, Jones indicated that the title series was created after RTS, primarily because College of Medicine faculty did not do as much research as the RTS series implied but they were necessary to keep the hospital running. They also served as clinical instructors, making faculty appointments seem appropriate for many. Thus, the College of Medicine had both RTS and CTS faculty, but it seems many were worried very early on about notions of a second-class stigma being attached to one of the title series. Shifts in how the CTS faculty series looked took place in the 1980s, and a subcommittee tasked with establishing the new CTS wanted assurances of tenured faculty governance (despite being tenure-ineligible). Jones notes, “Toward protection of the central role of the tenured/tenure track faculty in the governance and character of departmental academic programs, the subcommittee felt it ‘important to insure that Regular Title Series and Special Title Series faculty have a consultation role and input vis a vis the creation of any new positions,’ and ‘limiting the number of nontenured CTS appointments to 25% of all full-time faculty lines’ (excluding the basic science departments in the College of Medicine).”<sup>2</sup>

At this point, faculty expressed numerous concerns that were addressed by administrators. Some concerns were related to the budget and the need to both find time for research and teaching while also supporting the clinical operations; others were more squarely in line with the current discussion. Specifically, faculty were concerned about 1) the need for giving otherwise private clinicians a faculty line (Jones indicates that the response to this concern was that “They would want that.”), 2) whether this represented an erosion of tenure (administrators indicated that proportions would be monitored and departments would vote on whether they wanted to hire more CTS faculty), and 3) what effect this would have on shared governance (at this point, the administrative response was to say departments determine voting privileges and that CTS faculty would not be eligible to serve in the University Senate).

Returning to the 25% question, even in 2005 at the time of Jones’s report, there was a steady increase in CTS and a decrease in RTS over time. The data in Table 1 was taken from that report. It shows raw data from 1993-2003 as well as the percent change over that 10-year period. It includes an overall loss of 35 RTS and a gain of 82 CTS. This data shows that UK has a history of increasing the number of CTS and reducing the number of RTS faculty. With respect to the 25% standard, it would be prudent to evaluate how these increases impact the university as a whole.

Table 1: Change in RTS and CTS faculty from 1993 to 2003

	93	94	95	96	97	98	99	00	01	02	03	% change
<b>RTS</b>	1182	1203	1209	1216	1187	1189	1194	1176	1148	1164	1159	-2%
<b>CTS</b>	60	78	86	100	104	107	118	114	134	138	142	+237%

<sup>2</sup> History of Clinical Faculty Titles and Ranks in the UK Medical Center Part II: The Second Decade to the Present, p.5, <https://universitysenate.uky.edu/sites/default/files/Elections/Hx%20ClinTS%20-%20Part%20II.pdf>.



To better understand the justifications and parameters that the Provost has used to determine whether a college can receive an exemption to the regulation regarding CTS faculty lines, it would be useful to examine the past several CTS reports, made annually as required by AR 2:6, as well as any accompanying Senate minutes from the meetings during which these reports were discussed, to determine if the Provost has indicated why the exceptions are being given. SC may also want to ask the Provost directly to provide any correspondence between the colleges – asking for the exception – and his office, which may also reveal information regarding the justification. As with the first question, it appears that UK is “straying too far” from the regulations regarding the hiring of CTS faculty, and SC should bring this information to the attention of UK administrators and discuss the implications with them.

AR2:9 stipulates that, “The tenured and tenure-eligible faculty of an educational unit (department, school without departments, graduate center or college without either departments or schools) that employs faculty employee(s) in the Lecturer Series, shall establish by majority vote the maximum number or percentage of Lecturer Series faculty that may be employed by the unit. The number shall be documented in the rules of the unit and shall only be changed by majority vote of the tenured and tenure-eligible faculty of the unit.” At least two units on campus have recently discussed the possibility that a vote would need to be taken soon to raise this percentage, with some faculty indicating reluctance. The information in Table 2 shows Lecturers as a percentage of tenured and tenure-eligible faculty by college since AY 2015-2016. In total, the ratio of Lecturers to tenure-eligible faculty has increased from 10.56% to 12.52%. [Note: Lewis Honors College is not included in this table because they have no tenure-eligible faculty.]

*Table 2: Lecturers as a percentage of the tenured and tenure-eligible faculty*

<b>College</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Agriculture, Food and Environment	4.27	7.33	7.73	7.36	8.09	7.98	7.42
Arts and Sciences	13.16	14.29	13.90	13.99	14.18	13.85	13.18
Business and Economics	14.47	19.23	21.79	27.85	28.57	32.05	35.06
Communication and Information	51.85	54.55	41.18	29.03	35.00	30.65	32.79
Dentistry	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Design	28.57	36.36	32.00	25.00	19.23	15.38	16.67
Education	18.18	16.87	12.94	12.79	12.94	9.64	10.39
Engineering	8.59	11.72	12.21	13.74	13.48	14.79	14.07
Fine Arts	28.17	31.51	29.73	28.57	29.63	31.25	34.62

Graduate School	18.18	18.18	18.18	20.00	20.00	15.38	23.08
Health Sciences	13.95	12.20	12.50	12.24	9.62	7.69	6.25
Law	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Medicine	1.12	1.13	0.84	0.54	0.53	0.81	0.86
Nursing	39.39	42.42	43.75	50.00	40.00	44.12	44.12
Pharmacy	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Public Health	0.00	5.00	5.56	2.38	4.88	6.82	6.52
Social Work	23.53	21.43	28.57	28.57	25.00	23.08	21.43
Libraries	0.00	0.00	0.00	18.00	0.00	0.00	0.00
Total	10.56	12.08	11.50	11.94	12.22	12.19	12.52

We can also turn to the history of the title series to get a better understanding of how the Lecturer series has evolved. This title series has what seems like the most tumultuous history, with shifts in its tenure eligibility, its permanence, and its relation to the other title series. What has not changed, however, is a sense that the name of the title – specifically its lack of the word “professor” – creates for the possessors of the title a sense of second-class citizenry, similar to the worries set forth above about CTS. We will return to this notion later. What is important for the relevance of Lecturers to the 25% standard (which does not apply to Lecturers but which is similar to the notion quoted above that units “shall establish by majority vote the maximum number or percentage of Lecturer Series faculty that may be employed by the unit”) is that while there has been an overall increase in the number of Lecturers at UK, only seven colleges here show an increase from the initial year to the last year in Table 2. It would be useful to determine 1) if any units in these colleges who employ Lecturers are at or above the currently determined percentage established by their colleges, 2) if any such unit had voted on the increase, and 3) if any such unit had voted on the increase more than once over this period. As with the 25% standard with CTS, if units are regularly asking the faculty to vote on increasing the allowable percentage of Lecturers, one must ask whether the requirement for an individual unit standard is still justifiable. If so, one might expect the Provost and Dean to work with the relevant units to adjust accordingly. If not, it would be prudent to revisit the establishment of the standard before making changes to regulations.

The specific creation of the standard came in 2004, under Provost Michael Nietzel, who had been informed by SACS during the accreditation review that UK had too many part-time faculty. He proposed pulling part-time faculty into the Lecturer line and creating the Senior

Lecturer rank to retain quality Lecturers. Jones notes, “However, there was much skepticism in the Senate Council that this was a slippery slope toward undermining the tenure system. To alleviate those concerns, the Provost agreed to include provisions that the tenured faculty of the unit could by vote place an upper limit on the number (and %) of Lecturers hired into a department.”<sup>3</sup> While Jones wrote this history while the proposal was under consideration of the Board of Trustees, the regulation was created and has been in use since. The question remains as to whether units are staying within the regulations. As mentioned above, at least two units have indicated that they have voted or may soon need to vote to raise this percentage recently; in both cases, faculty have expressed that certain external pressures (like needing to graduate more students for various fiscal and societal reasons) as well as internal ones (like a unit administrator indicating that they had no other choice) are what will lead to the passage of the increase instead of a real desire to make the change. Such anecdotes reveal the potential of the slippery slope suggested above.

Though we have expanded beyond the original question about CTS to include similar concerns about Lecturers that have been raised, we believe we have shown that the regulations are not being adhered to regarding both title series. This is important as it relates both to the general trend discussed in the first question about “straying too far” but also as it impacts shared governance. As with CTS, we recommend that SC bring this information about Lecturers to the attention of UK administrators and discuss the implications with them. As the annual CTS reports are likely available in the Office for Faculty Advancement (as well as in the record of meetings where they have been presented each year), the SC should examine what historical information can be gleaned with respect to the change in CTS over time. We also recommend that SC ask the Provost to provide correspondence from colleges that requested and received an exception from the 25% standard. Finally, SC should also review the individual college rules on title series (for both consistency and relevance to current practices in the college) and explore whether similar documentation exists for any college that has changed its standard for Lecturers.

### *Distribution of effort*

The third question references the guidelines for Distribution of Effort (DOE) agreements listed in AR 2:6, which states that there are four areas of activity for CTS faculty: practice or practice-related activities, clinical instruction, professional activities, and ability to generate funds. This section explores typical DOEs for CTS faculty; again, as there are many similarities, we also discuss questions raised by faculty in the Lecturer series related to DOEs.

We have several data points on CTS faculty that may be useful in answering this question. Again, from a historical perspective, Davy Jones presented data from Fall 2004 related to DOEs for CTS faculty, as indicated in Table 3.<sup>4</sup> Jones also indicated that he found at least one DOE with 100% teaching, one with 100% research, one with 92% service, and one with 100% administration, all of which (along with the data below) fall outside the regulations on CTS DOE

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<sup>3</sup>History of the University of Kentucky Lecturer Title (Series), p.9,  
<https://universitysenate.uky.edu/sites/default/files/Elections/Hx%20LectTS.pdf>.

<sup>4</sup>History of Clinical Faculty Titles - Part II, p.10.

(indeed, service is not listed as one of the areas of activity for CTS in the definition of the title series except for the caveat about the University Senate; the committee wondered whether certain aspects of clinical work could be categorized as service and whether heavy service loads in CTS DOEs reflect a misapplication of the relevant categories).

Table 3: Service DOE information for CTS faculty in Fall 2004

College	% CTS faculty with less than 60% Service
Social Work	57
Dentistry	46
Nursing	35
Pharmacy	29
Medicine	19

Recently, the University Senate collected data for DOEs of Senators to understand whether service to the Senate was being appropriately allocated. The concern that it is not being appropriately accounted for is quickly discernible in one fact – in the aggregate, the average total service DOE for members of the Senate, Senate Committees, and Academic Councils (Undergraduate Council and Healthcare Colleges Council) is 2.64%. Indeed, 40 Senators, 57 Committee Members, and 23 Academic Council members have 0% service DOE. These data are included in Appendix 3.

For our purposes, we can look to this same dataset to understand how DOE is allocated across title series. Of course, this is a subset of possible DOEs, but it can be a starting point. The data in Table 4 include averages for each title series in the areas of Instruction, Research, Service, Administration, and Professional Development. Note: we believe that the current DOE system is not adequately designed to account for the various areas of activity across all title series; for example, it is our understanding that CTS faculty, who have the four areas of activity outlined above, put their clinical service into the service category. The data were originally separated by service type – department, college, and university –which is likely how CTS faculty make the distinction, but we also note that many faculty and department chairs in other title series put all service DOE into one category, regardless of what the actual service load is. These caveats aside, the data show that the average CTS faculty member in the University Senate has an instructional DOE of about 38%, which we assume aligns with their clinical instructional expectations. The research DOE is 4%, and, given the vague nature of the category referred to as “professional activities” in the AR, we assume this can be considered as part of the expected workload of a CTS faculty member. Under the assumption that these service DOE percentages include the clinical duties assigned to CTS faculty, it appears that CTS faculty average 45% of their time in clinic (in addition to other services they may be assigned for their University Senate duties). While it is unclear what is being categorized under both Administration and Professional Development, the smaller percentages (9% and 4% respectively) suggest a smaller amount of

time devoted to those activities. It is possible that the fourth area of activity (i.e., generating funds) is being categorized here.

Table 4: DOEs of University Senate faculty by title series as of January 2023

<b>Title</b>	<b>Avg Inst</b>	<b>Avg Res</b>	<b>Avg Serv</b>	<b>Avg Admin</b>	<b>Avg PD</b>
Clinical	37.6	3.8	45.4	9.1	4.1
Extension	11.8	8.4	78.8	0.8	0.0
Lecturer	71.6	2.2	18.3	6.4	1.5
Library	65.0	6.0	18.6	4.4	6.0
Regular	36.5	43.4	10.3	7.0	2.9
Special	61.0	9.3	18.9	8.5	2.3

We can also examine this dataset with respect to the Lecturer title series. For reference, AR 2:9 stipulates that the DOE for Lecturers will be defined as follows: “The annual assignment for faculty employees in the Lecturer Series shall normally be seventy-five (75) percent instruction (typically equivalent to nine (9) undergraduate credit hours of teaching per semester), with the remaining twenty-five (25) percent of the annual assignment apportioned among other assigned duties that serve the undergraduate program of the faculty employee's educational unit or college.” On average, the Lecturers in the University Senate report DOEs in instruction at a rate lower than 75%; however, the raw data show a range of DOE percentages in this category including 38% of Lecturers with 90-100% instructional DOE. While the AR does not stipulate what the other 25% should be, the fact that it is designated as separate from the instructional component of the DOE suggests that higher than 75% teaching is unexpected. For many of these Lecturers, the service DOE is 0%, despite the fact that they serve on the University Senate as representatives of their college. Indeed, anecdotally, one faculty member pointed out that all Lecturers in their college have 100% teaching DOE *and* a heavy service load with no service DOE.

We believe department chairs need more guidance on working with faculty in any title series with respect to appropriate DOE allocations for service. Yet, a systematic review of all faculty DOEs would reveal the extent to which this is an issue at UK. It is possible that this subset is distinct from the whole precisely because of the expected Service component. It may be useful for the Senate to work with the Office for Faculty Advancement to create a full audit of faculty DOEs at this time. We also recommend that the Senate include in their discussion of Service DOEs of University Senate faculty members a discussion related to title series across all activities.

#### *Participation in shared governance*

The fourth question is about the relationship between CTS faculty and the level of participation in unit and University shared governance. As before, we will extend this question to include a discussion of the Lecturer title series, as the concern regarding their level of participation in shared governance has also been raised.

Part of the academic freedom that is safeguarded by tenure is robust participation in institutional governance. If merely examining the issue with respect to UK regulations, for example, with more tenure-ineligible faculty, there will be fewer people with the guaranteed ability to serve on University Senate. By UK’s ARs, both Lecturers and CTS faculty are only permitted to serve in this capacity if granted status in their home college. In the case of rising numbers of CTS faculty, the apportionment of Senate seats per college will quickly be met and surpassed. In the case of rising numbers of Lecturers, there are also fewer people with the guaranteed ability to serve on the Board of Trustees (the composition of which is mandated by Kentucky state law, KRS 164.131).

AR 2:6 indicates that CTS faculty “shall not have regularly assigned duties in University service”, though a caveat is presented, wherein CTS faculty “who have been extended the privilege of membership in the college faculty body” may serve in the University Senate. The caveat is further constrained in that 1) CTS faculty may not occupy more than 25% of a college’s Senate apportionment, and 2) “nor be calculated as more than 25 percent of the faculty employees of a college in the apportionment of University Senate seats among the colleges.” These apportionments are regulated by the Senate Rules and Elections Committee (SREC), which uses a formula “using the method of equal proportion used by the Census Bureau in calculating Congressional seats” to determine college apportionments from year to year, as described on the SREC website linked in the reference section. Beyond the Senate, CTS faculty can serve on the Board of Trustees as one of the faculty trustees.

Of the 260 representatives in the Senate, Senate Committees, and Academic Councils (Undergraduate Council and Healthcare Colleges Council), 15 are CTS faculty and 16 are Lecturers. Table 5 shows that 100% of the representatives from the College of Dentistry are CTS. The other percentages for CTS are below the 25% of total. Thus, it appears that the regulation is being met.

Table 5: CTS and Lecturers by college with University Senate service

College	Total per college	Total CTS	CTS % of total	Total Lecturers	Lecturer % of total
ME	37	8	21.62	0	0.00
DE	4	4	100.00	0	0.00
NU	12	1	8.33	0	0.00
SW	7	1	14.29	0	0.00
ED	12	1	8.33	0	0.00
AG	24	0	0.00	0	0.00
BE	20	0	0.00	7	35.00
HC	2	0	0.00	2	100.00
AS	53	0	0.00	6	11.32
CI	12	0	0.00	1	8.33
LS	5	0	0.00	0	0.00
EN	20	0	0.00	0	0.00
FA	11	0	0.00	0	0.00
HP	8	0	0.00	0	0.00

AH	15	0	0.00	0	0.00
PH	9	0	0.00	0	0.00
GS	1	0	0.00	0	0.00
LA	3	0	0.00	0	0.00
DS	5	0	0.00	0	0.00

Like CTS faculty, Lecturers are permitted to serve in the University Senate if granted status by their college, which requires the approval of tenured and tenure-track faculty in the college. As of this writing, the committee is unclear whether there are further restrictions on the numbers of Lecturers who can make up an individual college’s Senate representation. In Table 5, only the Honors College, which only employs Lecturers, has 100% Lecturer representation, and all other percentages relatively low. However, taken with the discussion about DOEs in the previous section, it would be important to examine whether certain colleges are putting an extensive service burden on faculty who have no service DOE.

We would argue that the bulk of the questions asked of this committee relate to the notion of shared governance, not just what appears in this section. It is the central concern addressed in this report. Specifically focusing on what the ARs do and do not permit, it appears clear that increasing the number of tenure-ineligible faculty without regard for the proportion of tenure-eligible faculty has numerous potential fallouts, some of which are already documented (such as the endowed professor case mentioned above). Anecdotally, faculty who are tenured in units with few or no other tenured or tenure-eligible faculty find themselves in the difficult situation of having to be the voice for all items that require tenured faculty voice, such as certain committees, tenure and promotion, etc., thus putting an undue burden on faculty who, in other circumstances might expect to have some other tenured colleagues. On the other hand, in situations where CTS and Lecturers are permitted to serve in places like the University Senate, they do not have the protection that tenure offers and therefore might feel less inclined to speak their minds. They also may find themselves in a situation where they feel pressured into contributing to the service mission of the unit when no tenured or tenure-eligible faculty are available, even without being granted Service DOE for their contributions.

One final potential outcome of the changing status of tenure eligible vs. tenure ineligible faculty that is specifically related to the dramatic increases in CTS faculty in the College of Medicine – our largest college by far – is that many CTS faculty have such a heavy clinical workload that engagement with the rest of the campus is difficult or impossible. As such, they may find Senate service to be beyond what is feasible in their workloads, potentially making many faculty on campus feel as though they are not being properly represented.

As with the other questions, we believe it is important for SC to bring this information to the attention of administrators. It is of interest that these first three questions seem interconnected. Therefore, we recommend that SC consider how regulations, tenure status, DOE, and shared governances are entangled and explore possibilities to address inequities that exist at their intersection with title series across units on campus. By presenting these data to senior leaders at UK, perhaps a plan that addresses these concerns can be developed.

### *Community-based physicians*

The fifth question seems somewhat separate from the other issues; this committee, however, has interpreted it as a potential solution to some of the issues addressed in the other questions. The question references the acquisition of the King's Daughters Medical System, which became part of UK in 2022. The system and its 5000+ employees became part of the UK system as well, but some descriptions of the merger highlighted the need to maintain King's Daughters own identity (as in the UKnow story linked below), and employees would not be impacted in terms of daily work and benefits. Indeed, it was suggested then that clinicians would be called something like “community-based physicians” and not hold faculty positions. The fact that they would not hold faculty positions was verified by the Provost at a Senate Council meeting in September 2023.

In general, we do not believe we have enough information about this new potential employee type to be able to adequately answer the question about how CTS relates to community-based physicians at King's Daughters Medical System or whether this could offer a solution for practicing physicians who were not seeking a faculty title series position. We recommend that the Senate investigate whether these positions could be used for current CTS faculty, whether there is any interest among CTS faculty to move into such positions, and how that would impact the nature of CTS faculty positions going forward.

### *Concluding remarks*

In the aforementioned AAUP report, they have this to say about tenure:

Tenure is the primary means of protecting academic freedom and exists not only to protect individual faculty members but also to benefit students and serve the common good by ensuring the quality of teaching and research in higher education. Overreliance on contingent appointments, which lack the protection of tenure for academic freedom and the economic security of continuing appointments, threatens the success of institutions in fulfilling their obligations to students and to society.

We believe that it is the best interest of the entire UK community to take note of this trend and work to reverse it. What is likely needed is collaboration and cooperation between faculty and administrators. We recommend that SC consider creating an ad hoc committee composed of faculty, college administrators, and senior leadership to carefully examine issues related to title series (with an eye toward alignment in regulations and practices) that can result in a proposal that not only addresses the alignment concerns but also produces an outcome that is equitable and fair for all involved.

Finally, it is worth noting that our report and recommendations cannot fully address all concerns that have been raised with respect to the title series at UK. We have attempted to focus primarily on the questions raised in SC. However, we would like to simply list other items that have been brought to our attention in conducting this examination, and SC can determine what next steps might be taken regarding them:



- It has been suggested that faculty are sometimes recruited and hired into CTS, Lecturer, or STS positions with an expressed possibility of “converting” the position to RTS position if the faculty member meets some undefined mark (e.g., conducts research, even if not part of the DOE and has little to no departmental support; takes on a heavier-than-RTS load in curricular development, service, etc.; gets lots of grants). This seems potentially related to the concern about a move away from tenure-eligible faculty (in the case of CTS and Lecturers) or something else (in the case of STS), but quite obviously, it is not possible to “convert” between positions in this way, and making such promises seems like it could create an inequitable work environment for faculty growth and advancement.
- Potentially related to the budget models being used to fund the colleges, it was suggested that some colleges have added a lot of new programs without increasing the number of full-time faculty (i.e., instead using Part Time Instructors). Consequently, over a five- or six-year period, some colleges have had dramatic increases in the attempted credit hours per FTE in instruction. It may be beneficial to examine this trend in relation to the title series changes over time.
- This report references a previous SACS accreditation review. UK has just undergone another such review. SC should review that report, which will be available near the end of the year, to determine if any concerns were raised about title series with respect to part-time faculty as they were in 2004.
- Other concerns about the Lecturer Series have been raised, including a concern that current DOEs in some colleges and units do not reflect the ARs and a proposed shift in titles to reflect the “teaching professor” model used at peer institutions. While the conversation about a title change is ongoing, a similar concern for DOEs has not been shown administratively at the college and university levels. It may be beneficial for the Office for Faculty Advancement to conduct a full-scale audit of faculty DOEs to determine if Lecturer DOEs specifically match those outlined in the regulations, and, if not, why.
- Related to concerns about CTS and Lecturers and the notion of being seen as second-class citizens, faculty in STS positions have raised similar concerns.

## References

KRS 164.131: <https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=45572>

GR2: <https://www.uky.edu/regs/gr2>

GR7: <https://www.uky.edu/regs/gr7>

GR10: <https://www.uky.edu/regs/gr10>

All ARs: <https://www.uky.edu/regs/administrative-regulations-ar>

AAUP report: <https://www.aaup.org/sites/default/files/AAUP%20Data%20Snapshot.pdf>

UK Now press release about King's Daughters: <https://uknow.uky.edu/uk-healthcare/king-s-daughters-officially-becomes-part-uk>

College Productivity Model: <https://www.uky.edu/ubo/sites/www.uky.edu.ubo/files/FY2022-23%20Operating%20Budget%20Full%20Book.pdf>

SREC: <https://www.uky.edu/universitysenate/senate-elections>

Faculty title series histories: <https://universitysenate.uky.edu/faculty-title-series-histories-title-series>

Appendix 1: Table of Title Series

<b>Title</b>	<b>AR</b>	<b>Tenurable?</b>	<b>Activities</b>	<b>Ranks</b>	<b>Can serve on Board of Trustees?</b>	<b>Can serve on Senate?</b>	<b>Special notes</b>
Regular Title Series (RTS)	AR2:2	Yes	Teaching, advising, research, service	Assistant Professor; Associate Professor; Professor	Yes	Yes	
Extension Title Series	AR2:3	Yes	Variable (sometimes described as a form of STS)	Assistant Extension Professor; Associate Extension Professor; Extension Professor	Yes	Yes	Has its own academic area advisory committee (AR2:11)
Special Title Series (STS)	AR2:4	Yes	Variable (teaching and service; does not necessarily include research)	Assistant Professor; Associate Professor; Professor	Yes	Yes	New STS positions go through review with appropriate Academic Area Advisory Committee
Research Title Series	AR2:5	No	Research, professional activity, grant-getting (“...shall not have regularly-scheduled teaching or service assignments.”)	Assistant Research Professor; Associate Research Professor; Research Professor	Yes	No	Must be funded by grants, contracts, etc. (can be temporarily on non-grant funds if a (<6 months) gap occurs)

Clinical Title Series (CTS)	AR2:6	No	Practice, clinical instruction, professional activity, generating practice funds	Clinical Instructor; Assistant Clinical Professor; Associate Clinical Professor; Clinical Professor	Yes	If granted faculty status in college by tenure-eligible faculty; may not occupy more than 25% of seats allocated to a college	“The ratio of the number of faculty appointments in the Clinical Title Series to the total number in the tenure-track title series (i.e., Regular, Special, Extension, Librarian) in a college shall not exceed 25 percent unless a specific higher ratio is approved by the Provost and the dean after a consultative vote is taken of the faculty council in the college.”; identified source of funding (no general funds may be used)
Librarian Title Series	AR2:7	Yes	Variable (sometimes described as a form of STS; does not imply research but may serve as PI on research grants)	Librarian IV; Librarian III; Librarian II; Librarian I	Yes (at Librarian III and above)	Yes (at Librarian III and above)	Has its own academic area advisory committee (AR2:11); limited to appointments in Libraries and College of Law
Adjunct Series	AR2:8	No	Variable (“...individuals employed by a non-University agency or by the University with primary appointments in non-faculty positions, who	Assistant Adjunct Professor; Associate Adjunct Professor; Adjunct Professor	No (not a full-time academic appointment)	No	Limited to those who do not already have a faculty appointment of more than 50% (otherwise see regs on joint appointments)

			contribute significantly to the instructional or research missions of the University.”)				
Lecturer Series	AR2:9	No	Teaching (limited to 100-, 200-, 300-level courses) and other (Annual DOE shall normally be 75% instruction (= 9 credit hours per semester) and 25% “apportioned among other assigned duties that serve the undergraduate program of the faculty employee's educational unit or college.”)	Lecturer; Senior Lecturer	No	If granted faculty status in college by tenure-eligible faculty	“The tenured and tenure-eligible faculty of an educational unit (department, school without departments, graduate center or college without either departments or schools) that employs faculty employee(s) in the Lecturer Series, shall establish by majority vote the maximum number or percentage of Lecturer Series faculty that may be employed by the unit. The number shall be documented in the rules of the unit and shall only be changed by majority vote of the tenured and tenure-eligible faculty of the unit.”
Voluntary Series	AR2:10	No	Varies	Assistant Voluntary	No	No	“Voluntary faculty employees have an official faculty

				Professor; Associate Voluntary Professor; Voluntary Professor			appointment and devote part of their time to a program in an educational unit, but receive no salary or benefits.”
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## Appendix 2: IPEDS Data

Some data discussed in this report derive from the U.S. Department of Education, Integrated Postsecondary Education Data System (IPEDS), for academic years beginning in the fall of 2014-2021, Fall Staff Survey. Data were downloaded from the National Center for Education Statistics web site. Data were further restricted using the 2018 basic Carnegie classification to doctoral granting universities with high or very high research.

Two sets of averages were computed. The first includes both high and very high research institutions. The second included only very high research institutions (as UK is currently classified). The average number of faculty in each category were averaged (Not sure what this last sentence is saying. Averaged across faculty categories and tenure track status?).

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2014-2021, Fall Staff Survey. Retrieved from <https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?gotoReportId=7&fromIpeds=true> on 2/27/2023.

### High & Very High Research Average Faculty Counts

#### Tenure-track

Year	avgFullProf	avgAssociateProf	avgAssistantProf	avgLecturer	avgInstructor	avgUnranked
2015	339.59	265.21	194.28	1.67	1.30	3.79
2016	343.93	264.41	203.58	1.82	2.24	0.69
2017	344.56	259.85	203.82	1.95	1.52	0.61
2018	351.09	262.62	208.95	2.22	1.36	0.69
2019	352.98	266.15	210.29	2.41	1.51	0.46
2020	352.53	265.88	203.41	2.73	1.48	0.42
2021	351.29	263.79	195.01	2.90	1.22	0.52

#### Non-tenure-track

2015	27.30	44.29	112.08	98.41	78.51	28.70
2016	28.04	45.99	116.48	105.84	81.50	30.16
2017	31.93	50.14	122.38	108.97	84.28	33.05
2018	33.29	53.18	127.23	116.29	83.82	34.55
2019	37.43	60.21	141.36	123.86	86.13	31.33

2020	38.12	62.60	137.49	118.35	83.20	28.45
2021	40.75	67.41	142.57	117.43	84.76	25.73

Very High Research Average Faculty Counts

Tenure-track

Year	avgFullProf	avgAssociateProf	avgAssistantProf	avgLecturer	avgInstructor	avgUnranked
2015	506.60	357.50	266.51	2.41	0.74	0.63
2016	511.05	355.18	279.19	2.71	0.79	0.87
2017	510.05	349.79	279.31	3.05	0.96	0.77
2018	521.74	356.35	289.14	3.61	0.91	0.78
2019	525.35	364.33	294.39	3.93	1.38	0.71
2020	523.24	365.13	284.11	4.52	1.27	0.14
2021	522.58	362.92	274.32	4.86	0.77	0.58

Non-tenure-track

2015	46.70	74.18	179.18	122.40	110.80	38.60
2016	47.94	77.00	185.66	134.65	114.79	42.24
2017	55.09	84.20	196.14	136.81	117.98	45.78
2018	56.44	88.94	203.52	144.11	120.88	48.88
2019	63.12	99.98	224.24	157.6	124.72	49.56
2020	65.42	105.47	219.86	150.20	121.10	47.52
2021	69.98	113.08	226.76	147.24	123.23	43.32



### Appendix 3: University Senate DOE Data

The University Senate collected information about DOEs for Senators and members of Academic Committees and Councils. This is a partial table listing the pertinent data for this report. Some details were removed from the data collected by University Senate if they were beyond the scope of this report.

SubType	Member	College	Academic Rank	Title Series	DOEInstr Per	DOERes Per	DOECollDept Serv Per	DOEUnivServ Per	DOEOthServ Per	DOEAdmin Per	DOEProfDev Per
Senate	Member	ME	Professor	Regular	85	0	5.19	8.44	1.27	0	0.1
Senate	Member	AS	Associate Professor	Regular	36	56	4	1	3	0	0
Senate	Member	AG	Professor	Extension	9	0	0	15	76	0	0
Senate	Member	ME	Professor	Regular	18.2	45	10	0	0	25	1.8
Senate	Member	ED	Associate Professor	Regular	60	30	7	0	3	0	0
Senate	Member	AS	Associate Professor	Regular	30	45	10	0	0	15	0
Senate	Member	ME	Associate Professor	Regular	25.72	45	8	3	2	15	1.28
Senate	Member	AS	Associate Professor	Regular	50	42	2	2	0	4	0
Senate	Member	AG	Associate Professor	Special	80	0	5	0	0	15	0
Senate	Member	AS	Associate Professor	Special	80	10	10	0	0	0	0
Senate	Member	AS	Associate Professor	Special	80	10	10	0	0	0	0
Senate	Member	EN	Professor	Regular	57	26	0	5	2	10	0
Senate	Member	FA	Assistant Professor	Regular	50	35	5	2	3	5	0
Senate	Member	ME	Professor	Regular	4.9	95.05	0	0.05	0	0	0
Senate	Member	BE	Lecturer	Lecturer	100	0	0	0	0	0	0
Senate	Member	HP	Professor	Regular	40	35	8	15	1	0	1
Senate	Member	EN	Professor	Regular	15	45	1	4	4	25	6
Senate	Member	AH	Associate Professor	Regular	37	50	3.5	5	2.5	0	2
Senate	Member	FA	Associate Professor	Regular	50	40	8	2	0	0	0

Senate	Member	AH	Assistant Professor	Special	73	12.64	6.5	3	3	0	1.86
Senate	Member	AG	Associate Professor	Extension	26.7	5	2	0	66.3	0	0
Senate	Member	SW	Assistant Professor	Regular	12.5	75	12.5	0	0	0	0
Senate	Member	AS	Associate Professor	Regular	23	35	14	0	0	28	0
Senate	Member	AS	Professor	Regular	45	33.75	5	0	0	16.25	0
Senate	Member	EN	Associate Professor	Regular	37	59	2	1	1	0	0
Senate	Member	BE	Lecturer	Lecturer	55	0	45	0	0	0	0
Senate	Member	PH	Associate Professor	Regular	23	63	2	1	0	10	1
Senate	Member	CI	Professor	Special	74	18	5	3	0	0	0
Senate	Member	EN	Professor	Regular	55	30	3	2	9	0	1
Senate	Member	ME	Professor	Regular	44.95	38	5	6.85	0.2	0	5
Senate	Member	FA	Professor	Regular	50	40	0.5	5	3.5	1	0
Senate	Member	SW	Associate Professor	Regular	50	40	5	5	0	0	0
Senate	Member	BE	Associate Professor	Regular	30	60	10	0	0	0	0
Senate	Member	SW	Associate Professor	Regular	50	40	5	5	0	0	0
Senate	Member	ME	Associate Professor	Regular	30.16	68	0.2	0.89	0.25	0	0.5
Senate	Member	AS	Professor	Regular	45	45	10	0	0	0	0
Senate	Member	AS	Associate Professor	Regular	45	45	5	5	0	0	0
Senate	Member	AG	Professor	Regular	0	75	2.5	2.5	0	20	0
Senate	Member	ED	Associate Professor	Extension	30	12	6.5	0	51.5	0	0
Senate	Member	ME	Assistant Professor	Clinical	4	0	0	0	78	14	4
Senate	Member	GS	Associate Professor	Regular	40	20	0	15	10	10	5
Senate	Member	EN	Professor	Regular	30	45	9	0	0	15	1
Senate	Member	AH	Associate Professor	Regular	24	42.5	3.5	3	1.5	25	0.5

Senate	Member	AS	Associate Professor	Regular	24	45	2	1	8	20	0
Senate	Member	HP	Associate Professor	Regular	57.5	22.5	0	0	5	10	5
Senate	Member	CI	Professor	Regular	45	45	10	0	0	0	0
Senate	Member	ED	Associate Professor	Regular	65	15	2.5	5	2.5	10	0
Senate	Member	CI	Associate Professor	Regular	45	50	2	0	3	0	0
Senate	Member	LS	Librarian II	Library	63	3	13	15	0	0	6
Senate	Member	ME	Professor	Clinical	17.01	12.5	0	15	27.99	22.5	5
Senate	Member	BE	Associate Professor	Regular	30	60	10	0	0	0	0
Senate	Member	HC	Senior Lecturer	Lecturer	75	5	18	0	0	0	2
Senate	Member	ED	Associate Professor	Special	84.5	0	7	3.5	0	5	0
Senate	Member	AG	Professor	Extension	0.5	19.5	0	5	75	0	0
Senate	Member	ME	Professor	Regular	5	90	1	1	2	0	1
Senate	Member	FA	Associate Professor	Regular	45	43	2	5	5	0	0
Senate	Member	LA	Professor	Regular	25	15	10	0	0	0	50
Senate	Member	AS	Associate Professor	Regular	26	50	7	2	0	15	0
Senate	Member	BE	Professor	Regular	30	60	5	0	0	5	0
Senate	Member	AS	Professor	Regular	45	40	5	0	0	10	0
Senate	Member	ED	Assistant Professor	Special	86	0	0.5	6	0	7.5	0
Senate	Member	DS	Associate Professor	Regular	62.5	23	10	2.5	2	0	0
Senate	Member	NU	Professor	Special	23	6.54	1.5	1.5	67.46	0	0
Senate	Member	NU	Associate Professor	Special	59	10	5	6	20	0	0
Senate	Member	BE	Professor	Regular	40	50	0	0	10	0	0
Senate	Member	AS	Professor	Regular	45	45	10	0	0	0	0
Senate	Member	BE	Associate Professor	Regular	50	38	0	0	10	2	0
Senate	Member	ME	Assistant Professor	Special	59.09	4	8	6.98	0	17.5	4.43

Senate	Member	AG	Professor	Extension	13.3	0	0	0	86.7	0	0
Senate	Member	AG	Associate Professor	Regular	29.25	65.75	2.5	0	2.5	0	0
Senate	Member	PH	Professor	Regular	51	14	4	4	10	15	2
Senate	Member	ME	Professor	Regular	26.47	54	6.25	0.98	4.8	6	1.5
Senate	Member	NU	Associate Professor	Regular	49	28	20	0	0	0	3
Senate	Member	EN	Associate Professor	Regular	30	45	9	0	0	15	1
Senate	Member	AS	Associate Professor	Regular	30	30	20	0	0	20	0
Senate	Member	ME	Associate Professor	Regular	10	75	4	4	4	0	3
Senate	Member	EN	Professor	Regular	48.64	40.36	4	2	4	1	0
Senate	Member	AS	Senior Lecturer	Lecturer	25	0	6	5	5	49	10
Senate	Member	AH	Assistant Professor	Special	71	10	8	5	2	0	4
Senate	Member	EN	Professor	Regular	60	20	10	10	0	0	0
Senate	Member	CI	Associate Professor	Regular	45	35	10	0	0	10	0
Senate	Member	AS	Associate Professor	Regular	0	0	0	9	3	0	88
Senate	Member	AS	Professor	Regular	45	45	10	0	0	0	0
Senate	Member	BE	Professor	Regular	20	60	20	0	0	0	0
Senate	Member	AS	Associate Professor	Special	70	15	10	5	0	0	0
Senate	Vice Chair	BE	Senior Lecturer	Lecturer	60	10	10	20	0	0	0
Senate	Member	DS	Associate Professor	Regular	58	30	7	0	5	0	0
Senate	Member	AG	Professor	Regular	40.33	44.67	2.5	0	2.5	10	0
Senate	Member	DE	Assistant Professor	Clinical	55	5	10	5	5	15	5
Senate	Member	AG	Professor	Extension	0	20	10	5	60	5	0
Senate	Member	ME	Professor	Special	10	0	0	0	42	43	5
Senate	Member	ME	Professor	Regular	20.84	62.33	6.98	4.98	3.04	0	1.83
Senate	Member	AS	Associate Professor	Regular	34	45	10	0	0	11	0

Senate	Member	EN	Associate Professor	Regular	28	22	2	5	1	40	2
UGC	Chair	AG	Associate Professor	Regular	50.7	39.3	5	0	5	0	0
UGC	Member	FA	Associate Professor	Regular	50	40	9	1	0	0	0
UGC	Member	AS	Lecturer	Lecturer	75	0	25	0	0	0	0
UGC	Member	AS	Senior Lecturer	Lecturer	90	0	10	0	0	0	0
UGC	Member	AG	Associate Professor	Regular	28	47	4	0	1	20	0
UGC	Member	ED	Assistant Professor	Special	86	0	0.5	6	0	7.5	0
UGC	Member	EN	Professor	Regular	27.5	31	3	5	2	30.5	1
UGC	Member	BE	Senior Lecturer	Lecturer	90	0	10	0	0	0	0
UGC	Member	DS	Associate Professor	Regular	77.5	0	7.5	2	8	5	0
UGC	Member	NU	Assistant Professor	Clinical	75	10	5	5	0	0	5
UGC	Member	BE	Lecturer	Lecturer	55	0	45	0	0	0	0
UGC	Member	CI	Assistant Professor	Special	40	10	5	5	0	40	0
UGC	Member	SW	Instructor	Clinical	100	0	0	0	0	0	0
UGC	Member	AS	Professor	Special	55	25	0	0	0	20	0
UGC	Member	AH	Assistant Professor	Special	71	10	8	5	2	0	4
UGC	Member	HC	Senior Lecturer	Lecturer	70	10	13	0	0	5	2
HCCC	Member	DE	Assistant Professor	Clinical	65	10	2	0	18	0	5
HCCC	Member	DE	Assistant Professor	Clinical	53.7	2	3	0	27	10	4.3
HCCC	Member	AH	Assistant Professor	Special	54	10	5	3	1	25	2
HCCC	Member	AH	Associate Professor	Special	74	13.25	5	2	3	0	2.75
HCCC	Member	ME	Associate Professor	Clinical	4	0	0	0	86	5	5
HCCC	Member	ME	Assistant Professor	Clinical	13	0	6	0	76	0	5

HCCC	Member	NU	Associate Professor	Regular	24	60	7	0	4	0	5
HCCC	Member	NU	Associate Professor	Special	57	13	5	0	25	0	0
HCCC	Member	PH	Assistant Professor	Regular	15	65	4	1	0	10	5
HCCC	Member	PH	Professor	Regular	32	56	4	0	4	0	4
HCCC	Member	HP	Associate Professor	Special	68	0	2	0	15	10	5
HCCC	Member	AH	Assistant Professor	Special	85	4	4	2	4	0	1
HCCC	Member	AH	Assistant Professor	Special	81	8	4	0	5	0	2
HCCC	Member	ME	Associate Professor	Clinical	4	0	0	0	91	0	5
HCCC	Member	ME	Assistant Professor	Special	59.09	4	8	6.98	0	17.5	4.43
HCCC	Member	NU	Associate Professor	Special	45	10	5	0	40	0	0
HCCC	Member	NU	Associate Professor	Regular	12	53.6	1.75	1.65	1	20	10
HCCC	Member	PH	Professor	Regular	38	42	4	8	6	0	2
HCCC	Member	PH	Associate Professor	Special	35	10	10	0	40	0	5
HCCC	Member	HP	Assistant Professor	Regular	20	70	1	1	1	0	7
HCCC	Member	HP	Associate Professor	Regular	57.5	22.5	0	0	5	10	5
HCCC	Chair	PH	Professor	Special	21	22	1	0	11	40	5
HCCC	Member	ME	Professor	Regular	85	0	5.19	8.44	1.27	0	0.1
SREC	Chair	AG	Associate Professor	Special	80	0	5	0	0	15	0
SAASC	Chair	BE	Senior Lecturer	Lecturer	60	10	10	20	0	0	0
SAFC	Chair	CI	Professor	Special	74	18	5	3	0	0	0
SLC	Chair	ME	Professor	Regular	44.95	38	5	6.85	0.2	0	5
SRGEC	Chair	AG	Professor	Regular	0	75	2.5	2.5	0	20	0
SAPC	Chair	AG	Professor	Extension	9	0	0	15	76	0	0
SAPPC	Chair	EN	Professor	Regular	30	45	9	0	0	15	1
SAOSC	Chair	AG	Professor	Extension	13.3	0	0	0	86.7	0	0

SCDLeL	Chair	ME	Assistant Professor	Special	59.09	4	8	6.98	0	17.5	4.43
SUKCEC	Chair	AG	Professor	Regular	50.5	28.5	1	1	1	18	0
SRWAC	Chair	ED	Associate Professor	Regular	50	30	3	5	4	8	0
SacAC	Chair	AH	Associate Professor	Regular	37	50	3.5	5	2.5	0	2
STC	Chair	EN	Professor	Regular	57	26	0	5	2	10	0
SCDAC	Chair	NU	Associate Professor	Special	59	10	5	6	20	0	0
SACDI	Chair	ME	Professor	Regular	2.7	73.8	2.5	4	1	15	1
SCC	Chair	HP	Professor	Regular	40	35	8	15	1	0	1
SFC	Chair	AS	Professor	Regular	0	45	0	0	5	0	50
Faculty Affairs	Chair	AH	Professor	Special	78	5	0	12.35	2.65	0	2
SNC	Chair	AS	Professor	Regular	45	45	10	0	0	0	0
SREC	Member	AS	Professor	Regular	45	45	10	0	0	0	0
SREC	Member	AH	Associate Professor	Regular	24	42.5	3.5	3	1.5	25	0.5
SREC	Member	ME	Professor	Post-Retirement	0	0	100	0	0	0	0
SREC	Member	LA	Professor	Regular	25	15	10	0	0	0	50
SREC	Member	NU	Professor	Special	23	6.54	1.5	1.5	67.46	0	0
SREC	Member	AS	Senior Lecturer	Lecturer	25	0	6	5	5	49	10
SREC	Member	EN	Professor	Regular	60	20	10	10	0	0	0
SAASC	Member	AG	Associate Professor	Extension	26.7	5	2	0	66.3	0	0
SAASC	Member	SW	Associate Professor	Regular	50	40	5	5	0	0	0
SAASC	Member	BE	Senior Lecturer	Lecturer	90	0	10	0	0	0	0
SAASC	Member	AG	Associate Professor	Regular	29.25	65.75	2.5	0	2.5	0	0
SAASC	Member	AS	Associate Professor	Regular	30	30	20	0	0	20	0
SAASC	Member	AS	Professor	Regular	45	45	10	0	0	0	0

SAASC	Member	DE	Assistant Professor	Clinical	55	5	10	5	5	15	5
SAASC	Member	EN	Associate Professor	Regular	28	22	2	5	1	40	2
SAFC	Member	ED	Associate Professor	Regular	60	30	7	0	3	0	0
SAFC	Member	EN	Associate Professor	Regular	37	59	2	1	1	0	0
SAFC	Member	DS	Associate Professor	Regular	62.5	23	10	2.5	2	0	0
SAFC	Member	PH	Professor	Regular	51	14	4	4	10	15	2
SAFC	Member	AG	Professor	Regular	40.33	44.67	2.5	0	2.5	10	0
SAFC	Member	AG	Professor	Extension	0	20	10	5	60	5	0
SLC	Member	ME	Associate Professor	Regular	25.72	45	8	3	2	15	1.28
SLC	Member	BE	Professor	Regular	40	50	0	0	10	0	0
SLC	Member	BE	Associate Professor	Regular	50	38	0	0	10	2	0
SRGEC	Member	ME	Professor	Regular	18.2	45	10	0	0	25	1.8
SRGEC	Member	ME	Professor	Regular	4.9	95.05	0	0.05	0	0	0
SRGEC	Member	EN	Professor	Regular	15	45	1	4	4	25	6
SRGEC	Member	AS	Professor	Regular	45	33.75	5	0	0	16.25	0
SRGEC	Member	AS	Associate Professor	Regular	24	45	2	1	8	20	0
SRGEC	Member	AS	Associate Professor	Regular	26	50	7	2	0	15	0
SRGEC	Member	AS	Professor	Regular	45	40	5	0	0	10	0
SRGEC	Member	ME	Professor	Regular	26.47	54	6.25	0.98	4.8	6	1.5
SRGEC	Member	EN	Professor	Regular	48.64	40.36	4	2	4	1	0
SAPC	Member	ME	Professor	Regular	85	0	5.19	8.44	1.27	0	0.1
SAPC	Member	AS	Associate Professor	Regular	30	45	10	0	0	15	0
SAPC	Member	AS	Associate Professor	Regular	50	42	2	2	0	4	0
SAPC	Member	HP	Professor	Regular	40	35	8	15	1	0	1
SAPC	Member	FA	Associate Professor	Regular	50	40	8	2	0	0	0



SAPC	Member	AS	Associate Professor	Regular	23	35	14	0	0	28	0
SAPC	Member	CI	Professor	Regular	45	45	10	0	0	0	0
SAPC	Member	ME	Professor	Clinical	17.01	12.5	0	15	27.99	22.5	5
SAPC	Member	ED	Assistant Professor	Special	86	0	0.5	6	0	7.5	0
SAPC	Member	CI	Associate Professor	Regular	45	35	10	0	0	10	0
SAPPC	Member	PH	Associate Professor	Regular	23	63	2	1	0	10	1
SAPPC	Member	ME	Professor	Special	4	0	0	0	80	11	5
SAPPC	Member	EN	Associate Professor	Regular	30	45	9	0	0	15	1
SAOSC	Member	FA	Assistant Professor	Regular	50	35	5	2	3	5	0
SAOSC	Member	FA	Professor	Regular	50	40	0.5	5	3.5	1	0
SAOSC	Member	AS	Associate Professor	Regular	45	45	5	5	0	0	0
SAOSC	Member	AG	Professor	Extension	13.3	0	0	0	86.7	0	0
SAOSC	Member	NU	Associate Professor	Regular	49	28	20	0	0	0	3
SAOSC	Member	BE	Professor	Regular	20	60	20	0	0	0	0
SCDLeL	Member	AG	Associate Professor	Special	80	0	5	0	0	15	0
SCDLeL	Member	AS	Associate Professor	Special	80	10	10	0	0	0	0
SCDLeL	Member	AH	Assistant Professor	Special	73	12.64	6.5	3	3	0	1.86
SCDLeL	Member	EN	Professor	Regular	55	30	3	2	9	0	1
SCDLeL	Member	SW	Associate Professor	Regular	50	40	5	5	0	0	0
SCDLeL	Member	AG	Professor	Extension	0.5	19.5	0	5	75	0	0
SCDLeL	Member	AS	Associate Professor	Regular	0	0	0	9	3	0	88
SUKCEC	Member	AS	Associate Professor	Special	20	12.5	12.5	0	0	10	45
SUKCEC	Member	AS	Associate Professor	Regular	30	45	10	0	0	15	0
SUKCEC	Member	AS	Senior Lecturer	Lecturer	100	0	0	0	0	0	0

SUKCEC	Member	FA	Associate Professor	Regular	52	40	2	1	5	0	0
SUKCEC	Member	AS	Senior Lecturer	Lecturer	75	0	25	0	0	0	0
SUKCEC	Member	CI	Associate Professor	Regular	45	50	4	1	0	0	0
SUKCEC	Member	AS	Associate Professor	Regular	25	48	6	7	0	14	0
SUKCEC	Member	CI	Associate Professor	Special	40	20	3	2	0	35	0
SUKCEC	Member	FA	Professor	Special	76	20	3	0	1	0	0
SUKCEC	Member	AS	Associate Professor	Special	55	13.75	15	0	0	16.25	0
SAAC	Member	ME	Assistant Professor	Clinical	4	0	0	0	78	14	4
SAAC	Member	ME	Professor	Regular	20.84	62.33	6.98	4.98	3.04	0	1.83
SRWAC	Member	LS	Librarian II	Library	63	3	13	15	0	0	6
SRWAC	Member	BE	Associate Professor	Regular	30	60	10	0	0	0	0
SRWAC	Member	AS	Associate Professor	Special	70	15	10	5	0	0	0
SacAC	Member	AS	Professor	Regular	45	45	10	0	0	0	0
SacAC	Member	AS	Associate Professor	Regular	34	45	10	0	0	11	0
STC	Member	AS	Associate Professor	Special	80	10	10	0	0	0	0
STC	Member	AS	Assistant Professor	Regular	45	50	5	0	0	0	0
STC	Member	HP	Associate Professor	Regular	57.5	22.5	0	0	5	10	5
STC	Member	ME	Professor	Special	10	0	0	0	42	43	5
SACDAC	Member	BE	Associate Professor	Regular	30	60	10	0	0	0	0
SACDAC	Member	ME	Associate Professor	Regular	30.16	68	0.2	0.89	0.25	0	0.5
SACDAC	Member	ED	Associate Professor	Clinical	93	0	0	0	2	5	0
SACDI	Member	AS	Associate Professor	Regular	36	56	4	1	3	0	0
SACDI	Member	SW	Assistant Professor	Regular	12.5	75	12.5	0	0	0	0

SACDI	Member	ED	Associate Professor	Regular	41	32	5	5	5	12	0
SACDI	Member	ME	Professor	Regular	5	90	1	1	2	0	1
SACDI	Member	ME	Associate Professor	Regular	10	75	4	4	4	0	3
SACDI	Member	AS	Associate Professor	Regular	25	48	6	7	0	14	0
Calendar	Member	LA	Professor	Regular	20	17.5	7.5	5	0	50	0
Calendar	Member	AH	Assistant Professor	Special	73	12.64	6.5	3	3	0	1.86
Calendar	Member	CI	Associate Professor	Regular	45	50	2	0	3	0	0
Calendar	Member	ED	Associate Professor	Special	84.5	0	7	3.5	0	5	0
Calendar	Member	FA	Associate Professor	Regular	45	43	2	5	5	0	0
Calendar	Member	BE	Professor	Regular	30	60	5	0	0	5	0
Calendar	Member	AS	Assistant Professor	Special	50	40	10	0	0	0	0
Faculty Affairs	Member	AG	Professor	Regular	20	50	5	0	25	0	0
Faculty Affairs	Member	BE	Professor	Regular	20	60	5	5	0	10	0
Faculty Affairs	Member	EN	Professor	Regular	15	45	1	4	4	25	6
Faculty Affairs	Member	ME	Assistant Professor	Clinical	4	0	0	0	78	14	4
Faculty Affairs	Member	CI	Lecturer	Lecturer	100	0	0	0	0	0	0
Faculty Affairs	Member	LS	Librarian III	Library	66	7	3	2	5	10	7
Nominating	Member	LS	Librarian I	Library	75	10	0	1	9	0	5
Nominating	Member	AS	Associate Professor	Regular	24	45	2	1	8	20	0
Nominating	Member	LS	Librarian III	Library	58	7	5	0	12	12	6
Nominating	Member	AH	Assistant Professor	Special	71	10	8	5	2	0	4
SRWAC	Alternate	NU	Assistant Professor	Special	45	10	5	0	40	0	0

SRWAC	Alternate	DS	Associate Professor	Regular	58	30	7	0	5	0	0
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