Appendix A
The Research Faculty Survey Instrument

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1. Introduction

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This survey is designed to look at how well the research faculty positions in the Research Scientist and Research Professor career tracks are meeting the needs of the people filling these roles -- and how the design of those positions is supporting research at the University. This survey is a joint effort of the Office of the Vice President for Research and the Senate Assembly Research Policies Committee, chaired by Toni C. Antonucci.

Responses to this survey will be compiled by RLS Associates, an outside consulting firm. No one at the University of Michigan, RPC, SACUA, or the Office of the Vice President for Research will see individual responses or the responses of groups that have fewer than 10 respondents. Great care will be taken to ensure confidentiality at all stages of the survey process (data will not reside on a University server, respondent email addresses will not be recorded, any identifying information entered in response to open-ended questions will be removed, etc.)

YOUR RESPONSES TO THIS SURVEY WILL BE COMPLETELY CONFIDENTIAL!!!

It is estimated that this survey will take 10 minutes to complete. If you must stop before you have completed this survey, click on "NEXT" at the bottom of each page until the end, note the instructions for entering the drawing, and exit the survey. Unfortunately, you will not be able to retrieve a partially completed survey to finish it in a future session. If you have any problems completing this survey or any questions about it, please call 734-769-6300 for help.

The first set of questions ask about what you were told about your position before you accepted it.

1. Before you accepted your present job, what were you told about the possibility of getting tenure?
I was told...

- ◯ that University tenure is not available to people in my job classification.
- ◯ that a form of tenure is available from my hiring unit to people in my job classification.
- ◯ that tenure is available to people in my job classification.
- ◯ that I could qualify for tenure by moving from this position to a tenure track position in the future.
- ◯ There was no discussion about the possibility of tenure.
- ◯ I don't remember whether or not this was discussed.

2. Before you accepted your present job, what were you told about how the position was funded?
I was told...

- ◯ that when present funding stopped, my position would come to an end.
- ◯ that when present funding stopped, I would keep my position if other sources of funding could be found.
- ◯ that when present funding stopped, some funding would be provided until I found new funding sources.
- ◯ that this position would always be funded.
- ◯ There was no discussion about what would happen to this position if and when the funding for it stopped.
- ◯ I don't remember whether or not this was discussed.

3. Before you accepted your present job, what were you told about your teaching responsibilities/opportunities?
I was told...

- ◯ that I would have no teaching responsibilities.
- ◯ that it was not known whether the job would involve any teaching.
- ◯ that there would be opportunities to teach if I wanted to.
- ◯ that I would be required to do some teaching.
- ◯ that I would be required to do a lot of teaching.
- ◯ There was no discussion about teaching responsibilities.
- ◯ I don't remember whether or not this was discussed.

4. Before you accepted your present job, what were you told about how much time and/or resources (e.g., travel money, research supplies, staff support) would be made available for your career development?
I was told...

- ◯ that there would be no time and/or resources available.
- ◯ that there would be some time and/or resources available.
- ◯ that there would be a lot of time and/or resources available.
- ◯ There was no discussion about time and/or resources for my career development.
- ◯ I don't remember whether or not this was discussed.

5. What is your job title?

- ◯ Research Investigator
- ◯ Assistant Research Scientist
- ◯ Associate Research Scientist
- ◯ Research Scientist
- ◯ Research Assistant Professor
- ◯ Research Associate Professor
- ◯ Research Professor
- ◯ Don't Know
- ◯ Other (please specify)

6. Before you accepted your present position, what were you told about the possibilities for promotion to a higher level position in the future?
I was...

- ◯ told there was no chance for a promotion.
- ◯ told what I needed to do to qualify for a higher level position in the Research Scientist career track.
- ◯ told there was a possibility of moving to a job in the Research Professor career track.
- ◯ told there was a possibility of moving to a tenure-track position.
- ◯ Promotions and other career track options were never discussed.
- ◯ I don't remember whether or not this was discussed.

7. Before you accepted your present position, what were you told about the possibilities for promotion to a higher level position in the future?
I was...

- ◯ told there was no chance for a promotion.
- ◯ told what I needed to do to qualify for a higher level position in the Research Professor career track.
- ◯ told there was a possibility of moving to a tenure-track position.
- ◯ Promotions and other career track options were never discussed.
- ◯ I don't remember whether or not this was discussed.

4. Your Experience At Hiring

8. When you were hired for your present job, to what extent were the following points communicated to you?

	This Point Was Clearly Communicated	This Point Was Vaguely Communicated	This Point Was Not Communicated	I Don't Remember If This Was Communicated
That research track appointments are without University tenure.	○	○	○	○
The source(s)of funding for the first three years of your appointment.	○	○	○	○
The duration of your apointment, if yours was time-limited.	○	○	○	○
That you would be expected to generate your own salary support on sponsored projects.	○	○	○	○
Whether OVPR or your department, school or college has any obligation to bridge unfunded time for your position.	○	○	○	○

5. Factors Impacting Your Decision to Accept Your Present Position

9. How did your understanding of the following terms of employment impact your decision to accept your present position at the U?

	Had a Strong Negative Impact	Had a Negative Impact	Had Little or No Impact on my Decision	Had a Positive Impact	Had a Strong Positive Impact	N/A or Don't Know
The reputation of the U	○	○	○	○	○	○
The characteristics of the particular project I was asked to join	○	○	○	○	○	○
The opportunity I would have to conduct my own research, publish, etc.	○	○	○	○	○	○
The level of compensation I was offered	○	○	○	○	○	○
The options I would have for promotion	○	○	○	○	○	○
The teaching responsibilities/opportunities involved	○	○	○	○	○	○
The time and resources I expected to have for career development	○	○	○	○	○	○
How funding changes might impact my job in the future	○	○	○	○	○	○
How the tenure-potential of this job was explained	○	○	○	○	○	○

6. Your Experience of the Terms of Employment on the Job

10. How does your actual experience on the job compare to what you were initially told about the following?

	Much less favorable Than Described	Less Favorable Than Described	Same as Described	More Favorable Than Described	Much More Favorable Than Described	N/A or Don't Know
The time and resources available to me for career development	○	○	○	○	○	○
The support I have received between funding periods	○	○	○	○	○	○
My teaching responsibilities/ opportunities	○	○	○	○	○	○
My opportunity for promotion	○	○	○	○	○	○
My chance to work toward tenure	○	○	○	○	○	○
My compensation	○	○	○	○	○	○
The number of hours I need to spend on the job	○	○	○	○	○	○
The opportunity I have to conduct my own research, publish, etc.	○	○	○	○	○	○

7. Your Assessment of the Support You Receive on the Job

11. I am getting the support I want from the people in my unit or department to:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	N/A, Not Important
Further my own professional growth.	◯	◯	◯	◯	◯	◯
Conduct my own research.	◯	◯	◯	◯	◯	◯
Do the work I want to do.	◯	◯	◯	◯	◯	◯
Get the promotions I feel I deserve.	◯	◯	◯	◯	◯	◯
Eventually move to a tenure track position.	◯	◯	◯	◯	◯	◯
Enhance my professional reputation.	◯	◯	◯	◯	◯	◯
Apply for my own funding.	◯	◯	◯	◯	◯	◯
Get feedback on my performance.	◯	◯	◯	◯	◯	◯
Teach, train, serve on dissertation committees, etc.	◯	◯	◯	◯	◯	◯
Get mentoring around my career growth.	◯	◯	◯	◯	◯	◯
Write grants as an independent investigator.	◯	◯	◯	◯	◯	◯
Submit publications as a senior author.	◯	◯	◯	◯	◯	◯
Have authorship status comensurate with my role.	◯	◯	◯	◯	◯	◯

12. Have any of the terms of your employment become a problem for you in your present position? If so, please explain?

13. Overall, how satisfied are you with your present job?

- ◯ Very Dissatisfied
- ◯ Dissatisfied
- ◯ Neither Satisfied Nor Dissatisfied
- ◯ Satisfied
- ◯ Very Satisfied

If you are not satisfied, please explain:

8. Planning for the Future

14. Where would you like to see your career ten years from now?

- ◯ Holding positions within the Research Scientist or Research Professor career path at UM
- ◯ Serving as a fully-salaried University staff member at UM
- ◯ Moving into a tenure-track faculty position at UM
- ◯ Getting a job at another research facility in some capacity
- ◯ Getting a job teaching at another college or university
- ◯ Retiring or leaving the field

Other (please specify)

15. In the tenure track, Assistant Professors have a time-in-rank limit of seven years. A parallel time-in-rank policy for Research track positions would mean that persons in Research Faculty positions would either be reclassified into non-faculty positions or asked to leave if they did not qualify for a promotion prior to their time-in-rank limit. Should a parallel time-in-rank policy be applied to Assistant Research Scientists and Research Assistant Professors?

- ◯ Yes
- ◯ No
- ◯ Don't Know or No Opinion

Comments:

16. To what extent do you think each of the following would motivate junior level Research Faculty to advancement?

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
A time-in-rank policy (as described above)	◯	◯	◯	◯	◯
Regular evaluations (that included feedback about what was needed for advancement)	◯	◯	◯	◯	◯
Mentoring (to help guide faculty toward advancement)	◯	◯	◯	◯	◯

Comments:

17. To what extent should persons in your position have a greater role in governance and, with it, the expectation of service...

	To a Little Extent	To Some Extent	To a Great Extent	No Opinion
In their Departments?	◯	◯	◯	◯
In their Colleges?	◯	◯	◯	◯
In the University?	◯	◯	◯	◯

Comments:

9. Some Questions About You

The questions below will help us determine how perspectives vary depending on gender, rank, years in position, English proficiency, and school or department. This information will not be used to identify individuals. Neither the raw data nor summaries of the results of groups with less than ten respondents will be seen by anyone at the University. ALL PERSONAL INFORMATION WILL BE KEPT COMPLETELY CONFIDENTIAL!!!

18. In what college or unit of the University do you work?

- ◯ A. Alfred Taubman CA&UP
- ◯ Academic & Educational Affairs
- ◯ Center for Human Growth & Dev
- ◯ College of Engineering
- ◯ College of LSA
- ◯ College of Pharmacy
- ◯ Dearborn Col of Arts, Sci & Letters
- ◯ Dearborn Col of Engineering
- ◯ Division of Kinesiology
- ◯ G Ford School of Public Policy
- ◯ Institute for Social Research
- ◯ Life Sciences Institute
- ◯ Medical School
- ◯ Rackham Graduate School
- ◯ School of Dentistry
- ◯ School of Education
- ◯ School of Information
- ◯ School of Natural Resources and Env.
- ◯ School of Nursing
- ◯ School of Public Health
- ◯ School of Social Work
- ◯ UM Transport Research Unit
- ◯ Vice President For Research

Other (please specify)

19. Do you identify your gender as:

- ◯ Male
- ◯ Female
- ◯ Other

20. Is English your first language?

- ◯ Yes
- ◯ No, but I consider myself fluent in both spoken and written English
- ◯ No, but I speak and understand oral English fairly well
- ◯ No, but I write and understand written English fairly well
- ◯ No, English (both written and spoken) is still difficult for me

21. Did you earn your terminal degree from a college or university in the U.S.?

- ◯ Yes
- ◯ No

22. How many years have you been employed by the University as a research faculty member (on either the Research Scientist or Research Professor career paths)?

- ◯ 0-2 Years
- ◯ 3-4 Years
- ◯ 5-7 Years
- ◯ 8-10 Years
- ◯ 11-15 Years
- ◯ 16-25 Years
- ◯ More than 25 Years

23. For how many years have you held your present position and job title?

- ◯ 0-1
- ◯ 2-3
- ◯ 4-5
- ◯ 6-7
- ◯ 8-10
- ◯ More than 10 years

10. Thank You for Completing This Survey!

You are now eligible for a drawing to receive one of four $25 gift certificates to Borders!

To enter the drawing, simply email your name and phone number to RPCdrawing@aol.com

Your entry signifies that you have completed the survey, but in order to ensure your confidentiality, it will be impossible to link your email to this questionnaire. In fact, whether you actually completed the survey cannot be checked. Entries are on the honor system and only duplicate entries will be eliminated. Winners will be selected randomly on April 30, 2008 and notified. Good luck in the drawing!

Appendix B
Response Rate Profile

Final Response Rate Profiles

The survey was sent to 696 "pure" Research Faculty members. On the final day of the survey, 387 had responded to the survey – a 56% response rate. This response rate can be broken down as follows:

What is your job title?

Completed/ Total*	% Response	
120 ÷ 258	**46%**	Research Investigator
97 ÷ 163	**59**	Assistant Research Scientist
30 ÷ 51	**59**	Associate Research Scientist
16 ÷ 30	**53**	Research Scientist
76 ÷ 126	**60**	Research Assistant Professor
19 ÷ 29	**65**	Research Associate Professor
28 ÷ 39	**72**	Research Professor
0		Don't Know
1		Other (Please Specify)
387		

*Population figures for Research Faculty calculated April, 2008

In what college or unit of the University do you work?

	Com-pleted/ Total*	% Response		Com-pleted/ Total*	% Response
Academic & Educational Affairs			Medical School	**156 ÷ 316**	**49%**
Center for Human Growth & Dev			Rackham Graduate School		
College of Engineering	**36 ÷ 66**	**54%**	School of Dentistry	**4 ÷13**	**31**
College of LSA	**35 ÷ 60**	**58**	School of Education		
College of Pharmacy	**10 ÷ 21**	**48**	School of Information	**6 ÷20**	**30**
Dearborn Col of Arts, Sci & Letters			School of Natural Resources and Env	**9 ÷15**	**60**
Dearborn Col of Engineering			School of Nursing		
Division of Kinesiology			School of Public Health	**23 ÷ 32**	**72**
G Ford School of Public Policy			School of Social Work	**2 ÷10**	**20**
Institute for Social Research	**31 ÷ 33**	**94**	UM Transport Research Unit	**12 ÷ 29**	**41**
Life Sciences Institute	**3 ÷ 17**	**23**	Vice President for Research	**7 ÷ 15**	**40**

*Response rates were not calculated for colleges or units with fewer than 10 Research Faculty members. Population figures for Research Faculty calculated April, 2008

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Gender:

Although we do not have recent data on the gender of the Research Faculty population in April of 2008, we do know that in an OVPR report by S. L. Ceccio, April, 2007 data showed this group was comprised of 61% males and 39% females. The response rate for this April, 2008 survey indicates that 56% male and 43% female. Given that women tend toward higher response rates than men, we could argue that the respondent rate approximates the population, but replicates predictable response patterns.

Appendix C
Overall Results

University of Michigan Research Faculty Survey
Overall Results

1. Before you accepted your present job, what were you told about the possibility of getting tenure? I was told...

	N	%
that University tenure is not available to people in my job classification.	124	32%
that a form of tenure is available from my hiring unit to people in my job classification.	19	5
that tenure is available to people in my job classification.	4	1
that I could qualify for tenure by moving from this position to a tenure track position in the future.	72	19
There was no discussion about the possibility of tenure.	148	38
I don't remember whether or not this was discussed.	17	4
Total	384	99

2. Before you accepted your present job, what were you told about how the position was funded? I was told...

	N	%
that when present funding stopped, my position would come to an end.	43	11%
that when present funding stopped, I would keep my position if other sources of funding could be found.	151	39
that when present funding stopped, some funding would be provided until I found new funding sources.	52	14
that this position would always be funded.	20	5
There was no discussion about what would happen to this position if and when the funding for it stopped.	105	27
I don't remember whether or not this was discussed.	12	3
Total	383	99

3. Before you accepted your present job, what were you told about your teaching responsibilities/opportunities? I was told...

	N	%
that I would have no teaching responsibilities.	98	25%
that it was not known whether the job would involve any teaching.	9	2
that there would be opportunities to teach if I wanted to.	115	30
that I would be required to do some teaching.	43	11
that I would be required to do a lot of teaching.	2	0
There was no discussion about teaching responsibilities.	111	30
I don't remember whether or not this was discussed.	6	2
Total	384	100

4. Before you accepted your present job, what were you told about how much time and/or resources (e.g., travel money, research supplies, staff support) would be made available for your career development? I was told...

	N	%
that there would be no time and/or resources available.	21	5%
that there would be some time and/or resources available.	144	37
that there would be a lot of time and/or resources available.	27	7
There was no discussion about time and/or resources for my career development.	174	45
I don't remember whether or not this was discussed.	21	5
Total	387	99

Asked only of Respondents in the Research Scientist Career Track:

6. Before you accepted your present position, what were you told about the possibilities for promotion to a higher level position in the future? I was...

	N	%
told there was no chance for a promotion.	5	2%
told what I needed to do to qualify for a higher level position in the Research Scientist career track.	57	22
told there was a possibility of moving to a job in the Research Professor career track.	45	17
told there was a possibility of moving to a tenure-track position.	39	15
Promotions and other career track options were never discussed.	95	36
I don't remember whether or not this was discussed.	19	7
Total	260	99

Asked only of Respondents in the Research Professor Track:

7. Before you accepted your present position, what were you told about the possibilities for promotion to a higher level position in the future? I was...

	N	%
told there was no chance for a promotion.	1	1%
told what I needed to do to qualify for a higher level position in the Research Professor career track.	55	47
told there was a possibility of moving to a tenure-track position.	16	14
Promotions and other career track options were never discussed.	38	32
I don't remember whether or not this was discussed.	8	7
Total	118	101

8. When you were hired for your present job, to what extent were the following points communicated to you?

	Mean* (N=381)	This Point Was Clearly Communicated	This Point Was Vaguely Communicated	This Point Was Not Communicated	I Don't Remember If This Was Communicated
That research track appointments are without University tenure.	**1.61**	59%	14%	22%	5%
The source(s)of funding for the first three years of your appointment.	**1.59**	54	29	15	2
The duration of your appointment, if yours was time-limited.	**2.04**	32	20	36	11
That you would be expected to generate your own salary support on sponsored projects.	**1.78**	48	22	27	3
Whether OVPR or your department, school or college has any obligation to bridge unfunded time for your position.	**2.47**	16	18	60	7

***Mean does not include "I Don't Remember if this was communicated". Scale: 1=Clearly Communicated, 3=Not Communicated**

Factors Impacting Your Decision to Accept Your Present Position

9. How did your understanding of the following terms of employment impact your decision to accept your present position at the U?

	Mean (N=380)	Had a Strong Negative Impact	Had a Negative Impact	Had Little or No Impact On My Decision	Had a Positive Impact	Had a Strong Positive Impact	N/A or Don't Know
The reputation of the U	**4.59**	1%	0%	11%	39%	47%	2%
The characteristics of the particular project I was asked to join	**4.84**	0	1	7	33	52	7
The opportunity I would have to conduct my own research, publish, etc.	**4.68**	1	1	8	34	53	2
The level of compensation I was offered	**3.05**	3	17	34	34	8	4
The options I would have for promotion	**3.32**	4	14	35	29	8	9
The teaching responsibilities/opportunities involved	**3.50**	1	5	56	22	4	12
The time and resources I expected to have for career development	**3.44**	3	14	32	29	13	8
How funding changes might impact my job in the future	**2.82**	8	35	37	7	3	9
How the tenure-potential of this job was explained	**3.35**	5	22	43	7	3	19

Your Experience of the Terms of Employment on the Job

10. How does your actual experience on the job compare to what you were initially told about the following?

	Mean* (N=374)	Much Less Favorable Than Described	Less Favorable Than Described	Same as Described	More Favorable Than Described	Much More Favorable Than Described	N/A or Don't Know
The time and resources available to me for career development	**2.77**	10%	18%	45%	10%	4%	12%
The support I have received between funding periods	**2.81**	7	8	30	9	2	44
My teaching responsibilities/ opportunities	**3.00**	4	7	51	12	1	25
My opportunity for promotion	**2.58**	13	17	43	5	2	20
My chance to work toward tenure	**2.39**	13	16	30	2	1	38
My Compensation	**2.82**	7	18	56	9	2	7
The number of hours I need to spend on the job	**2.69**	9	16	60	2	2	12
The opportunity I have to conduct my own research, publish, etc.	**2.94**	9	12	55	14	5	5

***Mean does not include N/A or Don't Know, scale: 1=Much Less Favorable, 5=Much More Favorable**

Your Assessment of the Support You Receive on the Job

11. I am getting the support I want from the people in my unit or department to:

	Mean (N=365)	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	N/A or Not Important
Further my own professional growth.	**3.29**	11%	17%	19%	37%	16%	0%
Conduct my own research.	**3.61**	7	13	14	40	24	1
Do the work I want to do.	**3.64**	7	9	20	40	23	0
Get the promotions I feel I deserve.	**2.95**	10	21	30	22	8	9
Eventually move to a tenure track position.	**2.29**	24	22	27	4	4	19
Enhance my professional reputation.	**3.39**	8	13	23	39	15	2
Apply for my own funding.	**3.73**	7	9	17	35	29	3
Get feedback on my performance.	**3.25**	9	13	30	34	11	2
Teach, train, serve on dissertation committees, etc.	**2.97**	9	21	26	23	7	13
Get mentoring around my career growth.	**2.89**	16	21	21	28	7	6
Write grants as an independent investigator.	**3.69**	6	10	18	35	27	3
Submit publications as a senior author.	**3.64**	8	11	17	30	29	5
Have authorship status commensurate with my role.	**3.82**	5	7	18	34	31	4

***Mean does not include N/A or Don't Know, scale: 1=Strongly Disagree, 5=Strongly Agree**

12. Have any of the terms of your employment become a problem for you in your present position? If so, please explain? (See Open Ended Response Results)

13. Overall, how satisfied are you with your present job?

N	Mean	Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied
367	**3.42**	**6%**	**16%**	**21%**	**40%**	**15%**

If you are not satisfied, please explain: (See Open Ended Response Results)

Planning for the Future

14. Where would you like to see your career ten years from now?

	N	%
Holding positions within the Research Scientist or Research Professor career path at UM	**110**	**34%**
Serving as a fully-salaried University staff member at UM	**8**	**2**
Moving into a tenure-track faculty position at UM	**92**	**29**
Getting a job at another research facility in some capacity	**34**	**11**
Getting a job teaching at another college or university	**26**	**8**
Retiring or leaving the field	**51**	**16**
Other, please specify	**57**	
Total	**321**	**100**

15. In the tenure track, Assistant Professors have a time-in-rank limit of seven years. A parallel time-in-rank policy for Research track positions would mean that persons in Research Faculty positions would either be reclassified into non-faculty positions or asked to leave if they did not qualify for a promotion prior to their time-in-rank limit. Should a parallel time-in-rank policy be applied to Assistant Research Scientists and Research Assistant Professors?

	N	%
Yes	**114**	**32%**
No	**153**	**43**
Don't Know or No Opinion	**87**	**25**
	354	**100**

16. To what extent do you think each of the following would motivate junior level Research Faculty to advancement?

	Mean (N=358)	To a Very Little Extent*	To a Little Extent	To Some Extent	To a Great Extent	To a Very Great Extent
A time-in-rank policy (as described above)	**2.84**	18%	16%	38%	20%	8%
Regular evaluations (that included feedback about what was needed for advancement)	**3.58**	4	6	36	35	18
Mentoring (to help guide faculty toward advancement)	**4.01**	2	4	22	35	37

***Scale: 1=To a Very Little Extent, 5=To a Very Great Extent**

Comments:

17. To what extent should persons in your position have a greater role in governance and, with it, the expectation of service...

	Mean (N=360)	To a Little Extent*	To Some Extent	To a Great Extent	No Opinion
In their Departments?	**2.39**	8%	40%	44%	7%
In their Colleges?	**2.12**	15	46	26	12
In the University?	**2.10**	18	44	27	11

***Scale: 1=To a Little Extent, 3=To a Great Extent, No Opinion not included**

Some Questions About You

5. What is your job title?

N	%	
120	**31**	Research Investigator
97	**25**	Assistant Research Scientist
30	**8**	Associate Research Scientist
16	**4**	Research Scientist
76	**20**	Research Assistant Professor
19	**5**	Research Associate Professor
28	**7**	Research Professor
0	**0**	Don't Know
0	**0**	Other (Please Specify)
386	**100**	

18. In what college or unit of the University do you work?

	N	%
College of Engineering	**36**	**10%**
College of LSA	**35**	**10**
College of Pharmacy	**10**	**3**
Institute for Social Research	**31**	**9**
Medical School	**156**	**44**
School of Public Health	**23**	**6**
UM Transport Research Unit	**12**	**3**
Other	**50**	**14**
Missing	**34**	**-**
	387	**99**

19. Do you identify your gender as:

	N	%
Male	**199**	**56%**
Female	**154**	**43%**
	353	**99%**

20. Is English your first language?

	N	%
Yes	**225**	**63%**
No, but I consider myself fluent in both spoken and written English	**112**	**31**
No, but I speak and understand oral English fairly well	**16**	**4**
No, but I write and understand written English fairly well	*	*
No, English (both written and spoken) is still difficult for me	*	*
	359	**98%**

*Cells not shown to protect confidentiality

21. Did you earn your terminal degree from a college or university in the U.S.?

	N	%
Yes	**255**	**72%**
No	**99**	**28%**
	354	**100%**

22. How many years have you been employed by the University as a research faculty member (on either the Research Scientist or Research Professor career paths)?

	N	%
0-2 Years	**116**	**33%**
3-4 Years	**66**	**18**
5-7 Years	**69**	**19**
8-10 Years	**33**	**9**
11-15 Years	**29**	**8**
16-25 Years	**28**	**8**
More than 25 Years	**15**	**4**
	356	**99%**

23. For how many years have you held your present position and job title?

	N	%
0-1 Years	**96**	**27%**
2-3 Years	**117**	**33**
4-5 Years	**61**	**17**
6-7 Years	**39**	**11**
8-10 Years	**20**	**6**
More than 10 Years	**22**	**6**
	355	**100%**

Appendix D
Results for Research Investigators

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University of Michigan Research Faculty Survey
Research Investigator Results

1. Before you accepted your present job, what were you told about the possibility of getting tenure? I was told...

	N	%
that University tenure is not available to people in my job classification.	27	23%
that a form of tenure is available from my hiring unit to people in my job classification.	2	2
that tenure is available to people in my job classification.	0	0
that I could qualify for tenure by moving from this position to a tenure track position in the future.	30	25
There was no discussion about the possibility of tenure.	50	42
I don't remember whether or not this was discussed.	10	8
Total	**119**	**100**

2. Before you accepted your present job, what were you told about how the position was funded? I was told...

	N	%
that when present funding stopped, my position would come to an end.	16	13%
that when present funding stopped, I would keep my position if other sources of funding could be found.	44	37
that when present funding stopped, some funding would be provided until I found new funding sources.	10	8
that this position would always be funded.	3	2
There was no discussion about what would happen to this position if and when the funding for it stopped.	42	35
I don't remember whether or not this was discussed.	5	4
Total	**120**	**99**

3. Before you accepted your present job, what were you told about your teaching responsibilities/opportunities? I was told...

	N	%
that I would have no teaching responsibilities.	38	32%
that it was not known whether the job would involve any teaching.	2	2
that there would be opportunities to teach if I wanted to.	23	19
that I would be required to do some teaching.	16	13
that I would be required to do a lot of teaching.	0	0
There was no discussion about teaching responsibilities.	39	33
I don't remember whether or not this was discussed.	1	1
Total	**119**	**99**

4. Before you accepted your present job, what were you told about how much time and/or resources (e.g., travel money, research supplies, staff support) would be made available for your career development? I was told...

	N	%
that there would be no time and/or resources available.	5	4%
that there would be some time and/or resources available.	44	37
that there would be a lot of time and/or resources available.	11	9
There was no discussion about time and/or resources for my career development.	50	42
I don't remember whether or not this was discussed.	10	8
Total	**120**	**100**

Asked only of Respondents in the Research Scientist Career Track:

6. Before you accepted your present position, what were you told about the possibilities for promotion to a higher level position in the future? I was...

	N	%
told there was no chance for a promotion.	4	3%
told what I needed to do to qualify for a higher level position in the Research Scientist career track.	18	15
told there was a possibility of moving to a job in the Research Professor career track.	22	18
told there was a possibility of moving to a tenure-track position.	24	20
Promotions and other career track options were never discussed.	42	35
I don't remember whether or not this was discussed.	10	8
Total	**120**	**99**

Asked only of Respondents in the Research Professor Track:

7. Before you accepted your present position, what were you told about the possibilities for promotion to a higher level position in the future? I was...

	N	%
told there was no chance for a promotion.	0	0%
told what I needed to do to qualify for a higher level position in the Research Professor career track.	0	0
told there was a possibility of moving to a tenure-track position.	0	0
Promotions and other career track options were never discussed.	0	0
I don't remember whether or not this was discussed.	0	0
Total	**0**	**0**

8. When you were hired for your present job, to what extent were the following points communicated to you?

	Mean* (N=110)	This Point Was Clearly Communicated	This Point Was Vaguely Communicated	This Point Was Not Communicated	I Don't Remember If This Was Communicated
That research track appointments are without University tenure.	**1.70**	55%	13%	26%	6%
The source(s)of funding for the first three years of your appointment.	**1.78**	45	29	24	2
The duration of your appointment, if yours was time-limited.	**2.03**	32	25	35	7
That you would be expected to generate your own salary support on sponsored projects.	**2.10**	37	14	46	3
Whether OVPR or your department, school or college has any obligation to bridge unfunded time for your position.	**2.70**	8	10	71	10

***Mean does not include "I Don't Remember if this was communicated". Scale: 1=Clearly Communicated, 3=Not Communicated**

Factors Impacting Your Decision to Accept Your Present Position

9. How did your understanding of the following terms of employment impact your decision to accept your present position at the U?

	Mean (N=110)	Had a Strong Negative Impact	Had a Negative Impact	Had Little or No Impact On My Decision	Had a Positive Impact	Had a Strong Positive Impact	N/A or Don't Know
The reputation of the U	**4.24**	1%	1%	14%	42%	42%	1%
The characteristics of the particular project I was asked to join	**4.45**	0	0	7	39	50	4
The opportunity I would have to conduct my own research, publish, etc.	**4.37**	2	2	8	33	53	2
The level of compensation I was offered	**3.02**	5	25	36	21	8	5
The options I would have for promotion	**3.35**	3	15	29	26	13	14
The teaching responsibilities/opportunities involved	**3.13**	3	5	59	13	4	16
The time and resources I expected to have for career development	**3.48**	4	8	32	30	15	9
How funding changes might impact my job in the future	**2.74**	6	31	37	11	4	11
How the tenure-potential of this job was explained	**2.84**	6	20	36	9	5	24

Your Experience of the Terms of Employment on the Job

10. How does your actual experience on the job compare to what you were initially told about the following?

	Mean* (N=107)	Much Less Favorable Than Described	Less Favorable Than Described	Same as Described	More Favorable Than Described	Much More Favorable Than Described	N/A or Don't Know
The time and resources available to me for career development	**2.72**	11%	21%	46%	10%	4%	8%
The support I have received between funding periods	**2.86**	8	5	32	10	2	43
My teaching responsibilities/ opportunities	**3.09**	3	6	42	14	2	34
My opportunity for promotion	**2.52**	16	15	35	4	3	27
My chance to work toward tenure	**2.43**	11	16	24	2	3	43
My Compensation	**2.80**	5	16	60	7	1	11
The number of hours I need to spend on the job	**2.78**	7	15	61	3	3	11
The opportunity I have to conduct my own research, publish, etc.	**2.86**	12	11	54	9	7	7

***Mean does not include N/A or Don't Know, scale: 1=Much Less Favorable, 5=Much More Favorable**

Your Assessment of the Support You Receive on the Job

11. I am getting the support I want from the people in my unit or department to:

	Mean (N=110)	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	N/A or Not Important
Further my own professional growth.	**3.23**	13%	17%	21%	32%	16%	1%
Conduct my own research.	**3.56**	7	14	13	43	21	1
Do the work I want to do.	**3.48**	8	13	19	40	19	1
Get the promotions I feel I deserve.	**2.70**	11	28	29	15	5	12
Eventually move to a tenure track position.	**2.38**	21	23	31	5	4	15
Enhance my professional reputation.	**3.32**	7	15	24	37	12	4
Apply for my own funding.	**3.54**	8	11	22	37	25	6
Get feedback on my performance.	**3.17**	9	15	32	31	9	3
Teach, train, serve on dissertation committees, etc.	**2.76**	10	20	27	18	2	22
Get mentoring around my career growth.	**2.89**	14	26	18	30	7	4
Write grants as an independent investigator.	**3.44**	7	16	20	31	20	5
Submit publications as a senior author.	**3.14**	12	17	18	28	13	13
Have authorship status commensurate with my role.	**3.62**	4	9	22	37	19	8

***Mean does not include N/A or Don't Know, scale: 1=Strongly Disagree, 5=Strongly Agree**

12. Have any of the terms of your employment become a problem for you in your present position? If so, please explain? (See Open Ended Response Results)

13. Overall, how satisfied are you with your present job?

N	Mean	Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied
111	**3.33**	**8%**	**16%**	**22%**	**40%**	**13%**

If you are not satisfied, please explain: (See Open Ended Response Results)

Planning for the Future

14. Where would you like to see your career ten years from now?

	N	%
Holding positions within the Research Scientist or Research Professor career path at UM	**38**	**40%**
Serving as a fully-salaried University staff member at UM	**2**	**2**
Moving into a tenure-track faculty position at UM	**23**	**24**
Getting a job at another research facility in some capacity	**11**	**12**
Getting a job teaching at another college or university	**13**	**14**
Retiring or leaving the field	**8**	**8**
Other, please specify	**0**	**0**
Total	**95**	**100**

15. In the tenure track, Assistant Professors have a time-in-rank limit of seven years. A parallel time-in-rank policy for Research track positions would mean that persons in Research Faculty positions would either be reclassified into non-faculty positions or asked to leave if they did not qualify for a promotion prior to their time-in-rank limit. Should a parallel time-in-rank policy be applied to Assistant Research Scientists and Research Assistant Professors?

	N	%
Yes	**36**	**33%**
No	**38**	**34**
Don't Know or No Opinion	**36**	**33**
	110	**100**

16. To what extent do you think each of the following would motivate junior level Research Faculty to advancement?

	Mean (N=120)	To a Very Little Extent*	To a Little Extent	To Some Extent	To a Great Extent	To a Very Great Extent
A time-in-rank policy (as described above)	**2.81**	19%	14%	40%	19%	7%
Regular evaluations (that included feedback about what was needed for advancement)	**3.61**	3	5	37	37	17
Mentoring (to help guide faculty toward advancement)	**4.19**	2	1	16	39	42

***Scale: 1=To a Very Little Extent, 5=To a Very Great Extent**

Comments:

17. To what extent should persons in your position have a greater role in governance and, with it, the expectation of service...

	Mean (N=102)	To a Little Extent*	To Some Extent	To a Great Extent	No Opinion
In their Departments?	**2.41**	5%	43%	43%	8%
In their Colleges?	**2.11**	14	43	23	20
In the University?	**2.15**	16	38	27	18

***Scale: 1=To a Little Extent, 3=To a Great Extent, No Opinion not included**

Some Questions About You

5. What is your job title?

N	%	
120	**100%**	Research Investigator

18. In what college or unit of the University do you work?

	N	%
College of Engineering	*	*
College of LSA	*	*
College of Pharmacy	*	*
Institute for Social Research	*	*
Medical School	**76**	**70%**
School of Public Health	*	*
UM Transport Research Unit	*	*
Other	*	*
Missing	*	*
	108	

*

19. Do you identify your gender as:

	N	%
Male	**53**	**48%**
Female	**56**	**51%**
	109	**99%**

20. Is English your first language?

	N	%
Yes	**54**	**49%**
No, but I consider myself fluent in both spoken and written English	**44**	**40**
No, but I speak and understand oral English fairly well	**9**	**8**
No, but I write and understand written English fairly well	*	*
No, English (both written and spoken) is still difficult for me	*	*
	109	

*Cells not shown to protect confidentiality

21. Did you earn your terminal degree from a college or university in the U.S.?

	N	%
Yes	**68**	**64 %**
No	**39**	**36%**
	107	**99%**

22. How many years have you been employed by the University as a research faculty member (on either the Research Scientist or Research Professor career paths)?

	N	%
0-2 Years	**53**	**49%**
3-4 Years	**20**	**18**
5-7 Years	**23**	**21**
8-10 Years	**6**	**5**
11-15 Years	**2**	**2**
16-25 Years	**4**	**4**
More than 25 Years	**1**	**1**
	109	**100%**

23. For how many years have you held your present position and job title?

	N	%
0-1 Years	**36**	**33%**
2-3 Years	**34**	**31**
4-5 Years	**17**	**16**
6-7 Years	**10**	**9**
8-10 Years	**4**	**4**
More than 10 Years	**7**	**6**
	108	**99%**

Appendix E
Results for Research Scientists

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University of Michigan Research Faculty Survey
Results for the Three Research Scientist Positions

1. Before you accepted your present job, what were you told about the possibility of getting tenure? I was told...

	N	%
that University tenure is not available to people in my job classification.	55	38%
that a form of tenure is available from my hiring unit to people in my job classification.	5	3
that tenure is available to people in my job classification.	2	1
that I could qualify for tenure by moving from this position to a tenure track position in the future.	20	14
There was no discussion about the possibility of tenure.	58	41
I don't remember whether or not this was discussed.	3	2
Total	143	99

2. Before you accepted your present job, what were you told about how the position was funded? I was told...

	N	%
that when present funding stopped, my position would come to an end.	18	13%
that when present funding stopped, I would keep my position if other sources of funding could be found.	54	38
that when present funding stopped, some funding would be provided until I found new funding sources.	18	13
that this position would always be funded.	13	9
There was no discussion about what would happen to this position if and when the funding for it stopped.	35	25
I don't remember whether or not this was discussed.	4	3
Total	142	101

3. Before you accepted your present job, what were you told about your teaching responsibilities/opportunities? I was told...

	N	%
that I would have no teaching responsibilities.	35	24%
that it was not known whether the job would involve any teaching.	5	3
that there would be opportunities to teach if I wanted to.	45	31
that I would be required to do some teaching.	14	10
that I would be required to do a lot of teaching.	2	1
There was no discussion about teaching responsibilities.	37	26
I don't remember whether or not this was discussed.	5	3
Total	143	98

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4. Before you accepted your present job, what were you told about how much time and/or resources (e.g., travel money, research supplies, staff support) would be made available for your career development? I was told...

	N	%
that there would be no time and/or resources available.	9	6%
that there would be some time and/or resources available.	48	34
that there would be a lot of time and/or resources available.	6	4
There was no discussion about time and/or resources for my career development.	74	52
I don't remember whether or not this was discussed.	6	4
Total	143	100

Asked only of Respondents in the Research Scientist Career Track:

6. Before you accepted your present position, what were you told about the possibilities for promotion to a higher level position in the future? I was...

	N	%
told there was no chance for a promotion.	1	1%
told what I needed to do to qualify for a higher level position in the Research Scientist career track.	39	28
told there was a possibility of moving to a job in the Research Professor career track.	23	16
told there was a possibility of moving to a tenure-track position.	15	11
Promotions and other career track options were never discussed.	53	38
I don't remember whether or not this was discussed.	9	6
Total	140	100

Asked only of Respondents in the Research Professor Track:

7. Before you accepted your present position, what were you told about the possibilities for promotion to a higher level position in the future? I was...

	N	%
told there was no chance for a promotion.	*	*
told what I needed to do to qualify for a higher level position in the Research Professor career track.	*	*
told there was a possibility of moving to a tenure-track position.	*	*
Promotions and other career track options were never discussed.	*	*
I don't remember whether or not this was discussed.	*	*
Total	*	*

8. When you were hired for your present job, to what extent were the following points communicated to you?

	Mean* (N=139)	This Point Was Clearly Communicated	This Point Was Vaguely Communicated	This Point Was Not Communicated	I Don't Remember If This Was Communicated
That research track appointments are without University tenure.	**1.51**	63%	13%	17%	7%
The source(s)of funding for the first three years of your appointment.	**1.44**	65	23	10	1
The duration of your appointment, if yours was time-limited.	**2.02**	34	15	36	15
That you would be expected to generate your own salary support on sponsored projects.	**1.77**	47	26	24	3
Whether OVPR or your department, school or college has any obligation to bridge unfunded time for your position.	**2.36**	22	17	56	5

***Mean does not include "I Don't Remember if this was communicated". Scale: 1=Clearly Communicated, 3=Not Communicated**

Factors Impacting Your Decision to Accept Your Present Position

9. How did your understanding of the following terms of employment impact your decision to accept your present position at the U?

	Mean (N=137)	Had a Strong Negative Impact	Had a Negative Impact	Had Little or No Impact On My Decision	Had a Positive Impact	Had a Strong Positive Impact	N/A or Don't Know
The reputation of the U	**4.35**	1%	0%	11%	37%	47%	4%
The characteristics of the particular project I was asked to join	**4.48**	0	1	7	28	53	10
The opportunity I would have to conduct my own research, publish, etc.	**4.39**	0	1	10	38	49	3
The level of compensation I was offered	**3.39**	3	15	27	42	8	5
The options I would have for promotion	**3.13**	7	12	38	29	5	9
The teaching responsibilities/opportunities involved	**3.34**	0	4	54	23	5	14
The time and resources I expected to have for career development	**3.33**	4	15	31	28	12	10
How funding changes might impact my job in the future	**2.48**	11	36	38	4	3	8
How the tenure-potential of this job was explained	**2.72**	6	22	45	5	3	19

Your Experience of the Terms of Employment on the Job

10. How does your actual experience on the job compare to what you were initially told about the following?

	Mean* (N=125)	Much Less Favorable Than Described	Less Favorable Than Described	Same as Described	More Favorable Than Described	Much More Favorable Than Described	N/A or Don't Know
The time and resources available to me for career development	**2.70**	9%	21%	41%	8%	4%	17%
The support I have received between funding periods	**2.84**	7	5	33	8	1	45
My teaching responsibilities/ opportunities	**3.01**	2	9	49	12	1	27
My opportunity for promotion	**2.48**	12	21	40	5	0	21
My chance to work toward tenure	**2.27**	15	15	29	1	0	40
My Compensation	**2.83**	5	21	53	11	2	7
The number of hours I need to spend on the job	**2.64**	8	18	58	0	1	14
The opportunity I have to conduct my own research, publish, etc.	**2.88**	7	17	51	14	3	6

***Mean does not include N/A or Don't Know, scale: 1=Much Less Favorable, 5=Much More Favorable**

Your Assessment of the Support You Receive on the Job

11. I am getting the support I want from the people in my unit or department to:

	Mean (N=137)	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	N/A or Not Important
Further my own professional growth.	**3.19**	12%	20%	17%	38%	12%	0%
Conduct my own research.	**3.48**	8	13	19	40	18	1
Do the work I want to do.	**3.68**	7	7	21	43	23	0
Get the promotions I feel I deserve.	**2.83**	12	22	31	24	3	8
Eventually move to a tenure track position.	**2.16**	25	23	26	4	1	21
Enhance my professional reputation.	**3.32**	9	13	21	46	9	1
Apply for my own funding.	**3.54**	9	9	17	44	17	2
Get feedback on my performance.	**3.11**	12	13	34	28	10	4
Teach, train, serve on dissertation committees, etc.	**2.94**	10	24	22	29	4	11
Get mentoring around my career growth.	**2.66**	19	24	23	25	3	6
Write grants as an independent investigator.	**3.49**	8	12	22	35	21	3
Submit publications as a senior author.	**3.75**	7	9	19	32	32	1
Have authorship status commensurate with my role.	**3.77**	7	9	15	34	31	4

***Mean does not include N/A or Don't Know, scale: 1=Strongly Disagree, 5=Strongly Agree**

12. Have any of the terms of your employment become a problem for you in your present position? If so, please explain? (See Open Ended Response Results)

13. Overall, how satisfied are you with your present job?

N	Mean	Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied
138	**3.38**	**5%**	**20%**	**21%**	**41%**	**14%**

If you are not satisfied, please explain: (See Open Ended Response Results)

Planning for the Future

14. Where would you like to see your career ten years from now?

	N	%
Holding positions within the Research Scientist or Research Professor career path at UM	**47**	**40%**
Serving as a fully-salaried University staff member at UM	**1**	**1**
Moving into a tenure-track faculty position at UM	**29**	**25**
Getting a job at another research facility in some capacity	**13**	**11**
Getting a job teaching at another college or university	**9**	**8**
Retiring or leaving the field	**19**	**16**
Other, please specify	**25**	
Total	**118**	**101**

15. In the tenure track, Assistant Professors have a time-in-rank limit of seven years. A parallel time-in-rank policy for Research track positions would mean that persons in Research Faculty positions would either be reclassified into non-faculty positions or asked to leave if they did not qualify for a promotion prior to their time-in-rank limit. Should a parallel time-in-rank policy be applied to Assistant Research Scientists and Research Assistant Professors?

	N	%
Yes	**40**	**30%**
No	**67**	**51**
Don't Know or No Opinion	**24**	**18**
	131	**99**

16. To what extent do you think each of the following would motivate junior level Research Faculty to advancement?

	Mean (N=128)	To a Very Little Extent*	To a Little Extent	To Some Extent	To a Great Extent	To a Very Great Extent
A time-in-rank policy (as described above)	**2.84**	16%	19%	37%	18%	9%
Regular evaluations (that included feedback about what was needed for advancement)	**3.53**	8	5	34	36	18
Mentoring (to help guide faculty toward advancement)	**3.88**	3	6	24	34	33

***Scale: 1=To a Very Little Extent, 5=To a Very Great Extent**

Comments:

17. To what extent should persons in your position have a greater role in governance and, with it, the expectation of service...

	Mean (N=124)	To a Little Extent*	To Some Extent	To a Great Extent	No Opinion
In their Departments?	**2.35**	10%	40%	42%	7%
In their Colleges?	**2.06**	16	53	22	9
In the University?	**1.98**	24	46	22	8

***Scale: 1=To a Little Extent, 3=To a Great Extent, No Opinion not included**

Some Questions About You

5. What is your job title?

N	%	
		Research Investigator
97	**68%**	Assistant Research Scientist
30	**21**	Associate Research Scientist
16	**11**	Research Scientist
		Research Assistant Professor
		Research Associate Professor
		Research Professor
		Don't Know
		Other (Please Specify)
143	**100**	

18. In what college or unit of the University do you work?

	N	%
College of Engineering	**28**	**22%**
College of LSA	**29**	**23**
College of Pharmacy	*	*
Institute for Social Research	*	*
Medical School	*	*
School of Public Health	*	*
UM Transport Research Unit	*	*
Other	*	*
Missing	*	*
	143	

19. Do you identify your gender as:

	N	%
Male	**76**	**58%**
Female	**55**	**42**
	131	**100**

20. Is English your first language?

	N	%
Yes	**96**	**72%**
No, but I consider myself fluent in both spoken and written English	**30**	**23**
No, but I speak and understand oral English fairly well	*	*
No, but I write and understand written English fairly well	*	*
No, English (both written and spoken) is still difficult for me		
	133	**100**

*Cells not shown to protect confidentiality

21. Did you earn your terminal degree from a college or university in the U.S.?

	N	%
Yes	**106**	**80%**
No	**26**	**20**
	132	**100**

22. How many years have you been employed by the University as a research faculty member (on either the Research Scientist or Research Professor career paths)?

	N	%
0-2 Years	**42**	**32**
3-4 Years	**27**	**20**
5-7 Years	**29**	**22**
8-10 Years	**9**	**7**
11-15 Years	**10**	**8**
16-25 Years	**12**	**9**
More than 25 Years	**3**	**2**
	132	**100**

23. For how many years have you held your present position and job title?

	N	%
0-1 Years	**29**	**22%**
2-3 Years	**42**	**32**
4-5 Years	**28**	**21**
6-7 Years	**18**	**14**
8-10 Years	**10**	**8**
More than 10 Years	**5**	**4**
	132	**101**

Appendix F
Results for Research Professors

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University of Michigan Research Faculty Survey
Results for the Three Research Professor Positions

1. Before you accepted your present job, what were you told about the possibility of getting tenure? I was told...

	N	%
that University tenure is not available to people in my job classification.	42	34%
that a form of tenure is available from my hiring unit to people in my job classification.	12	10
that tenure is available to people in my job classification.	2	2
that I could qualify for tenure by moving from this position to a tenure track position in the future.	22	18
There was no discussion about the possibility of tenure.	40	33
I don't remember whether or not this was discussed.	4	3
Total	**122**	**100**

2. Before you accepted your present job, what were you told about how the position was funded? I was told...

	N	%
that when present funding stopped, my position would come to an end.	9	7%
that when present funding stopped, I would keep my position if other sources of funding could be found.	53	44
that when present funding stopped, some funding would be provided until I found new funding sources.	24	20
that this position would always be funded.	4	3
There was no discussion about what would happen to this position if and when the funding for it stopped.	28	23
I don't remember whether or not this was discussed.	3	2
Total	**121**	**99**

3. Before you accepted your present job, what were you told about your teaching responsibilities/opportunities? I was told...

	N	%
that I would have no teaching responsibilities.	25	20%
that it was not known whether the job would involve any teaching.	2	2
that there would be opportunities to teach if I wanted to.	47	38
that I would be required to do some teaching.	13	11
that I would be required to do a lot of teaching.	0	0
There was no discussion about teaching responsibilities.	35	29
I don't remember whether or not this was discussed.	0	0
Total	**122**	**100**

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4. Before you accepted your present job, what were you told about how much time and/or resources (e.g., travel money, research supplies, staff support) would be made available for your career development? I was told...

	N	%
that there would be no time and/or resources available.	7	6%
that there would be some time and/or resources available.	52	42
that there would be a lot of time and/or resources available.	9	7
There was no discussion about time and/or resources for my career development.	50	41
I don't remember whether or not this was discussed.	5	4
Total	**123**	**100**

Asked only of Respondents in the Research Scientist Career Track:

6. Before you accepted your present position, what were you told about the possibilities for promotion to a higher level position in the future? I was...

	N	%
told there was no chance for a promotion.	0	0%
told what I needed to do to qualify for a higher level position in the Research Scientist career track.	0	0
told there was a possibility of moving to a job in the Research Professor career track.	0	0
told there was a possibility of moving to a tenure-track position.	0	0
Promotions and other career track options were never discussed.	0	0
I don't remember whether or not this was discussed.	0	0
Total	**0**	**0**

Asked only of Respondents in the Research Professor Track:

7. Before you accepted your present position, what were you told about the possibilities for promotion to a higher level position in the future? I was...

	N	%
told there was no chance for a promotion.	1	1%
told what I needed to do to qualify for a higher level position in the Research Professor career track.	55	47
told there was a possibility of moving to a tenure-track position.	16	14
Promotions and other career track options were never discussed.	38	32
I don't remember whether or not this was discussed.	8	7
Total	**118**	**101**

8. When you were hired for your present job, to what extent were the following points communicated to you?

	Mean* (N=118)	This Point Was Clearly Communicated	This Point Was Vaguely Communicated	This Point Was Not Communicated	I Don't Remember If This Was Communicated
That research track appointments are without University tenure.	**1.63**	59%	17%	22%	2%
The source(s)of funding for the first three years of your appointment.	**1.59**	51	34	11	3
The duration of your appointment, if yours was time-limited.	**2.07**	31	20	37	12
That you would be expected to generate your own salary support on sponsored projects.	**1.49**	62	25	12	2
Whether OVPR or your department, school or college has any obligation to bridge unfunded time for your position.	**2.38**	16	26	52	5

***Mean does not include "I Don't Remember if this was communicated". Scale: 1=Clearly Communicated, 3=Not Communicated**

Factors Impacting Your Decision to Accept Your Present Position

9. How did your understanding of the following terms of employment impact your decision to accept your present position at the U?

	Mean* (N=380)	Had a Strong Negative Impact	Had a Negative Impact	Had Little or No Impact On My Decision	Had a Positive Impact	Had a Strong Positive Impact	N/A or Don't Know
The reputation of the U	**4.39**	1%	1%	8%	37%	51%	2%
The characteristics of the particular project I was asked to join	**4.45**	0	2	7	32	53	6
The opportunity I would have to conduct my own research, publish, etc.	**4.48**	1	1	7	32	58	2
The level of compensation I was offered	**3.37**	2	13	39	37	8	1
The options I would have for promotion	**3.35**	1	15	37	33	8	5
The teaching responsibilities/opportunities involved	**3.32**	1	6	54	29	4	6
The time and resources I expected to have for career development	**3.35**	2	18	33	30	12	6
How funding changes might impact my job in the future	**2.54**	7	39	36	6	3	9
How the tenure-potential of this job was explained	**2.79**	2	26	47	7	2	14

***Mean does not include "N/A or Don't Know; Scale: 1=Had a Strong Negative Impact, 5=Had a Strong Positive Impact**

Your Experience of the Terms of Employment on the Job

10. How does your actual experience on the job compare to what you were initially told about the following?

	Mean* (N=108)	Much Less Favorable Than Described	Less Favorable Than Described	Same as Described	More Favorable Than Described	Much More Favorable Than Described	N/A or Don't Know
The time and resources available to me for career development	**2.89**	10%	12%	49%	14%	4%	10%
The support I have received between funding periods	**2.74**	7	13	26	8	2	43
My teaching responsibilities/ opportunities	**2.91**	7	6	62	8	2	15
My opportunity for promotion	**2.74**	10	14	53	7	2	13
My chance to work toward tenure	**2.49**	11	17	37	2	1	32
My Compensation	**2.81**	10	17	56	10	4	2
The number of hours I need to spend on the job	**2.67**	11	15	60	3	2	9
The opportunity I have to conduct my own research, publish, etc.	**3.07**	7	7	60	18	5	2

***Mean does not include N/A or Don't Know, scale: 1=Much Less Favorable, 5=Much More Favorable**

Your Assessment of the Support You Receive on the Job

11. I am getting the support I want from the people in my unit or department to:

	Mean (N=118)	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	N/A or Not Important
Further my own professional growth.	**3.47**	9%	12%	20%	39%	19%	0%
Conduct my own research.	**3.81**	7	12	10	36	35	0
Do the work I want to do.	**3.75**	7	6	20	39	28	0
Get the promotions I feel I deserve.	**3.31**	8	13	28	26	16	8
Eventually move to a tenure track position.	**2.35**	25	19	24	4	7	21
Enhance my professional reputation.	**3.54**	8	12	23	32	25	1
Apply for my own funding.	**4.10**	4	6	11	32	46	0
Get feedback on my performance.	**3.49**	7	10	24	44	14	1
Teach, train, serve on dissertation committees, etc.	**3.16**	8	19	29	20	15	8
Get mentoring around my career growth.	**3.15**	14	14	23	29	13	8
Write grants as an independent investigator.	**4.15**	3	3	11	39	42	1
Submit publications as a senior author.	**3.92**	6	8	15	29	41	2
Have authorship status commensurate with my role.	**4.05**	4	3	19	30	43	1

***Mean does not include N/A or Don't Know, scale: 1=Strongly Disagree, 5=Strongly Agree**

12. Have any of the terms of your employment become a problem for you in your present position? If so, please explain? (See Open Ended Response Results)

13. Overall, how satisfied are you with your present job?

N	Mean	Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied
118	**3.55**	**7%**	**12%**	**21%**	**40%**	**20%**

If you are not satisfied, please explain: (See Open Ended Response Results)

Planning for the Future

14. Where would you like to see your career ten years from now?

	N	%
Holding positions within the Research Scientist or Research Professor career path at UM	**25**	**23%**
Serving as a fully-salaried University staff member at UM	**5**	**5**
Moving into a tenure-track faculty position at UM	**40**	**37**
Getting a job at another research facility in some capacity	**10**	**9**
Getting a job teaching at another college or university	**4**	**4**
Retiring or leaving the field	**24**	**22**
Other, please specify	**15**	**-**
Total	**123**	**100**

15. In the tenure track, Assistant Professors have a time-in-rank limit of seven years. A parallel time-in-rank policy for Research track positions would mean that persons in Research Faculty positions would either be reclassified into non-faculty positions or asked to leave if they did not qualify for a promotion prior to their time-in-rank limit. Should a parallel time-in-rank policy be applied to Assistant Research Scientists and Research Assistant Professors?

	N	%
Yes	**38**	**34%**
No	**48**	**42**
Don't Know or No Opinion	**27**	**24**
	113	**100**

Comments:

16. To what extent do you think each of the following would motivate junior level Research Faculty to advancement?

	Mean (N=115)	To a Very Little Extent*	To a Little Extent	To Some Extent	To a Great Extent	To a Very Great Extent
A time-in-rank policy (as described above)	**2.86**	17%	15%	38%	22%	7%
Regular evaluations (that included feedback about what was needed for advancement)	**3.62**	2	7	39	33	20
Mentoring (to help guide faculty toward advancement)	**3.98**	2	3	27	31	37

***Scale: 1=To a Very Little Extent, 5=To a Very Great Extent**

Comments:

17. To what extent should persons in your position have a greater role in governance and, with it, the expectation of service...

	Mean (N=115)	To a Little Extent*	To Some Extent	To a Great Extent	No Opinion
In their Departments?	**2.41**	9%	37%	47%	7%
In their Colleges?	**2.19**	16	43	33	9
In the University?	**2.20**	14	46	32	8

***Scale: 1=To a Little Extent, 3=To a Great Extent, No Opinion not included**

Some Questions About You

5. What is your job title?

	N	%
Research Assistant Professor	**76**	**62%**
Research Associate Professor	**19**	**15**
Research Professor	**28**	**23**
	123	**100**

18. In what college or unit of the University do you work?

	N	%
College of Engineering	*	*
College of LSA	*	*
College of Pharmacy	*	*
Institute for Social Research	**16**	**13**
Medical School	**72**	**58**
School of Public Health	*	*
UM Transport Research Unit	*	*
Other	*	*
Missing	*	*

19. Do you identify your gender as:

	N	%
Male	**70**	**62%**
Female	**43**	**38**
	113	**100**

20. Is English your first language?

	N	%
Yes	**75**	**65**
No, but I consider myself fluent in both spoken and written English	**38**	**33**
No, but I speak and understand oral English fairly well	*	*
No, but I write and understand written English fairly well	*	*
No, English (both written and spoken) is still difficult for me	*	*

*Cells not shown to protect confidentiality

21. Did you earn your terminal degree from a college or university in the U.S.?

	N	%
Yes	**81**	**70%**
No	**34**	**30**
	115	**100**

22. How many years have you been employed by the University as a research faculty member (on either the Research Scientist or Research Professor career paths)?

	N	%
0-2 Years	**21**	**18%**
3-4 Years	**19**	**16**
5-7 Years	**17**	**15**
8-10 Years	**18**	**16**
11-15 Years	**17**	**15**
16-25 Years	**12**	**10**
More than 25 Years	**11**	**10**
	115	**100**

23. For how many years have you held your present position and job title?

	N	%
0-1 Years	**31**	**27%**
2-3 Years	**41**	**36**
4-5 Years	**16**	**14**
6-7 Years	**11**	**10**
More than 8 Years	**16**	**14**
	115	**101**

Appendix G
Results: Comparisons by Rank

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Comparisons By Rank

8. When you were hired for your present job, to what extent were the following points communicated to you?

	Research Investi-gator N=120	Asst. Research Scientist N=97	Assoc. Research Scientist N=30	Research Scientist N=16	Research Asst. Professor N=76	Research Assoc. Professor N=19	Research Professor N=28
That research track appointments are without University tenure.	1.70	1.51	1.33	1.81	1.73	1.53	1.38
The source(s)of funding for the first three years of your appointment.	1.78	1.45	1.40	1.44	1.70	1.47	1.38
The duration of your appointment, if yours was time-limited.	2.03	1.97	1.96	2.50	2.17	2.17	1.57
That you would be expected to generate your own salary support on sponsored projects.	2.10	1.73	1.77	2.00	1.68	1.16	1.16
Whether OVPR or your department, school or college has any obligation to bridge unfunded time for your position.	2.70	2.39	2.21	2.47	2.63	2.28	1.77

***Mean does not include "I Don't Remember if this was communicated". Scale: 1=Clearly Communicated, 3=Not Communicated**

9. How did your understanding of the following terms of employment impact your decision to accept your present position at the U?

	Research Investi-gator N=120	Asst. Research Scientist N=97	Assoc. Research Scientist N=30	Research Scientist N=16	Research Asst. Professor N=76	Research Assoc. Professor N=19	Research Professor N=28
The reputation of the U	4.24	4.37	4.33	4.21	4.29	4.53	4.58
The characteristics of the particular project I was asked to join	4.45	4.47	4.46	4.58	4.40	4.41	4.65
The opportunity I would have to conduct my own research, publish, etc.	4.37	4.38	4.41	4.36	4.36	4.63	4.71
The level of compensation I was offered	3.02	3.33	3.52	3.57	3.26	3.58	3.54

Question 9 Continued	Research Investi-gator N=120	Asst. Research Scientist N=97	Assoc. Research Scientist N=30	Research Scientist N=16	Research Asst. Professor N=76	Research Assoc. Professor N=19	Research Professor N=28
The options I would have for promotion	3.35	3.12	3.10	3.29	3.31	3.53	3.33
The teaching responsibilities/opportunities involved	3.13	3.42	3.27	3.08	3.31	3.22	3.40
The time and resources I expected to have for career development	3.48	3.31	3.48	3.14	3.35	3.19	3.44
How funding changes might impact my job in the future	2.74	2.41	2.62	2.69	2.61	2.39	2.46
How the tenure-potential of this job was explained	2.84	2.67	2.75	2.92	2.82	2.59	2.86

10. How does your actual experience on the job compare to what you were initially told about the following?

	Research Investi-gator N=120	Asst. Research Scientist N=97	Assoc. Research Scientist N=30	Research Scientist N=16	Research Asst. Professor N=76	Research Assoc. Professor N=19	Research Professor N=28
The time and resources available to me for career development	2.72	2.55	2.96	3.30	2.86	2.67	3.12
The support I have received between funding periods	2.86	2.76	3.13	2.83	2.56	2.64	3.16
My teaching responsibilities/ opportunities	3.09	3.00	3.00	3.13	2.90	2.88	2.96
My opportunity for promotion	2.52	2.36	2.71	3.00	2.61	2.61	3.17
My chance to work toward tenure	2.43	2.22	2.53	2.00	2.43	2.53	2.63
My Compensation	2.80	2.76	2.93	3.18	2.65	2.63	3.32
The number of hours I need to spend on the job	2.78	2.60	2.64	3.00	2.69	2.41	2.79
The opportunity I have to conduct my own research, publish, etc.	2.86	2.80	2.93	3.36	2.97	3.21	3.21

***Mean does not include N/A or Don't Know, scale: 1=Much Less Favorable, 5=Much More Favorable**

11. I am getting the support I want from the people in my unit or department to:

	Research Investi-gator N=120	Asst. Research Scientist N=97	Assoc. Research Scientist N=30	Research Scientist N=16	Research Asst. Professor N=76	Research Assoc. Professor N=19	Research Professor N=28
Further my own professional growth.	3.23	3.02	3.43	3.73	3.40	3.44	3.68
Conduct my own research.	3.56	3.29	3.70	4.13	3.69	3.72	4.14
Do the work I want to do.	3.48	3.56	3.87	4.00	3.68	3.61	4.04
Get the promotions I feel I deserve.	2.70	2.64	3.07	3.50	3.13	3.12	4.05
Eventually move to a tenure track position.	2.38	2.19	2.00	2.30	2.47	1.93	2.25
Enhance my professional reputation.	3.32	3.16	3.70	3.53	3.40	3.18	4.15
Apply for my own funding.	3.54	3.31	3.87	4.20	4.13	3.83	4.22
Get feedback on my performance.	3.17	2.95	3.41	3.43	3.58	3.33	3.37
Teach, train, serve on dissertation committees, etc.	2.76	2.75	3.27	3.31	2.99	3.13	3.67
Get mentoring around my career growth.	2.89	2.66	2.69	2.64	3.34	2.94	2.67
Write grants as an independent investigator.	3.44	3.32	3.60	4.27	4.14	3.89	4.33
Submit publications as a senior author.	3.14	3.51	4.13	4.47	3.65	4.06	4.56
Have authorship status commensurate with my role.	3.62	3.59	4.07	4.20	3.85	4.06	4.59

***Mean does not include N/A or Don't Know, scale: 1=Strongly Disagree, 5=Strongly Agree**

13. Overall, how satisfied are you with your present job?

Research Investigator N=120	Asst. Research Scientist N=97	Assoc. Research Scientist N=30	Research Scientist N=16	Research Asst. Professor N=76	Research Assoc. Professor N=19	Research Professor N=28
3.33	**3.24**	**3.53**	**4.00**	**3.40**	**3.39**	**4.04**

16. To what extent do you think each of the following would motivate junior level Research Faculty to advancement?

	Research Investi-gator N=120	Asst. Research Scientist N=97	Assoc. Research Scientist N=30	Research Scientist N=16	Research Asst. Professor N=76	Research Assoc. Professor N=19	Research Professor N=28
A time-in-rank policy (as described above)	2.81	2.70	3.18	3.07	2.89	2.39	3.11
Regular evaluations (that included feedback about what was needed for advancement)	3.61	3.49	3.72	3.36	3.70	3.28	3.63
Mentoring (to help guide faculty toward advancement)	4.19	3.90	3.93	3.64	4.13	3.67	3.81

***Scale: 1=To a Very Little Extent, 5=To a Very Great Extent**

Comments:

17. To what extent should persons in your position have a greater role in governance and, with it, the expectation of service...

	Research Investi-gator N=120	Asst. Research Scientist N=97	Assoc. Research Scientist N=30	Research Scientist N=16	Research Asst. Professor N=76	Research Assoc. Professor N=19	Research Professor N=28
In their Departments?	2.41	2.36	2.23	2.50	2.36	2.59	2.42
In their Colleges?	2.11	2.07	1.88	2.31	2.15	2.41	2.13
In the University?	2.15	2.00	1.77	2.23	2.18	2.33	2.13

***Scale: 1=To a Little Extent, 3=To a Great Extent, No Opinion not included**

14. Where would you like to see your career ten years from now?

	Research Investi-gator N=120	Asst. Research Scientist N=97	Assoc. Research Scientist N=30	Research Scientist N=16	Research Asst. Professor N=76	Research Assoc. Professor N=19	Research Professor N=28
Holding positions within the Research Scientist or Research Professor career path at UM	40%	38%	41%	46%	18%	35%	28%
Serving as a fully-salaried University staff member at UM	2	0	4	0	6	6	0
Moving into a tenure-track faculty position at UM	24	28	18	15	48	35	8
Getting a job at another research facility in some capacity	12	13	7	7	14	0	4
Getting a job teaching at another college or university	14	9	7	0	3	12	0
Retiring or leaving the field	8	11	22	31	11	12	60
	100	99	99	99	100	100	100

15. In the tenure track, Assistant Professors have a time-in-rank limit of seven years. A parallel time-in-rank policy for Research track positions would mean that persons in Research Faculty positions would either be reclassified into non-faculty positions or asked to leave if they did not qualify for a promotion prior to their time-in-rank limit. Should a parallel time-in-rank policy be applied to Assistant Research Scientists and Research Assistant Professors?

	Research Investi-gator N=120	Asst. Research Scientist N=97	Assoc. Research Scientist N=30	Research Scientist N=16	Research Asst. Professor N=76	Research Assoc. Professor N=19	Research Professor N=28
Yes	33%	29%	34%	33%	28%	41%	43%
No	34	51	55	47	47	53	25
Don't Know	33	21	10	20	25	6	32
	100	101	99	100	100	100	100

Appendix H
Results: Comparisons by Unit by Rank
(Medical School v All Others)

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Comparisons By Unit by Rank

	Medical School	Other Schools and Units Non Medical School
Research Investigator	76	32
Asst. Research Scientist	*	78
Assoc. Research Scientist	0	27
Research Scientist	0	15
Research Asst. Professor	59	12
Research Assoc. Professor	*	13
Research Professor	*	20
	156	197

* Under 10 respondents

8. When you were hired for your present job, to what extent were the following points communicated to you?

	Medical School		Other Schools and Units		
	Research Investi-gator N=76	Research Professor N=72	Research Investi-gator N=32	Research Scientist N=120	Research Professor N=45
That research track appointments are without University tenure.	1.75	1.69	1.65	1.46	1.43
The source(s)of funding for the first three years of your appointment.	1.79	1.69	1.66	1.42	1.39
The duration of your appointment, if yours was time-limited.	2.30	2.15	1.56	1.99	1.81
That you would be expected to generate your own salary support on sponsored projects.	2.09	1.63	2.19	1.77	1.16
Whether OVPR or your department, school or college has any obligation to bridge unfunded time for your position.	2.67	2.50	2.70	2.35	2.14

***Mean does not include "I Don't Remember if this was communicated". Scale: 1=Clearly Communicated, 3=Not Communicated**

9. How did your understanding of the following terms of employment impact your decision to accept your present position at the U?

	Medical School		Other Schools and Units		
	Research Investi-gator N=76	Research Professor N=72	Research Investi-gator N=32	Research Scientist N=120	Research Professor N=45
The reputation of the U	4.21	4.26	4.25	4.32	4.61
The characteristics of the particular project I was asked to join	4.49	4.50	4.40	4.48	4.50

(Continued)	Medical School		Other Schools and Units		
	Research Investi-gator N=76	Research Professor N=72	Research Investi-gator N=32	Research Scientist N=120	Research Professor N=45
The opportunity I would have to conduct my own research, publish, etc.	4.40	4.40	4.22	4.41	4.67
The level of compensation I was offered	3.14	3.24	2.81	3.41	3.64
The options I would have for promotion	3.58	3.33	2.93	3.19	3.39
The teaching responsibilities/opportunities involved	3.17	3.20	3.07	3.35	3.44
The time and resources I expected to have for career development	3.60	3.40	3.28	3.36	3.33
How funding changes might impact my job in the future	2.82	2.63	2.50	2.48	2.42
How the tenure-potential of this job was explained	2.93	2.74	2.59	2.71	2.89

10. How does your actual experience on the job compare to what you were initially told about the following?

	Medical School		Other Schools and Units		
	Research Investi-gator N=76	Research Professor N=72	Research Investi-gator N=32	Research Scientist N=120	Research Professor N=45
The time and resources available to me for career development	2.80	2.83	2.50	2.75	3.08
The support I have received between funding periods	2.98	2.62	2.43	2.89	3.14

	Medical School		Other Schools and Units		
Question 10 Continued	**Research Investi-gator N=76**	**Research Professor N=72**	**Research Investi-gator N=32**	**Research Scientist N=120**	**Research Professor N=45**
My teaching responsibilities/ opportunities	3.23	2.88	2.75	2.99	3.00
My opportunity for promotion	2.58	2.69	2.42	2.53	2.89
My chance to work toward tenure	2.35	2.38	2.58	2.33	2.81
My Compensation	2.80	2.64	2.77	2.88	3.16
The number of hours I need to spend on the job	2.88	2.71	2.53	2.67	2.69
The opportunity I have to conduct my own research, publish, etc.	2.81	3.04	2.84	2.89	3.20

***Mean does not include N/A or Don't Know, scale: 1=Much Less Favorable, 5=Much More Favorable**

11. I am getting the support I want from the people in my unit or department to:

	Medical School		Other Schools and Units		
	Research Investi-gator N=76	**Research Professor N=72**	**Research Investi-gator N=32**	**Research Scientist N=120**	**Research Professor N=45**
Further my own professional growth.	3.43	3.32	2.69	3.21	3.73
Conduct my own research.	3.61	3.56	3.42	3.53	4.20
Do the work I want to do.	3.57	3.57	3.22	3.72	4.04
Get the promotions I feel I deserve.	2.75	3.13	2.56	2.84	3.63
Eventually move to a tenure track position.	2.45	2.40	2.23	2.14	2.22
Enhance my professional reputation.	3.39	3.32	3.10	3.31	3.91
Apply for my own funding.	3.63	4.00	3.28	3.54	4.27

	Medical School		Other Schools and Units		
Question 11 Continued	**Research Investi-gator N=76**	**Research Professor N=72**	**Research Investi-gator N=32**	**Research Scientist N=120**	**Research Professor N=45**
Get feedback on my performance.	3.20	3.49	3.03	3.16	3.49
Teach, train, serve on dissertation committees, etc.	2.88	2.91	2.50	2.95	3.58
Get mentoring around my career growth.	2.96	3.25	2.67	2.70	2.95
Write grants as an independent investigator.	3.54	4.07	3.17	3.48	4.27
Submit publications as a senior author.	2.97	3.68	3.52	3.80	4.37
Have authorship status commensurate with my role.	3.65	3.83	3.48	3.79	4.43

***Mean does not include N/A or Don't Know, scale: 1=Strongly Disagree, 5=Strongly Agree**

13. Overall, how satisfied are you with your present job?

Medical School		Other Schools and Units		
Research Investigator N=76	**Research Professor N=72**	**Research Investigator N=32**	**Research Scientist N=120**	**Research Professor N=45**
3.43	**3.31**	**3.06**	**3.42**	**3.93**

16. To what extent do you think each of the following would motivate junior level Research Faculty to advancement?

	Medical School		Other Schools and Units		
	Research Investi-gator N=76	Research Professor N=72	Research Investi-gator N=32	Research Scientist N=120	Research Professor N=45
A time-in-rank policy (as described above)	2.66	2.81	3.16	2.89	2.95
Regular evaluations (that included feedback about what was needed for advancement)	3.55	3.58	3.81	3.53	3.69
Mentoring (to help guide faculty toward advancement)	4.17	4.07	4.28	3.90	3.84

***Scale: 1=To a Very Little Extent, 5=To a Very Great Extent**

17. To what extent should persons in your position have a greater role in governance and, with it, the expectation of service...

	Medical School		Other Schools and Units		
	Research Investi-gator N=76	Research Professor N=72	Research Investi-gator N=32	Research Scientist N=120	Research Professor N=45
In their Departments?	2.40	2.42	2.44	2.34	2.40
In their Colleges?	2.13	2.17	2.07	2.03	2.22
In the University?	2.15	2.18	2.10	1.95	2.22

***Scale: 1=To a Little Extent, 3=To a Great Extent, No Opinion not included**

14. Where would you like to see your career ten years from now?

	Medical School		Other Schools and Units		
	Research Investi-gator N=76	Research Professor N=72	Research Investi-gator N=32	Research Scientist N=115	Research Professor N=43
Holding positions within the Research Scientist or Research Professor career path at UM	38%	11%	48%	42%	42%
Serving as a fully-salaried University staff member at UM	3	6	0	1	2
Moving into a tenure-track faculty position at UM	25	45	16	25	22
Getting a job at another research facility in some capacity	13	15	8	11	0
Getting a job teaching at another college or university	10	3	24	8	5
Retiring or leaving the field	10	20	4	13	27
	99	100	100	100	98

15. In the tenure track, Assistant Professors have a time-in-rank limit of seven years. A parallel time-in-rank policy for Research track positions would mean that persons in Research Faculty positions would either be reclassified into non-faculty positions or asked to leave if they did not qualify for a promotion prior to their time-in-rank limit. Should a parallel time-in-rank policy be applied to Assistant Research Scientists and Research Assistant Professors?

	Medical School		Other Schools and Units		
	Research Investi-gator N=76	Research Professor N=72	Research Investi-gator N=32	Research Scientist N=115	Research Professor N=43
Yes	31%	26%	37%	33%	46%
No	40	47	22	50	34
Don't Know	29	27	41	16	19
	100	100	100	99	99

Appendix I
Open-Ended Response Summary: Lack of Satisfaction on the Job

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Problems With the Terms of Employment
Question 12 Comments

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Question Statement: Have any of the terms of your employment become a problem for you in your present position? If so, please explain.

The question asked whether any of the terms of employment had become a problem. Of the 387 people who responded to the survey, only 127 responded to this question – and 19 of those said they had no problems or answered, similarly, "no" or "none" or "N/A". That means that 108 respondents (28% of them) experienced problems with the terms of their employment and were willing to write about them.

The problems respondents had with their terms of employment, however, appear to be significant. Because of the nature of these comments, only summaries of these comments are provided here to protect the confidentiality of the respondents. In order of the frequency with which they were mentioned, the issues involve:

General Response Category	Frequency of Responses in this General Category*
A. Funding Issues	25
B. Research Faculty as Second Class Citizens	21
C. Difficulties Getting Promotions	20
D. No Independence	20
E. No Support for Professional Development	6
F. Compensation/Benefits Issues	6
G. Lack of Mentoring	5
H. Miscellaneous	5
I. Unfairness/Discrimination	4
J. Research Scientist v Research Professor	3
K. Tenure	2
	117

*When respondents mentioned more than one problem, each was coded separately. Using this category system, 108 respondents mentioned 117 problem areas.

Issue	# of People Who Described it As a Problem[1]
A. Funding Issues	
▪ Much of my time is consumed pursuing funding, leaving little time to do real research; I have gotten little help or support with this and my job is on the line; funding sources are tight and our ability to attract funding is dependent on this; it is hard to get independent funding if we don't appear to be independent researchers	12
▪ The very vague discussion of bridge funding and essentially no confidence of a position if I were to become not fully funded are a significant source of stress; to secure bridge funding, I would have to agree to some loss of autonomy in my research agenda; bridge funding not available ; even my long record of remaining fully funded hasn't led to any commitment of bridging;	8
▪ if I bring in a grant and the indirects are over 50%, it seems the U should be able to pay a portion of my salary in addition to that covered by the direct costs. No grant can support a fulltime salary. I bring much benefit to the U (mentoring students, collaborating on research, indirect costs) but feel the U gives me close to nothing in return (an office and support in submitting and managing grant $, but that's pretty much it). U offers little or no commitment for career growth.	5
Number of Responses in this Category	**25**

B. Research Faculty as Second Class Citizens	
▪ No start up package, lab space, visibility within the Department; have to fight for own office space, administrative support, financial commitment; less respect and status; Hard to be competitive with so little support from the U or the Department. Lack of start up funding led to difficulty in publication and then result in no funding – a little funding would have gone a long way	10
▪ Requirements for a teaching research scientist are much higher than tenure track with none of the benefits. Can't even be sole chair for a PhD candidate. Can be a PI, but not a mentor on a PhD thesis.	4
▪ Evidenced by small things: time cards, fewer sick days, not the same library privileges as faculty;	4

[1] Some respondents described more than one issue. When that was the case, each issue was coded separately. For this reason, the responses of 108 individuals who said they had problems with their terms of employment described 117 issues.

▪ Am only considered faculty when it's convenient; not seen as a "full" faculty member – second class citizen; my school treats me like a stranger	2
▪ I contribute a great deal: topics of governance, but not allowed to vote on policies or new committee members;	1
Number of Responses in this Category	**21**

C. Difficulties Getting Promotions	
▪ I am unclear on what the College or Department's criteria are for promotion. There is no mentoring or evident career path. The criteria appear to have changed over time and have not been explained. No one talked to me about promotion and the environment I work in changes so much, it is difficult to meet the criteria I know about.	7
▪ Criteria for promotion are nearly impossible to reach because of the limitations of my current position (e.g., own lab, staff support, independence to initiate grant proposals and author publications, bridging funds, etc.)	4
▪ Can't move to the next level if the appropriate position doesn't exist in my unit	2
▪ Can't move to the next level if the appropriate position is reserved for people with different qualifications than I have (e.g., a joint tenure track appointment)	1
▪ Although I bring needed skills, my background makes it impossible to get a promotion in my Department.	1
▪ Promotion in my Department is partially based on teaching, which I am not paid to do	1
▪ I am required to handle a great deal of administrative duties which get in the way of the productivity on which a promotion would rely.	1
▪ Promotions and salary increases are not a function of the grants you receive.	1
▪ Promotions are based only on publications, not my contribution.	1
▪ Even as a solo PI, I haven't gotten a commensurate title	1
Number of Responses in this Category	**20**

D. No Independence	
▪ The bulk of my time has been devoted to serving the needs of others in my department (students, research and grant writing for tenured faculty); I have been funded by another PI's grant and can't write papers or grant proposals without that PI's name on them; another PI kept and controlled funding I generated, forcing me out; no independence even as a PI or Co-PI; I am at the complete mercy of the Senior PI and have had no chance to develop my own independent reputation, projects, etc.	11

▪ I am tired of people taking credit based on my own work; having to make decisions based on considerations that have more to do with my Boss's personal best interest than my own; an ombudsperson would be helpful	5
▪ Expectations of non-research work consume my time (senior management responsibilities, technical support, service)	4
Number of Responses in this Category	**20**

E. No Support for Professional Development	
▪ No funds for professional societies, travel, etc. (which makes it hard to develop a reputation, secure more funding, etc.) despite the funding I have brought in, I am not eligible for money through the research incentive plan.	3
▪ I thought there would be more support and collaboration available to me than I have had from those in my Department	3
Number of Responses in this Category	**6**

F. Compensation/Benefits Issues	
▪ Salaries are not competitive; they are so low as to be insulting	4
▪ Salaries for research faculty are inadequate. Because tenure is not available, research faculty salaries should be higher, not lower, than tenure-track faculty, to compensate for the lack of job security. This would allow us to attract and retain better quality research faculty.	1
▪ No protection in the event of serious illness	1
Number of Responses in this Category	**6**

G. Lack of Mentoring	
▪ Although mentoring was clearly stipulated in my employment agreement, there has been very little – and it would have been helpful.	2
▪ You need mentors to help you become independent, and those I have had have been more concerned with their own success than mine.	2
▪ I have specifically been refused collegial collaboration and mentoring, not honoring the commitments made to me in my letter of appointment.	1
Number of Responses in this Category	**5**

H. Miscellaneous	
▪ Can't do clinical work	1
▪ Personal situations, no issue mentioned	4
Number of Responses in this Category	**5**

I. Unfairness/Discrimination	
▪ I have not been treated fairly because of sexism, not being a citizen. Not given the bridging funds others in my career track were offered	3
▪ Repercussions of having taken an ethical stand	1
Number of Responses in this Category	**4**

J. Research Scientist v Research Professor	
▪ Most universities give their post docs Research Scientist titles and that makes it difficult for us here to network at professional conferences, get funding, etc. The title should be changed.	2
▪ When I was hired, I was to be a Research Assistant Professor, but that rank was not approved by the appropriate committees.	1
Number of Responses in this Category	**3**

K. Tenure	
▪ I was told about the possibility of moving to a tenure track position. This was key in my decision to move FROM a tenure track position to a non-tenure track position (my current position). Now I find moving to a tenure track position is not easily done without having alternatives, such as outside job offers, which I do not wish to procure.	1
▪ As a non-clinician in a clinical department, I do not have the opportunity for a tenure-track position, even though I have my own grant funding and publication history. I will likely seek a different work environment in the next few years - one that will enable me to achieve tenure.	1
Number of Responses in this Category	**2**

Dissatisfaction Explained
Question 13 Comments

Question Statement: Overall, how satisfied are you with your present job? If you are not satisfied, please explain.

367 individuals responded:

Very Dissatisfied	6%
Dissatisfied	16%
Neither Satisfied Nor Dissatisfied	21%
Satisfied	40%
Very Satisfied	15%

In addition, 67 people chose to provide comments. Because of the nature of these comments, only summaries are provided here to protect the confidentiality of the respondents. In order of the frequency with which the categories were mentioned, the issues involve:

General Response Category	Frequency of Responses in this General Category*
A. Funding and Support Issues	15
B. Research Faculty as Second Class Citizens	14
C. I am leaving or am looking for a job elsewhere	12
D. Having Trouble Doing the Work I Want To Do	11
E. Inadequate Compensation	10
F. Difficult Getting Promotions	10
G. No Mentoring, Opportunities for Professional Growth	9
H. Lack of Independence	6
I. No Opportunity for Tenure	4
J. Research Scientists Have it Tough	3
K. Miscellaneous	3
	97

*When respondents mentioned more than one problem, each was coded separately. Using this category system, 67 respondents mentioned 97 problem areas.

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A. Funding and Support Issues	
▪ General – a huge stressor, distraction from the work I want/need to do	5
▪ As a Principle Investigator, I have generated millions in grant money to over about a decade to support the salary for my self and all of the team members, and all of lab supplies. However, the lab space I used is still called "temporary". It appears that there was no role for lab space assignment for the past ten years in our Department. For my faculty discretionary account, I have received only ~ $1,000.00 from the Department many years ago. We have nerve been told anything about how regulate the "Indirect Cost". Average annual salary increases were < 2.5% in the past ten years. No explanation was given.	1
▪ There is no mentoring to help me write grants and pink slips from funding agencies says that it's a great project, but you don't have independent position or senior authorship; I simply did not have the resources nor opportunity to secure the independent research funding necessary for me to sustain my position/employment nor pursue its promise; It is difficult to convince study sections for major grants to fund non-tenure-track faculty, yet the university expects funding	5
▪ my chances of being PI on PP grants is zero, since i am not tenured	1
▪ Over the last several years, it has become more difficult to get larger grants, which means I need to have more projects to cover my salary with soft money. This has made my job more demanding and stressful. It is also less satisfying, because I feel I cannot say no to any funding opportunity, even if the work is not very interesting	1
▪ Even with all of my funding, I am not eligible for the research incentive funds	1
▪ Looking for opportunities to set up grants with faculty outside the department, but don't see any forums to facilitate this.	1
Number of responses in this category	**15**

B. Research Faculty as Second Class Citizens	
▪ Little Things – time sheets	1
▪ Salary and raises smaller, no sabbaticals, do the same work but get less money and no tenure	3
▪ No Governance Rights (Research faculty should be given an opportunity to be in the committees that decides the fate of research faculty), right to be on a PhD thesis committee	3
▪ Status, lack of interest in my work and my professional development; no memberships in professional societies, travel, etc.	7
Number of responses in this category	**14**

C. I am leaving or am looking for a position elsewhere	
▪ To get better security, support, and independence	3
▪ To get a tenure-track position	3

▪ I am not getting the support I need and am seriously rethinking the relevance of the U. For example, I could probably just get the NIH funding at this point without the backup of UMich. Universities in general have perhaps overbuilt themselves on the promise of government funding and at the same time it seems have cut their infrastructure too severely (much like high schools cutting all their vocational training in a way). It's a lot of complex issues, I don't have the answer (which is why I stay, I suppose). But I will make a decision soon.	1
▪ The stress is getting to me. I already work many hours, but am unwilling to become an automaton	1
▪ My salary is not longer funded. I'm leaving the U. I am being RIF'ed	4
Number of responses in this category	**12**

D. Have Trouble Doing the Work I Want to Do	
▪ General	1
▪ Administrative work, project management get in the way; the 0-5% University support to cover contributions of work for university service, academics (student mentoring), and research development. Is totally inadequate	3
▪ A lot of work expected, leaving little time to do research	3
▪ Inadequate resources available for my research, secretarial, program management	4
Number of responses in this category	**11**

E. Inadequate Compensation	
▪ Pathetic, not competitive	5
▪ No protection in case of serious illness	1
▪ No annual salary increases provided despite allocated in grants that I wrote	1
▪ No job security	4
Number of responses in this category	**11**

F. Difficulty Getting Promotions	
▪ If the U is not giving us tenure, why should the criteria for promotion be the same as for tenured faculty?	3
▪ I haven't gotten promoted even though I have made massive contributions; my boss has no incentive to recognize my contributions; opportunities not competitive	2
▪ The job I do and what I am rewarded for are two completely separate things. My obligation is to manage projects and bring in money and it appears I will be only rewarded for publications.	3
▪ Criteria for promotion, movement between Research Faculty tracks unclear; standards as to what qualifies for promotion very arbitrary and discrepant	2

across peers	
Number of responses in this category	**10**

G. No mentoring, Opportunities for Professional Growth	
▪ No mentoring or opportunities for professional growth; too many barriers for junior people to be successful on their own	6
▪ Little guidance or support from my department	2
▪ Although I was promised mentorship and collaboration with others in my department, I was refused these after I accepted the job	1
Number of responses in this category	**9**

H. Lack of Independence	
▪ You are constantly at odds between your own career and those of more senior faculty; all of my research time needs to be "sold" away in order to meet the project goals of a grant I didn't write	3
▪ My boss controls what I do, what I write, and whether I am given first authorship, regardless of my actual role in writing the publication	1
▪ but I am essentially a glorified postdoc with little independence. Even work that is my own usually gets presented first by the PI, hence it is always associated with him.	2
Number of responses in this category	**6**

I. No Opportunity for Tenure	
▪ I lack long term windows to achieve larger goals	1
▪ I was told that I could move to a tenure track position if I took a job as Research Faculty, but now I see it is not easily done.	2
▪ inflexibility about moving into other tracks [also Research Professor?)]	1
Number of responses in this category	4

J. Research Scientists Have It Tough	
▪ I was satisfied until I became aware of the new plans for the Research Scientist track, which seem to require more work for no more compensation.	1
▪ Research scientists were regarded as second class of people. No support and policy to them for apply their independent funding	1
▪ We need hope and support as young investigators	1
Number of responses in this category	**3**

K. Miscellaneous	**3**

Appendix J
Open-Ended Response Summary: Reactions to Time-In-Rank Limits

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Time-In-Rank Issue
Question 15 Comments

Question Statement: In the tenure track, Assistant Professors have a time-in-rank limit of seven years. A parallel time-in-rank policy for Research track positions would mean that persons in Research Faculty positions would either be reclassified into non-faculty positions or asked to leave if they did not qualify for a promotion prior to their time-in-rank limit. Should a parallel time-in-rank policy be applied to Assistant Research Scientists and Research Assistant Professors?

Note: Of the 354 people who answered question 15,

How They Answered	N	%	# who also wrote comments
Yes	114	32%	26
No	153	43%	66
Don't Know or No Opinion	87	25%	17
Only wrote comments	354	100	7
			116

Verbatim comments appear below by category, in order of frequency of mention:

General Response Category		Frequency of Responses in This General Category
A. Negative.	Because it doesn't carry tenure and salary benefits with it.	**21**
B. Positive.	If other changes were made, not including tenure.	**20**
C. Negative.	The Research Faculty situation is very different from tenure-track faculty.	**19**
D. Negative.	Why do this? It will only hurt the U and the Research Faculty.	**18**
E. Negative.	Unless there were a lot more support for Research Faculty.	**14**
F Positive.	It would give Research Faculty more equality/respect.	**12**
G. Negative.	This policy would have a negative impact on me.	**6**
H.	Miscellaneous Comments	**6**
		116

A. Negative. Because it doesn't carry tenure and salary benefits with it.
A time-in-rank limit is inappropriate for a position without possibility of tenure
Time-in-Rank can be real useful for tenure track position as it is the goal to work on that. But without tenure-track the time limit does not make any sense.
As Research Scientist is not tenure-track, it does not make any lucrative. Only tenure systems makes time-in-rank very effective.
With none of the benefits of tenure, why should research-track faculty be subject to the same timeline?
Research faculty should be held to the same standards as other faculty, and receive the same rewards
As long as the promotion offers significant benefits such as job security, such as a revocable tenure review after 3-5 years, etc.
If tenure benefits and salaries are not equivalent to asst professors, why should time-in-rank requirements be applied
Are you kidding? Add the stress of tenure WITHOUT tenure? That's absurd and offensive!!
I strongly disagree with this proposal, because tenure is not offered in exchange.
That would constitute increased possible consequences without increased possible reward.
It would depend on whether there was a concomitant issue roughly equivalent to tenure, which there really isn't currently.
Asking the same without tenure advantage
Not if there is not tenure
Given the lack of tenure, the time-in-rank limit is oppressive for research faculty. There are many reasons why promotion may be delayed and significant social pressure to be promoted on a parallel time. It seems unnecessary, all cost and no benefit.
No tenure, then no clock ticking.. that is the trade off.
Yes, if it is followed by similar benefits as one would in tenure track...otherwise such policy would be meaning less
If research scientists must meet the same criteria for promotion as tenured faculty, they should be offered equivalent job security in the form of sufficient bridging funds between grant funding cycles.
Why should a time-in-rank policy be put in place for the research positions if we don't have the option for tenure as asst profs do?
Is tenure track open for Research track faculty? If no, why need a time-in-rank?
This kind of policy should only apply to tenure track positions.
If you apply this same criteria, then you should give them a tenure position--what would really be the difference?
B. Positive. If Other Changes Were Made, Not Including Tenure
A parallel time-in-rank policy for the Research track must also be accompanied by a clear explanation of expectations - parallel, but not necessarily similarly weighted, to the tenure expectation of "Teaching, Research, and Service".
I think the criteria for promotion in the Research Faculty positions are unique, and should be considered when determining the timeline for promotion.
Yes, so that there is a path to promotion. however, either the criteria or the time limit should be different because research track do not have guaranteed protected time for their own research
Good idea but don't forget that some research scientists have very little to say about their activity and can be stuck in a project that only benefit their boss.
Service providers have less ability to meet requirements within a time-in-rank limit. If one was instituted it should be longer than for tenure-track faculty positions.
I think it is a good idea to have a time-in-rank limit to force growth and forward movement but without better supports and resources it seems unfair.
But the criteria for promotion in the different tracks should be carefully reviewed (and in some cases revised) to align the expectations for promotion with the position title.
The University culture would need to also change to support these advances by research faculty
Expectations for promotion must be clearly communicated, and these must be realistic given the limitations of the position relative to a tenure-track position.
I agree but only if research scientist salaries are made equal to professorial salaries.
Establishing such a policy will require much mentoring and support early on.
This is difficult to answer without a clearer understanding of what the metrics for promotion might be
If there are going to be expectations placed on the research faculty for promotion, then the unit and/or the university must provide adequate resources to ensure that opportunities are available for individuals to grow and succeed

The criteria need to be different for research scientist and professor track, with the former not requiring independent or significant academic involvement.
Not with current setup and opportunities, but yes if real opportunities are promoted for the scientist
The time-in-rank limit for research faculty should depend on a given faculty's opportunities and use by the affiliated department.
I would support this parallel track for research faculty if a similar level of departmental support were available compared to asst professors. At this point research faculty are glorified post doctoral fellows so holding us to a similar standards without providing the support necessary to succeed would be counterproductive.
Policy may be okay as a benchmark if it can be overridden
Given that the Research track positions are only sustainable via self-funding, an indefiniteness of the position could be tolerated. The termination of the position should be determined by a broader value of the individual to the department, University. Further, reclassification of the person to adjunct professor might be a reasonable act as well.
I would allow ten years
C. Negative. The Research Faculty situation is very different from tenure-track faculty
This is totally incorrect question: the comparison of apples and oranges. Unlike tenure track faculty, research faculty typically do not have any institutional support such as start-up funds (very important!), personnel, research space and office space to the extent that is guaranteed by the departments to tenure-track faculty.
No, you cannot “measure with the same stick” to people under very different circumstances and with very different support. Maybe Research Professors have similar opportunities than tenure track professors in terms of their support to do research (I do not know), but Research Scientists do not. However, I agree that there should be some sort of evaluation of performance that clearly considers the limitations for the different research positions, in order to know who is being productive and who should be considered for a promotion. The description of this evaluation/promotion mechanism should be included in the information that each new research scientist/professor should receive when entering UM.
Time in rank is a catch22 if you don't start with an even playing field. How can you compare a lab brimming with lab techs, grad students, post docs to those that have zilch? Time in rank should be time from being at some well thought out baseline.
The current funding atmosphere is not favorable for research projects, making it difficult to advance careers
Promotion is based on metrics applicable to academic faculty: publications. While pubs are good for research faculty, there is scant recognition of leadership on important projects, international respect, etc.
Space and resources are limited. If a junior person moves up, a senior investigator is either shrinking or retiring. The rate of senior investigators leaving lags way behind the number of junior investigators who must advance. To force junior investigators "up the ladder" is impractical in the current environment.
Research track and tenure track faculty do not have the same level of support (lab space, office space, start up funds etc.), therefore there should be no time in rank policy
Tenure decisions are heavily based on publication output; research track scientists are often involved in projects that have small opportunity for publication, especially if the project is privately funded or under a confidentiality agreement.
No, because they are not treated as real faculty. They have no formal mentoring or career development path. Each department treats their rank differently.
Tenure track assistant professors have start-up funds and resources to support, but research track faculties do not have.
The start point is quite different (unfair), how can ask for the equal end?
At the present time there are two classes of Research Assistant Professors (1) non-tenure track Research Assistant Professors, and (2) Assistant Research Professors who also have a regular tenure (Instructional) track appointment. Assessing the two types of Assistant Research Professors using a single set of criterion would be difficult given the vastly different levels of University and funding support available to individuals in the two classes (tenure track and non-tenure track).
Given the limited examples and information of promotion in the research track, I don't think the tenure track model should be applied.
The problem is that the title is negatively seen for getting funds so it should be helpful to find a way to generate funds for people in this capacity.
This just doesn't work. You cannot compare Assistant Professors with Assistant Research Scientists and be at all fair. I have to raise (in salary and benefits) $100k per year (i.e. 300k over 3 years) just to support me and buy my equipment before having any chance of hiring the small army of students & staff that an Assistant Professor could hire with say a 3-year $300k grant (a typical grant size) and produce all sorts of research. There are also too many

vagaries in external funding cycles (for example [if a] funding agency was reasonably flush [the] first years [of a project], the last years has almost no money, . . .]
We don't have the same priority to get R01 funding since we are not independent.
Assistant research faculty have less independence for publishing and demonstrating qualification for promotion
Funding is a major problem and inability to get it would have major implications for promotion
Some research assistant professor positions are as subordinates to tenured faculty. Making their time limited because the faculty cannot pay them the salary of someone who is promoted or because the person does not want their own position is not acceptable.
D. Negative. Why Do This? It Will Only Hurt the U and the Research Faculty.
People that hang on at these levels are often very talented workers that do not have the desire to seek their own funding. So what? We need more of them. If calling them research faculty is a perk they want, so be it.
If the investigator can support themselves as PI on research grants, they should be allowed to stay.
There are a lot of us who can get grants, who are not interested in the tenure rat race (which is worse than the research track rat race).
The Research faculty track is a way to do the research work of the university without having to climb the ladder. Many people are capable of doing very good work, but due to family obligations, health issues, or other interests do not wish to keep climbing. The Research faculty track allows for those people to be an asset to the university and to be satisfied employees.
I think this should be tied to their ability to support their research. Why demote people who can support their research?
We want some people to stay long-term.
The university does not pay these people. The PI of the project that pays the salary should decide about extending employment.
There needs to be some flexibility for the many different roles research scientists take on across the university.
Absolutely not. We already have the pressure of making sure we are 100% funded from outside sources. The research professor track plays a very important, integral and I suspect highly undervalued role at the University.
If yes, based on the current conditions, most research track faculties will be demoted or loose their job
The issue here are the definitions of roles and promotion criteria. If assistant research scientists are supporting themselves and doing independent research then there should be no reason to ask them to leave
Research track has the caveat of the salary already, more stress should be avoided
As long as we bring in research dollars to support our salaries, and are not eligible for tenure, I see no need to burden us with a time-in-rank limit
With limited resources (space, $ for staff) it is difficult to hire staff. This makes advancement slower. TIR would apply pressure but not help gain independence.
Tenure is often a choice. How many million dollars of research generation are we willing to throw away by forcing tenure (or time limits) on researchers with other priorities?
As I have already addressed, spending too much time on the research track is fatal. Having time limits may help people make hard decisions sooner but have the potential to knock-out those who can not transition because of the environment.
So when can we NOT be under an extreme amount of stress. There is NO opportunity for work-family balance with this system. If I am able to support myself with my own funds, why will I be "let go" for not going for a full professorship?
Not unless the nature of the work changes and the policies for promotion are a [heck] of a lot clearer than they are now. The grant funded research in this university will be screwed when those who make the grants work have as the only criteria for promotion ---publications. You will not attract good people who can manage and write grants if you also force them to manage the grants and view publication as the only source of criteria for promotion. I think this is both a naive and stupid idea and suggests that whoever designed it knows nothing about the breadth of tasks filled by faculty in this rank.

E. Negative. Unless there were a lot more support for Research Faculty.
Not unless research scientists are assured of funding and employment for the duration of those seven years.
Unless there are comparable start-up fundings, supports and recognition.
As long as the PI's or program managers understand that when research faculty raise the funds from outside agencies, belongs to the research faculty but not part of their research program
If the University will make a commitment to future support - Yes. Otherwise, why would one accept the position? 10% funding levels are tough.
It would be fair if Res track faculty had been given similar support as the dept provided to tenure-tracked members
I would say yes if the support systems were equivalent. They are not.
Only if the rewards for success were comparable to those in the tenure track (salary, tenure, support, space...).
This is a hugely complicated issue. This requirement must be accompanied by a greater university commitment to reward team science. In other words, research faculty who remain supported on grants and producing papers would need to be considered for advancement in the same fashion as those who have their own RO1's. The problem here is that research faculty are frequently beholden to senior faculty who may not promote their move towards independence.
Not unless better support becomes available
The University should not hold research track faculty to the same time limit, when research track faculty may be limited by the lack of support provided in terms of research accounts, etc. If the same benefits are provided to both tracks, then the same time-in-rank policy should apply.
Not with the current system, other facets of the job would need to be modified
Only if comparable salary support and start-up packages are offered to Research Track faculty. If they have to obtain funding first, the positions aren't comparable.
This policy will only work if the Research track position is fully supported as the tenure track professor.
It is unfair for the research track faculty because they are not given the same support
G. Negative. This Policy Would Have a Negative Impact on Me.
This would not have been a service to me; I have random walked from Post Doc to Research Scientist, and was not "smart" enough to have a career view, perspective; BUT this would have limited me; I have been [in PI positions with grants totaling in Millions $].
Some of us are in this position because we are married to regular faculty or have children to raise; some require flexibility or part time work. It should be for the units to decide if a research position should end.
Would be very unfavorable for me since my primary work is not research.
I would see this as a threat without much of a benefit.
Being a research investigator works well for me since I am also a mother. I cannot devote 60 hrs a week to a job, so the tenure track is inappropriate for me, though I am an excellent scientist and contribute much to all aspects of research, publication, and grant preparation.
I would be concerned if there were a time limit to what I do […….] I [have a large research faculty time fraction coupled with a smaller-fraction, complementary non-university position and a time-in-rank limit would make that impossible.] I really like what I do and the relative freedom it gives me.
F. Positive. It Would Give Research Faculty More Equality/Respect
I actually thought this was already the case. In any event, this will give the research faculty track greater status -- more equal status? -- with respect to departmental/teaching faculty
This policy adds responsibility and credibility to the PRS track
It has not been made clear why the seven year promotion or exit criterion is not uniformly applied.
Probably yes, but depends on circumstances
People should definitely not remain assistant research scientist for endless periods of time. Promotion up the research track till they become Research Professors should occur on a regular basis. Currently this is not the case.
In general, I feel such a stipulation encourages early career development, without which it will be difficult to advance anywhere in the research community.
All tracks, tenured or non-tenured, need "term limits" to encourage and stimulate individual and career growth, otherwise stagnation likely will settle in
To be fair and to gain equal respects.
Such a time limit already exists on my appointment, and I am more than capable of meeting it
Mainly necessary to make sure that reasonable promotion is offered to assistant research scientists.

Yes. and thus once a research assistant professor is promoted to associate level, same tenure status should be granted for the sake of fairness
We are full time research faculty who do not teach. This should be a valued group of faculty with no differences in what is expected or treatment by the University.
H. Miscellaneous Comments
The college of engineering has this and it was implemented without warning and with no thought about people who did not have full time appointments. Please don't do this to people in other colleges.
Open to abuse either way.
This is two different questions - if you're talking about Asst. Research Scientists or Research Assist Professors.
There should be no research professor track. The college should allow any person who can bring in research funds to chair a PhD. student
For research assistant professors, perhaps not for assistant research scientists
My unit already has a time in rank policy for Research Assistant Professors

Motivators For Junior Level Research Faculty
Question 16 Comments

Question Statement: To what extent do you think each of the following would motivate junior level Research Faculty to advancement?

	Mean Response*
A time-in rank policy (as described above)	2.84
Regular evaluations (that included feedback about what was needed for advancement)	3.58
Mentoring (to help guide faculty toward advancement)	4.01

*Scale: 1=to a very little extent, 5=to a very great extent

Of the 358 people who answered this question, 67 also opted to take advantage of the opportunity to comment. Verbatim responses appear below, categorized as follows:

General Response Category	Frequency of Responses in this General Category
A. Make the Environment More Supportive to Research Faculty	19
B. Time-in-Rank	11
C. Mentoring	9
D. Mentoring, Evaluations, and Time-in-Rank Overall	5
E. Research Faculty Need Clear Guidelines About Promotion	5
F. Better Salaries Would Be Motivating	4
G. The Prospect of Tenure Would Be Motivating	4
H. The Goal of Research Faculty Members is Not Always Advancement	4
I. Evaluations	3
J. Miscellaneous	3
	67

A. Make the Environment More Supportive to Research Faculty
I personally believe that all junior level Research Faculty are motivated to advance. I also believe that the true obstacle to advancement is an inherently flawed system of their employment. From what I have experienced, observed and know about the system of employment, research faculty are understood and used as technical support for the selfish research directions, goals, and objectives of the sponsoring research faculty member. Further, the personal career development, i.e. successful advancement along the research promotion track, is ignored, disabled, discouraged, blocked, and definitely not enabled, empowered, encouraged, or facilitated. Given that the initial period of employment is the most critical, and can even be said to nearly exclusively determine the success of the research faculty member to sustain employment beyond two years, this period needs to be much more fairly implemented and monitored for its potential to lead to the advancement of the research faculty member. Currently, the junior level Research faculty is often severely handicapped and most often placed in employment situations that make it impossible for them to become independent, self-sustaining research faculty members.
Many of us are highly motivated but lack of funding is a major problem for us to continue our research (which is needed for publications etc)
A supportive environment that does not consider research appointees second class faculty
Support emotionally. Support with staff to help find appropriate sources of funding (not just forwarded emails of NIH RFAs). Use the vast University resources to guarantee interim support.
Funding is too tight in the current environment and space (rent) is too expensive to expect junior research faculty to obtain NIH funding. If allowed to "share" space with a current funded investigator while still being viewed as independent were possible, funding would be easier to obtain
As a research scientist it is difficult to have time for your own ideas without support - both time, money and staff.
Perspectives of better internal funding
A collegial, cooperative environment with research assistance support and some start-up funds for junior level faculty
What is needed are structural opportunities for advancement and real recognition of the contributions of research faculty to the university.
Research faculty should be fostered similarly to other faculty tracks
There would need to be a way to prevent people being kept from promotion and then replaced by newer, cheaper, junior research faculty.
Fixing the problems with the position (as noted under a previous question) would be the biggest motivator.
In some units, there seems to be a resistance to encourage advancement among assistant research scientists.
Most junior faculty are motivated; the issue is channeling that motivation in the right direction and for that each hiring unit must balance the needs of the research that pays the salaries against the career development of the people that do the work. Evaluations and mentoring can be effective at communicating that but if the balance is not there in the first place they won't help.
Junior level faculty are often held back because they are spending so much time supporting the work of senior medical faculty
From the perspective of a nontenure track Assistant Research Professor, especially in the current funding climate, our work must go towards maintaining funding for the lab in which we are working. Even though we engage in teaching and service for the department, support for our position comes from the grants of our PI. Authorship must always include the PI or the funding for the lab will be jeopardized. As far as obtaining our own funding, this is a catch 22 because funding agencies like to see indications of "University support - both financial and space" on grant applications.
I think one problem is that the Research Investigator position in the Research Track is often used as a promotion tool for people who are not capable of meeting expectations in that position and end up serving as over-paid technicians.
I believe that all junior level Research Faculty are motivated to advancement. The real question is what are some of the obstacles to the advancement of junior level research faculty.
Recognition and chances to promote themselves in outside (such as presentation

B. Time-in-Rank
Time in rank policy might be negative
Time-in-rank might discourage people from coming, because while everyone should aspire to excellence, not everyone aspires to escalation.
You will lose good people, if you put them under too much pressure. Allow for more balance, please.
The threat of losing one's job is wonderful motivator.
Obviously threatening someone with losing job can create strong motivation to progress. But It may also motivate people to leave or not to come to the U of M.
Not all research scientists are ALLOWED to make their own careers the top priority. Why would you want to put a time limit on them----it'd be getting squeezed in both directions!
This [time-in-rank] will make for a much more dynamic and motivating environment. Should be applied to all faculty tracks.
The "time in rank" solution shoots the Univ. in the research $$ foot, if you get rid of investigators who can bring in money.
The motivation would be of necessity, if it meant the person needed to advance or lose his or her job!
Forcing a change on employment (promotion or exit), while disrupting, also invigorates one's position at home or résume on departure
Time-in-rank for junior research faculty is dangerous, because they are more at the mercy of senior faculty than tenure-track faculty.
C. Mentoring
The importance of mentorship can not be understated. I feel fortunate that, even if my mentor is not 100% there, that the person does indeed keep me on track and goes to "bat" for me at critical times.
In my School, mentoring of research faculty by regular faculty is nonexistent
The mentoring should be more than just an awkward meeting with the department chair. There should be milestones for achievement put in place and agreed upon with the sponsoring faculty member or research institute.
These are purely speculative answers since I have never been one or talked at length to one
This sounds like MBA or management talk; I, and the people we want are driven, motivated by the science, discovery process, opportunity. In my experience, there is little "good advice", except in hindsight.
I'm very happy with the mentoring I receive from the professor who hired me. However, I also see a great benefit to a mentorship from outside my group, perhaps a mix of faculty in related (but not same) research from within and outside my school.
Junior level RF are typically self-motivated initially. Factors consistent with respect for the position (mentoring, career development) will help sustain that.
There has been too little mentoring
Those who have mentors who facilitate their career development will advance without the policy anyway. Those who have poor mentors who limit development of their own research agendas will be forced out unnecessarily, costing the University dearly.
D. Mentoring, Evaluations, and Time-in-Rank Overall
Unfortunately there are a lot of mixed signals and interpretations in evaluations by different people, even in same department. Mentoring as it is now is nice, but unless there is really someone with some power going to bat for us it's not useful.
Who would provide the mentoring and evaluation?
I would encourage implementation of all of these (the first two are already in place for me). The mentoring is sorely lacking as of right now.
A time-in-rank policy would be motivating if advertised and explained, but it would not necessarily be helpful. Regular evaluations and mentoring would be both helpful and motivating.
You need to not only mentor the research faculty; you must also mentor their supervisors/senior faculty.
E. Research Faculty Need Clear Guidelines About Promotion
And clear guidance to both the research scientist and the faculty what the rules are. If the research scientist is expected to teach as part of his/her job, then that should be counted in the evaluation. Not all teaching faculty agree that research scientists should teach.
I have been given very little information about career advancement at all in this position. I am even unsure of what is expected of me from my supervisor and department.
Criteria for advancement are not exactly clear to me at this point.
How about clear guidelines for promotion and institutional support for independent career goals.
Setting clear expectations (N publications per year, etc.) and making the promotions worth more (financially) would provide incentives for advancement.

F. Better Salaries Would Be Motivating
Also would need equitable salary for research track and better assurances for continuity of funding and employment.
This listing doesn't mention increased benefits such as salary or departmental salary support
Competitive salaries are also one of the key factors of job satisfaction.
Also would need equitable salary for research track and better assurances for continuity of funding and employment.
G. The Prospect of Tenure Would be Motivating
Most research faculty languish. Providing real benefits as incentives for promotion (like a tenure system) would be great motivators.
Making Research Scientist tenure track will be the essential path for real career advancement and productive for Research Scientist
And also resources available for tenure positions.
Capability to reach tenure would be most motivating.
H. The Goal Not Always Advancement
Research faculty may not wish to progress - they wish to contribute to research without overwhelming responsibilities.
You need to understand more about why people are in these positions rather than serving as regular faculty
I wanted to stay at a low level, I had kids and was not interested in moving my career until my children left home.
Because the research faculty may have very different career goals, the system motivating the junior research faculty need to be flexible.
I. Evaluations
In many cases, the evaluations are meaningless. The department chairs do not have any interest, and the current context the evaluations serve as a tool to support of "the ownership" of research faculty member by his or her "owner" (tenure-track or tenured faculty member).
Regular evaluations and feedback would be extremely helpful.
Regular evaluations are important; however if the same criteria are not applied to all research faculty (e.g.
J. Miscellaneous
The OVPR should discuss with the PRS community and not let rumors circulate about his PERSONAL plans on the track!!!
Help them to find "real" positions in this University or elsewhere. Research track is not a good option.
Intrinsic and Extrinsic Motivators.