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MEMORANDUM

TO: Board of Regents
Faculty Council Chair Melinda Piket-May

FROM: Vice President Kathleen Bollard

DATE: April 13, 2014

SUBJECT: Report on Non-Tenure-Track Faculty (NTTF)

In the spring of 2001, the campuses provided the Board of Regents with a progress report on the implementation of the recommendations from the 1999 *ad hoc* committee on non-tenure-track faculty (NTTF). In fall of 2003, fall of 2005, and spring of 2008, the campuses provided updates on that progress, agreeing that they would continue to submit biannual reports. In 2009, the Faculty Council worked with the system and campus Offices of Academic Affairs to update the report template in order to respond to the changes that had occurred over the previous ten years and to continue to solicit relevant and useful information. The 2010 and 2012 campus reports used that format, as do the attached 2014 reports, which include data from the schools and colleges on each campus.

Attachment

cc: President
Chancellors
Provosts

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University of Colorado Colorado Springs

Bi-Annual Report on the

Status and Conditions of Non-Tenure Track Faculty

Jointly Submitted by

UCCS Office of the Provost

The Non-tenure Track Faculty Committee of the UCCS Faculty Representative Assembly

UCCS Narrative

Over the past two years, UCCS has risen to the challenge of supporting NTTF both on campus and on the state level. In April 2012, Colorado House Bill HB 12-1144 became law, allowing for state institutions of higher education to offer multi-year contracts to NTTF. UCCS campus leadership was committed to supporting the passage of this bill. Furthermore, UCCS has been proactive in both ensuring the development of the system wide Administrative Policy for awarding these multi-year contracts and in beginning to offer such contracts on campus. A task force is developing the campus policy for awarding multi-year contracts, but some were already given to outstanding NTTF on a pilot basis in order to speed implementation of this new option. Additionally, the *NTTF Rights and Responsibilities* document has helped the colleges explicitly codify their individual procedures for hiring, promoting and supporting their NTTF members. The following summaries for the Campus and each College detail some of the actions taken to continue improving the standing of NTTF on the UCCS campus.

Beth El College of Nursing:

In 2009, the faculty of Beth-El approved bylaws establishing a self- governance model. The bylaws define the role of NTTF in the governance of the college. Since 2009 the NTTF of Beth El College of Nursing and Health Sciences have been meeting on a regular basis to identify the rights and responsibilities for NTTF which includes the Appointment, Reappointment and Promotion criteria for NTTF. The document is modeled on the document developed by the NTTF Committee for UCCS.

College of Education:

In spring 2012, the Dean and Associate Dean met with the College of Education non-tenure track faculty to review the campus-wide Rights and Responsibilities document, discussed the priorities for the College of Education, and developed an action plan. As the campus document is finalized, the college will create a handbook. In the meantime, the college is proceeding with development of a workload policy and pay matrix.

College of Engineering and Applied Science:

The College of Engineering and Applied Science could not function without NTTF and considers NTTF valued faculty members. All three departments grant instructors full voting rights in all faculty decisions and includes all instructors in all department decision-making committees and activities, to include representing EAS in the Campus Faculty Assembly. EAS also offered a multi-year contract to a Senior Instructor at the request of the department chair. EAS has increased the number of NTTF in all three departments adding more than five instructor positions.

College of Business:

- Created and implemented a policy for promotion to Senior Instructor.
- Standardized and implemented new annual evaluation criteria for full time NTTF.
- Increased efforts to express appreciation to NTTF and include NTTF in College decision-making and governance activities.

College of Letters, Arts and Sciences:

- Senior Instructor promotion policy has been implemented.
- The Dean's Instructor Review Committee for merit evaluations for Instructors and Senior Instructors has been fully implemented.

Kraemer Family Library

- NTTF are included in the Library's criteria for reappointment, tenure, and promotion.
- NTTF are included in all Library faculty governance and, when appropriate, decision making.
- Lecturers in part time positions are appointed only if hour worked equal 40% or less.
- Instructors in part time positions are appointed as instructors if hours worked equal more than 40% time (based on a 40 hour work week.

School of Public Affairs

- Established criteria for promotion from Instructor to Senior Instructor.
- Established a 20% service requirement for all Instructors unless modified by individual workload agreements.

Campus Activities

- UCCS administration and the Faculty Representative Assembly supported Colorado House Bill HB 12-1144.
- The campus offered its first multi-year contracts on a pilot basis, and convened a task force to develop a full policy for awarding future multi-year contracts.
- The comprehensive *NTTF Rights and Responsibilities* document, originally intended for implementation as Campus Policy in Spring of 2012, will be updated to reflect the multi-year contract policy upon its completion.
- Brown bag lunches with the Chancellor and an open meeting with the Provost and Vice Provost & Associate Vice Chancellor to hear the general concerns and interests of NTTF.
- Launched the NTTF website in Spring 2013, which continues to grow with new content.
- The separate break-out session for new NTTF conducted every fall as part of New Faculty Orientation continues to be both well attended and received by the participants.

Section A. Titles, Contracts, and Workloads

1. What titles are in use for NTTF?
2. How many FTEs serve in each title?

Campus Totals

Title	Headcount	FTE
Instructor	83	69.35
Senior Instructor	96	85.1
Assistant Professor-Clinical	7	5.99
Associate Professor – Clinical Teaching Track	1	1
Professional Research Assistant	11	7.23
Senior Professional Research Assistant	2	1.8
Research Associate	4	4
Senior Research Associate	6	4.58
Assistant Professor- Research	3	1.75
Associate Professor -- Research	1	.13
Professor-Research	1	.25
Lecturer	471	58.29

Beth-El College of Nursing and Health Sciences

Title	Headcount	FTE
Instructor	13	11.1
Senior Instructor	10	9.5
Assistant Professor – Clinical Teaching Track	5	5
Associate Professor – Clinical Teaching Track	1	1
Assistant Professor – Research Track	2	1
Lecturer	67	7.5

College of Business and Administration

Title	Headcount	FTE
Instructor	6	4.35
Senior Instructor	7	6
Lecturer	55	5.9

College of Education

Title	Headcount	FTE
Instructor	6	4.1
Senior Instructor	8	5
Lecturer	56	7

College of Engineering and Applied Sciences

Title	Headcount	FTE
Instructor	5	4.5
Senior Instructor	4	3.9
Professor – Research	1	.25
Research Associate	1	.49
Professional Research Associate	2	1.19
Lecturer	31	3.9

College of Letters, Arts and Sciences

Title	Headcount	FTE
Instructor	48	45.8
Senior Instructor	60	53.7
Assistant Professor-Clinical	1	.5
Professional Research Assistant	9	6.25
Senior Professional Research Assistant	1	.8
Senior Research Associate	2	1.5
Assistant Professor-Research	1	.75

Lecturer	245	28.6

School of Public Affairs

Title	Headcount	FTE
Instructor	3	2.1
Senior Instructor	2	2
Assistant Professor – Clinical track	1	.49
Lecturer	20	2

Kraemer Family Library

Title	Headcount	FTE
Lecturer	*2*	*.9*
Instructor	*2*	*2*
Senior Instructor	*1*	*1*

3. How are titles assigned?
4. What policies and procedures are in place for initiating and reviewing NTTF contracts?
5. Do lecturers receive a letter of offer?
6. How are the policies and procedures related to titles and contracts made readily accessible to NTTF, their supervisors, and relevant staff?
7. Do Instructors, Research and Clinical faculty receive a Letter of Continuation by June 1?

	Lecturers	Instructors, Research and Clinical Faculty
Beth-El	Title assignment is based on Regent's definition of title, individual qualifications. Chairs select and extend offers to lecturers using a campus template available on HR website: letters are reviewed and approved by the dean	Title assignment is based on Regent's definition of title, individual qualifications. Dean and chair request search, authorization by provost and chancellor; letters use campus template, posted on campus HR website, approved by dean, provost and chancellor; Outlined in college Faculty Handbook
Business	Chairs select and extend offers to lecturers using a campus template available on HR website: letters are reviewed and approved by the dean.	Dean and chair request search, authorization by provost and chancellor; letters use campus template, posted on campus HR website, approved by dean, provost and chancellor. A new NTTF faculty member is typically hired

	Contracts for lecturers are initiated and reviewed every semester.	as an Instructor. Contracts for Instructors and Senior Instructors are reviewed on an annual basis. The college has regularly provided Letters of Continuation in most recent years and is committed to doing so more consistently in the future.
Education	Chairs select and extend offers to lecturers using a campus template available on HR website: letters are reviewed and approved by the dean.	Dean and chair request search, authorization by provost and chancellor; letters use campus template, posted on campus HR website, approved by dean, provost and chancellor. The mentoring of non-tenure track faculty in the college has included sharing the relevant policies and procedures. COE has not regularly provided Letters of Continuation due to transition in leadership. However, this is a commitment by the current COE leadership to engage in this practice.
Engineering	Chairs select and extend offers to lecturers using a campus template available on HR website: letters are reviewed and approved by the dean	Chair requests search, authorization by dean, provost and chancellor; letters use campus template, posted on campus HR website, approved by dean, provost and chancellor
LAS	Chairs select and extend offers to lecturers using a campus template available on HR website: letters are reviewed and approved by the dean	Dean and chair request search, authorization by provost and chancellor; letters use campus template, posted on campus HR website, approved by dean, provost and chancellor. Continuation letters are provided by June 1.
SPA	Associate dean selects and extends offers using a campus template available on HR website. Lecturer letter of offer is for specific semester and course.	Associate dean requests search, authorization by provost and chancellor; letters use campus template, posted on campus HR website, approved by provost and chancellor. Follow Regents Law re faculty titles. For new hires, based upon position description and qualifications. Promotions follow unit criteria. Would send notice of intent not to continue per campus deadlines & template if applicable. Continuation letter is sent by June 1.
Library	NTTF titles are assigned dependent on position duties and responsibilities and length of time position is needed. Lecturers receive letter of offer.	As faculty positions become open, the Dean discusses the open position with the two department heads and together they make a decision whether the position is NTTF or TTF. In general, Library faculty positions are TTF

	Dean selects and extends offers using a campus template available on the HR website.	unless the position is part-time. All part time and short-term positions are hired as either lecturer or instructor. If a part time NTTF position becomes full time and there is a growing need for the position to be longer term, the Dean and Department Heads discuss with the incumbent the option of turning the position into a TTF line. If the incumbent does not want to assume a TTF line, the position is left as NTTF. Dean requests search, authorization by provost and chancellor; letters use campus template, posted on campus HR website, approved by provost and chancellor. Policies regarding this process are found in the Library's "x" files and can be obtained from the Dean's Assistant. The Library is currently revising policies and procedures related to NTTF. A Letter of Continuation is provided only in cases where the position is not considered permanent (see above discussion of appointment processes).

3. What policies and procedures are in place for determining the workloads for NTTF?
4. Are workloads specified for each job title? If so, what are those workloads? Are workloads specified in the letter of offer?
5. What is the range of distribution of effort for each title in the areas of teaching, service, and scholarship and/or professional development? Please respond in percentages.

	Lecturers	Instructors, Research and Clinical Faculty
Beth-El	100% teaching	Published college Faculty Handbook specifies 4/4 teaching load is full-time for faculty teaching courses (vs research and/or clinical practice assignments); variances in letter of offer, approved by dean. Typical assignment: 80% teaching/20% service.
Business	A lecturer may teach a maximum of 4 courses per academic year (fall and spring semesters. 100% teaching.	Published college policies specify 4/4 teaching load is full-time; Instructors and Senior Instructors: 80% teaching, 10% maintenance of currency in field, 10% service. Teaching load is specified in letter.
Education	100% teaching	College policies (available on the COE website) specify 4/4 teaching load is full-time; Instructors and Senior instructors: 62.5% teaching, 37.5% service

Engineering	100% teaching	Published college policies specify 4/4 teaching load is full-time; Instructors and Senior Instructors: 80% teaching, 20% service, except when varied in letter of offer
LAS	100% teaching	College policies (available in dean's office) specify 4/4 teaching load is full-time; Instructors and Senior instructors: varies by department: teaching: 80%-100%, service 0-20%; Specified in individual faculty member's letter of offer; may be adjusted by addendum
SPA	100% teaching	Published college policy on NTTF mandates development of individual workload agreements; Actual range: teaching 70-80%, service 20-30%
Library	100% Librarianship.	Library NTTF are included in the Criteria, Standards and Procedures for Appointment, Reappointment, Promotion, and Tenure (March 2009). The Library is currently revising this document and including more information about NTTF. Published policies govern across TT and NTT categories. Instructors and Senior Instructors are 50-90% Librarianship, 0-10% Research and Creative Activity, 10-20% Service, and 0-20% Professional Practice.

Section B. <u>Evaluation and Promotion</u>

1. What policies and procedures are in place to ensure systematic evaluation of NTTF (including lecturers)?
2. How frequently are these evaluations conducted?
3. Are these evaluations reviewed outside of the primary units? If so, where?

	Lecturers	Instructors, Research and Clinical Faculty
Beth-El	Chair's responsibility, not reviewed otherwise	Published college Faculty Handbook governs process for annual merit evaluation for all full-time faculty; college committee assigns ratings based on self-evaluation and chair evaluation, dean reviews
Business	Chair's responsibility, not reviewed otherwise	Published college policy governs process for annual merit evaluation for all full-time faculty; college committee assigns ratings based on self-evaluation and chair evaluation,

		dean reviews
Education	Chair's responsibility, not reviewed otherwise	College policy governing process for annual merit evaluation for all personnel is posted on the college website; Specific COE promotion guidelines exist for Instructor to Senior Instructor promotions.
Engineering	Chair's responsibility, not reviewed otherwise	College policy available on website governs process for annual merit evaluation for all full-time faculty; chair assigns rating, dean reviews
LAS	Chair's responsibility, not reviewed otherwise	All full-time faculty subject to annual merit review; for NTTF, chair assigns rating based on self-evaluation. A college-level review committee of instructors – the Dean's Instructor Review Committee (DIRC) reviews the self-evaluation and chair's rating.
SPA	Associate dean's responsibility, not reviewed otherwise	Annual merit review based on professional development plan conducted by associate dean or program director, as detailed in published school NTTF policies and procedures.
Library	If Lecturers are employed for the duration of the evaluation period, they are evaluated the same as Instructors, Senior Instructors, and TTF.	Published policy governs process of evaluation by dean. The Library does not have a policy, but long-time practice has been that all NTTF faculty are evaluated the same as TTF. The library is both the primary unit and the "college." The evaluations are reviewed and signed off by the Dean, but are kept in-house.

4. Are there clearly defined policies and procedures for continuing appointment and promotion within and between appropriate title categories?
5. How are the policies and procedures related to evaluation and promotion made readily accessible to NTTF, their supervisors, and relevant staff?

	Lecturers	Instructors, Research and Clinical Faculty
Beth-El	No. May be 'converted' to instructors based on teaching load or selected in search for open position	Policies written in published Faculty Handbook: chair recommends based on teaching and clinical experience
Business	No. May be 'converted' to instructors based on teaching load or selected in search for open position	The college has a published policy that specifies how an Instructor may be promoted to Senior Instructor. The policy governing promotion from Instructor to Senior Instructor is available on internal college intranet.

Education	No. May be selected in search for open position	Practice documented in dean's office: chair recommends based on exemplary service to college.
Engineering	No. May be 'converted' to instructors based on teaching load or selected in search for open position	Documented in college policy and primary unit criteria, available to all faculty; Criteria vary by department
LAS	No. May be 'converted' to instructors based on teaching load or selected in search for open position	Practice documented in dean's office: 5 years as instructor, positive annual merit evaluations, significant teaching accomplishments and chair's recommendation. List of faculty eligible for promotion is sent to Chairs and Directors each Spring.
SPA	No. May be 'converted' to instructors based on teaching load or selected in search for open position	School-wide NTTF policy document contains policy: 5 years as instructor, substantial success in teaching.
Library	N/A	Documented in primary unit criteria, available to all faculty: Based on qualifications and experience

Section C. Compensation, Benefits, and Conditions

1. What is the salary range?

	Lecturers per CH	Instr & Sr Instr FTE salary	Research Faculty FTE salary	Clinical Faculty FTE salary
Beth-El	$1,333 (a few are paid less for activity classes with irregular schedules or small class sizes.	I: $53,000-57,823 SI: $50,656-68,248	I: $45,487 SI: $76,719 Asst Prof: $79,164-105,431	Asst Prof: $72,827-96,115 Assoc Prof: $66,000
Business	$900-1,222	I: $43,708-57,474 SI: $53,976-83,928		
Education	$833	I: $37,660-$39,292 SI: $43,606-$61,560		
Engineering	$1,000-1,800	I: $51,550-57,770		

		SI: $48,967-77,288		
LAS	$827-1,167	I: $34,000-42,066 S: $37,825-59,483	PRA: 19,656-70,000 S: $34,778-47,000 Asst Prof: $64,275-77,000	Asst Prof: $42,000-46,857
SPA	$1,000-1,167	I: $36,155-51,300 SI: $45,236-56,715		Asst Prof: 107,851
Library	$20/hr	I: $45,705-48,680 SI: $96,410		

2. At what percentage of FTE are the NTTF holding various titles eligible for benefits?
3. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?

	Lecturers	Instructors, Research and Clinical Faculty
All colleges	According to the letter of offer template instruction, "Lecturers are part time faculty and cannot exceed 49% time. Lecturers can teach 12 credits per year (6/6, 3/9, etc.). If they teach over 12 credits, they must be classified as instructors of some % (.5, .75, etc.)." However, since hiring is decentralized, it is difficult to be certain if this advice is always followed precisely.	50%; Eligibility is explained in body of letter of offer template. Benefits are outlined on campus HR website, with references to system benefits website.
Beth-El	HR liaison in college does quality control on this policy since all letters of offer are automated and centralized.	50% FTE or greater; Eligibility is explained in body of letter of offer template. Benefits are outlined on campus HR website, with references to system benefits website.
Library	Lecturers are not eligible for benefits.	Instructors and Senior Instructors who are .5 FTE are eligible for benefits. Policies are found on the Library's "x" files and can be obtained from the Dean's Assistant.

4. What is the process for identifying deficiencies in working conditions, such as access to office space, telephones, and copiers?

	Lecturers	Instructors, Research and Clinical Faculty
Beth-El	Provided in dedicated part-time	Have individual offices; Chair would handle

	faculty room	reported deficiencies. Chairs meet to allocate space across college and negotiate short-term needs.
Business	Provided in dedicated part-time faculty room	Have individual offices; Chair would handle reported deficiencies
Education	Conditions vary; Chair's responsibility working with dean	Have assigned offices; Chair would handle reported deficiencies
Engineering	Conditions vary; Chair's responsibility working with dean	Have individual offices; Chair would handle reported deficiencies
LAS	Conditions vary; Chair's responsibility working with dean	Instructors are assigned office space, likely shared, and have access to telephones and copiers; Chair handles reported deficiencies
SPA	Associate dean's responsibility	Senior instructors have individual offices; three instructors share office – each has own desk, bookcase, file cabinet. Associate dean would handle reported deficiencies
Library	Lecturers share office space and amenities with the Library volunteers.	Instructors are treated exactly like the TT faculty

Section D. Professional Development, Recognition, and Grievance

1. What opportunities and types of support are available to NTTF (including lecturers) for professional development?

	Lecturers	Instructors, Research and Clinical Faculty
Beth-El	Opportunity to attend department, college and campus events. Group faculty development offered in undergraduate nursing on a semester by semester basis.	Available on a limited basis to TT and NTT faculty, with a priority given to pre-tenure faculty. Department chairs are creative with developing group faculty development, using conferences as an incentive.
Business	Opportunity to attend department, college and campus events	Provided through annual professional development plan process per published college policy; college committee reviews requests and awards available funds
Education	Opportunity to attend department, college and campus events	Each faculty member provided a minimum of $500 per year regardless of TT status

Engineering	Opportunity to attend department, college and campus events	Opportunities available at both department and college level, but no dedicated funding set aside specifically for NTTF
LAS	Opportunity to attend department, college and campus events	NTTF eligible to apply for professional development grants at college level; Departments also provide funding as available; College has faculty development web site that includes NTTF where upcoming training activities, important documents (for NTTF), links to other campus entities offering services and special Shared Expertise, Enrichment and Development (SEED) events are featured
SPA	Opportunity to attend department, college and campus events	Opportunity to attend school & campus events. Each instructor and senior instructor receives $500/year for professional development.
Library	Lecturers can take part in on-campus and in-library professional development offerings.	Same as available for TTF

2. How are NTTF recognized for excellent performance??

	Lecturers	Instructors, Research and Clinical Faculty
Beth-El	No specific department or college recognition.	Annual college Outstanding Instructor award, merit review.
Business		Annual college Outstanding Instructor award
Education		Annual college Outstanding Instructor award
Engineering	Annual Part-time Faculty award	Annual college Outstanding Instructor award
LAS	Annual Part-time Instructor award	Annual college Outstanding Instructor award
SPA		None
Library	None other than annual letter from the Dean	None other than annual letter from the Dean

3. Are there clearly defined policies and procedures for addressing grievances by NTTF?

Beth-El	No specific college grievance policy relative to NTTF. Faculty Handbook has published grievance process for all faculty.
Business	No specific college grievance policy

Education	No specific college grievance policy
Engineering	No specific college grievance policy
LAS	No specific college grievance policy
SPA	Published school NTTF policies and procedures include NTTF in SPA general faculty grievance process
Library	Salary grievance policy only, except for access to University Ombuds Office and UCCS legal counsel.

4. How are policies and procedures related to professional development, recognition, and grievance made readily accessible to NTTF, their supervisors, and relevant staff?

Beth-El	Faculty Handbook available to all faculty on shared drive.
Business	Except for grievance process, outlined in published college policy
Education	Posted on website; Handbook will be available on website when completed
Engineering	Published department by-laws
LAS	Faculty development website; call for nominations for awards made to college e-mail list
SPA	Published school NTTF policies and procedures
Library	NTTF fully integrated into comprehensive published faculty policies and procedures

<u>Section E: Additional Questions</u>

Are there opportunities for NTT faculty (including lecturers) to be included in department (or other unit) affairs?

	Lecturers	Instructors, Research and Clinical Faculty
Beth-El	Lecturers may attend, but are not expected to attend, department and college meetings.	NTTF are expected to attend department and college meetings and serve on department and college committees and councils.
Business		Instructors serve on college committees and perform other service activities; instructors also participate in department and college meetings.
Education	Lecturers are provided opportunities to participate in	Instructors are provided opportunities to participate in department and college affairs.

	department and college affairs.	
Engineering	Lecturers are invited to participate in department and college affairs.	Instructors serve on college committees and perform other service activities; instructors also participate in department and college meetings.
LAS	May be included at discretion of department.	Form of departmental governance and faculty input varies by department. College follows the CU system faculty constitution to determine eligibility to vote on college issues.
SPA	Invited to school special events.	Instructors are invited and encouraged to participate in all faculty meetings and all school events.
Library	Lecturers are included in Library all staff and Librarians' meetings. Lecturers are invited to attend all Library workshops and trainings.	Instructors and Senior Instructors are included in all Library meetings and trainings and workshops. Instructors and Senior Instructors are also involved in campus and system faculty governance.

Appendix: Comparisons by Rank, FY 2010 to 2012

Campus Totals

	2010		2012		2014	
Title	Headcount	FTE	Headcount	FTE	Headcount	FTE
Instructor	99	84.22	83	69.445	83	69.35
Senior Instructor	40	33.66	75	67.89	96	85.1
Clinical Instructor/Sr. Instructor	8	6.8	2	.8		
Assistant Professor-Clinical	2	2.0	5	5	7	5.99
Associate Professor - Clinical					1	1
Professional Research Assistant	7	4.8	2	1.6	11	7.23
Senior Professional Research Assistant	8	5.6	2	1.6	6	4.85
Research Associate			1	.5	4	4
Senior Research Associate			4	4	6	4.58
Research Instructor	1	1.0	1	.8		
Assistant Professor-Research	2	1.5	2	.9	3	1.75
Associate Professor - Research					1	.13
Professor-Research			1	.11	1	.25
Lecturer	301	37.1	295	37.87	471	58.29

Beth-El College of Nursing and Health Sciences

	2010		2012		2014	
Title	Headcount	FTE	Headcount	FTE	Headcount	FTE
Instructor	8	6.41	16	12.46	13	11.1
Senior Instructor			3	3	10	9.5
Assistant Professor – Clinical Teaching Track			4	4	5	5
Associate Professor – Clinical Teaching Track					1	1
Instructor – Clinical Teaching Track	7	6.2	2	.8		
Senior Instructor – Clinical Teaching Track	1	.6				
Assistant Professor – Research Track					3	1.75
Instructor – Research Track	1	1.0	1	.8		
Lecturer	54	7.3	39	3.91	67	7.5

College of Business and Administration

	2010		2012		2014	
Title	Headcount	FTE	Headcount	FTE	Headcount	FTE
Instructor	7	5.93	4	2.3	6	4.35
Senior Instructor	5	3.85	7	6	7	6
Lecturer	29	3.5	49	6.7	55	5.9

College of Education

	2010		2012		2014	
Title	Headcount	FTE	Headcount	FTE	Headcount	FTE
Instructor	10	6.2	8	4	6	4.1
Senior Instructor	4	3.5	6	5.1	7	5
Lecturer	43	5.1	40	4.7	56	7

College of Engineering and Applied Sciences

	2010		2012		2014	
Title	Headcount	FTE	Headcount	FTE	Headcount	FTE
Instructor	5	4.5	4	3.5	5	4.5
Senior Instructor	1	.75	3	3	4	3.9
Professor – Research					1	.25
Research Associate					1	.49
Professional Research Associate					2	1.19
Lecturer	18	2.0	30	3.623	31	3.9

College of Letters, Arts and Sciences

	2010		2012		2014	
Title	Headcount	FTE	Headcount	FTE	Headcount	FTE
Instructor	67	59.18	47	42.455	48	45.8
Senior Instructor	27	24.56	51	46.39	60	53.7
Assistant Professor-Clinical	2	2.0	1	1	1	.5
Professional Research Assistant	7	4.8	10	8.3	9	6.25
Senior Professional	8	5.6	2	1.6	1	.8

Research Assistant						
Research Associate			1	.5		
Senior Research Associate			4	4	2	1.5
Assistant Professor-Research	2	1.5	2	.9	1	.75
Lecturer	144	17.7	149	19.38	245	28.6

School of Public Affairs

	2010		2012		2014	
Title	Headcount	FTE	Headcount	FTE	Headcount	FTE
Instructor	2	2.0	3	2.1	3	2.1
Senior Instructor	1	1.0	2	2	2	2
Assistant Professor – Clinical Track					1	.49
Lecturer	13	1.5	5	.5	20	2

Kraemer Family Library

	2010		2012		2014	
Title	Headcount	FTE	Headcount	FTE	Headcount	FTE
Lecturer			1	.14	2	.9
Instructor			2	2	2	2
Senior Instructor	2	2	2	2	1	1

Non-Tenure-Track Faculty Report
University of Colorado Denver
Spring 2014

Preface

The University of Colorado office of the Vice President for Academic Affairs has asked each of the campuses to respond biannually to a set of questions based on the 1999 Non-Tenure-Track Faculty (NTTF) Recommendations. Those original recommendations were endorsed by the Regents, each Faculty Assembly, the Faculty Council, and the President's Office. In 2010, the Faculty Council and the System Academic Affairs Office revised the questions for the biannual report. The two goals for the reporting process continued to be the improvement of conditions for NTTF at CU, and the advancement of NTTF contributions to the University's mission.

CU Denver Report

Introduction:

To prepare this report, each school, college, and library at CU Denver was asked to review their answers to the questions on the report template that they submitted for the Spring 2012 report and to send any updates, changes, etc. The exception to this request consisted of the three questions that were answered centrally: A1 [answered by the Office of Institutional Research and Policy Analysis (OIRPA)]; and A2 and C1 (answered by Human Resources).

Brief summaries of the answers sent by Deans, Associate Deans, and Directors are given below, along with answers that apply across schools, colleges, and libraries.

The complete reports submitted by OIRPA and by the schools/colleges/libraries are in the appendices, as follows:

- Appendix A: Non-Tenure-Track Faculty List for UC Denver (OIRPA)
- Appendix B: Architecture and Planning Report
- Appendix C: Arts and Media Report
- Appendix D: Auraria Library Report
- Appendix E: Business Report
- Appendix F: Dental Medicine Report
- Appendix G: Education and Human Development Report
- Appendix H: Engineering and Applied Science Report
- Appendix I: Health Sciences Library Report
- Appendix J: Liberal Arts and Sciences Report
- Appendix K: Medicine Report
- Appendix L: Nursing Report
- Appendix M: Pharmacy Report
- Appendix N: Public Affairs Report
- Appendix O: Public Health Report

Section A. Titles, Contracts, and Workloads

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?

   CU Denver's Office of Institutional Research and Policy Analysis (OIRPA) generated a list of all NTTF titles in use, by school/college/library, along with the Fall 2013 numbers of faculty members holding each title. The list is in Appendix A.

   In some of the school/college/library reports (Appendices B – O), additional information is given about the titles that are currently in use.

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.

   CU Denver policies and procedures for hiring faculty members make only minimal distinctions between tenure-track faculty and NTTF. All faculty letters of offer are initially reviewed in the Dean's office. Denver campus tenure-track positions are reviewed by the Provost. All appointments with tenure go through a rigorous review process (with final tenure approval given by the Regents). All faculty appointments are currently forwarded to Human Resources bi-weekly or more frequently, as needed, along with personnel matters reports for approval by the appropriate authority (i.e., the Provost approves Assistant Professor, Associate Professor and Professor actions; the Dean approves all other ranks). Human Resources staff members review the content of the letters and ensure that the approved searches or search waivers, the letters, the reports and the entries to the human resources management system all match.

   For additional information about the processes used in some of the schools/colleges/libraries, see the reports in Appendices B – O.

3. Are workloads specified for each job title? If so, what are those workloads?

   The answers to this question are in the school/college/library reports in Appendices B – O. On the Denver campus, workloads for Instructors, Senior Instructors, and Clinical Teaching Track faculty members are often specified as percentages of time devoted to teaching, research/creative activities, and service; lecturers' workloads are usually specified in terms of the limits on the number of credit hours that they can teach each semester. The workloads for faculty members at the Anschutz Medical Campus (AMC) tend to be negotiated individually, depending on the needs of the sponsoring grant, clinical area, or department.

A few years ago, the Denver campus developed general guidelines for the appointment of faculty members into the Clinical Teaching Track title series (http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Documents/CTT%20Denver%20campus%20procedures.pdf). The schools/colleges/departments are working on primary-unit level criteria for the ranks within the Clinical Teaching Track series. The AMC schools/college with CTT faculty members have written documents describing the criteria for ranks.

Section B. Evaluation and Promotion

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

   Since the last NTTF report was submitted in Spring 2012, a new policy statement was developed (replacing two older policies for the Denver campus), *Non-Tenure Track Faculty Performance Reviews* (http: www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/NTTFPerfReview.pdf) . This policy applies to both the Denver and the AMC campuses.

   See the reports in Appendices B – O for specific answers to this question. In general, the schools and colleges reported the use of criteria for evaluating NTTF. Except for Lecturers, the criteria are often the same as for T/TT faculty members, with weight percentages adjusted to reflect the varying job expectations. For Lecturers, the evaluations are focused on teaching.

2. How frequently are these evaluations conducted?

   Most of the individual school/college/library reports (Appendices B – O) indicate that Instructors and Senior Instructors, and faculty members with appointments in the Research and the Clinical Teaching Track series of faculty titles, are evaluated annually. The evaluation of Lecturers' teaching performance tends to be based on reviews of syllabi and students' teaching evaluations, often every semester; some schools and colleges also specifically mentioned formal evaluations of Lecturers every three years.

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.

   The reports submitted by the schools/colleges/libraries (Appendices B – O) vary in terms of how this question was answered, although all of them addressed one or more aspects of the promotion process. Some of the reports describe the process and criteria for promotion from Instructor to Senior Instructor (e.g., Auraria Library; Business School) and others mention the

process for promotion within the Clinical Teaching Track series (e.g., School of Education and Human Development; College of Engineering and Applied Science; College of Liberal Arts and Sciences).

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")

   Human Resources provided a link to a system-wide document that gives information about eligibility for benefits: https://www.cusys.edu/pbs/pbs_documents/EligibilityMatrix.xls.

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?

   The schools/colleges/libraries reported a variety of ways by which policies and procedures are made accessible to NTTF – e.g., in letters of offer; during campus and school/college/library orientations; on the campus Human Resources and school/college/library websites; and by personal contact with NTTF by campus and school/college/library administrators.

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?

   On the Denver campus, the Center for Faculty Development (CFD) provides various opportunities and supports for all faculty members, including NTTF. These services include:

   - *Professional teaching consultations, observations, and mentoring*. The CFD staff conducts class observations and meets individually with faculty members to discuss aspects of teaching, such as designing courses, enhancing classroom techniques, developing course materials, and documenting teaching effectiveness.
   - *"Lunch and Learn" professional development series*. The 2013-14 series provides faculty the opportunity to meet and network with colleagues across campus and learn about resources to support and enhance teaching, research funding and creative activities. Sixteen events cover an array of topics.

- *Grant opportunities*. All full-time faculty members, including NTTF, are eligible to apply for the Faculty Development Grants, an annual competition. The grants range in size from $2000 to $10,000, and are intended to enhance the quality of teaching and/or research/creative work. The grants are highly competitive. For the 2013-14 academic year, 17 grants were funded. Two of the grants were awarded to NTTF – one to an individual faculty member, and one to a group of three faculty members.
- *Online New Faculty Orientation*. All faculty members on the Denver campus are required to attend New Faculty Orientation. The CFD developed an online version of the orientation so that NTTF can meet this requirement and receive the benefits of the information presented at in-person orientation. The online orientation includes three courses: "The CU: New Faculty Orientation;" "CU Assessment and Instructional Alignment;" and "CU American with Disabilities."

For AY 2014-15, an additional grant opportunity will be available for NTTF on the Denver campus. The "Non-Tenure Track Faculty Development Awards" program will be initiated in CLAS: six awards of $500.00 each will be awarded to CLAS NTTF during each of the next three years. The Provost's Office will provide additional funds for NTTF from the other schools and colleges (with total funding set at $3000.00 each year, for the next three years). The grants will help faculty members stay current in their fields through professional development activities.

As can be seen in the reports in Appendices B – O, a variety of supports and opportunities are made available within all the schools, colleges, and libraries. Examples include: professional development funds for training and tools; funds for travel to professional conferences; invitations to attend school/college/department orientations, faculty meetings, workshops, seminars, etc.; voting rights; and information and advice sent via newsletters or posted online.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

   On the Denver campus, there is an annual "Excellence in Teaching Award" for NTTF; Lecturers, Instructors, Senior Instructors, and Clinical Teaching Track faculty members are eligible to be nominated for the award. NTTF with at least a .50 appointment and three years of service on the Denver campus are also eligible to receive the annual "Excellence in Service Award." Schools and colleges nominate one faculty member for the teaching and service awards (except for CLAS, which nominates three faculty members for each award) and the Auraria Library nominates a faculty member for the service award. Faculty committees, comprised of the nominees and winners

of the respective award from the past two years, select the overall campus-level winners. An "Excellence in Librarianship Award" is available to one faculty member in the Auraria Library; the library's faculty members have developed the criteria and procedures for selecting the recipient of this award. All nominees and campus-level winners receive certificates and stipends; the campus-level winners are recognized at the May and December Commencements and by individual plaques added to the Faculty Awards Gallery in the North Classroom Building. A "Celebration of Faculty Excellence" is held each September to recognize and honor all award recipients.

The "Provost's Award for Excellence in Practices Related to NTTF" was instituted on the Denver campus in 2010. This award is given to an academic unit that has demonstrated a high level of meaningful involvement of NTTF, as well as excellence in the level of impact or contribution the NTTF involvement has had on fulfilling the mission of the unit. The recipient receives a monetary reward (intended to support further advancement of best practices, such as promoting the improvement of NTTF teaching, enhancing NTTF professional development, or stimulating NTTF engagement with the university community) and is recognized at the May and December Commencements and with a plaque in the Faculty Awards Gallery.

At AMC, there are two campus-level teaching awards given annually to faculty members in each school and college; the award winners are selected by the students in the respective schools and colleges. The "President's Excellence in Teaching Award" winners are chosen by the senior classes in the schools/colleges of Dental Medicine, Medicine, Nursing, Pharmacy, and Public Health. This award recognizes the faculty member's outstanding, innovative, and inspirational contributions to the students' professional development. The "Chancellor's Teaching Recognition Award" rewards outstanding teaching; nominees are identified by school/college student governance groups and winners are selected by committees comprised of students, faculty members, and administrators. The award is given to one faculty member in each school of Dental Medicine, Medicine, Pharmacy, and Public Health; and one faculty member in the College of Nursing and one in the Graduate School. All faculty members are eligible for both the "President's Excellence in Teaching Award" and the "Chancellor's Teaching Recognition Award." Recipients are given cash awards and plaques, and they are recognized at the May Commencement ceremony.

For more information about the campus-level awards at AMC and on the Denver campus—including specific criteria for each award—go to: http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/awards/Pages/default.aspx.

The reports in Appendices B – O include information about some additional awards and expressions of appreciation for NTTF within the schools, colleges, and libraries.

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

   The school/college/library reports (Appendices B – O) describe grievance procedures available to NTTF. Generally, NTTF have access to the same grievance procedures as tenured and tenure-track faculty members.

Appendices

- Appendix A: Non-Tenure-Track Faculty List for UC Denver
- Appendix B: Architecture and Planning Report
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Appendix A: Non-Tenure-Track Faculty List for UC Denver

Non-Tenure Track Faculty

By College by Job Code
As Reported to IPEDS
Fall 2013

School/College	Job Code*	Job Description	Total NTTF Appointments
AMC Library	1102	ASSOCIATE PROFESSOR	2
AMC Library	1103	ASST PROFESSOR	5
AMC Library	1104	SENIOR INSTRUCTOR	6
AMC Library	1105	INSTRUCTOR	4
Architecture & Planning	1104	SENIOR INSTRUCTOR	10
Architecture & Planning	1105	INSTRUCTOR	22
Architecture & Planning	1212	CLINICAL ASSOC PROFESSOR (C/T)	1
Architecture & Planning	1306	RESEARCH ASSOCIATE	1
Architecture & Planning	1403	VISITING ASST PROFESSOR	1
Architecture & Planning	1409	PROFESSOR ADJUNCT	1
Architecture & Planning	1411	ASST PROFESSOR ADJUNCT	2
Architecture & Planning	1419	LECTURER	44
Arts & Media	1104	SENIOR INSTRUCTOR	5
Arts & Media	1105	INSTRUCTOR	19
Arts & Media	1419	LECTURER	50
Auraria Library	1102	ASSOCIATE PROFESSOR	1
Auraria Library	1103	ASST PROFESSOR	5
Auraria Library	1104	SENIOR INSTRUCTOR	12
Auraria Library	1105	INSTRUCTOR	2
Auraria Library	1433	DIRECTOR-FACULTY	3
Business	1104	SENIOR INSTRUCTOR	9
Business	1105	INSTRUCTOR	17
Business	1419	LECTURER	42
Dental Medicine	1105	INSTRUCTOR	1
Dental Medicine	1202	ASSOC PROFESSOR-CLINICAL	8
Dental Medicine	1203	ASST PROFESSOR-CLINICAL	15
Dental Medicine	1205	CLINICAL INSTRUCTOR	7

Dental Medicine	1211	CLINICAL PROFESSOR (C/T)	7
Dental Medicine	1212	CLINICAL ASSOC PROFESSOR (C/T)	22
Dental Medicine	1213	CLINICAL ASST PROFESSOR (C/T)	22
Dental Medicine	1215	CLINICAL INSTRUCTOR (C/T)	7
Education	1104	SENIOR INSTRUCTOR	10
Education	1105	INSTRUCTOR	12
Education	1211	CLINICAL PROFESSOR (C/T)	1
Education	1212	CLINICAL ASSOC PROFESSOR (C/T)	3
Education	1213	CLINICAL ASST PROFESSOR (C/T)	3
Education	1301	PROFESSOR-RESEARCH	1
Education	1303	ASST PROFESSOR-RESEARCH	2
Education	1311	RESEARCH SENIOR INSTRUCTOR	0
Education	1401	VISITING PROFESSOR	0
Education	1419	LECTURER	83
Engineering	1104	SENIOR INSTRUCTOR	6
Engineering	1213	CLINICAL ASST PROFESSOR (C/T)	3
Engineering	1215	CLINICAL INSTRUCTOR (C/T)	1
Engineering	1302	ASSOC PROFESSOR-RESEARCH	1
Engineering	1304	RESEARCH INSTRUCTOR	1
Engineering	1306	RESEARCH ASSOCIATE	1
Engineering	1308	VISITING RESEARCH ASSOCIATE	1
Engineering	1309	SR PROFESSIONAL RESEARCH ASST	1
Engineering	1310	PROFESSIONAL RESEARCH ASST	2
Engineering	1406	PROFESSOR ADJOINT	4
Engineering	1407	ASSOC PROFESSOR ADJOINT	1
Engineering	1408	ASST PROFESSOR ADJOINT	2
Engineering	1419	LECTURER	38
Liberal Arts	1104	SENIOR INSTRUCTOR	34
Liberal Arts	1105	INSTRUCTOR	65
Liberal Arts	1211	CLINICAL PROFESSOR (C/T)	1
Liberal Arts	1301	PROFESSOR-RESEARCH	2
Liberal Arts	1302	ASSOC PROFESSOR-RESEARCH	1
Liberal Arts	1303	ASST PROFESSOR-RESEARCH	8
Liberal Arts	1402	VISITING ASSOC PROFESSOR	1
Liberal Arts	1403	VISITING ASST PROFESSOR	3
Liberal Arts	1419	LECTURER	152
No Academic Unit	1104	SENIOR INSTRUCTOR	4
No Academic Unit	1105	INSTRUCTOR	1

No Academic Unit	1201	PROFESSOR-CLINICAL	1
No Academic Unit	1203	ASST PROFESSOR-CLINICAL	2
No Academic Unit	1205	CLINICAL INSTRUCTOR	1
No Academic Unit	1303	ASST PROFESSOR-RESEARCH	1
No Academic Unit	1401	VISITING PROFESSOR	1
No Academic Unit	1403	VISITING ASST PROFESSOR	1
No Academic Unit	1419	LECTURER	7
Nursing	1104	SENIOR INSTRUCTOR	12
Nursing	1105	INSTRUCTOR	19
Nursing	1204	SENIOR CLINICAL INSTRUCTOR	1
Nursing	1303	ASST PROFESSOR-RESEARCH	1
Nursing	1306	RESEARCH ASSOCIATE	1
Nursing	1409	PROFESSOR ADJUNCT	1
Nursing	1410	ASSOC PROFESSOR ADJUNCT	1
Nursing	1411	ASST PROFESSOR ADJUNCT	1
Nursing	1412	SENIOR INSTRUCTOR ADJUNCT	2
Nursing	1419	LECTURER	42
Nursing	1421	ASST INSTRUCTOR	16
Pharmacy	1104	SENIOR INSTRUCTOR	3
Pharmacy	1105	INSTRUCTOR	4
Pharmacy	1201	PROFESSOR-CLINICAL	3
Pharmacy	1202	ASSOC PROFESSOR-CLINICAL	12
Pharmacy	1203	ASST PROFESSOR-CLINICAL	13
Pharmacy	1204	SENIOR CLINICAL INSTRUCTOR	4
Pharmacy	1205	CLINICAL INSTRUCTOR	5
Pharmacy	1302	ASSOC PROFESSOR-RESEARCH	5
Pharmacy	1303	ASST PROFESSOR-RESEARCH	4
Pharmacy	1304	RESEARCH INSTRUCTOR	4
Pharmacy	1409	PROFESSOR ADJUNCT	2
Public Affairs	1105	INSTRUCTOR	1
Public Affairs	1211	CLINICAL PROFESSOR (C/T)	1
Public Affairs	1301	PROFESSOR-RESEARCH	1
Public Affairs	1419	LECTURER	24
Public Affairs	1442	SCHOLAR IN RESIDENCE	1
Public Health	1104	SENIOR INSTRUCTOR	3
Public Health	1105	INSTRUCTOR	7
Public Health	1201	PROFESSOR-CLINICAL	1
Public Health	1202	ASSOC PROFESSOR-CLINICAL	1
Public Health	1203	ASST PROFESSOR-CLINICAL	5

Public Health	1205	CLINICAL INSTRUCTOR	2
Public Health	1212	CLINICAL ASSOC PROFESSOR (C/T)	2
Public Health	1213	CLINICAL ASST PROFESSOR (C/T)	1
Public Health	1215	CLINICAL INSTRUCTOR (C/T)	1
Public Health	1301	PROFESSOR-RESEARCH	2
Public Health	1303	ASST PROFESSOR-RESEARCH	7
Public Health	1304	RESEARCH INSTRUCTOR	6
Public Health	1311	RESEARCH SENIOR INSTRUCTOR	1
Public Health	1409	PROFESSOR ADJUNCT	1
Medicine	1203	ASSIST CLIN PROF	1258
Medicine	1103	ASSIST PROF	760
Medicine	1408	ASSIST PROF ADJOINT	19
Medicine	1411	ASSIST PROF ADJUNCT	4
Medicine	1416	ASSIST PROF ATTEND	1
Medicine	1303	ASSIST RES PROFESSOR	37
Medicine	1202	ASSOC CLIN PROF	403
Medicine	1207	ASSOC CLIN PROF EMER	5
Medicine	1102	ASSOC PROF	550
Medicine	1407	ASSOC PROF ADJOINT	7
Medicine	1410	ASSOC PROF ADJUNCT	1
Medicine	1453	ASSOC PROF EMERITA	2
Medicine	1302	ASSOC RES PROFESSOR	9
Medicine	1205	CLIN INSTRUCTOR	814
Medicine	1201	CLIN PROF	245
Medicine	1206	CLIN PROF EMERITUS	3
Medicine	1201	DIST CLIN PROF	9
Medicine	1100	DIST PROF	10
Medicine	1105	INSTRUCTOR	548
Medicine	1413	INSTRUCTOR ADJOINT	2
Medicine	1438	INSTRUCTOR/FELLOW	107
Medicine	1419	LECTURER	11
Medicine	1101	PROF	453
Medicine	1406	PROF ADJOINT	19
Medicine	1409	PROF ADJUNCT	2
Medicine	1452	PROF EMERITA	2
Medicine	1452	PROF EMERITUS	17
Medicine	1310	PROF RES ASSIST	1119
Medicine	1406	PROFESSOR ADJOINT	1
Medicine	1306	RES ASSOC	69

Medicine	1304	RES INSTRUCTOR	44
Medicine	1301	RES PROFESSOR	5
Medicine	1402	SPEC VISIT ASSOC PROF	1
Medicine	1405	SPEC VISIT PROF	2
Medicine	1214	SR CLIN INSTRUCTOR	148
Medicine	1412	SR INSTRUCT ADJOINT	1
Medicine	1104	SR INSTRUCTOR	291
Medicine	1309	SR PROF RES ASSIST	234
Medicine	1305	SR RES ASSOC	16
Medicine	1304	SR RES INSTRUCTOR	4
Medicine	1402	VISIT ASSOC CLIN PRO	8
Medicine	1402	VISIT ASSOC PROF	14
Medicine	1402	VISIT ASSOC RES PROF	1
Medicine	1401	VISIT CLINICAL PROF	8
Medicine	1401	VISIT PROF	13

*Most data taken from UCD's CIW system. However, the School of Medicine has a large number of personnel who are employed through affiliate organizations. In some cases, UCD does not have a direct match to the job titles for these employees. In those cases, the job code was approximated using the closest available code.

Appendix B: Architecture and Planning Report

Section A. Titles, Contracts, and Workloads

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?

1104	Architecture & Planning	SENIOR INSTRUCTOR
1105	Architecture & Planning	INSTRUCTOR
1212	Architecture & Planning	CLINICAL ASSOC PROFESSOR (C/T)
1306	Architecture & Planning	RESEARCH ASSOCIATE
1309	Architecture & Planning	SR PROFESSIONAL RESEARCH ASST
1310	Architecture & Planning	PROFESSIONAL RESEARCH ASST
1409	Architecture & Planning	PROFESSOR ADJUNCT
1410	Architecture & Planning	ASSOC PROFESSOR ADJUNCT
1411	Architecture & Planning	ASST PROFESSOR ADJUNCT
1419	Architecture & Planning	LECTURER

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.

The College of Architecture and Planning reviews NTTF contracts annually in addition to the annual performance evaluation. In addition new NTTF hires are vetted through the UCD office of Human Resources.

3. Are workloads specified for each job title? If so, what are those workloads?

Workloads for Instructors and Senior Instructors are specified: 6 courses per AY unless they have an administrative appointment which grants a course release (e.g., Associate Chair). Workloads for adjunct faculty are also specified but may vary from one adjunct to another. Lecturers are hired on a per-course per semester basis.

Section B. Evaluation and Promotion

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

CAP has a Hiring, Reappointment, Promotion and Evaluation Guidelines for NTTF. These guidelines address the evaluation criteria for each NTTF job code based on contract requirements which may include teaching and service. The evaluation criteria for CTT and Instructor rank vary by rank by each include: Teaching assessment (FCQ's, syllabi, assignment, and student learning outcomes) and service evaluation.

2. How frequently are these evaluations conducted?

Evaluation of both TTF and NTTF positions are conducted annually.

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.

CAP has a Hiring, Reappointment, Promotion and Evaluation Guidelines for NTTF in addition to following all applicable University procedures related to faculty promotion. These guidelines address the criteria for promotion consideration within NTTF job codes. A request process or self-nomination must be submitted to the chair of the department where the NTTF is rostered. To be considered the NTTF must meet the requirements of the new rank and submit assessment materials for review. Department faculty must vote on candidates to be forwarded to the hiring authority and provost for recommendation of promotion.

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")

   Instructors level positions are eligible for benefits if they hold an appointment of 50% or higher. Adjunct and Lecturer NTTF are not eligible for benefits.

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?

   All policies and procedures related to compensation and benefits are available to NTTF through the UCD's website and CAP specific policies are provided and identified at the time of contract to NTTF.

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?

a. Associate chair and administrative positions within CAP are available to NTTF, with additional compensation and reduced teaching loads.
b. Professional development funding is available for Instructor level positions on a pro-rated basis based on departmental and College resources.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

There is a dedicated category for NTTF teaching in the annual Faculty Excellence Awards in CAP, and NTTF are eligible in the service category as well. The college winners are eligible subsequently for the campus-wide awards.

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

The current CAP Bylaws, Section 12.2.c) Annual Evaluation of Faculty for Compensation Adjustment, states:

> c) Request for Reconsideration: (note: academic units have been asked to develop an appeal process) It is the right of the individual faculty to request reconsideration of results of the evaluation in the event that (s)he disagrees with the chair's evaluation. To initiate the reconsideration process, the individual faculty shall contact the chair, in writing, to state the reason(s) for reconsideration. The chair will review the requests for reconsideration. If deemed justified, the chair will contact the individual faculty either to ask for additional information or to schedule a meeting with the individual faculty. It is the responsibility of the individual faculty requesting the reconsideration to abide by the schedule of the Salary Adjustment process in each review cycle. Upon reviewing the additional information or hearing the request by the individual faculty, the chair will make his/her decision and inform the individual faculty as soon as possible.
>
> In the event that the individual faculty disagrees with the decision made by the chair, it is the right of the individual faculty to submit a written request to the dean, who may engage the Faculty Affairs Committee to review the request. Beyond the dean's office, there is no further step for reconsideration within the University of Colorado at Denver and Health Sciences Center. Those faculty who wish to carry the reconsideration process further can contact the University of Colorado Faculty Senate Committee on Privilege and Tenure.

Appendix C: Arts & Media Report

Section A. Titles, Contracts, and Workloads

1. What titles are in use for NTTF?

   Senior Instructor
   Assistant Professor Clinical Track
   Instructor
   Lecturer

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.

   Contracts are prepared annually for Senior Instructors, Instructors and Clinical track faculty at the beginning of each academic year (August) and for the summer term, as applicable. The contracts outline the expected instruction effort in terms of percent of time, courses delivered and proportionate salary. Lecturer contracts are prepared on a semester by semester basis indicating the specific courses to be taught and associated course payments in a given semester. Each NTT contract includes language explaining how teaching assignments may fluctuate and are contingent upon the schedule of courses offered each term, the required number of student enrollments in tentatively scheduled courses and the Dean's decision regarding effective use of College resources. Any changes to the percent of time or courses indicated in the original offer letters are communicated to the respective faculty member by the department chairs prior to census date each semester. The Assistant Dean of Budget and Human Resources is also notified of any changes in teaching assignments where salary adjustments are required in the HR system.

3. Are workloads specified for each job title? If so, what are those workloads?

   Senior Instructor/Instructor
   1 FTE is 24 credit hours per academic year.

   Lecturers
   Teach up to 6 credit hours per semester.

   Assistant Professor Clinical Track
   1 FTE is 18 credit hours per academic year.

Section B. Evaluation and Promotion

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

   Policies and Procedures:

CAM Instructors, Senior Instructors and Clinical Track faculty undergo an annual review. These faculty submit a CAM Instructor Merit Matrix-Teaching, FCQs, syllabi examples and a current vita. Instructors meet with the cognizant Department Chair and Dean to review and score all materials submitted.

Available lecturers meet annually in the spring with program Area Heads. Documentation requested for these meetings include a CV, FCQs, and syllabi.

Area Heads and Department Chairs can review instructor and lecturer syllabi. If concerns arise, Chairs/Area Heads may implement a variety of responses including a meeting to review the concerns, assignment of a faculty mentor, a request for the faculty member to work with the Center for Faculty Development, and suggestions for improving either syllabi, teaching and learning strategies or both.

2. How frequently are these evaluations conducted?

   NTTF are evaluated annually. Lecturers are evaluated at the beginning of each semester through a review of all departmental Syllabi and, at the end of each semester, through a review of all course FCQs.

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.

   Lecturers interested in Instructor positions can self-nominate, apply for open positions, or be nominated by T/TT faculty members, Area Heads, or the Department Chair.

   Instructors can be promoted to Senior Instructors. Instructors interested in T/TT positions can apply for conversion based on university procedures and availability of a faculty line. CAM follows University Guidelines for promotion to Senior Instructor.

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits?

   Senior Instructors and Instructors are eligible for benefits if they hold an appointment of 50% or higher of a 24 FTE (credit hour) load.

   Lecturers are not eligible for benefits.

   Assistant Professors Clinical Track are eligible for benefits

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?

   All courses follow established CAM compensation rates. The contract identifies compensation and benefits made available to NTTF.

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?

   In terms of professional development, CAM invites all faculty to participate in CAM Faculty Orientations held at the beginning of each semester and all faculty are invited to CAM's Convocation, CAM faculty and Staff meetings. On occasion, CAM faculty meetings can include professional development mini-sessions.

   CAM Faculty Orientation
   The Orientation Sessions address such things as academic policies, syllabi creation, use of CANVAS in teaching, resources available from the College and University, and provide a "who's who" of College personnel so that auxiliary faculty know where to go when they have questions.

   All CAM faculty can schedule appointments with Area Heads, Department Chairs, Associate Dean, and Dean to discuss teaching and learning, professional development, and any other professional development related items.

   University Resources
   CAM directs all faculty to participate in the workshops and services offered at the Center for Faculty Development and CU Online. In addition, we work to align our faculty and staff meetings in concert with Center for Faculty Development and CU Online workshops especially at the beginning of each semester.

   Recognition
   CAM annually solicits NTTF nominees for college and university awards.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

   CAM recognizes significant contributions through letters of commendation when warranted. Through our annual review process, instructors and clinical track faculty can earn raises based on performance when the University budget supports merit increases.

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

   CAM follows University Policies and Procedures for addressing grievances. In addition, NTTF have access to CAM administrators and committees.

Appendix D: Auraria Library Report

Section A. Titles, Contracts, and Workloads

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?

   Auraria Library uses the ranks of Instructor and Senior Instructor for NTTF librarians. In addition and independent of rank, we use position titles to describe our professional portfolios, such as Collection Development Librarian, Research and Instruction Librarian, Electronic Resources Librarian, etc.

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.

   NTTF are at-will employees. NTTF are evaluated on an annual basis. See Section B for a summary description of this evaluation process.

3. Are workloads specified for each job title? If so, what are those workloads?

   Yes, workloads are specified for each position on an annual basis. Generally, the recommended workload is 90% librarianship (that is, primary job, which may include teaching, research consultancy, collection development, cataloging, etc.) and 10% service. Professional Development is included in primary job responsibilities. Changes to the recommended percentages may be negotiated between the individual and that person's supervisor resulting in the completion of a Differentiated Workload form.

Section B. Evaluation and Promotion

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

   At the beginning of the evaluation period (calendar year), the NTTF librarian develops, in conjunction with his/her supervisor, a professional plan for Librarianship which details specific goals, expected evidence of impact, and how the goals relate to the Library's Strategic Plan. The NTTF librarian completes a self-evaluation which is shared with the supervisor who evaluates the work on the 4 point scale of Below Expectations – Outstanding.

   The NTTF librarian also creates a Service plan. Service activities (usually 10% of the librarian's responsibilities) are identified in the librarian's FRPA and evaluated by librarian peers on the Service Evaluation Committee. The NTTF service evaluation guidelines are on the Library's intranet and are titled "Evaluation Criteria for Service Activities for

Non-Tenure Track Auraria Library Faculty Annual Evaluation". The SEC evaluates service activities on the 4 point scale of Below Expectations – Outstanding.

2. How frequently are these evaluations conducted?
   Annually

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.
   Yes, the procedure for promotion from Instructor to Senior Instructor requires an Instructor to work for the Auraria Library for 6 years with meritorious annual reviews. The Instructor may then apply for promotion to Senior Instructor. That application is reviewed and either approved or denied by the Library's Faculty Personnel committee, who forward a recommendation to the Library Director. The final decision rests with the Library Director.

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")
   Since NTTF Librarians are 12-month employees, a full-time workload is considered a 40-hr week. Therefore, any NTTF Librarian working more than a 50% workload, that is, more than 20 hours a week, is eligible for benefits. Currently, only one NTTF Librarian has a 60% workload contract. All others are on a 100% workload contract.

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?
   Policies and procedures are accessible on the Library's intranet. Questions about policy and procedure may be directed to the Library's Associate Director of Administrative Services, to the Library Faculty Personnel Committee, and/or to the Auraria Library Faculty group (Chair and Secretary are elected by the entire Library Faculty).

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?
   NTTF are encouraged to participate in professional development and, indeed, it is part of the primary job evaluation. Peers, supervisors, and administrators share information about opportunities. Both release time

and financial assistance for professional development may be made available. The Library's Shared Leadership Team has vetted professional development and training guidelines (see summary in Appendix A) which are applied by the Associate Deans in consultation with the Library Director.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

   NTTF may be recognized by their supervisors in the annual review process, by their peers in the University's Service Award process, and by their peers in the Excellence in Librarianship Award process. Informally, the Library's email list, departmental communications/newsletters, and the all-library Open Forum meetings are often used to recognize individual's accomplishments.

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

   We rely on CU Board of Regents Policy 5: Faculty Senate Grievance Process at https://www.cu.edu/regents/Policies/Policy5H.htm. Auraria Library Faculty By-Laws which include information on the grievance process are currently under review.

Appendix A

Auraria Library - Professional and Staff Development and Essential Training (from the Library's Intranet)

Unlike recent years, funding for professional and staff development and essential training will not be allocated based on employment classification. This year each request will be considered on a case by case basis, according to the following guidelines. Priorities will be determined by Associate Directors, in consultation with the Library Director, within the framework of the Library's strategic plan. Full or partial funding may be approved based on the availability of funds and whether or not the request meets one or more of the following criteria:

- The conference is one where we must have a library presence (e.g. III Systems Administrator must attend IUG)

- The request is for essential, job related training

- The employee will be giving a presentation or is a member of a committee which directly supports their position, a library initiative or research agenda. **If approved, opportunities related to this reason solely will have an expenditure cap of $1500 for the fiscal year.**

- The professional development opportunity is local and will not include travel expenses.

Unless the opportunity is in Canada and there is strong justification given to support the expense, no international travel will be approved. Additional justification will be required for any request which includes sending more than one Library representative to an out of state conference or event. In addition, 'self funding' requests are encouraged in those instances where the Library cannot support participation.

Requests for Approval

Please, submit all training and staff development requests to your Associate Director. Requests will be considered in one of the bi-monthly Associate Director meetings. No form is necessary at this step; even an e-mail with the appropriate information is all that is necessary. Requests should include your name; name of the development opportunity; date(s);location; requested funding amount; detailed rationale based on the criteria above.

Registering/Making travel arrangements

Once the Associate Director's have approved your staff development/training request you will need to fill out one of two forms:

1. Local event (no mileage, per diems, lodging reimbursement) Training Form
2. Non-local event Travel Request

Submit completed forms to the Human Resources Associate (Mike Furuli) who will register you for the event and take care of booking your flight (if applicable). The participant is responsible for paying up front for all lodging and meals, but may request reimbursement upon return.

Requesting Reimbursement

If your approval included reimbursement for mileage, lodging, per diems etc., please submit all relevant receipts to the Human Resources Associate (Mike Furuli) once your event is completed. Hotel receipts must have the name of the traveler and show a zero balance (that the balance has been paid). Meal receipts aren't necessary, however, to be reimbursed for taxis or other transportation, parking or baggage check you MUST have receipts. For mileage reimbursement, please just provide the address of the event and Mike Furuli will calculate the appropriate reimbursement amount. For more information on travel please, see the Procurement site: https://www.cu.edu/psc/payables/travel.htm

Reporting Sessions

A reporting session is required when you receive department funding either in either monetary form or in the form of Administrative Leave. You must sign up for one of the

quarterly Brown-bag reporting sessions offered or schedule your reporting session on the agenda for one of the next three Open Forums following your return. Scheduling the reporting session is required in advance of the event. There is no specific requirement in terms of how long you speak for, however, the brown-bag sessions will allow for longer speaking times than Open Forum.

Appendix E: Business Report

Section A. Titles, Contracts, and Workloads

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?
2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.
3. Are workloads specified for each job title? If so, what are those workloads?

   Workloads are specified for each job

   Senior Instructor, Instructor: 3-4 teaching load, 70% teaching 20% intellectual contribution, 10% service.

   Visiting Assistant Professor, Professor Adjunct, Lecturer: Workloads are specified in the individual contracts.

Section B. Evaluation and Promotion

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

   Instructors and Senior Instructors are evaluated annually along with Tenure Track faculty along criteria of teaching, intellectual contribution, and service.

   Lecturers are systematically evaluated for teaching and competency

   Visiting Asst Professors and Professor Adjuncts are special contracts and not evaluated after hire.
2. How frequently are these evaluations conducted?

   Instructors and Senior Instructors: Annually

   Lecturers: In the first year and every third year thereafter.
3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.

   All Instructors are eligible for promotion to Senior Instructor. They must undergo a full review by the school's Primary Unit, and then be approved for promotion by the dean.

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits?

   (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")
2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?

   Information about compensation and benefits is available in our college level HR office.

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?

   Instructors and senior instructors can be elected to the Faculty Assembly. The school has rules for instructors' and senior instructors' participation in faculty meetings and other committees. Except for RTP (reappointment, tenure, and promotion) decisions, they are treated as other full-time faculty members. Instructors and senior instructors vote at faculty meetings after one year on the faculty. Lecturers have no voting rights.

   Instructors and Senior Instructors have Teaching, Intellectual Contribution, and Service requirements. As such they are supported similar to Tenure-Track Faculty both in teaching development and in travel to conferences.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

   Instructors and Senior Instructors are eligible for the Business School annual instructor award. The award is considered comparable to the Tenure-Track faculty awards in teaching, research and service.

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

   The Internal Affairs Committee considers grievances filed by any faculty or staff member in the school.

Appendix F: Dental Medicine Report

Section A. Titles, Contracts, and Workloads

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?

   Instructor
   Assistant Professor Clinical Track (C/T)
   Associate Professor Clinical Track (C/T)
   Professor Clinical Track (C/T)
   Professor (NTT)
   Clinical Instructor
   Clinical Assistant Professor
   Clinical Associate Professor
   Clinical Professor
   Assistant Professor Research
   Research Associate
   Professional Research Assistant
   Senior Professional Research Assistant
   Emeritus Professor

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.

   The School of Dental Medicine follows the CU Denver policies and procedures for initiating NTTF contracts and reviews contracts annually. CU Denver Human Resources recommends the use of a standard format, which is in use at the School of Dental Medicine.

3. Are workloads specified for each job title? If so, what are those workloads?

   Workloads are established based on the clinical department's instructional and clinical requirements. Differentiated workloads within a job title for both NTTF and TTF may be requested in writing and require appropriate approval and justification.

Section B. Evaluation and Promotion

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

   The School of Dental Medicine policies and procedures require a comprehensive annual review and evaluation for all NTTF (except the Research Assistant/Associate series of titles) with a 50% or greater appointment. The same review and evaluation policies and procedures apply to both TTF and NTTF. For the Research Assistant/Associate series of job

titles, the School of Dental Medicine conducts an annual evaluation as required by CU Denver policy using the recommended "Annual Performance Evaluation Form".

2. How frequently are these evaluations conducted?
   The School of Dental Medicine conducts reviews and evaluations annually.

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.
   The School of Dental Medicine follows CU Denver policies and procedures regarding promotions within and between appropriate title categories. This includes review by the Promotion, Tenure, and Post-Tenure Review Committee, the Dean's Review Committee, and the Dean. Per policies and procedures, if there is a disagreement between the committees, and the individual faculty member still wants to submit their name for promotion, they are reviewed by the Vice Chancellor's Advisor Committee.

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")
   The School of Dental Medicine adheres to University of Colorado benefits eligibility criteria and thereby provides benefits to those with a 50% or greater FTE. FTE is based on percentage of effort and is reflected in the workload assignment for each position.

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?
   The University of Colorado Payroll and Benefits website contains information about benefit eligibility. The School of Dental Medicine provides benefits information, including reference to the Payroll and Benefits website, to all employees with 50% or greater FTE.

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?
   The School of Dental Medicine provides seminars, lectures, and demonstrations for both its NTTF and it TTF. In addition, funding is provided for attending professional development conferences, participating in specialized training, membership in professional organizations, and procuring relevant educational and technological tools.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

   All faculty members (NTTF and TTF) participate in the School of Dental Medicine compensation plans as well as excellence and special accomplishment awards.

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

   Grievances by NTTF are resolved by the Dean in consultation with the faculty members and others relevant to the issue of the grievance.

   In addition, Faculty members also have the option of bringing their grievance to the Faculty Grievance Subcommittee as outlined in the School of Dental Medicine's Faculty Senate Governance document:

   > The Faculty Grievance Subcommittee shall review and evaluate grievances brought forth by a faculty member and shall submit a recommendation concerning the grievance to the dean. Grievances relating to work assignments, work schedules, annual evaluations, annual salary increments, or similar matters may be brought before the Faculty Grievance Subcommittee by a faculty member. The Faculty Grievance Committee will not, however, review any grievances relating to promotion or denial of promotion in academic rank or reappointment. These would be referred to the Dean's Review Committee. The Faculty Grievance Committee shall have the authority to determine if a grievance should be heard or processed through alternative channels.

Appendix G: Education and Human Development Report

Section A. Titles, Contracts, and Workloads

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?
   A. Senior Instructor, Instructor
   B. Assistant Professor Clinical Teaching Track, Associate Professor Clinical Teaching Track, Professor Clinical Teaching Track
   C. Assistant Research Professor, Associate Research Professor, Research Professor
   D. Lecturer

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.

   The process for hiring NTTF (excluding lecturers) include the following: (a) The programs recommend a person for the position and the Dean approves; (b) SEHD Human Resources drafts a contract, which is reviewed by the Dean and campus Human Resources; (c) The Dean signs the approved contract and it is mailed to the employee for signature; (d) All NTTF hires are included in the Chancellor Action reports, which are submitted with copies of the contracts; and (e) A Professional Plan is filled out after employment.

   The process for hiring lecturers includes: (a) Contracts are drafted from the School's load report before the semester begins; (b) After review by the Dean's office, the contracts are signed and they are mailed to the employees for signature; and (c)All NTTF hires are included in the Chancellor Action reports, which are submitted with copies of the contracts

3. Are workloads specified for each job title? If so, what are those workloads
   A. Sr. Instructors/Instructors are 80% teaching and 20% service
   B. Clinical Teaching Track Professors, 80% teaching, 10% research, 10% service; or as negotiated
   C. The workload of Research Professors varies according to grant and project obligations
   D. Lecturers are limited to teaching 6 credits per term

Section B. Evaluation and Promotion

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

   Non tenure-track faculty members participate in the annual faculty merit review.

2. How frequently are these evaluations conducted?

   The evaluations are conducted annually.

3. Are there policies and procedures for promotion within and between appropriate title
   categories? If so, please summarize them.

   A process for promoting clinical teaching professors from Assistant to Associate and from Associate to Professor is currently under review. This process involves review by the SEHD Clinical Teaching Promotion Review committee and the Dean's approval.

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits?

   Any NTTF 50% time or greater are eligible for benefits.

2. How are the policies and procedures related to compensation and benefits made readily
   accessible to NTTF, their supervisors, and relevant staff?

   The policies and procedures are made readily through a UCD and SEHD New Employee Orientation that is held within the first several weeks of the semester, and through the SEHD Faculty Handbook.

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?

   NTTF may receive professional development funds through their program areas (as part of program improvement funds). NTTF also may participate in professional development workshops offered in the School of Education and Human Development. Additionally, NTTF may access travel funds for presentations from the SEHD Faculty Development Fund.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

   NTTF are eligible for the school and university awards.

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

   NTTF may use the grievance procedures available to all other faculty in the SEHD. We follow system-wide policies for addressing grievances.

Appendix H: Engineering and Applied Science Report

Non-Tenure-Track Faculty Report
College of Engineering and Applied Science
Spring 2014

Section A. Titles, Contracts, and Workloads
Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?

Job Code	Job Description	Total
1104	Senior Instructor	6
1213	Clinical Asst Professor (C/T)	3
1215	Clinical Instructor (C/T)	1
1302	Assoc Professor-Research	1
1304	Research Instructor	1
1306	Research Associate	1
1308	Visiting Research Associate	1
1309	Sr Professional Research Asst	1
1310	Professional Research Asst	2
1406	Professor Adjoint	4
1407	Assoc Professor Adjoint	1
1408	Asst Professor Adjoint	2
1419	Lecturer	38

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.

   Process for Hiring Instructors and Research Faculty
   The academic unit identifies a need and requests the Dean's approval to proceed with a search (or a search waiver if there is a prospective and eligible candidate). The College Administrator (CA) coordinates with campus HR to post an announcement on Jobs at CU. After a hiring decision is made, the CA generates the appropriate offer letter using HR-approved templates. The letter is then reviewed by HR, reviewed and signed by the Dean (instructors) or Provost (research faculty), and submitted for approval on the appropriate Personnel Matters Report.

   Process for Hiring NTTF in the Clinical Teaching Track Series
   The policy and procedure for the appointment of Clinical Teaching Track faculty has been incorporated into the CEAS Bylaws. The Bylaws, which have been voted on and approved by the CEAS faculty, are currently under review and awaiting Provost approval.

Process for Hiring NTTF in the Research Assistant/Associate Series
These appointments are at the discretion of the Department Chair or the tenure/tenure-track faculty member who wishes to hire a Research Assistant/Associate in connection with a grant award. The CA generates the appropriate offer letter. The letter is then reviewed by HR, reviewed and signed by the Dean, and submitted for approval on the appropriate Personnel Matters Report.

Process for Hiring Adjoint Faculty
A faculty member or academic unit recommends an individual for the position. Upon the Dean's approval, the CA generates the appropriate offer letter. The offer letter is then reviewed by campus HR, reviewed and signed by the Dean, reviewed and signed by the Provost, and submitted for approval on the appropriate Personnel Matters Report.

Process for Hiring Lecturers
The academic unit identifies a need and the Department's Program Administrator (DPA) coordinates with campus HR to post an open continuous announcement on Jobs at CU. After a hiring decision has been made, the DPA generates the appropriate offer. The offer letter is then reviewed by the CA, reviewed and signed by the Dean, and submitted for approval on the appropriate Personnel Matters Report.

3. Are workloads specified for each job title? If so, what are those workloads?

   Workloads for NTTF in CEAS are in large part determined by the position. Workloads are specified in the contract and are prorated for part-time faculty.

   The workload for faculty in the Instructor series is 80% teaching (eight courses per academic year) and 20% service. Teaching loads may be reduced if the service activities exceed the equivalent of one course per semester. Service may include curriculum development, attending faculty meetings, participation on committees, transfer evaluation, advising, etc.

   The typical workload for faculty in the Clinical Teaching Track is 80/10/10 for teaching, research, and service, respectively. Some positions are more heavily weighted toward service and therefore, have differentiated workloads.

   The workload for research faculty varies according to grant/project obligations, and is negotiated between the hiring authority and the employee.

   Lecturers are limited to teaching no more than 13 credit hours per semester.

Section B. Evaluation and Promotion
Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

   Clinical Teaching Track faculty and faculty in the Instructor and Research Professor series are evaluated annually as part of the faculty compensation process. They are required to submit an online FRPA, and undergo three levels of review: Peer, Chair, and Dean. They are evaluated using the same rating scale and under the same criteria as TTF, although their weightings may vary based on their respective teaching, research, and service expectations.

   The performance of Lecturers is evaluated by the Department Chair based on the results of the Faculty Course Questionnaires (FCQs) completed by students each semester. If a Lecturer consistently receives poor FCQs, even after remediation, they are not rehired to teach is subsequent semesters.

   Faculty in the Research Assistant/Associate Series are evaluated annually by their supervisor.

   Adjoint faculty are special contracts and are not evaluated.

2. How frequently are these evaluations conducted?

   With the exception of Lecturers and Adjoint faculty, NTTF in CEAS are evaluated annually; Lecturers are evaluated every semester through FCQ review; adjoint faculty are not evaluated.

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.

   The policy and procedure for the promotion of Clinical Teaching Track faculty has been incorporated into the CEAS Bylaws. The Bylaws, which have been voted on and approved by the CEAS faculty, are currently under review and awaiting Provost approval.

   CEAS does not have policies governing promotion for other NTTF. However, NTTF may apply for open positions.

Section C. <u>Compensation and Benefits</u>
Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits?

Adjoint faculty are not eligible for benefits regardless of FTE. Lecturers are limited to .45 FTE in CEAS and are therefore, not eligible for benefits. All other NTTF in CEAS who hold a 50% time or greater position are eligible for benefits.

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?

   Policies related to compensation and benefits are available to NTTF through the Employee Services and CU Denver Human Resources websites. The College is considering developing an intranet through which all CEAS policies and procedures will be readily available and shared with all employees.

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?

NTTF with teaching, research and service requirements are supported similar to Tenure-Track Faculty. All NTTF may request travel funds and professional development funds through their program areas. The College and/or departments will provide funds based on availability of funding. NTTF are encouraged to actively participate in the generation of grant/research proposals for external funds and are also encouraged to make use of university resources for professional development, such as the Center for Faculty Development.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

NTTF in CEAS may be nominated for the Provost's Award for Excellence in Practices Related to Non-Tenure Track Faculty (NTTF).

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

CEAS follows campus HR policies and procedures with respect to NTTF grievances.

Appendix I: Health Sciences Library Report

Section A. Titles, Contracts, and Workloads

1. What titles are in use for NTTF?

- Instructors ……. 3.3
- Senior Instructors…... 8 (with 2 vacancies at present)
- Assistant Professors ...6
- Associate Professors...3

2. Are policies and procedures in place for initiating and reviewing NTTF contracts?

[Data to be provided by Human Resources]

3. Are workloads specified for each job title? If so, what are those workloads?

All faculty members at the Health Sciences Library (HSL) have non-tenure track promotion-eligible status and are at-will employees. Because they are promotion-eligible, faculty are encouraged to engage in service and research/creative activities.

HSL faculty workloads are determined at the point of position creation by the appointing authority and/or Deputy Director, in consultation with the unit Department Head. Workloads represent the typical distribution of effort; at the Health Sciences Library that is usually 80% of effort directed to effectiveness in the position, 10% directed to service and/or outreach, and 10% directed to research/creative activities. Workloads at the HSL are therefore not dependent on title per se but rather the duties and responsibilities specific to the position. Workloads are later refined as needed.

Section B. Evaluation and Promotion

1. What policies and procedures are in place to ensure systematic evaluation of NTTF?

The policies and procedures for faculty evaluation at the HSL are detailed in the Library's governance document, *Criteria and Procedures for Appointment and Promotion for Library Faculty.* During the past two years, the document has been undergoing iterative revisions with input from the Library Faculty and Director, the Associate Vice Chancellor for Academic Affairs, the Office f the Provost, and University Legal Affairs. It is anticipated that a finalized version will be approved in early 2012.
In summary, at the beginning of each calendar year, every Library faculty member prepares a Faculty Distribution of Effort Agreement (FDEA) with her/his supervisor/Department Head. This agreement reflects the primary responsibilities of the faculty member's position, the Library's strategic priorities for the year, and any special arrangements for individual activities or circumstances**.** In the spring of the next calendar year all faculty are evaluated based on this agreement. A score is given for each category

of effort, and each score is multiplied by the percent of effort. The faculty member may also agree to include a behavioral or other rating instrument in the annual performance appraisal process.

2. How frequently are these evaluations conducted?

Faculty evaluation at the HSL is conducted on an annual basis.

3. Are there policies and procedures for promotion within and between appropriate titles categories?

The HSL faculty governance document *Criteria and Procedures for Appointment and Promotion for Library Faculty* addresses assignment of faculty titles. Library faculty members are presently eligible for promotion after six years of service, pursuant to the governance document criteria. The revised version of the governance document, noted in Section B.1, features changes to the criteria for promotion within and between titles, reducing the minimum number of years of service.

In summary, pursuant to the Library's faculty governance procedures, the Faculty Status Committee is responsible for reviewing and evaluating all pertinent records and documents for candidates requesting promotion. The committee reviews these records and submits a written report and recommendation to the Director. Throughout the review process, the committee focuses on the quality and significance of the performance, service, research, teaching and other activities as described in the documentation.

The Director provides the committee with the initial documentation packet for each candidate, including: an updated curriculum vitae; the candidate's self-evaluation and any supporting documentation; evidence of professional activities; evidence of Library or University service; copies of publications or other work; the supervisor's evaluation; copies of letters of evaluation solicited by the Director (from both internal and external evaluators); prior self-evaluations and supervisor evaluations may be included; and candidate's job description.

The committee meets as necessary to give fair and equitable consideration to each candidate. The Chair may ask to meet with the candidate to discuss the documentation. Upon conclusion of its deliberations, the Faculty Status Committee makes a written recommendation to the Director.

Following consideration of the committee's recommendation, the Director may request a meeting with the committee or may proceed to make a decision regarding promotion. The Director informs the candidate of his/her decision and provides a copy of the Faculty Status Committee's report and recommendation. The candidate may request a meeting with the Director and the committee to discuss any questions regarding the decision. Efforts are made to resolve any disagreements at this time, before a recommendation is sent to the Office of Academic Resources and Services. Upon receipt of approval or disapproval of that recommendation, the Director informs both the candidate and the

Chair of the committee.

Section C. Compensation and Benefits

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits?

[Data to be provided by Human Resources]

2. How are the policies and procedures related to compensation and benefits made readily available to NTTF, their supervisors, and relevant staff?

Compensation: HSL faculty salaries are competitive with other academic health sciences libraries in the western United States, and the *Annual Statistics* of the Association of Academic Health Sciences Libraries is used to benchmark. Initial salary offerings are published with the position recruitment advertisement, and are based on the nature of the position, title rank, and years of previous relevant experience.

At the HSL, merit is used to determine salary increases, and on the Anschutz Medical Campus the process is set by the Chancellor in concert with the Vice Chancellor for Finance and Administration. Specifically at the HSL, the total score derived for each individual faculty member from the Library's annual review process (see Section B.1) drives the distribution of merit pay. Merit salary increases are based on comparison across all Library faculty. At the conclusion of the annual review cycle, the Director prepares a recommendation for every faculty member in concert with Anschutz Medical Campus salary setting procedures. The Director includes any special salary adjustments for factors such as special merit or equity.

Benefits: HSL faculty are eligible for benefits through the University of Colorado system as 12 month faculty, and are informed by the appointing authority (Library Director) during the recruitment process and in the offer letter to become familiar with the relevant documentation available from Human Resources at https://www.cusys.edu/pbs/benefits/. Newly hired faculty are reminded to make benefits-related decisions during mandatory new employee orientation. Library Administration encourages all faculty members to engage in the annual Open Enrollment process; distributes news of benefits changes, processes and enhancements via e-mail alerts; and provides leave time for attendance at open housed and fora addressing this annual activity.

Section D. Professional Development, Recognition, and Grievance

1. What opportunities and types of support are available to NTTF for professional development?

At the HSL, professional development is integrated, with a negotiated percent of effort, into individual Faculty Distribution of Effort Agreements. Most librarians are members of the Medical Library Association, which offers a professional recognition program called the Academy of Health Information Professionals (AHIP), and faculty are

encouraged to be credentialed in the program through individualized professional development plans. At the Library, and within the AHIP program, a range of professional development activities are encouraged, including but not limited to: virtual and in-person conference and meeting participation and attendance; enrollment in continuing education courses offered by professional associations; and discussion group engagement. Faculty members are also encouraged to develop personalized plans for acquiring new skills, particularly in areas of information management.

The Library provides an annual budget to support professional development for faculty, within the constraints of budget support, and strives to equitably fund each faculty member who presents a plan for professional development. Annually at the start of the new fiscal year, the Deputy Director solicits from the Library's Department Heads their expectations for professional development expenditures by individual faculty members; the Deputy negotiates with the Heads and faculty members their development plans and budget allotments, based on funds availability.

2. How are NTTF recognized for excellent performance?

Aside from annual merit pay awards, there are limited opportunities to recognize the achievements of HSL faculty. Excellence in performance is typically rewarded with new committee assignments or opportunities to represent the Library in various venues.

Internally, faculty accomplishments are acknowledged by the Director through e-mail announcements and at quarterly All Staff meetings. Externally, accomplishments are recognized in communications directed to the leadership of the Office of Academic Resources and Services and the Office of the Provost, to the representative-members of the Anschutz Medical Campus Faculty Assembly, and via the Library's online newsletter for its clientele, *The Appendix*. Press releases are also issued by Library Administration for particularly noteworthy faculty accomplishments and are distributed to the CU Denver Office of Integrated University Communications.

Library leadership and faculty also nominate and advocate for their Library peers for awards and honors offered by regional and national professional associations and service societies within the community of practice.

Library faculty are eligible for all University of Colorado awards and honors which may be extended to at-will employees, though they typically may not compete for awards that reward teaching achievements due to eligibility requirements. The Anschutz Medical Campus faculty awards programs does not present opportunities for recognizing, through awards or honors, the accomplishments of individual HSL faculty, unlike the CU Denver Campus. During 2010 and 2011, a small ad hoc team of faculty from the HSL and Auraria Library looked at this parity issue, considered award/recognition programs at other similar campuses with general and academic health sciences campuses, and submitted an assessment. The HSL Faculty Senate considered the resulting report and declined to advocate for a change to the current recognition system, determining that no harm or significant loss of opportunity results from the difference between the campuses.

3. Are there policies and procedures for addressing grievances by NTTF?

All faculty members at the Health Sciences Library (HSL) have non-tenure track promotion-eligible status and are at-will employees.

Grievance procedures pursuant to the promotion process are addressed in the Library's governance document, *Criteria and Procedures for Appointment and Promotion for Library Faculty.* In summary, the Director is empowered to establish a Review Committee to aid in the evaluation of recommendations forwarded by the Faculty Status Committee. For example, a Review Committee would be formed to consider a disagreement between the candidate for promotion and the Faculty Status Committee.

Grievances related to annual reviews and job performance are governed by University of Colorado Human Resources policy, and during the annual review process faculty are encouraged to familiarize themselves with their rights and responsibilities.

Appendix J: Liberal Arts and Sciences Report

Section A. Titles, Contracts, and Workloads

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?

   Assistant Professor Clinical Teaching Track
   Associate Professor Clinical Teaching Track
   Professor Clinical Teaching Track
   Assistant Research Professor
   Associate Research Professor
   Research Professor
   Senior Instructor
   Instructor
   Lecturer

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.
   a. Written policy and procedure for nomination, review and approval of Clinical Teaching Track appointments.
   b. Research Professor series: contracts are written by HR Coordinator in Office of the Dean, reviewed by HR, Dean and Provost. Submitted for approval on Personnel Matters Report to Provost.
   c. Instructor series: contracts are written by HR Coordinator, reviewed and signed by Dean. Appointments submitted for approval on Personnel Matters Report to Dean.
   d. Lecturer series: contracts written by department Program Assistants/Administrative Assistants using templates developed by Office of the Dean and approved by HR. Contracts reviewed by HR Coordinator in Office of the Dean then reviewed and signed by Dean. Appointments submitted for approval on Personnel Matters Report to Dean.

3. Are workloads specified for each job title? If so, what are those workloads?

   Assistant, Associate and Full Professor Clinical Teaching Track

   Each of these positions is typically 80% teaching, 10% service and 10% scholarship. There are sometimes variation more heavily weighted toward service, but in keeping with CLAS policy, scholarship never exceeds 20%.

   Assistant, Associate and Full Research Professors

   These positions are typically 100% research, often externally funded, but some faculty in these positions have contracts that specify some limited teaching and service.

   Senior Instructor and Instructor

A 100% instructor or senior instructor would teach 9 classes per academic year with a 10% service obligation. Additional variation to the percentage of time in service may be specified in some contracts. Each course typically equals .1 FTE.

Lecturers

Lecturers teach one or two classes per semester. Course load never exceeds two courses per semester.

Section B. Evaluation and Promotion

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

   Clinical Teaching professors, Research Professors, Senior Instructors and Instructors are evaluated as part of the colleges annual merit review for faculty and staff. Clinical Teaching professors, Senior Instructors and Instructors complete FRPA forms and are evaluated by their department chairs.

   Evaluation of lecturers is handled individually by departments.

2. How frequently are these evaluations conducted?

   Clinical Teaching professors, Research Professors, Senior Instructors and Instructor evaluations are conducted annually in the spring.

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.

   The appointment and promotion of faculty in the Clinical Teaching Track ranks are defined by Primary Unit criteria. The candidate submits a dossier for department approval. This dossier is recommended to the Dean of the College. The Dean's Advisory Committee Clinical Teaching Track makes a recommendation to the Dean regarding appointment or promotion. The Dean's decision is forwarded to the Provost for approval.

Nominations for and promotions within the C/T can come from any member of the department faculty, but must be approved by a majority of the voting faculty, and must be accompanied by a written recommendation from the Department Chair. The candidate must compile a complete application packet (outlined below under Appointment and Evaluation of Clinical Teaching Track Faculty) which the Chair will forward to the CLAS Dean. Instructors and senior instructors who are not part of a department can be nominated for the C/T track by an Associate Dean in CLAS.

The Dean will make the final decision as to whether the individual should be recommended to the Chancellor for a C/T appointment or reappointment. The Dean will utilize the recommendations of the Departmental Chairs and the

best interests of the primary unit and of CLAS in appointments or reappointments. In disputed cases or for promotions within the Clinical Track, the Dean will consult the Dean's Advisory Committee Clinical Track (DAC-C/T), which will initially be made up of three members of the Dean's Advisory Committee, three members of the Alternate Track task force and an Associate Dean. The DAC-C/T will ultimately consist of three members of the DAC, three C/T faculty members and an Associate Dean. In addition, the Dean will consult with the CLAS Council and the CLAS BPC regarding the percentage of faculty hired into the Clinical Track in each primary unit. (from the Requirements for Appointment, Reappointment, and Promotion for Clinical Teaching Track Faculty in the College of Liberal Arts and Sciences, University of Colorado Denver.)

The process for appointment/promotion at the Senior Instructor level is nomination by a department chair and approval by the Dean.

Promotion from Lecturer to Instructor may occur based on teaching merit, or if a lecturer is assigned to teach more than 3 courses in a semester. Promotion is requested by Department Chair and approved by the Dean.

Currently the College does not have a written process for promotion between categories within the Research Professor series.

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits?
   NTTF at 50% FTE and above are eligible for benefits. Lecturers are not eligible for benefits at any FTE. Each course is equivalent to 0.1 FTE; lecturers are limited to 2 courses/0.20 FTE. Lecturer is not a benefits-eligible job code in CLAS on the DDC.

   (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?
   Policies are posted on the HR campus website, and via FAQs on the CLAS HR website. The Lecturer pay scale and Clinical Teaching Track policies are posted on the CLAS website. The CLAS website also provides links to Payroll and Benefits Services and UCD Human Resources.

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?

   Departments often make travel and professional development funds available to NTTF within their departments. Clinical TT faculty, Senior Instructors and Instructors are eligible to apply for CLASAct grant funds for the development of innovating teaching techniques or course development.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

   The College makes up to three awards annually for Excellence in Teaching by Non-tenure-track faculty. The three college winners are nominated for a campus-wide award.

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

   We follow DDC campus HR policies and procedures for NTTF grievances. We have no additional CLAS policies.

Appendix K: Medicine Report

To: Laura Goodwin, Ph.D., Associate Vice Chancellor

From: Steven R. Lowenstein, M.D., M.P.H.
Associate Dean for Faculty Affair

Cheryl Welch, Director, Office of Faculty Affairs

Date: October 23, 2013

Subject: Non-tenure track faculty at the School of Medicine

Thank you for the opportunity to provide current information about the status of non-tenure track (NTT) faculty members within the School of Medicine. We share the view of the System Academic Affairs Office and the Faculty Council that NTT faculty members make important contributions to the University's teaching, research and service missions. We are also aware that in some schools and colleges on other campuses, concerns have been raised about the working conditions of NTT faculty, including participation in faculty governance, workloads, salaries, benefits, annual performance reviews, the at-will requirements and opportunities for career development and academic promotion. As you know, most of these issues have not been concerns at the School of Medicine.

The following comments pertain to SOM NTT faculty members who hold M.D., D.O. or Ph.D. degrees:

- Our NTT faculty (Instructors, Senior Instructors, and faculty members in the Research Professor series and the new Clinical Practice series) have equal benefits and equal opportunities to participate in school-wide governance, when compared with tenure-eligible faculty members.
- While department-level governance opportunities may vary, all Instructors, Senior Instructors, Research Professor series and Clinical Practice series faculty are members of the Executive Faculty and may be elected to the School of Medicine Faculty Senate.
- Salaries are determined by training, degree, discipline, length of service and responsibilities --- not by arbitrary salary bands.
- All these NTT faculty members are required by the SOM Rules to undergo annual evaluations and must be assigned a mentor within 3 months of hire.
- The SOM does not limit the promotion opportunities for Instructors or Senior Instructors who have the terminal degree (usually, but not exclusively, an M.D., D.O. or Ph.D. degree).

A recent comprehensive review of NTT faculty in the SOM demonstrated that the average length of service for Instructors and Senior Instructors at that rank was just 2.47 years. Thus, most Instructors and Senior Instructors serve at that rank for a relatively short period of time, before being promoted to Assistant Professor or leaving the SOM.

We are not aware of systemic problems in working conditions, resources, support or morale. While we have not conducted a school-wide survey of NTT faculty (for example, to examine salaries or to assess institutional climate or working conditions), we do include NTT faculty in all scheduled surveys of faculty satisfaction. Furthermore, NTT faculty members participate fully in our departmental reviews.

Currently, the total number of active SOM faculty (at rank of Instructor or above) is 2,963.

- The number of active Instructors and Sr. Instructors who hold MD, DO or PhD degrees is 455 (15% of the total number of active faculty).
- The total number of active faculty in the Research Professor series is 114.

We are pleased to provide the following answers to the questions forwarded by the System Academic Affairs Office and the Faculty Council. The information below refers to Instructors, Senior Instructors and Research Professors; PRAs are excluded.

A. Titles, Contracts and Workloads

1. *What titles are in use for NTTF?*
   Please see the information listed above.
2. *Are policies and procedures in place for initiating and reviewing NTTF contracts?*

Employment contracts for tenure-eligible and NTT faculty members are handled in an identical manner. At the SOM, the letter-of-offer serves as the contract between the university and the faculty member. NTT faculty who are non-clinicians must hold at-will appointments under state law. Their letters of offer may or may not be revised from time to time to reflect different work assignments. If more than half of a NTT faculty member's effort is clinical service, the faculty member may receive an at-will, limited or indeterminate appointment.

3. *Are workloads specified for each job title? If so, what are those workloads?*

Workloads and job assignments are not established arbitrarily for a specific job title. Rather, a faculty member's workload and assignments --- including clinical work, service, teaching or research --- are negotiated individually at the time of hire, and they depend upon the department or division, the discipline, the talents and training of the faculty member and the needs and expectations of the department and the faculty member.

B. Evaluation and Promotion

1. *What policies and procedures are in place to ensure systematic evaluation of NTTF?*

Under the SOM Rules, all faculty members, including Instructors and Senior Instructors, are required to undergo annual evaluations. A similar requirement exists for faculty members in the Research Professor series. Previously, the DOMINO data base, and the comparable Department of Pediatrics FIDO database, were used by all SOM faculty

members and their departments to track annual evaluations, including performance evaluations for NTT faculty. Over the past 6 months, a new faculty evaluation system (PRiSM) has been developed. This system will be implemented throughout the SOM on January 1, 2014, ensuring continued compliance with the requirement for annual performance evaluations for all NTT faculty members.

2. *How frequently are these evaluations conducted?*

Performance evaluations are required for all faculty members at least annually; according to SOM Rules, performance evaluations must be completed by May 1st of each academic year.

3. *Are there policies and procedures for promotion within and between appropriate title categories?*

According to the SOM Rules, Instructors may be promoted to Senior Instructor at any time, if they demonstrate "special abilities in teaching, research or clinical service." Instructors who achieve board certification, research funding, teaching experience or clinical experience are often promoted to Assistant Professor. As noted above, a large proportion (32%) of Instructors are promoted to Senior Instructor or Assistant Professor after a short period of time.

The SOM Rules outline a traditional academic promotion pathway for faculty in the Research Professor series. Faculty members who achieve excellence in research, based on their record of discoveries, independence, national reputation, publications and funding, may be promoted to Associate Research Professor or Research Professor. Guidelines for promotion in the Research Professor series are posted on the Office of Faculty Affairs web site (http://medschool.ucdenver.edu/faculty). Since the SOM formally adopted the Research Professor series of titles in July, 2004, 15 Assistant Research Professors have applied for promotion to the rank of Associate Research Professor, and five Associate Research Professors have applied for promotion to the rank of Research Professor; of these, 100 % achieved promotion to Associate Research Professor and 80% achieved promotion to Research Professor.

C. Compensation and Benefits

1. *At what percentage of FTE are the NTT faculty holding various titles eligible for benefits?*

All Instructors, Senior Instructors and Research Professors whose positions are .5 FTE or greater receive the full array of faculty benefits. As noted earlier, salaries are not limited arbitrarily for Instructors, Senior Instructors or Research Professors; they are established according to the faculty member's teaching, research and clinical service experience and responsibilities, in accordance with the School's BSI policies.

2. *How are the policies and procedures related to compensation and benefits made readily accessible to NTT faculty, their supervisors and relevant staff?*

First, every letter of offer includes information about the faculty member's compensation. Second, each letter of offer includes the following reference to benefits: *"Benefits available to faculty include health and life insurance and participation in the CU*

retirement program under policies approved by the Board of Regents. If you have any questions about available benefits as a faculty member, please contact the Payroll and Benefits Service Center at (303) 735-6500."

In addition, there is a link on the Office of Faculty Affairs web site that provides information about faculty benefits.

D. Professional development, recognition and grievances

1. *What opportunities and types of support are available to NTT faculty for professional development?*

The SOM does not distinguish between tenure-track and NTT faculty members with respect to faculty development opportunities. For example, all Instructors, Senior Instructors and Research Professors are invited to the annual New Faculty Career Building Workshop. All NTT faculty members receive notices about faculty development seminars, which are posted on the Faculty Development Seminar web site: (http://som-dev.uchsc.edu/faculty). NTT faculty members are eligible to attend any and all of these workshops, including those related to promotion, dossier-building, teaching, research, time management and other topics. NTT faculty members routinely receive the SOM Dean's "What's Going on Here?" email and the biannual faculty publication, the *Faculty Success Newsletter.* And, as noted earlier, the SOM rule that mandates assignment of career mentors applies equally to faculty members holding tenure- and non-tenure track appointments.

2. *How are NTT faculty recognized for excellent performance? Are there awards or other public expressions of appreciation for contributions to the University's mission?*

Although policies at the level of specific departments may differ, the SOM does not differentiate between tenure- and non-tenure track faculty when it comes to honors and awards.

3. *Are there policies and procedures for addressing grievances by NTT faculty?*

The SOM and University policies for addressing grievances do not differentiate between tenure-eligible and NTT faculty. Our NTT faculty have full access to the system-wide Privilege and Tenure Committee, the Ombuds Office (including direct access to the Faculty Ombuds), the Office of Faculty Affairs and other resources.

Appendix L: Nursing Report

Section A. Titles, Contracts, and Workloads

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?
   - ◊ **Refer to updated table from Institutional Research**

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.
   - ◊ **The *ByLaws of the General Faculty for the College of Nursing* establishes the Appointment, Promotion, and Tenure (APT) Committee and responsibilities of this Committee for making recommendations for initiation and review of NTTF contracts.**
   - ◊ **The APT Committee has formalized criteria, policies, and procedures for the appointment, reappointment, and promotion of NTT faculty, which is approved by the General Faculty of the College.**

3. Are workloads specified for each job title? If so, what are those workloads?
   - ◊ **The College of Nursing (CON) has an approved workload policy, which is consistent with University policy and which is implemented and administered by the CON Division Chairs. It is applied consistently to all faculty and takes into account their individual focus of teaching, research/scholarship, and/or clinical practice/scholarship and service.**
   - ◊ **Workloads are specified based on faculty track. Tenured and tenure-track faculty have a full-time workload of 18 credit hours per 12-month appointment period. NTT faculty have a full-time workload expectation of 24 credit hours per 12-month appointment period.**

Section B. Evaluation and Promotion

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.
   - ◊ **Policies and procedures relative to evaluation of NTTF are formalized, approved by the CON General Faculty and available to all on the shared network drive for the College.**
   - ◊ **Faculty members are evaluated annually as part of the annual performance/merit review and compensation recommendation process, but timing of formal comprehensive review occur based on title (see #2 below).**

2. How frequently are these evaluations conducted?
   - ◊ **Instructors and Senior Instructors receive formal comprehensive review at the end of every three consecutive years of employment.**
   - ◊ **Assistant Professors receive formal comprehensive review at the completion of the second year of the initial employment and a promotion review to Associate Professor during the seventh year of the appointment.**
   - ◊ **Associate Professors and Professors will receive formal comprehensive reviews every five years.**

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.
   - ◊ **Yes, these policies and procedures are formalized and approved by the CON General Faculty. They are clearly delineated for each faculty rank, addressing the missions of the University and the College.**

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")

   - ◊ **NTT faculty in the CON who hold appointments at .50 FTE (50% effort) or higher are eligible for benefits. Refer to Human Resources update (C1) for NTT faculty in the College within each rank that are currently at .50 FTE or higher.**

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?
   - ◊ **Policies and procedures relevant to compensation and benefits are made readily accessible to NTT faculty, supervisors, and staff through the campus new employee orientation sessions, and again, through faculty orientation sessions provided by the CON Division Chairs.**

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?
   - ◊ **All faculty, regardless of track, are eligible to apply to the CON's**

Research Committee for intramural seed funding for research development funds.

- ◊ **Upon initial hire, NTT faculty may negotiate for workload release/development time to pursue their clinical or research interests.**
- ◊ **CON Faculty Divisions receive funding in their annual budget that is available for faculty development awards.**

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?
   - ◊ **NTT faculty may be nominated for the annual Dean's Award for Excellence in Teaching. NTT faculty have regularly received this award in the past several years.**
   - ◊ **NTT faculty are publicly lauded for achievements related to teaching, practice initiatives, scholarship and service through e-mail announcements, announcements in CON and campus publications, and articles in external publications.**

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.
   - ◊ **The College of Nursing currently uses the standard University-recognized shared governance grievance procedures, which are available to all faculty. Initially, as a first-level review for CON faculty, the College Dean and the faculty member's Division Chair would work together to mediate and resolve the grievance issues.**
   - ◊ **During the 2009-2010 academic year, the CON developed a formally approved grievance policy and procedure for the faculty's annual performance/merit review process. The grievance policy/procedure has now been implemented and has been in place for the last two annual performance/merit reviews (Spring of 2010 and 2011).**

Appendix M: Pharmacy Report

To: Laura Godwin, Ph.D.
Associate Vice Chancellor for Academic Affairs

From: Ralph J. Altiere, Ph.D.
Dean

Date: October 25, 2013

Subject: NTTF Report Update

In response to your request for an update on the Non-Tenure Track Faculty (NTTF) Report, the Skaggs School of Pharmacy and Pharmaceutical Sciences continues to operate without substantive issues or complaints about the disparity between tenure and non-tenure tracks. We allocate salary, professional development funds, space and other resources to all faculty members regardless of tenure or tenure-track status based on functional considerations such as distribution of effort, performance and program development. NTTF are evaluated annually with opportunities for performance based salary increases and Instructors are used only on a limited basis for teaching, such as in our non-traditional educational program, English as a Second Language program, and as clinical preceptors. In addition, NTTF are eligible for promotion, encouraged to seek out professional development opportunities with funding support as funding allows, share the same grievance process and procedures as tenure and tenure-track faculty, and receive the same benefits. As a result of these business practices, the Skaggs School of Pharmacy and Pharmaceutical Sciences continues to report no substantive issues relative to the NTTF ad hoc committee recommendations regarding the disparity between tenure and non-tenure track faculty.

Appendix N: Public Affairs Report

Section A. Titles, Contracts and Workloads

1. **Titles in use for NTTF**: Clinical Professor; Research Professor (Research Associate Professor, Research Assistant Professor, Senior Research Associate, Research Associate, Senior Professional Research Assistant), Instructor, Lecturer, Visiting Lecturer, and Scholar-in-Residence.
2. **Policies and procedures in place for initiating and reviewing NTTF contracts**: The School's Policies and Procedures Governing the Appointment, Promotion, and Termination of Non-Tenure-Track Faculty, approved by faculty in January 2009, primarily focuses on instructors and professors in the Clinical/Teaching Track and to Research Professors, Research Associate Professors, and Research Assistant Professors (see attached policy for details). The policy also provides that the appointment of Research Associates and Research Assistants is within the discretion of the director of the applied research center in which the Research Associate or Assistant is employed, or, in the case of those who are hired in connection with a grant awarded to a faculty member, by the faculty member (with the concurrence of the Dean). Lecturers are selected by the directors of the degree program for which they will teach a course. SPA's NTTF policy is in the process of being revised by the faculty, and the revision should be completed by March 2012.
3. **Workloads for each job title:** Under the current policy, workloads are in part determined by the position (i.e., faculty in the Clinical/Track focus primarily on teaching, not research), but to the extent that there is discretion in specifying workload, the details are worked out between the hiring authority and the faculty member.

Section B. Evaluation and Promotion

1. **Systematic evaluation of NTTF**: Policies governing the evaluation of faculty in the Clinical/Teaching track and Professor (or Associate or Assistant Professor) – Research are specified by the Policies and Procedures document attached to this report. These faculty are supervised by the Dean, who oversees their evaluation according to the criteria described by the Policy. Lecturers are evaluated by the director of the degree program for which they teach, and Research Associates are evaluated by the director of the applied-research center in which they are employed.
2. **Frequency of evaluations**: All are conducted annually except those for Lecturers, who are evaluated every three years at minimum.
3. **Policies and procedures for promotion within and between appropriate title categories**: Policies and procedures for promotion of faculty in the Clinical/Teaching track and for the professors in the Research track are specified in the attached document. Faculty in the other categories are hired for specific research projects or to teach specific courses. SPA does not have policies governing movement among these titles.

Section C. Compensation and Benefits

1. **Eligibility for benefits**: NTTF who are employed for more than 50 percent of time are eligible for and receive benefits.
2. **Access to NTTF policies and procedures related to compensation and benefits**: At present, information about these policies and procedures is distributed to NTTF, their supervisors and relevant staff via email, via a location on SPA's shared drive, and via an intranet website created by SPA to share information and resources about teaching.

Section D. Professional Development, Recognition and Grievance Procedures

1. **Professional development**: NTTF in the Clinical/Teaching track and the professorial ranks of the Research track write an annual professional development plan, which is reviewed by the faculty member's supervisor. The plan includes the "identification of opportunities for professional learning meeting the interests and goals of SPA and the NTTF." Lecturers are also encouraged to make use of university resources for professional development, such as the assistance of the Center for Faculty Development, and have access to a SPA intranet site dedicated to improving teaching.
2. **Recognition of excellent performance**: SPA plans to begin this year to institute an Excellence in Teaching award for NTTF and to forward this candidate to the campus selection committee.
3. **Policies and procedures for addressing grievances**: NTTF in the Clinical/Teaching track and the professorial ranks of the Research track may make use of the same Policies and Procedures for Academic Grievances as are open to the Tenure-Track Faculty.

SPA NTTF Policies

SCHOOL OF PUBLIC AFFAIRS

POLICIES AND PROCEDURES GOVERNING THE APPOINTMENT, EVALUATION, AND PROMOTION OF NON-TENURE TRACK FACULTY

Adopted by resolution of the
SPA Faculty Council
January 22, 2009
Revised May 18, 2012

This document describes the policies and procedures adopted by the School of Public Affairs, University of Colorado Denver, concerning the appointment, promotion, and termination of certain non-tenure track faculty. It also sets forth procedures for annual

performance review, evaluation, and merit pay determination for these faculty members.

I. **Scope**. This document covers the following categories of non-tenure track faculty (NTTF) typically employed by SPA, as defined in Regents Policy 5-L:

a. Instructor
b. Senior instructor
c. Research faculty
    i. Research assistant professor
    ii. Research associate professor
    iii. Research professor
d. Clinical/teaching track faculty
    i. Assistant professor, clinical/teaching track
    ii. Associate professor, clinical/teaching track
    iii. Professor, clinical/teaching track

II. Minimum Qualifications. All appointments to instructor, research faculty, and clinical/teaching track faculty positions must meet University standards of performance as approved by the Board of Regents. These standards are as follows for the respective positions:

a. Instructors: Instructors should have the master's degree or its equivalent and should be otherwise well-qualified to teach at the undergraduate (primarily lower division) level.
b. Senior instructor: The rank of senior instructor is used for individuals who have at least the master's degree or its equivalent and have considerable success in teaching at the undergraduate (primarily upper division) and/or are well-qualified to teach at the master's program level. This rank may also be used to recognize instructors who have attained the appropriate promotion criteria.
c. Assistant professor: Assistant professors should have an appropriate terminal degree or its equivalent, and possess qualifications for research and/or professional activities in the field. Assistant professors whose position is expected to include teaching responsibilities should be well-qualified to teach at the undergraduate and graduate levels.
d. Associate professor: Associate professors should have an appropriate terminal degree or its equivalent and promising accomplishment in research and/or professional activities. Associate professors whose position is expected to include teaching should have considerable successful teaching experience.
e. Professor: Professors should have an appropriate terminal degree or its equivalent, and (a) a record that, taken as a whole, is judged to be excellent; (b) a record of significant contribution to the profession, to graduate education and/or to undergraduate education, depending on

circumstances, and (c) a record that since receiving promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in research and/or professional activities, service, and teaching (depending on circumstances).

III. Appointment. The appointment of a candidate to an instructor, research or clinical/teaching track faculty position shall occur using the following process:

- **a.** In the event of an open position, the Dean shall appoint a Search Committee that includes faculty members to engage in a search process and present candidates to Faculty Council with evidence of their qualifications.
- **b.** In the event of a proposed appointment involving a search waiver received in accordance with applicable campus waiver procedures, a qualifications committee that includes faculty members shall be appointed to review the person's qualifications and present them to Faculty Council.
- **c.** The candidate will be invited to meet and present evidence of qualifications to the faculty.
- **d.** The faculty will make recommendations to the Dean for appointment.
- **e.** After consideration of the faculty's recommendation, the Dean will decide whether to extend an offer to one or more candidates, subject to approval by the Provost.
- **f.** Appointments to NTTF positions are at-will and ongoing unless terminated by either party or modified by individual contracts, not to exceed one-year appointments.

IV. Faculty Council Membership. The membership and voting rights of non-tenure track faculty are governed by the bylaws of the School of Public Affairs.

V. Research Faculty: Effort, Evaluation and Promotion. Evaluations and promotions of research NTTF shall be carried out according to this section. The supervisor of the NTTF is responsible for evaluations.

a. Effort: A typical appointment for persons holding research faculty titles would require 80% research, 10% teaching, and 10% service. This appointment is negotiable depending on the needs of the School and the qualifications of the person appointed. Any changes from the negotiated effort described in the letter of offer shall be in writing and approved by the Dean.

b. Annual professional development plan: As part of the annual performance review, the NTTF and his/her supervisor shall develop a professional development plan, to be used in guiding the work of the NTTF during the coming year and in providing a basis for the next annual performance review. The components of each professional development

plan may vary depending upon the needs of SPA and the interests of the NTTF, but should include as a minimum:

- *Research activities*: Identification of planned research activities, including target outcomes and potential funding sources
- *Teaching*: Identification of any courses to be taught by the NTTF, and plans for professional development to improve teaching and/or course coverage
- *Service*: Identification of planned service activities within SPA and the larger university community, including administrative service, and service to be provided to the larger community through the provision of expertise or analysis
- *Integration*: Identification of SPA support required by the NTTF to meet target outcomes, and ways in which the target outcomes will further SPA goals and objectives
- *Professional growth*: Identification of opportunities for professional learning meeting the interests and goals of both SPA and the NTTF

c. Annual performance reviews. Research-track NTTF complete an annual Faculty Report of Professional Activities and receive annual performance reviews from their supervisors based on the NTTF's assignments, the criteria stated in this policy, professional development plan for the year, and any other criteria deemed appropriate by the supervisor. The NTTF's performance is also reviewed by SPA's Academic Personnel Committee using the criteria set forth in this policy. These reviews, if approved by the Dean, provide the basis for salary increases through the regular merit process used for faculty .

d. Performance criteria**.** Research-track NTTF in SPA typically conduct applied rather than academic research. As a result, performance in the area of research will typically be evaluated based on quality and quantity of research products such as reports, service to the community and community impact, and client and fund development.

e. Mentoring. Research-track NTTF may request the assignment of a professional mentor other than their supervisor.

f. Role of supervisor. The procedures set forth in this section represent the suggested minimum process for developing goals and reviewing performance, and supervisors of NTTF are encouraged to meet with NTTF on a more frequent basis for these purposes.

g. Promotion**.** Research-track NTTF shall be considered for promotion according to the provisions of this section. Recommendations for promotion shall be submitted by the NTTF's supervisor or the Dean to a qualifications committee that includes faculty members. Upon consideration of the input of the qualifications committee, the Dean shall decide whether to award promotion.

i. *Assistant-level professor to associate-level professor*. This promotion should be considered upon five years after attainment of the assistant professor level, or earlier if deemed appropriate by the Dean. The assistant professor should be able to provide evidence of significant achievement in research and other activities, which shall depend upon the assistant professor's specific assignments but which generally will include evidence of high quality and reasonable quantity of research products, significant service to the community as an expert and/or analyst in public affairs, demonstrated service to the School/University, demonstrated fundraising and client development abilities, and demonstrated successful teaching.

ii. *Associate-level professor to full professor*. This promotion may be considered at any time, but is typically considered at five years after attainment of the associate professor level. The associate professor should be able to provide evidence of outstanding achievement in research and other activities, which shall depend upon the associate professor's specific assignments but which generally will include a record that, as a whole, is judged to be excellent and which demonstrates (1) substantial contributions to the community through research and service in public affairs; (2) substantial contributions to the School through leadership, teaching, and service; and (3) a record that, since promotion to associate professor, indicates substantial, significant and continued growth in research, teaching, and service. Promotion to this level will generally be reserved for candidates who are truly outstanding.

VI. Clinical/Teaching Faculty: Effort, Evaluation, and Promotion. Evaluations and promotions of clinical/teaching NTTF shall be carried out according to this section, except that terms specifically applicable to instructors are found in the next section. The supervisor of the NTTF shall be responsible for evaluations.

a. Effort**.** A typical appointment for a person holding a clinical/teaching faculty title shall be 80% teaching, 10% research, and 10% service, per campus-level policy. This appointment is negotiable depending on the needs of the School and the qualifications of the person appointed. Any changes from the negotiated effort described in the letter of offer shall be in writing and approved by the Dean.

b. Annual professional development plan. As part of the annual performance review, the NTTF and his/her supervisor shall develop a professional development plan, to be used in guiding the work of the NTTF during the coming year and in providing a basis for the next annual performance review. The components of each professional development

plan may vary depending upon the needs of SPA and the interests of the NTTF, but should include as a minimum:

- *Teaching*: Identification of any courses to be taught by the NTTF, and plans for professional development to improve teaching and/or course coverage
- *Service*: Identification of planned service activities within SPA and the larger university community, including administrative service
- *Integration*: Identification of SPA support required by the NTTF to meet target outcomes, and ways in which the target outcomes will further SPA goals and objectives
- *Professional growth*: Identification of opportunities for professional learning meeting the interests and goals of both SPA and the NTTF

c. Annual performance reviews. Clinical/teaching NTTF complete an annual Faculty Report of Professional Activities and receive annual performance reviews from their supervisors based on the NTTF's assignments, the criteria stated in this policy, professional development plan for the year, and any other criteria deemed appropriate by the supervisor. The NTTF's performance is also reviewed by SPA's Academic Personnel Committee using the criteria set forth in this policy. These reviews, if approved by the Dean, provide the basis for salary increases through the regular merit process used for faculty.

d. Performance criteria**.** Clinical/teaching NTTF in SPA typically will be evaluated primarily on their teaching performance, as assessed through the results of Faculty Course Questionnaires, review of syllabi and class assessment activities and results, classroom observations, and any other evidence of teaching performance deemed relevant by the supervisor. Evaluation of research and service will depend on specific assignments.

e. Mentoring. Clinical/teaching NTTF may request the assignment of a professional mentor other than their supervisor.

f. Role of supervisor. The procedures set forth in this section represent the suggested minimum process for developing goals and reviewing performance, and supervisors of NTTF are encouraged to meet with NTTF on a more frequent basis for these purposes.

g. Promotion**.** Clinical/teaching NTTF shall be considered for promotion according to the provisions of this section. Recommendations for promotion shall be submitted by the NTTF's supervisor or the Dean to a qualifications committee that includes faculty members. Upon consideration of the input of the qualifications committee, the Dean shall decide whether to award promotion.

    i. *Assistant-level professor to associate-level professor*. This promotion should be considered upon five years after attainment of the assistant professor level, or earlier if deemed appropriate

by the Dean. The assistant professor should be able to provide evidence of significant achievement in teaching and other activities, which shall depend upon the assistant professor's specific assignments but which generally will include evidence of consistently successful teaching, including positive student feedback, high-quality student assignments and assessments, and student advising and mentorship, as well as demonstrated meritorious service to the School/University.

iii. *Associate-level professor to full professor*. This promotion may be considered at any time, but is typically considered at five years after attainment of the associate professor level. The associate professor should be able to provide evidence of outstanding achievement in teaching and other activities, which shall depend upon the associate professor's specific assignments but which generally will include a record that, as a whole, is judged to be excellent and which demonstrates (1) substantial contributions to student learning through teaching, advising, and mentoring; (2) substantial contributions to the School through leadership in teaching and service; and (3) a record that, since promotion to associate professor, indicates substantial, significant and continued growth in teaching and service. Promotion to this level will generally be reserved for candidates who are truly outstanding.

VII. Instructors: Effort, Evaluation, and Promotion. Evaluations and promotions of instructors shall be carried out according to this section. The supervisor of the instructor shall be responsible for evaluations.

a. Effort**.** A typical appointment for a person holding an instructor title shall be 90% teaching, and 10% service, or 80% teaching and 20% service. This appointment is negotiable depending on the needs of the School and the qualifications of the person appointed. Any changes from the negotiated effort described in the letter of offer shall be in writing and approved by the Dean.

b. Annual professional development plan. As part of the annual performance review, the instructor and his/her supervisor shall develop a professional development plan, to be used in guiding the work of the instructor during the coming year and in providing a basis for the next annual performance review. The components of each professional development plan may vary depending upon the needs of SPA and the interests of the instructor, but should include as a minimum:

- *Teaching*: Identification of any courses to be taught by the instructor, and plans for professional development to improve teaching and/or course coverage

- *Service*: Identification of planned service activities within SPA and the larger university community, including administrative service
- *Integration*: Identification of SPA support required by the instructor to meet target outcomes, and ways in which the target outcomes will further SPA goals and objectives
- *Professional growth*: Identification of opportunities for professional learning meeting the interests and goals of both SPA and the instructor

h. Annual performance reviews. Instructors complete an annual Faculty Report of Professional Activities and receive annual performance reviews from their supervisors based on the instructor's assignments, the criteria stated in this policy, professional development plan for the year (if applicable) and any other criteria deemed appropriate by the supervisor. The instructor's performance is also reviewed by SPA's Academic Personnel Committee using the criteria set forth in this policy. These reviews, if approved by the Dean, provide the basis for salary increases through the regular merit process used for faculty .

i. Performance criteria**.** Instructors in SPA typically will be evaluated primarily on their teaching performance, as assessed through the results of Faculty Course Questionnaires, review of syllabi and class assessment activities and results, classroom observations, and any other evidence of teaching performance deemed relevant by the supervisor. Evaluation of other areas will depend on specific assignments.

j. Mentoring. Instructors may request the assignment of a professional mentor other than their supervisor.

k. Role of supervisor. The procedures set forth in this section represent the suggested minimum process for developing goals and reviewing performance, and supervisors of instructors are encouraged to meet with them on a more frequent basis for these purposes.

l. Promotion**.** Instructors shall be considered for promotion according to the provisions of this section. Recommendations for promotion shall be submitted by the instructor's supervisor or the Dean to a qualifications committee that includes faculty members. Upon consideration of the input of the qualifications committee, the Dean shall decide whether to award promotion.

    i. *Instructor to senior instructor*. This promotion should be considered upon five years after attainment of the instructor level, or earlier if deemed appropriate by the Dean. The instructor should be able to provide evidence of consistently successful teaching and meritorious research and service activities.

    ii. *Promotion to professorship***.** In exceptional cases, a senior instructor may be considered for promotion to assistant

clinical/teaching professor, provided that the qualifications listed above in the section governing clinical/teaching NTTF are met.

VIII. Appeal Process. SPA may permit appeals concerning NTTF decisions and may follow the procedures set forth in SPA's Policy on Academic Grievances.

IX. At-Will Employees. NTTF are at-will employees, and nothing in this document shall be construed as creating a contractual right to any procedure or outcome set forth herein. NTTF are not eligible for tenure.

X. Application to Other Non-Tenure Track Faculty Titles. SPA recognizes that the Regents have defined other non-tenure track faculty titles other than those expressly covered by this document. At present, SPA also employs lecturers, visiting scholars, scholars in residence, and research associates. The terms and conditions of employment for these NTTF are handled as follows:

a. Lecturers are hired to teach on a class-by-class basis. Subject to applicable university requirements, the hiring of lecturers is within the discretion of the director of the program in which the lecturer is hired to teach.
b. Research associates at SPA are engaged solely in research in connection with an affiliated applied research institute or center, with no teaching obligation. Subject to applicable university requirements, the hiring, promotion, evaluation, and termination of research associates is within the discretion of the director of the applied research institute or center in which the research associate is employed. In the event a research assistant or associate is hired in connection with a grant awarded to a faculty member, the hiring, promotion, evaluation, and termination of the research associate shall be within the discretion of the faculty member and the Dean, subject to applicable university requirements.
c. The Dean may appoint appropriate persons to positions holding the title of visiting scholars and scholars-in-residence. These at-will positions are normally assumed to be for a limited period of time, regardless of performance.

Appendix O: Public Health Report

Appendix O: Public Health Report

The Colorado School of Public Health (CSPH) was formed July 1, 2008, and this is the third Non-Tenure-Track Faculty (NTTF) report from this School. Per the NTTF list of faculty titles, CSPH has non-tenure track faculty in the following ranks and tracks: Instructors and Senior Instructors, Affiliates, as well as faculty members in the Research, Clinical/Teaching and Clinical Volunteer track, with all ranks represented in these tracks.

Section A.
Titles, Contracts, and Workloads
Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?
Will be answered by Institutional Research (IR).

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.
Will be answered by Human Resources.

3. Are workloads specified for each job title? If so, what are those workloads?
NTTF are an integral part of the General Faculty of the School, and are equally responsible for the development, implementation, and evaluation of the School's educational, research, and community service efforts as the tenure-track faculty. Expectations for teaching differ by type of appointment, and individual faculty activities may vary with discussion and approval by the Department Chair. In general, senior faculty members are expected to shoulder a larger portion of the educational and service demands of the Department and School than are junior faculty members. This is intended to protect research time during a critical period of development. NTTF are included among the Voting Faculty, except for Clinical Volunteer faculty members. Also, faculty members with primary paid appointments at the Partner Institutions CSU and UNC may vote on matters pertaining to School activities only. The voting rights of the NTTF include all matters of educational, scholarly, clinical, and designated administrative issues in the School. NTTF may be asked to serve in the CU Faculty Council in accordance with existing Faculty Council policies. The expectations for the different NTTF are as follows:

<u>Instructor/Senior Instructors</u>
Instructor/Senior Instructors will have varying expectations depending on whether their position is primarily research, primarily teaching, or both. Expectations will be discussed between the faculty member and the Department Chair based on the position requirements. Changes to these expectations should be agreed upon by the faculty member and the Department Chair in writing.

<u>Faculty members at affiliated and partner institutions</u>

The CSPH Bylaws define the various types of affiliated institutions. Faculty members with an affiliated or adjunct appointment in one of the School's departments will be expected to contribute at a greater level than those with secondary appointments. Appointments may be given for one to four years, with longer terms reserved for faculty members at Associate and Full Professor ranks, consistent with the rules of the School. The expectations of the appointment at the faculty member's home institution will determine the overall balance of teaching, clinical activity, research and service.

Research Track
Research track faculty members are expected to have their primary focus on research activities. They should mentor or serve on thesis committees for a small number of graduate students and provide occasional lectures as requested, but are otherwise not to have significant teaching responsibilities. The balance of types of work will be determined on an individual basis during the appointment and/or annual evaluation process.

Clinical/Teaching Track
Clinical/Teaching Track faculty members are expected to devote a larger portion of their time to teaching and Public Health Practice/Clinical activity than faculty in the other tracks. This balance will vary across individuals. Faculty members in this track may also participate in research, usually in the practice setting, and must be active in scholarship. The balance of types of work will be determined on an individual basis during the appointment and/or annual evaluation process.

Section B.
Evaluation and Promotion
Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

There is no differentiation made between regular NTTF and tenure-track faculty in the requirements for the annual performance evaluation process:

Annual performance reviews for faculty with a primary appointment in the school follow the School's guidelines as outlined below and the annual instructions provided by UCD Human Resources at http://www.ucdenver.edu/about/departments/HR/FormsTemplatesProcesses/Pages/PerformanceManagement.aspx Annual performance reviews must be conducted by the department chair or designee and must be completed no later than May 1st of each year.

Part-time faculty (<50% time) with a regular primary appointment in the CSPH will be evaluated annually (as for full-time faculty) with the terms of their employment taken into consideration with respect to the quantity of activity accomplished.

The faculty member's performance in Research, Teaching, Public Health Practice/clinical work and Service should be considered, along with the assigned workload and administrative and faculty governance service, as outlined in the Laws of the Regents (5.B.6) and as required by the

University's Administrative Policy Statement, "Performance Ratings for Faculty (APS 5008)
https://www.cu.edu/policies/aps/hr/5008.pdf

Prior to meeting with her/his Department or Unit Chair, each faculty member prepares, in advance, a summary of the last years' activities. This includes short-term goals for the next year, and longer-term goals for the next 2-3 years, as mandated by the Rules of the Board of Regents. Content will include: goals and self-evaluation of progress during the past year; research awards submitted and received; teaching activities and student mentoring; publications; departmental development activities; consulting; service; and other activities relevant to progress. A record of the evaluation, including expectations discussed with the faculty member and a likely timeline for promotion and/or tenure, will be kept annually in the CSPH's confidential, faculty member's personnel file. Each faculty member shall have access to the annual performance evaluation documents in his or her file.

The annual performance evaluation will be considered in the salary setting process, reappointment, promotion and/or tenure if applicable. The Department Chair will approve all reappointments and notify the faculty member about the terms and conditions of the reappointment.

2. How frequently are these evaluations conducted?

Annually

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.

Policies and procedures for promotion within and between appropriate NTTF title categories are described in the CSPH Bylaws and the CSPH Faculty Handbook. At the Instructor level the CSPH promotion guidelines differentiate between Instructor/Sr. Instructor as a terminal or as a career development position with or without a terminal degree.

Instructor as a Career Development Position
This category of instructor is a temporary early career development position for individuals with terminal degrees who desire to become Assistant Professors but have not yet demonstrated readiness for consideration as an Assistant Professor. Faculty members in this category have a terminal degree or its equivalent and are working toward establishing independent research and funding. Faculty members are expected to remain in this position no longer than two years, though exceptions for cause may occur and must be approved by the Department Chair and Dean or designee. During this time, the faculty member will work with their assigned mentor to pursue independent funding for research. Teaching will be allowed, encouraged and financially supported, dependent on the availability of funds, but is not required. Instructors may be considered for an Assistant Professor position if the department opens such a position (e.g., Research Track or Clinical Teaching Track) or initiates a search (Tenure-Track position). The decision to offer an Assistant Professor position to an Instructor should be based on the needs of the Department and School, as well as on the faculty member's future goals and

demonstrated abilities, including the potential for excellence in Teaching, Research, or Public Health Practice.

Promotion of Senior Instructors without a terminal degree

Under exceptional circumstances, faculty members in the Senior Instructor rank who do not hold a terminal degree in their field may be considered for an Assistant Professor position, if the department opens such a position (e.g., Research Track or Clinical Teaching Track) or initiates a search (Tenure-Track position). Eligibility: Fulltime appointment at Senior Instructor Rank for five years in the School. Candidates must have a Master's degree. The faculty member must be aware that once appointed to an Assistant Professor position, s/he is subject to all applicable rules of the School including the necessity to be promoted to Associate Professor within the seven year time frame.

Criteria: The chair may consider either 1) "Equivalence of training" of the Ph.D. degree, or 2) "Exceptional performance". Equivalence of training should be interpreted as demonstrated abilities and promise for achieving promotion, consistent with a person holding the terminal degree. Performance criteria for promotion are described below. Please see also Regents Policy 5.L. for Policies on Approved Faculty Titles: https://www.cu.edu/regents/Policies/Policy5L.htm.

Promotion of Faculty at the Associate Professor rank and above

The review process for promotion to Associate Professor in the Tenure Track, Clinical/Teaching Track, and Research series must begin no later than the beginning of the seventh academic year of service as Assistant Professor. This seven-year probationary period is also described as "Promotion Clock". Review may occur earlier should the faculty member meet the specified criteria.

The Department Chair or designee will discuss promotion guidelines and expectations at each annual evaluation with a faculty member at all ranks below Professor, regardless of track. Activities will be evaluated against the criteria for promotion in the School Bylaws (see below) and any additional guidelines or clarifications. The Chair or designee will make a recommendation for promotion at the annual evaluation. With the faculty member's agreement, this recommendation will be forwarded to the Departmental Appointments, Promotions and Tenure Committee (DAPTCO).

The seven-year probationary period will be prorated based on the percentage effort of the faculty member. Formal leave taken by the faculty member will not be counted in the seven-year probationary period. Please see also "Parental and Family Medical Leave with Tenure Clock Stoppage" http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Pages/default.aspx.

Faculty members who are not promoted to Associate Professor during the seventh year at the rank of Assistant Professor will be given one year's notice of non-renewal.

Levels of Review:

There is no differentiation made between regular NTTF and tenure-track faculty for the promotion process. Review occurs first within the faculty member's department. That departmental review is conducted by the Departmental Appointments, Promotions and Tenure Committee (DAPTCO). The next level of review is conducted by the school-wide Appointments,

Promotions and Tenure Committee (APT Committee). In the case of tenure the next level is the review by the Chancellor, and, on the third level, by the President and the Board of Regents.

Promotion Criteria:

1. CLINICAL TEACHING TRACK

Promotion from Assistant to Associate Professor

A. **Excellence in one** of the following:		B. **Meritorious in two** of the following, including the one indicated as Excellent in A.
Teaching	**and**	Teaching
Public Health Practice/ Clinical Activity		Public Health Practice/ Clinical Activity
		Service
		Research

Promotion from Associate to Full Professor

A. **Excellence and Scholarship in one** of the following:		B. **Meritorious in two** of the following, including the one indicated as Excellent in A.
Teaching	**and**	Teaching
Public Health Practice/ Clinical Activity		Public Health Practice / Clinical Activity
		Service
		Research

2. RESEARCH TRACK

Promotion from Assistant to Associate Professor

Excellence in:		**Meritorious in one** of the following:
Research	**and**	Service
		Public Health Practice/Clinical Activity
		Teaching

Promotion from Associate to Full Professor

Excellence and Scholarship in:		**Meritorious in one** of the following:
Research	**and**	Service
		Public Health Practice/Clinical Activity
		Teaching

3. AFFILIATED FACULTY

Affiliate Faculty members with appointments at institutions other than partners (e.g., Denver Health, National Jewish Health) will be reviewed using a process similar to the one described for faculty with a primary appointment within the CSPH. Candidates requesting promotion to a senior rank are required to prepare a "modified" dossier. This shall include:

- CV abstract
- Full CV
- Documentation of Teaching, Research, Public Health/Clinical Practice and Service activities
- A letter from the home institution and a letter from the CSPH Department Chair are needed, but no external reviews are required.
- Three most important publications

Section C.
Compensation and Benefits
Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")
Answered by Human Resources

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?

Compensation policy and procedure information is provided to NTTF at the time of hire and at each annual review by their Department Chair (in conjunction with a more immediate supervisor if appropriate). Benefits information is provided to NTTF during orientation at the time of hire. The CSPH Director of Finance, the Director of Human Resources and the Payroll

Manager are knowledgeable in their areas and are available to answer questions and/or refer questions to the appropriate University System person.

Section D.
Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?

Each regular faculty member at the rank of Instructor or Assistant Professor, regardless of the track will be assigned a mentor at the time of initial appointment. This person (or combination of persons) is responsible for providing input to the faculty member about academic and career development. Mentors should be senior faculty members who are not responsible for the evaluation of the progress of the faculty member (e.g. Department Chair). The mentor is expected to consult with the Chair (Division, Section Head) on a regular and ad hoc basis, together with the faculty member, about progress toward promotion.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

With five different awards the CSPH recognizes TT and regular NTTF for excellent performance:

- Excellence in Teaching Award, which is voted on by CSPH students
- Clinical and Affiliate Faculty Recognition Award - for outstanding institutional contribution
- Excellence in Research Award - for outstanding commitment in research, grant award and publications
- Excellence in Mentoring Award - for outstanding contributions to student learning and development
- Public Health Practice Award to an Individual

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

According to the CSPH Bylaws the grievance policy for NTTF related to annual evaluation results and salary increases is the same as for tenured and tenure-track faculty members: a grievance committee consisting of 3 senior faculty members from the department will be formed to review the rationale for the decrease in supplement. This committee shall advise the Dean on the issue. The Dean's decision is final and cannot be appealed.

University of Colorado Boulder

Office of Faculty Affairs
350 Regent Administrative Center
049 UCB
Boulder, Colorado 80309-0049

t 303 492 5491
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facultyaffairs@colorado.edu

To: Kathleen Bollard, Vice President, Academic Affairs

From: Jeff Cox, Vice Provost and AVC for Faculty Affairs, UCB

Subject: Report on Non-Tenure Track Faculty

Date: 3 March 2014

I am providing here the report of the University of Colorado at Boulder on Non-Tenure-Track Faculty. I will provide a campus-level overview; I am attaching the various reports of the schools and colleges at the University of Colorado at Boulder to the questions issued for the campuses' biannual Report on Non-Tenure-Track Faculty. Each dean's office has answered the questions as they pertain to the particular unit.

The Office of Academic Affairs, through the Office of Faculty Affairs (OFA), oversees the use of non-tenure-track titles to insure that they are employed correctly according to the policies and rules of the University. The OFA website contains definitions of all faculty job titles used on campus with links to system policies. Of the various non-tenure-track job groups, full time instructors must have their letters of offer approved by OFA; more detailed information on matters related to instructors are included on the OFA website. Offer letters for other non-tenure-track titles only need the approval of the dean. In the case of the large body of research faculty, that approval occurs in the office of the Dean of the Graduate School, though research faculty who carry professorial titles are also reviewed by OFA.

The Boulder Campus continues to work to address the status of non-tenure track faculty. Over the last few years, the Office of Academic Affairs has worked with the Boulder Faculty Assembly to maintain cross-college standards for the appointment of instructors and for the differentiation between instructors and lecturers and to improve the working conditions and professional situation of instructors who are on multi-year letters of offer. In 2008, the provost issued a document "Academic Affairs Takes Action on BFA Instructor Task Force Recommendations" that responded to ideas posed by the faculty (https://facultyaffairs.colorado.edu/a-z-information-guide-docs/AA_instructor_response_Aug%202009.pdf.) The Boulder Faculty Assembly created a second task force in 2010 which issued a set of recommendations. Academic Affairs responded to that report in detail; those responses form the basis for ongoing conversations with a newly formed BFA committee on instructors. As part of the OFA response, the deans and the provost also adopted a revised version of "The Boulder Campus Guidelines for the Appointment, Evaluation, and Promotion of Lecturer and Instructor Rank Faculty" on 29 March 2011(https://facultyaffairs.colorado.edu/a-z-information-guide-docs/Lecturer_Instructor_Appointment_Evaluation_Promotion_Guidelines_3-2011.pdf).

Through these policies and the work of OFA, Academic Affairs seeks: 1) to regulate the use of titles and the nature of letters of offer provided for different titles; 2) to set a floor for compensation for instructors, with compensation for other job titles being at the discretion of the deans; 3) to insure that benefits are provided according to system policies; 4) to insure grievance rights of all faculty;

and 5) to encourage the inclusion of non-tenure-track faculty on multiple-year letters of offer in faculty development and recognition programs.

The most important development in the area of NTTF was the legislative action to allow contracts for highly effective teachers on more than 50% appointments. The Boulder campus is moving to provide such contracts for all qualified instructors and senior instructors. Since the contracts did not include a great deal of information we need to provide new hires, we have been working on an accompanying memorandum of understanding. We have still not worked out all the details of the template for that MOU. We hope to have the contract process in place by July 1, 2014.

What follows are answers to the specific questions in the report template. The numbers have been updated but most of the other information is the same as in 2010. The college reports are the same (though note the School of Journalism and Mass Communication is now the Faculty of Journalism and Mass Communication housed in the Graduate School). The only major change that occurred took place in the College of Arts and Sciences. They have created new structures for their instructor appointments that increase the annual merit weights for teaching (with corresponding increases in either classes taught or other instructional duties) and adjust service weights; they also developed a new pay scale. Please see: http://www.colorado.edu/ArtsSciences/facultystaff/administration/instructors.html.
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Section A. Titles, Contracts, and Workloads

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?

Adjunct
Adjoint
Attendant Rank
Instructor
Senior Instructor
Lecturer
Scholar in Residence
Visiting
Clinical Faculty Titles
Research Faculty Titles

Numbers by job class for 2011 are supplied by the Boulder Campus Office of Institutional Analysis:

			Without student employees	Student employees only	All
Officer			28		28
Academic	Tenured/tenure track (TTT)		1,146		1,146
	Instructional not TTT	Instructors/sr instr	341		341
		Other (hon/lec/visit/adj...)	680		680
		TA/GPTI/other students		1,349	1,349
	Research not TTT		1,898		1,898
		Student RAs		1,166	1,166
	Instr/rsrch, or admin		53		53
		Student assistants		103	103
Exempt			1,503		1,503
Classified staff			2,106		2,106
Student hourly				5,017	5,017
All			7,755	7,635	15,390

Here are the job classes split out by school and college:

			All	School/College Name										
				General Campus	Arts & Sciences	Leeds Business	Continuing Ed	Education	Engineering	Env Design	Journalism	Libraries	Law	Music
Officer			28	20	1	1	1	1	1			1	1	1
Academic	Tenured & tenure track		1,146	1	722	56		31	178	8	21	36	38	55
	Other instructional	Instructors/sr instr	341	7	205	33	5	5	36	18	5	2	13	12
		Other (hon/lec/visit/adj...)	680	37	206	39	174	36	80	16	19	5	33	35
	Other research	Permanent staff	1,898	1,181	488	5		34	176		1		13	
	Other/both	Permanent staff	53	11	7	5	2	2	9		6	1	7	3
Exempt			1,503	1,119	142	56	45	10	64	10	9	17	19	12
Classified staff			2,106	1,599	231	24	22	10	50	3	5	100	23	39
All			7,755	3,975	2,002	219	249	129	594	55	66	162	147	157

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.

   All full-time instructor and senior instructor positions and all clinical faculty positions are reviewed at the department level, the dean's office, and the Office of Faculty Affairs and ultimately by the Chancellor; the offer letter process is the same as it is for tenure track faculty. All research faculty appointments are reviewed by the Dean of the Graduate School and reported to the Chancellor. Other job classes, including less than 100% instructor and senior instructor appointments, are reviewed and approved at the level of the Dean and reported via the delegation report. We are currently requesting delegation of such appointments to the deans.

3. Are workloads specified for each job title? If so, what are those workloads?

   Work loads vary by School and College; the individual reports indicate what these are. In general, Instructor and Senior Instructor appointments are 80% teaching and 20% service, but the number of courses taught varies. Research Faculty are assigned some teaching percentage if they carry a professorial title. Lecturers are hired on a per course, honorarium basis. There are no standard workloads for titles such as Adjoint, Adjunct and so on.

Section B. Evaluation and Promotion

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

   All instructors, senior instructors, and clinical faculty are on the salary roster and thus undergo annual merit evaluations in the same way as tenure-track faculty. Research Faculty undergo annual merit through processes overseen by the Graduate School

(see http://www.colorado.edu/VCResearch/researchfaculty/#salary). Most other titles—i.e., adjunct or adjoint—are reviewed at the end of an appointment period, usually every four years. Lecturers are part-time, temporary employees and are not necessarily formally reviewed, though their credentials are reviewed each time an offer letter is generated.

2. How frequently are these evaluations conducted?

   As indicated above, annually or at the end of a period of appointment.

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.

   Instructors: Instructors will normally be considered for promotion to Senior Instructor after a period of seven years of continuous appointment at greater than 50% time. Up to three years credit towards promotion, based on previous academic service, may be awarded at the time of initial appointment. Promotion after seven years is not mandatory, nor is it a right. The criteria used to evaluate an instructor for promotion to senior instructor will the same criteria as used for annual merit evaluation. Instructors promoted to senior instructors will be expected to have achieved a level of accomplishment sufficient to be judged as demonstrating excellence in teaching, and meritorious or excellent levels of accomplishment in the other areas defined by the workload definition. Instructors promoted to Senior Instructor continue to be considered "at-will" employees as defined by Colorado Statute and University policy.

   Clinical Faculty: Promotions are governed by the rules of the units using these titles

   Research Faculty: Promotions are governed by the rules of the Graduate School (see http://www.colorado.edu/VCResearch/researchfaculty/).

   Lecturers: Lecturers who have taught at 50% or more for at least three consecutive years may be considered by their unit for promotion to instructor.

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")

   All units follow System rules for benefits by job class. See http https://www.cusys.edu/pbs/pbs_documents/EligibilityMatrix.xls.

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?

   Material is available online. It is discussed at new faculty orientation. Specifics are indicated in offer letters. Payroll and Benefits supply additional guidance.

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?

   The various schools and colleges have indicated the kinds of professional development opportunities they provide. The campus encourages that professional development opportunities be made available to all instructors and senior instructors. The Faculty Teaching Excellence Program, the Leadership in Education and Administration Program, and the Office of Contracts and Grants offer sessions appropriate to various job classes.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

   The various schools and colleges have indicated the kinds of recognitions they provide. Various job classes are eligible for Boulder Faculty Assembly Awards at the campus level.

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

   There are many different kinds of things that are labeled as grievances. Most issues (say, harassment and discrimination) are handled through general campus policies. Many others are handled through specific policies and practices within individual schools and colleges. There is a general campus policy on the non-renewal of instructors:

   1. Instructors are at-will employees and may be dismissed for cause, as stated in all letters-of-offer; grievances over any such dismissals are handled in the normal

manner.

2. Non-renewal is not dismissal. There may be many reasons why a particular unit chooses not to continue a particular instructor position. There may, however, be cases where an instructor feels that his/her privileges have been violated in a case of non-renewal. In order to make use of grievance procedures in such cases, instructors should, in most cases, receive timely notification of non-renewal. In general, a notice will be issued one semester before the current letter of offer expires indicating that (a) the person will be renewed; (b) the person will not be renewed; or (c) the person's renewal is still pending. Rostered instructors on multi-year letters-of-offer should receive notification of non-renewal at least six weeks before the end date in the letter of offer.
3. A fast-track grievance procedure will be available to hear grievances while the instructor is still a member of the university community; such a procedure exists within the College of Arts and Sciences and AA will provide on its website a model procedure for the other schools and colleges to adapt. Where an instructor feels that s/he has been subject to discrimination or harassment, s/he should pursue remedy through ODH. Where an instructor feels that s/he has not been renewed due to procedural violations or due to an unfair (i.e. arbitrary, capricious, retaliatory, based on personal malice, and/or inconsistent with treatment accorded to the instructor's peers in similar circumstances) recommendation, s/he should use the grievance procedure mentioned above.

College of Arts and Sciences

Section A. Titles, Contracts, and Workloads

1. What titles are in use for NTTF?

TITLE	REVIEW	WORKLOADS
Adjoint	determined by department	no standard
Adjunct	determined by department	no standard
Assistant	determined by department	no standard
Attendant Rank	determined by department	no standard
Instructor	department/dean review of teaching and service documentation	FT: 3 courses/semester plus service. 4 courses/semester with less service
Lecturer	determined by department	4 courses/semester. No service
Scholar in Residence	department/dean review of teaching and service documentation	FT: 3 courses/semester plus service. 4 courses/semester with less service
Visiting	determined by department	no standard

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them. See above
3. Are workloads specified for each job title? If so, what are those workloads? See above.

Section B. Evaluation and Promotion

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them. See table below.
2. How frequently are these evaluations conducted? See table below.
3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them. See table below.

TITLE	SYSTEMATIC EVALUATION	FREQUENCY	PROCEDURES FOR PROMOTION
Adjoint	Determined by department	During final year of appointment, which may be for no more than 4 years	N/A
Adjunct	Determined by department	During final year of appointment, which may be for no more than 4 years	N/A
Assistant	N/A	N/A	None. Temporary less-than-6-month appointment only.
Attendant Rank	Determined by department	N/A	Promotion (change in title) and review are tied to regular appointment review.
Instructor	Determined by College based on end-date of appointment	During final year of appointment, which may be for no more than 3 years	The same documentation as required for a regular review, provided the employee is eligible based on promotion requirements (time in rank, etc.)
Lecturer	Determined by department	N/A	Dept or employee may request consideration for instructor appointment, generally after 3 years of at least half-time service.
Scholar in Residence	Determined by College based on end-date of appointment	During final year of appointment, which may be for no more than 3 years	N/a
Visiting	N/A	N/A	Temporary appointment. No promotion available.

Section C. Compensation and Benefits

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")

TITLE	HEALTH/RETIREMENT BENEFITS ELIGIBILITY %
Adjoint	not eligible
Adjunct	not eligible
Assistant	not eligible
Attendant Rank	not eligible
Instructor	50%
Lecturer	50%
Scholar in Residence	50%
Visiting Professor	50%

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff? There is a standard paragraph in offer letters that mentions health benefits, when they start, and who to contact with questions. Information is available on the web through the Payroll and Benefits office. PBS has a phone line for answering questions.

Section D. Professional Development, Recognition, and Grievance

1. What opportunities and types of support are available to NTTF for professional development?

The College has a travel fund available to faculty at the instructor rank who will be presenting seminars at conferences in the amount of $400 for national or $600 for international travel. The Arts and Sciences' Fund for Excellence, which provides up to $1,000 per academic year upon request and approval, also is available to those at the instructor rank and above. Funding is awarded based upon merit of the proposal.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

Departments may have their own award programs, but there is nothing at the College level.

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

Grievances from faculty at all levels are to be handled at the department level. If the grievance is not solved to the satisfaction of all parties, the issue may be referred to the dean, who refers the matter to the Arts and Sciences' grievance committee. The College policy is on the web at: http://www.colorado.edu/ArtsSciences/facultystaff/policies/grievance.html .

Compiled by Susan Sires, A&S
3-17-14

Leeds School of Business

Non-Tenure-Track Faculty Report Template
University of Colorado
For Spring 2014

Preface:

The University of Colorado Office of the Vice President for Academic Affairs and Research, now the System Academic Affairs Office, has asked each of the campuses to respond biannually to a set of questions based on the 1999 Non-Tenure-Track Faculty (NTTF) Recommendations. Those original recommendations were endorsed by the Regents, each Faculty Assembly, the Faculty Council, and the President's Office.

Since 1999, changes on all campuses in NTTF conditions and practices have rendered the original set of questions and goals outdated. The Faculty Council and the System Academic Affairs Office believe that the biannual process of reporting on NTTF conditions has contributed to System-wide improvements. They also believe that a new set of questions will enhance the accuracy and usefulness of the information coming from the campuses to the System Academic Affairs Office and Faculty Council. This next phase in the biannual reporting process, like the first, has two goals: improving conditions for NTTF at CU and advancing NTTF contributions to the University's mission.

Section A. Titles, Contracts, and Workloads

1. *What titles are in use for NTTF?*

   Instructor, Senior Instructor, Lecturer, various "Visiting" depending on rank at home institution, Visiting Scholars, and Post-Doctoral Visitors

2. *Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.*

   The Division Chair initiates the contract (with Leeds HR) and the Associate Dean reviews and approves the offer letter (for Instructor & Senior Instructor contracts less than 100%)

   In addition to the above, 100% contracts for Instructor and Senior Instructors are approved via CUOFFER (Faculty Affairs) before the final offer letter is printed and signed.

   The Division Chair initiates all 'lecturer' contracts (with Leeds HR) and the Associate Dean reviews and approves the offer letter. All hires are also approved by the Dean through a vetting process.

3. *Are workloads specified for each job title? If so, what are those workloads?*

   Instructor and Senior Instructor are 80% teaching / 20% service
   Lecturers are at 100% teaching

Section B. Evaluation and Promotion

1. *What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.*

   Faculty Affairs Office notice and Leeds Bylaws, approved by Leeds Faculty on March 17, 2008;

   i. Leeds Bylaws, Article III- Standards and Procedures for Faculty Reappointment, Promotion, Tenure and Pose-Tenure Review Decisions
   ii. Leeds Bylaws, Article IV- Standards and Procedures for Annual Faculty Evaluations, Career Planning, and Differentiated Workload

2. *How frequently are these evaluations conducted?*

   Annually by end of April of each year

3. *Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.*

   Yes, for Instructor and above in the Leeds Bylaws, approved by Leeds Faculty on March 17, 2008;

   i. Leeds Bylaws, Article III- Standards and Procedures for Faculty Reappointment, Promotion, Tenure and Pose-Tenure Review Decisions

Section C. Compensation and Benefits

1. *At what percentage of FTE are the NTIF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")*

   All of Leeds NTTF with an appointment of 50% or greater are eligible for benefits.

2. *How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant stuff?*

   i. The information for PBS (Payroll & Benefits) is on the Leeds Intranet site.

ii. It is also written in their offer letters to contact PBS with any compensation or benefits inquiries.

Section D. Professional Development, Recognition, and Grievance

1. *What opportunities and types of support are available to NTTF for professional development?*

   i. Teaching & Learning Excellence Committee workshops
   ii. Innovative Learning & Teaching Grants
   iii. Attend conferences, seminars, and workshops, as appropriate

2. *How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?*

   Yes, Leeds awards the Frascona Teaching Excellence Award as the primary teaching award. It is most often awarded to an NTTF faculty member although TTF are also eligible. Awards are usually presented at the Leeds Recognition Ceremony. Also, they are posted on television screens throughout Koelbel building. A monetary amount is usually included with each award.

3. *Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.*

   Yes, Campus Policy, Leeds School Bylaws and Instructor Grievance Procedure. These last two are attached to this filing.

   In those attachments, see:

   i. Leeds Bylaws, Article III- Standards and Procedures for Faculty Reappointment, Promotion, Tenure and Post-Tenure Review Decisions

   ii. Leeds Bylaws Article IV- Standards and Procedures for Annual Faculty Evaluations, Career Planning, and Differentiated Workload

   iii. Leeds Salary & Equity Committee: Consistent with campus policy, all grievants must file all salary grievances for an academic year with the Leeds Dean (or designated Associate Dean) by September 15 of that year.

   iv. Leeds Instructor Grievance Procedure

Leeds School of Business
Bylaws

Approved by the Leeds School Faculty on
March 17, 2008

Leeds School of Business
University of Colorado
Boulder, Colorado

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ARTICLE I

PURPOSE AND SCOPE OF LEEDS SCHOOL BYLAWS

PURPOSE

The purpose of the Leeds School Bylaws is to provide a faculty-approved core structure for Leeds School operations in relation to faculty and administrator duties, responsibilities and rights. The Leeds School Bylaws are subject to, and are to be interpreted and applied within the context of, Regent and University policy. By way of context, the Laws of the Regents (LOR) specify the following principles:

(LOR) 4.A.5 Faculty Powers

(A) A College or school faculty shall collaborate with the dean in the governance of the college or school as to all matters that concern only the college or school in question.

(B) A College or school faculty shall have jurisdiction over all matters under section 5.E.5 of these *Laws* that concern the college or school in question. Through shared governance of the University with the administration and the Board of Regents, college or school faculty will implement statutory and CCHE requirements for new academic degree program proposals, academic program review, and program discontinuance

(LOR) 5.E.5. Principles of Participation

It is a guiding principle of the shared governance recognized by the Board of Regents that the faculty and the administration shall collaborate in major decisions affecting the academic welfare of the university. The nature of that collaboration, shared as appropriate with students and staff, varies according to the nature of the decisions in question.

The faculty takes the lead in decisions concerning selection of faculty, educational policy related to teaching, curriculum, research, academic ethics, and other academic matters. The administration takes the lead in matters of internal operations and external relations of the university. In every case, the faculty and the administration participate in the governance and operation of the university as provided by and in accordance with the laws and policies of the Board of Regents, and the laws and regulations of the state of Colorado. The chair or other designated representative of the Faculty Council shall be the spokesperson for the faculty when addressing the Board of Regents on matters of importance to shared governance.

(A) The faculty shall have the principal role for originating academic policy and standards, including initial authorization and direction of all courses, curricula, and degrees offered, admissions criteria, regulation of student academic conduct and activities, and determination of candidates for degrees.

(B) The faculty shall have the principal role for originating scholastic policy, including scholastic standards for admission, grading (consistent with the Uniform Grading System of the University), continuation, graduation, and honors. As required by the *Laws of the Regents*, the deans of the colleges and schools shall have responsibility for enforcement of admissions standards and requirements.

(C) In the selection and evaluation of faculty, the faculty shall have the principal role, subject to the concurrence of the administration and the ultimate authority of the Board of Regents or its designee(s).

(D) In establishing policies and procedures for faculty appointment, reappointment, promotion, tenure and post-tenure review, and establishing policies and procedures for the appeal of decisions in these areas, the faculty shall collaborate with the campus and system administrations in the development of recommendations to the president for submission to the Board of Regents.

(E) In the selection and evaluation of department chairs and academic administrators, the faculty shall collaborate with the campus and system administrations in the development of recommendations for submission to the Board of Regents or its designee(s).

(F) In establishing and reviewing budget policies and plans for resource allocation, the faculty shall collaborate with the campus or system administration in the development of recommendations to the chancellor or the president, as appropriate, for submission to the Board of Regents. This includes review for new academic degree program proposals, academic program review, and program discontinuance.

(G) In the preparation of budgets, the administration shall have the principal role, with early collaboration with the appropriate faculty governance unit(s), subject to the ultimate authority of the Board of Regents or its designee(s).

(H) In the making of other policy concerning the general academic welfare of the university, the faculty shall collaborate with the administration in developing recommendations to the president for submission to the Board of Regents.

(I) Administrative policy changes with respect to matters listed in the Faculty Senate Constitution, Article I.B that affect faculty shall be promulgated only after consultation with appropriate faculty governance bodies.

(J) In the Faculty Senate Constitution, Articles II-IV, which defines the structure and functions of faculty governance at different university levels, other aspects of faculty participation are specified.

SCOPE

The Leeds Bylaws do not contain all policies and procedures necessary for the operation and administration of the Leeds School. They do, however, provide a governing set of procedures for establishing and maintaining necessary policies and detail the expected roles played by Leeds faculty and Leeds administrators.
Other than due to a direct conflict with the Laws of the Regents and University policy, should such arise, it is expected that Leeds Faculty and Administrators will comply with the Leeds Bylaws as approved and adopted by Leeds Faculty.

ARTICLE II

FACULTY, DEAN and COMMITTEES

A. The Faculty and Dean

1) **Membership of the Leeds Faculty.** Leeds faculty membership is determined by Section 5.A.1 of the Laws of the Regents as it applies to the Leeds School. (http://www.cu.edu/regents/Laws/Article5A.htm)

2) **Voting Members of the Faculty.** Article 4.A.4 (http://www.cu.edu/regents/Laws/Article4A.htm) of the Laws of the Regents gives Leeds faculty the right and responsibility to determine its voting membership. In accordance with this, the Leeds Schools maintains a list of voting Leeds faculty members. This list includes all Leeds faculty members, including those on academic leave, with the exception of instructors and senior instructors: (i) carrying less than a 100 percent appointment (as defined in Article IV of these bylaws) in the Leeds School; or (ii) having completed less than one year plus one day of continuous full-time service in the Leeds School. Clarifications regarding the motions on which specific Leeds faculty members are allowed to vote are addressed where relevant in the Articles that follow. If not restricted therein, all voting Leeds faculty members are allowed to vote.

3) **Role of the Leeds School Dean.** The Leeds School dean is the chair of Leeds faculty and has responsibilities specified in the Laws of the Regents Section 4.A.2 (http://www.cu.edu/regents/Laws/Article4A.htm):

   Each dean shall be responsible for matters at the college or school level including but not limited to enforcement of admission requirements; the efficiency of departments and other divisions within the college or school; budgetary planning and allocation of funds; faculty assignments and work loads recommendations on personnel actions; curriculum planning; academic advising accountability and reporting.

B. Quorum, Meetings and Procedure

1) **Quorum.** A simple majority of the voting members of the Leeds faculty constitutes a quorum for any meeting of the Leeds faculty.

2) **Meetings.** A regular Leeds faculty meeting, called by the Leeds School dean, will be held at least once each semester. Special Leeds faculty meetings may be called by the Leeds School dean as the need arises. Upon written (including electronic) request by five or more voting Leeds faculty members, the Leeds School dean will call a special meeting of the Leeds faculty.

Except in emergency situations, written notice of any Leeds faculty meeting will be disseminated to the voting Leeds faculty members at least one week before the meeting. The Leeds School dean, or a representative appointed by the Leeds School dean if the dean is absent, will chair all Leeds faculty meetings.

3) **Voting Process.** At all meetings of the Leeds faculty, voting will be by a show of hands unless otherwise directed by the chair of the meeting, or mandated in response to a majority-approved request from the floor for an alternative voting procedure Voting during Leeds faculty meetings is limited to those eligible and present at the time the vote is called. In cases where the Leeds faculty approves a mail ballot, ballots will be distributed to all voting Leeds faculty members not otherwise herein restricted from voting on the matter(s).

4) **Minutes.** Leeds faculty meeting minutes captured by the Associate Dean for Faculty (or their designate) will be placed on the Leeds School's website and submitted for an approval vote at the following meeting.

5) **Parliamentary Procedure.** Roberts Rules of Order will be used to settle issues regarding procedures employed during Leeds faculty meetings.

C. Leeds Faculty Responsibilities and Powers

Leeds faculty responsibilities and powers reflect those stated in and granted by the Laws of the Regents (LOR) as applied to the Leeds School:

1) **According to the LOR Article 4**

(A) *A College or school faculty shall collaborate with the dean in the governance of the college or school as to all matters that concern only the college or school in question.*

(B) *A College or school faculty shall have jurisdiction over all matters under section 5.E.5 of these Laws that concern the college or school in question. Through shared governance of the University with the administration and the Board of Regents, college or school faculty will implement statutory and CCHE requirements for new academic degree program proposals, academic program review, and program discontinuance.*

2) **Faculty Responsibilities and Powers** are more explicitly specified in the Laws of the Regents Articles 5.D.2 and 5.E.5; From LOR Article 5.D.2 (http://www.cu.edu/regents/Laws/Article5D.htm)

(A) *Faculty members have the responsibility to maintain competence, exert themselves to the limit of their intellectual capacities in scholarship, research, writing, and speaking; and to act on and off the campus with integrity and in accordance with the highest standards of their profession.*

While they fulfill this responsibility, their efforts should not be subjected to direct or indirect pressures or interference from within the university, and the university will resist to the utmost such pressures or interference when exerted from without.

(B) *Faculty members can meet their responsibilities only when they have confidence that their work will be judged on its merits alone. For this reason the appointment, reappointment, promotion, and tenure of faculty members should be based primarily on the individual's ability in teaching, research/creative work, and service and should not be influenced by such extrinsic considerations as political, social, or religious views, or views concerning departmental or university operation or administration. A disciplinary action against a faculty member, including dismissal for cause of faculty, should not be influenced by such extrinsic consideration.*

(C) *The faculty member is entitled to freedom in the classroom in discussing the subject, but should be careful not to introduce into teaching controversial matter that has no relation to the subject.*

(D) *Faculty members are citizens, members of learned professions, and members of the academic leadership of an educational institution. When speaking or writing as citizens, they should be free from university censorship or discipline, but their special position in the community imposes special obligations. As faculty members however, they should remember that the public may judge their profession and institution by their utterances. Hence faculty members should be accurate at all times, should exercise appropriate restraint and show respect for the opinions of others, and when speaking or writing as private citizens should make every effort to indicate that they are not speaking for the institution.*

As a preamble, LOR Article 5.E.5 (http://www.cu.edu/regents/Laws/Article5E.htm) addressing "Principles of Participation" is reproduced in its entirety in Article I of these Bylaws and is incorporated here by reference.
Faculty responsibilities are also addressed in the CU Faculty Handbook (see http://www.cu.edu/faculty/fac_handbook/06/index.html**)**

D. Delegation of Powers and Committees

The Leeds faculty reserves the right to delegate its authorities and responsibilities to committees and to the Dean where it deems necessary or appropriate.

1) **Standing Official Leeds Committees.** Leeds internal governance involves at least the following eight standing official committees formed for the express purpose of delegating faculty authority in execution of specific routine matters.

Leeds Executive Committee (LEC). The LEC advises and consults with the Leeds dean on administrative and strategic issues affecting the Leeds School including, but not limited to, setting initiatives in the Leeds School, long-range planning, budget allocations, personnel and other matters. The LEC comprises the Leeds dean, *ex officio* voting members including Leeds associate and assistant deans, Leeds division chairs, and may also include other voting or non-voting members as the Leeds dean chooses to appoint. If requested by the Leeds dean, the Leeds voting faculty members will elect two Leeds faculty members from distinct Leeds divisions for staggered terms of two years as voting members on the LEC. Each year, prior to term expiration, an election will be held during the last month of the spring semester and the newly elected Leeds faculty member will take office in the beginning of the next fall semester. An Australian preferential ballot will be used in this election. (See *Roberts Rules of Order*.) As the Laws of the Regents Section 4.A.2(C) (http://www.cu.edu/regents/Laws/Article4A.htm) stipulates that the dean is the ultimate responsible party at the school level; the LEC's counsel and recommendations to the Leeds dean are strictly advisory.

Undergraduate Curriculum and Policy Committee (UCPC). The UCPC is the default governing committee for issues related to undergraduate curriculum and policy. The UCPC comprises the following Leeds dean appointments: one voting Leeds faculty member from each division (as a voting member), a Leeds undergraduate student in good standing (as a voting member), and non-voting *ex officio* members. The Leeds dean will serve as chair, or will appoint a chair from among the voting Leeds faculty members on the UCPC. Decisions rendered by the UCPC can be jointly or severally subjected to a Leeds faculty (dis)approval vote if contested by at least five voting Leeds faculty members who call (within 15 days of the mandatory school-wide announcements of such decisions) for a Leeds faculty meeting in order to discuss the decision(s) and conduct an approval vote. If contested by at least five voting Leeds faculty members, the contested UCPC decision(s) is (are) considered held in abeyance until a Leeds faculty meeting with a quorum produces a simple majority vote approving or disapproving the contested decision(s).

Master's Curriculum and Policy Committee (MCPC). The MCPC is the default governing committee for issues related to masters-level curriculum and policy. The MCPC comprises the following Leeds dean appointments: one voting Leeds faculty member from each Leeds division (as a voting member), up to 3 student representatives in good standing in distinct Leeds masters programs having at least 20 students (each as voting members) and non-voting *ex officio* members. The Leeds dean will serve as chair or appoint a chair from among the voting Leeds faculty members on the MCPC. Decisions rendered by the MCPC can be jointly or severally subjected to a Leeds faculty (dis)approval vote if contested by at least five voting Leeds faculty members who call (within 15 days of the school-wide announcements of such decision) for a Leeds faculty meeting in order to discuss the decision(s) and conduct an approval vote. If contested by at

least five voting Leeds faculty members, the contested MCPC decision(s) is (are) considered held in abeyance until a Leeds faculty meeting with a quorum produces a simple majority vote approving or disapproving the contested decision(s).

Doctoral Curriculum and Policy Committee (DCPC). The DCPC is the default governing committee for issues related to doctoral curriculum and policy. The DCPC comprises the following Leeds dean appointments: one voting Leeds faculty member from each Leeds division having Ph.D. students in the Ph.D. program (as a voting member), an elected Ph.D. student in good standing who is pursuing a doctorate associated with the Leeds School (as a voting member) and non-voting *ex officio* members. The Leeds dean will serve as chair or appoint a chair from among the voting Leeds faculty members on the DCPC. Decisions rendered by the DCPC can be subjected jointly and severally to a Leeds faculty (dis)approval vote if contested by at least five voting Leeds faculty members who call (within 15 days of the school-wide announcements of such decision) for a Leeds faculty meeting in order to discuss the decision(s) and conduct an approval vote. If contested by at least five voting Leeds faculty members, the decision(s) is (are) considered held in abeyance until a Leeds faculty meeting with a quorum produces a simple majority vote approving or disapproving the contested decisions.

Research Policy and Procedures Committee (RPPC). The RPPC is the Leeds School's default school-level research policy, procedure, appraisal and advising committee. The RPPC comprises the following Leeds dean appointments: five voting members from the Leeds tenured faculty and non-voting *ex officio* members. The criteria for selecting the voting members are: 1) individual research standing (as measured by career research accomplishments or recent research activity), 2) committee representation of business disciplines, and 3) committee representation of research methodologies. The Leeds dean will serve as chair or appoint a chair from among the voting Leeds faculty members on the RPPC. On issues of school-level research policy and procedure (as opposed to school-level research appraisal and award recommendations), decisions rendered by the RPPC can be subjected jointly and severally to a faculty (dis)approval vote if contested by at least five voting Leeds faculty members who call (within 15 days of the school-wide announcements of such decisions) for a Leeds faculty meeting in order to discuss the decision and conduct an approval vote. If contested by at least five voting Leeds faculty members, the decision(s) is (are) considered held in abeyance until a Leeds faculty meeting with a quorum produces a simple majority vote approving or disapproving the contested decision(s). In its school-level research appraisal and award recommendation role (when not setting school-level research policy or procedures), RPPC recommendations are strictly advisory to administrative authorities (including the Leeds dean) who manage the related financial accounts containing said funding. As such, RPPC recommendations for research awards are not subject to formal

joint or several contest by Leeds faculty meeting or to approval vote unless the Leeds dean requests such.

Faculty Conduct Committee (FCC). The FCC: (1) reviews allegations of professional misconduct; (2) interprets professional misconduct as defined under university policies, including the American Association of University Professors'(AAUP's) "Statement on Professional Ethics" included in the University of Colorado Faculty Handbook; and (3) advises the Leeds dean of its findings. The FCC comprises the following Leeds dean appointments: three tenured (and voting) Leeds faculty members and non-voting *ex officio* members. The Leeds dean will serve as chair or appoint a chair from among the voting Leeds faculty members on the FCC. FCC findings and recommendations are strictly advisory to the Leeds dean and therefore are not subject to formal joint or several contest by Leeds faculty meeting and approval vote.

Center Liaison Committee (CLC). The CLC is the default school-level advisory committee for all centers and non-degree instructional programs (e.g. non-degree executive programs) in the Leeds school. In this advisory role, the CLC is the requestor of record for at least one Leeds faculty meeting per year where it hosts sequential presentations by Leeds center directors (or academic directors) for individual "state of the center (program)" addresses to the Leeds faculty. The CLC comprises the following dean appointments: one voting Leeds faculty member from each Leeds division (as a CLC voting member) and non-voting *ex officio* members. The CLC is strictly advisory to the centers, school administrators, the general faculty, and other constituents. While the CLC can endorse and disseminate CLC-approved statements, it renders nonbinding administrative or curriculum decisions by default or otherwise.

Leeds School Personnel Advisory Committee (LSPAC): The LSPAC functions as the school-level personnel review committee mandated by LOR Appendix A (http://www.cusys.edu/regents/Laws/AppendixA.html) that provides advice to the Leeds dean on tenure-track faculty personnel decisions including reappointment, promotion and tenure. The constraints dictated therein are:

The dean of each school or college shall have a review committee to aid in the evaluation of recommendations forwarded by the primary unit. Where it is not possible for the review committee to consist of faculty members other than those in the primary unit or its committee thereof, the dean shall form a review committee that shall include faculty from other schools or colleges. The dean shall determine whether the committee will be elected or appointed.

a. The review committee will participate fully with the dean in the review of the recommendations of the primary units. Such participation shall include discussion prior to forwarding the recommendations of the dean and the review committee to the chief academic officer of any reasons for disagreement between the dean and the majority position of the review

committee. Should either the review committee or the dean disagree with the recommendation of the primary unit, the dean shall discuss the nature of this disagreement with the head of the primary unit. The primary unit shall then reconsider its original recommendation and return its reconsidered judgment to the dean for his/her consideration and that of the review committee.

b. *The recommendation of the dean, the results of the votes of the primary unit and the review committee, and the comprehensive dossier on the candidate shall be forwarded together to the chief academic officer. Where differences of opinion between the primary unit, the review committee, and/or the dean have occurred and have not been resolved, each party in the disagreement shall submit a brief statement outlining the areas of disagreement and the reasons for its recommendation in that context.*

c. *A candidate for reappointment, promotion, and/or tenure shall be orally informed of this set of recommendations as expeditiously as possible by the head of the primary unit who shall have been given the information by the dean.*

The LSPAC's size, structure, voting membership and procedures are determined by, and for, the dean, subject to these University restrictions.

While the LSPAC fulfils the university-mandated review function for personnel actions related to tenure-track and tenured faculty, the LEC fulfils the university-mandated review function for instructor and senior instructor (re)appointments.

Appointment and Term. The default term for all members of any dean-appointed Leeds official committee is one fiscal year (July to June). All appointments to dean-appointed official Leeds committees (including the eight standing committees specified above) are "at the Leeds dean's will" and can be terminated by the dean at any time. When such termination occurs within a specified appointed term or within the fiscal year if the appointment term was not specified, the termination must be communicated to the committee member in writing under the Leeds dean's signature and the reorganized committee's membership must be announced to Leeds voting faculty members.

Vacancies. For all dean-appointed Official Leeds Committees (including the eight standing committees specified above), temporary and permanent vacancies due to factors other than termination by the dean can be filled by dean appointment. The updated membership must be announced to Leeds voting faculty members.

Chair. The Leeds dean will act as chair, or will designate a chair, for each dean-appointed official Leeds committee (including the eight standing committees specified above).

2) **Other Official Leeds Committees.** As the need arises, the Leeds dean, a simple majority of a quorum of voting Leeds faculty members at a faculty meeting, or a simple majority of the entire voting Leeds faculty members in a mail ballot may separately appoint other official Leeds School committees to make recommendations to the Leeds faculty, the Leeds executive committee, the Leeds dean or other University of Colorado administrators with respect to issues outside the range of functions assigned to the eight Leeds standing committees, or to perform administrative or quasi-judicial functions. If such a committee is assumed to operate with default Leeds faculty approval (unless contested by calling a faculty meeting as with the UCPC, MCPC and DCPC), such an operating default must be announced by the appointing authority (the dean or the faculty as a part of its committee formation motion) to the faculty and to the dean at the time the committee is constituted.

When Appointed by the Leeds Dean

Appointment and Term. The default term for all members of any dean-appointed Leeds official committee is one fiscal year (July to June). All appointments to dean-appointed official Leeds committees (including the eight standing committees specified above) are "at the Leeds dean's will" and can be terminated by the dean at any time. When such termination occurs within a specified appointed term or within the fiscal year if the appointment term was not specified, the termination must be communicated to the committee member in writing under the Leeds dean's signature and the reorganized committee's membership must be announced to Leeds voting faculty members.

Vacancies. For all dean-appointed Official Leeds Committees (including the eight standing committees specified above), temporary and permanent vacancies due to factors other than termination by the dean can be filled by dean appointment. The updated membership must be announced to Leeds voting faculty members.

Chair. The Leeds dean will act as chair, or will designate a chair, for each dean-appointed official Leeds committee (including the eight standing committees specified above).

When Appointed by Faculty Proclamation

Appointment and Term. For official Leeds committees organized by a simple majority of a quorum of the voting Leeds faculty at a faculty meeting ("by faculty proclamation at a meeting") or by a simple majority of all voting Leeds faculty members ("by faculty proclamation in a mail ballot"), the default appointment term is one fiscal year (July to June). Appointments to official Leeds faculty-proclaimed committees must be affirmed by a majority vote of the faculty either (i) during a Leeds faculty meeting where simple majority of a quorum casts affirming votes; or (ii) by a simple majority of the entire voting Leeds faculty

members in a mail ballot. If the Leeds faculty wishes to add members to, or remove members from, an official Leeds faculty-proclaimed committee, the reorganized membership must be discussed at a faculty meeting and subsequently be affirmed by: (i) a simple majority of a quorum in a faculty meeting; or (ii) by a simple majority of the entire voting Leeds faculty members in a mail ballot.

Vacancies. For official Leeds committees appointed by faculty proclamation, temporary and permanent vacancies can only be filled by faculty approval of the reorganized membership by: (i) a simple majority of a quorum in a faculty meeting; or (ii) by a simple majority of the entire voting Leeds faculty members in a mail ballot.

Chair. For faculty-organized committees, the committee members will appoint a chair from among themselves.

3) ***ad hoc* Leeds Committees.** As the need arises, the Leeds dean, the Leeds faculty, staff members, and subsets thereof can form *ad hoc* committees and interest groups to facilitate debate, communication and coordination on issues of interest to them. Such committees have no official standing as representative of, or empowered by, the dean, the faculty or the staff and may be organized in such a manner as befits the organizational purpose for the *ad hoc* committee. There are no pre-defined terms or structural limitations on such committees. If, however, such a committee wishes to be recognized as an "official" Leeds school committee, the committee must either be appointed by the dean or appointed by faculty proclamation as described above.

E. Faculty Professional Responsibilities

Leeds faculty members recognize their professional rights as detailed in the Faculty-Staff Handbook's section titled "Professional Rights of Faculty Members" (http://www.colorado.edu/FacultyStaff/faculty-booklet.html#Part_1) and the standards for their professional responsibilities as detailed in the Faculty-Staff Handbook's section titled "Professional Responsibilities, Ethical Principles, And Faculty Conduct" (http://www.colorado.edu/FacultyStaff/faculty-booklet.html#Part_2). The Leeds faculty, in collaboration with the Leeds dean, retains the authority to establish and enforce policies consistent with the discharge of these professional responsibilities.

F. Officers of the Leeds School of Business

1) **Dean of the Leeds School of Business.** See A.3 above.

2) **Associate and Assistant Deans.** The Leeds dean may, within university-approved procedures and guidelines, appoint associate and assistant deans to assist with the administration of the Leeds School.

ARTICLE III

STANDARDS AND PROCEDURES FOR FACULTY REAPPOINTMENT, PROMOTION, TENURE AND POST-TENURE REVIEW DECISIONS

The Laws of the Regents (LOR) Article 5 (http://www.cu.edu/regents/Laws/Article5B.htm) and Appendix A (http://www.cusys.edu/regents/Laws/AppendixA.html) govern faculty reappointments, promotion, tenure, and post-tenure reviews. This article of the Leeds bylaws contains the Leeds School's more specific interpretation and implementation of University standards and procedures and recognizes subordination thereto.

A. Standards for Faculty Evaluation

1) **Criteria.** See LOR Article 5.B.5(B)(1). (http://www.cu.edu/regents/Laws/Article5B.htm).

2) **Purpose of Evaluations.** See LOR Article 5.B.4(C) and LOR 5.B.6(B)(2) at (http://www.cu.edu/regents/Laws/Article5B.htm).

B. Appointment, Reappointment and Promotion of Non-tenure Track Faculty (Instructors).

When considering the teaching and service needs of a Leeds School division, a Leeds division chair may seek applications for instructor positions from qualified persons. If the Leeds division chair seeks to appoint an instructor as a senior instructor, the Leeds division chair will forward his or her recommendation to the Leeds Executive Committee (LEC) for review and approval. Initial appointment at the level of senior instructor typically requires extensive experience at other educational institutions, or in industry, with demonstration of successful teaching experience. The term of the initial appointment for an instructor of any rank shall not exceed three years.

Leeds division chairs review instructor performance and the division's instructional needs when considering instructor reappointments. An instructor's past performance (in the contracted area) and the division's current and future instructional needs are all relevant criteria in determining whether a single- or multiple-year reappointment, if any, is to be offered.

1) **Single-year Reappointments**. A Leeds division chair, with the LEC's affirmation and the dean's consent, can make a single-year reappointment offer to instructors who have demonstrated acceptable performance in their contracted areas. Instructors who are not offered multiple-year reappointments may appeal directly to the LEC for reconsideration, but the LEC's vote is only advisory and the dean has the final say in all instructor appointments.

2) **Multiple-year Reappointments**. A Leeds division chair, with the LEC's affirmation and the dean's consent, can make a multiple-year reappointment offer to instructors who have demonstrated past excellence in their contracted area of instruction and are

expected to accomplish the same during the reappointment horizon where the division has documented the need for the instructor's services during that horizon. For a multiple-year reappointment, instructor excellence must be documented by a review conducted by the division's executive committee (or another division-appointed instructor review committee). Review for multiple-year reappointments follows the procedures described in Section D of this article.

3) **Promotion from Instructor to Senior Instructor.** In considering a promotion from instructor to senior instructor, a Leeds division chair directs the division's executive committee (or another division-appointed instructor review committee) to conduct a comprehensive review of the instructor's performance. Typically, other things being equal (including area of expertise), employment at the rank of senior instructor is expected to result in greater recognition and longer appointment periods than employment at the rank of instructor. The standards for senior instructor require that the candidate have special abilities, usually in teaching. (Allowed by LOR Appendix A (B)(1)(e)(3) (http://www.cusys.edu/regents/Laws/AppendixA.html).) Promotion from instructor to senior instructor typically requires six years at the instructor rank, with variation due to an instructor's qualifications when appointed in the Leeds School and teaching performance during previous Leeds appointments, if any.

4) **Review of Reappointment and Promotion Decisions for Instructors**. The LEC conducts the university-mandated review of the candidate's performance and the appointing division's projected instructional needs and makes a recommendation to the Leeds dean regarding reappointments for non-tenure track faculty. The usual timeline for instructor and senior instructor reviews and reappointments is set by dean-published Leeds policy outside of these bylaws.

C. Standards for Promotion and Tenure

1) General Considerations for Tenure and Promotion from Assistant to Associate Professor

a) **Commitment.** The granting of tenure is a long-term commitment on the part of the University and is, typically, the most critical decision made regarding a faculty member. Such commitments are limited to persons who are judged most likely to contribute excellence to the Leeds School, and to the University, for their remaining time at the University of Colorado.

b) **Standards.** University tenure standards are given in LOR Article 5.B.4(B) and Appendix A(B)(1)(e)(1). (See http://www.cu.edu/regents/Laws/Article5B.htm and http://www.cusys.edu/regents/Laws/AppendixA.html)

c) **Future performance.** Implied in a recommendation for promotion to associate professor with tenure is a judgment that the candidate's performance will continue to meet the standards in LOR Article 5.B.4(B) and Appendix A(B)(1)(e)(1) and has

the potential to reach the criteria required of full professors, as given in LOR Appendix A(B)(1)(e)(6) (http://www.cusys.edu/regents/Laws/AppendixA.html).

d) Timing of Tenure and Promotion. Normally tenure, if granted to a Leeds faculty member, should be accompanied by promotion from assistant professor to associate professor at the end of the probationary period.

e) Comprehensive Reappointment Reviews. LOR 5.B.6(B)(1). (http://www.cu.edu/regents/Laws/Article5B.htm) gives University policy regarding comprehensive reappointment reviews. Considerations for reappointment in the Leeds School are similar for those for promotion to associate professor, with reasonable adjustments for the length of service completed. A central, although not exclusive, consideration in a comprehensive reappointment review is whether the candidate is likely by the end of the probationary period to compile a record justifying the award of tenure and promotion to associate professor. The Laws of the Regents do, however, meaningfully differentiate mandated considerations for reappointment from those for tenure:

The program requirements of the unit shall be considered at the time of appointment and reappointment. The merit of the candidate is the only consideration in recommendations for award of tenure. (LOR 5B.5B(2)). *The primary unit shall also take into account other factors that have a material bearing on an appointment, reappointment, tenure, or promotion recommendation of that unit. The program requirements of the unit shall be considered at the time of appointment and reappointment. The merit of the candidate should be the primary consideration in recommendations for award of tenure.* (LOR Appendix A(B)(1)(a))

2) General Considerations for Promotion from Associate Professor to Professor

a) Quality. The candidate should be a recognized expert or scholar in a business discipline and have established an (inter)national reputation therein. Promotion from associate professor to professor recognizes more than an extension of a candidate's work as an associate professor. There should be clear indication that the candidate's previous promise has been realized.

b) Standards. LOR Appendix A(B)(1)(e)(6) (http://www.cusys.edu/regents/Laws/AppendixA.html) gives the University standards for promotion to Professor:

Professors should have the terminal degree appropriate to their field or its equivalent, and (A) a record that, taken as a whole, is judged to be excellent; (B) a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (C) a record, since receiving tenure and promotion to associate professor, that indicates substantial,

significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, and service.

c) Future performance. Implied in a recommendation for promotion to professor is a judgment that the candidate's performance will continue to meet these University standards. Additionally, recommendation for promotion to professor in the Leeds School reflects the reasonable expectation that the candidate will continue to: (i) hold and enhance an existing (inter)national research reputation in a business discipline; (ii) pursue excellent curriculum and teaching contributions focused on the Leeds School's context; and (iii) render service that contributes to excellence in the professor's academic discipline, and to the interests of the Leeds School and the University of Colorado.

d) Timing of Promotion. Promotion to professor may be considered when an associate professor believes he or she has met the University's and the Leeds School's standards for promotion to the rank of professor.

3) Evaluation Factors. All decisions concerning the progress of a Leeds tenure-track faculty member involve an evaluation of whether that faculty member is developing a record of accomplishment that will ultimately lead to promotion to professor. The following provides guidelines on the types of evidence considered in evaluation.

a) Research and Scholarly Work. The Leeds School is committed to the University's goal to compete with the major U.S. research universities. Multiple indicators of research quality and impact are important in research evaluation. Examples of such indicators:

- Quality and quantity of publications and works in progress. The prestige of the publication outlet is a significant indicator of quality but is not the only indicator
- Impact of the research
- External research funding is a positive indicator but is not a necessary factor due to the scarcity of outside funding for business-related research
- Supervision of the research of successful doctoral students
- External evaluation letters from leading scholars

b) Teaching. Undergraduate and graduate teaching are integral and important parts of the Leeds School faculty members' professional lives. Multiple indicators of teaching quality from peers, students, and others are considered in the evaluation process. The candidate's teaching qualifications, accomplishments, and improvements should be self-assessed and assessed by peers on a regular, continuing basis. Candidates are strongly encouraged to consult with the Faculty Teaching Excellence Program, for teaching improvement and in the development of the teaching portfolio.

c) **Educational and Professional (i.e., service) Activities.** Promotion to professor in the Leeds School requires that the candidate demonstrate a willingness and ability to cooperate in, and contribute to, activities that significantly improve the programs of the Leeds School and the University. Evaluation will consider the quantity, quality and level (e.g. chair vs. member) of service contributions of Leeds School and University contributions. External international, national and regional service activities are also considered when a candidate is being recommended for promotion to professor.

D. Administrative Procedures for Reappointment, Tenure, Promotion Actions

1) **Initiation of Personnel Action(s).** The two general types of personnel actions are mandatory and voluntary actions.

a) **Mandatory actions** are initiated in accordance with University policies and as dictated in appointment letters. These include:
- Reappointment of non-tenure-track faculty in final year of contract
- Comprehensive reappointment reviews of untenured, tenure-track faculty in final year of initial contract; also known as mid-tenure or reappointment review. See LOR Article 5.B.6(B)(1) (http://www.cu.edu/regents/Laws/Article5B.htm).
- Promotion and/or tenure review of tenure-track faculty in final year of probationary period, a maximum of seven years (See LOR Article 5.B.4(D)(1)) at http://www.cu.edu/regents/Laws/Article5B.htm.)
- Post-tenure review of tenured faculty every five years (See LOR Article 5.B.6(2) at http://www.cu.edu/regents/Laws/Article5B.htm.) See also APS:Post-Tenure Review Policy (IV-89) (Procedures are detailed in Section F of this article.)

b) **Voluntary actions** are initiated at a Leeds faculty member's discretion and include:
- Early consideration for promotion to associate professor;
- Early consideration for granting of tenure in special circumstances (See LOR Article 5.B.4(D)(4) at http://www.cu.edu/regents/Laws/Article5B.htm;
- Consideration for promotion to professor.

c) **Identification of Candidates**. In general, the Leeds dean will identify Leeds candidates for personnel actions as soon as possible to facilitate a thorough and timely review. The usual timeline for mandatory and voluntary personnel actions is set by dean-published Leeds policy outside of these bylaws. In the absence of such a published policy the following deadlines prevail by default:
- Mandatory personnel actions (reappointments and tenure decisions) are identified by April 1 of the year preceding the decision.
- Voluntary personnel decisions (early promotion to associate professor and promotion to professor) are identified no later than September 15 of the year of the decision.

2) **Personnel Decision Processes.** Personnel evaluations and recommendations begin in the Leeds School. The Leeds School's internal evaluations involve the primary unit, its chair, the Leeds School Personnel Advisory Committee (LSPAC) and the Leeds dean, as described below. (For the university definition of "primary unit" see http://www.cusys.edu/regents/Laws/AppendixA.html.)
Normal tenure review processes apply when hiring faculty with tenure. In the case of hiring a professor with tenure, the primary unit for granting tenure (details below) will review the case and vote on the issue of granting tenure. Subsequently, in a separate vote, the primary unit for promotion to professor (details below), with full knowledge of the division's tenure vote, will review the case and vote on the issue of appointment at the rank of professor.

a) **Primary Unit and Primary Unit Chair.** The Leeds School primary unit and primary unit chair by type of personnel action are given below:

Personnel Action	Primary Unit	Chair
PA1. Reappointment review of non-tenure-track faculty	All tenure-track faculty in the Leeds division where the faculty member is currently appointed plus those in the division where the faculty member will be reappointed (if different) immediately following the personnel action	Chair of the Leeds division where the faculty member is currently appointed, if any; otherwise, chair of the Leeds division where faculty member will be appointed following the personnel action
PA2. Comprehensive review of untenured, tenure-track faculty	All tenured faculty in the Leeds division where the faculty member is currently appointed plus those in the Leeds division where the faculty member will be appointed (if different) immediately following the personnel action	Chair of the Leeds division where the faculty member is currently appointed, if any; otherwise, chair of the Leeds division where faculty member will be appointed following the personnel action
PA3. Mandatory or voluntary review for promotion to Associate Professor and/or for tenure, including new hires	All tenured faculty members in the Leeds division where the faculty member is currently appointed (if any) at or above the rank of associate professor plus those in the division where the faculty member will be appointed (if different) immediately following the personnel action.	Chair of the Leeds division where the faculty member is currently appointed, if any; otherwise, chair of the Leeds division where faculty member will be appointed following the personnel action
PA4. Voluntary review for promotion to professor, including new hires	All faculty holding the rank of professor in the Leeds School	Leeds faculty member holding rank of professor appointed by the Leeds dean to chair committee of all Leeds faculty members holding rank of professor
PA5. Mandatory post-tenure review	See Section F	See Section F

The minimum size of the primary unit for all personnel actions except PA5 (mandatory post-tenure review) is five members. Primary unit membership is "primary." It is expected that all eligible faculty members will be members of the

primary unit. Membership in the primary unit excludes the faculty member from participating or voting in the associated LSPAC and Vice Chancellor's Advisory Committee (VCAC) reviews. If a primary unit, as defined above for personnel actions PA1, PA2 and PA3, comprises fewer than five members, then the Leeds dean in consultation with the primary unit chair appoints additional eligible (i.e., tenure-track for PA1 or tenured for PA2 and PA3) Leeds faculty members to the primary unit.

If, for whatever reason, the faculty member under consideration for personnel actions PA1, PA2 and PA3 is not currently appointed to a Leeds division and will not be appointed to a Leeds division immediately following the personnel action, the Leeds dean appoints a primary unit comprising one eligible (i.e., tenure-track for PA1 or tenured for PA2 and PA3) faculty member from each division. If this results in fewer than five members, the dean appoints additional tenured faculty members from any division to reach the minimum of five members in the primary unit. None of these five primary unit members may participate or vote in the associated LSPAC and Vice Chancellor's Advisory Committee (VCAC) reviews. The dean appoints a primary unit chair who proceeds as usual. In parallel with the usual structure, however, associate and assistant deans cannot serve as primary unit chair or as members of the primary unit evaluation committee (see below for descriptions). The Leeds dean is free to appoint the primary unit for such personnel actions as a subset of the LEC so long as the LEC subset meets these criteria.

b) Primary Unit Evaluation Committees (PUECs) comprise at least three Leeds tenure-track or tenured faculty members who as an entity are judged by the primary unit's chair to have the requisite expertise to evaluate a candidate's credentials and performance. A majority of the PUEC will be from the Leeds primary unit. The PUEC selects from among itself an individual to chair the PUEC. The chair of the primary unit cannot serve as a member of the PUEC, but may attend PUEC meetings as a nonvoting *ex officio* member. No concurrent LSPAC or VCAC members may serve on a PUEC. If, in the candidate's judgment, the appointed PUEC does not as an entity have the requisite expertise to evaluate the candidate's credentials and performance, an appeal may be made to the chair of the primary unit, and ultimately to the Leeds dean. If agreement cannot be reached, the Leeds dean determines the final composition of the PUEC, subject to the constraint that a majority of the PUEC is from the Leeds primary unit.

The PUEC reviews the candidate's dossier and prepares a written, interpretive evaluation of the candidate's teaching, research, and service performance consistent with University and Leeds School standards. The intended audience of this report is scholarly individuals not necessarily familiar with the candidate's academic field. While preliminary drafts of (portions of) the report may or may not be vetted with the candidate, the version of the PUEC report intended to be submitted to the primary unit is disclosed to the candidate no later than one day after its completion and prior to its formal inclusion in the candidate's dossier. Upon disclosure, the candidate has five business days to submit informal or formal clarification and comments to be considered in revising the PUEC report prior to submission to the

primary unit. The PUEC decides what alterations, if any, to make to the PUEC report it submits to the primary unit. (Note that under LOR 5.B.5(B)(3) (http://www.cu.edu/regents/Laws/Article5B.htm), "Candidates are entitled to submit any material or information they believe will be helpful in their evaluation at any stage of the review process.")

c) Meeting and Voting of the Primary Unit. After considering and incorporating any related alterations, the PUEC chair notifies the primary unit chair that the dossier (including the PUEC report) is ready for full primary unit review. The PUEC chair also announces to the primary unit and the candidate the time and place scheduled for a meeting of the primary unit to discuss the case. The primary unit will have at least five business days to review the dossier before the scheduled meeting date. At that scheduled meeting involving only primary unit members, the PUEC presents the candidate's dossier including the PUEC report and respond to questions.

When a primary unit meeting results in a formal acceptance (by majority vote where concurrent LSPAC members, concurrent VCAC members and the primary unit chair do not vote) of the dossier for review and voting, the primary unit chair arranges for the distribution of a secret ballot by all primary unit members (other than concurrent LSPAC members, concurrent VCAC members and the primary unit chair).

The ballot elicits votes separately on each performance area relevant to the personnel action. In particular, for candidates for tenure, promotion to associate professor, or promotion to professor, the ballot will solicit separate votes on

(i) teaching
(ii) research
(iii) service
(iv) the personnel action at issue

with the only possible voting choices of "excellent", "meritorious" and "not meritorious" for (i), (ii) and (iii) and "in favor of" and "opposed to" for (iv).

When a primary unit meeting convened for the purpose does not result in formal acceptance of the dossier for review and voting, the dossier is considered incomplete and is returned to the PUEC and the candidate (without the confidential external recommendation letters) for revision. Upon revision and disclosure to the candidate, the chair of the PUEC schedules an additional meeting of the primary unit to again consider formal acceptance of the revised dossier (including the PUEC report).

When a primary unit member is absent (e.g., on sabbatical), the primary unit chair makes reasonable efforts to contact the member to participate in the primary unit meeting via a conference call and allow them to vote.

The primary unit chair and at least two other primary unit members count the ballots as soon as possible after all eligible ballots are returned, but no later than five business days following the distribution of the ballots.

In the Leeds School and the University more broadly, a two-thirds majority is typically required to achieve "sufficient favorability" in a personnel action. In reflection of this, for vote counts on the personnel action at issue (i.e. the vote cast on (iv) above), the only votes considered are those marked either "in favor of" or "opposed to" the personnel action. If two-thirds or more of the votes thereby considered are marked "in favor of", the primary unit vote on the personnel action is officially summarized as "sufficiently favorable." If less than two-thirds of the votes thereby considered are marked "in favor of", the primary unit vote on the personnel action is categorized as "insufficiently favorable." The primary unit chair will report to the candidate all vote tallies on each voting choice given for items (i)-(iv) as soon as possible, but no later than 24 hours. Shortly thereafter, the primary unit chair will report all vote tallies to the primary unit.

While it is understood that the University has specific requirements for certain personnel actions (like those for tenure involving meritorious teaching and research with excellence in at least one of them), the official summary of the primary unit is determined by the "up or down" vote on the personnel action (item (iv) above). Any reconciliation between vote tallies on (i)-(iii) and (iv) is left to the primary unit chair's evaluation letter.

d) Primary Unit Chair's Evaluation. The primary unit chair prepares a separate letter of evaluation of, and recommendation for, each personnel action, including a summary of the primary unit's discussions and actions leading to the formal vote. It is the primary unit chair's responsibility to record the primary unit's official summary of the vote on the personnel action ("sufficiently favorable" or "insufficiently favorable") with an accurate vote count on that specific issue. It is also the primary unit chair's responsibility, where feasible, to rationalize the entire vote (on all items) within University standards and terminology. In particular, the primary unit chair provides context taken from the discussions and the votes on items (i)-(iii) to help interpret the "up or down" vote on the personnel action. The primary unit chair will give the Primary Unit Chair's Evaluation and recommendation to the candidate within 24 hours of its completion and then disclose it to the primary unit and to the Leeds dean.

Upon disclosure, the candidate has five business days to submit informal or formal clarifications and comments to be considered in a possible revision of the primary unit chair's report prior to submission to the dean. (Note that under LOR 5.B.5(B)(3) (http://www.cu.edu/regents/Laws/Article5B.htm), "Candidates are entitled to submit any material or information they believe will be helpful in their evaluation at any stage of the review process.") The primary unit chair and primary unit retain the right to reconvene the primary unit and revote if necessary. Ultimately, the primary unit chair decides what alterations, if any, to make to the primary unit chair's report submitted to the dean.

e) Leeds School Personnel Advisory Committee's Evaluation. Consistent with the Laws of the Regents and Article II of these bylaws, the Leeds dean maintains a Leeds School Personnel Advisory Committee (LSPAC, see Article II.D.1h) to review personnel action items involving tenure track and tenured faculty.

The review committee will participate fully with the dean in the review of the recommendations of the primary units. Such participation shall include discussion prior to forwarding the recommendations of the dean and the review committee to the chief academic officer of any reasons for disagreement between the dean and the majority position of the review committee. Should either the review committee or the dean disagree with the recommendation of the primary unit, the dean shall discuss the nature of this disagreement with the head of the primary unit. The primary unit shall then reconsider its original recommendation and return its reconsidered judgment to the dean for his/her consideration and that of the review committee. (LOR Appendix A, http://www.cu.edu/regents/Laws/AppendixA.html)

Members of the LSPAC will vote on all cases; they are not eligible to participate or vote as members of the Primary Unit or PUEC. The dean or the dean's designate will report the LSPAC's recommendation to the primary unit chair who informs the candidate as soon as is feasible.

f) Dean's Evaluation. The Leeds dean, upon review of the dossier and recommendations from the primary unit and the LSPAC, prepares an evaluation of and recommendation for each personnel action, explaining the sources of any disagreements with earlier reports:

The recommendation of the dean, the results of the votes of the primary unit and the review committee, and the comprehensive dossier on the candidate shall be forwarded together to the chief academic officer. Where differences of opinion between the primary unit, the review committee, and/or the dean have occurred and have not been resolved, each party in the disagreement shall submit a brief statement outlining the areas of disagreement and the reasons for its recommendation in that context. (LOR Appendix A, C.1.b http://www.cu.edu/regents/Laws/AppendixA.html)

g) Appeal Procedures. All University-approved appeal procedures pertaining to faculty reappointment, tenure and promotion decisions are applicable.

E. Preparation of the Reappointment, Promotion, or Tenure Dossier.

The candidate has primary responsibility for the contents of the dossier, with the exceptions of external letters of evaluation and written reviews by the various review parties. The candidate is encouraged to work with the PUEC chair in completing the dossier. Any member of the primary unit may submit other relevant written material to the PUEC for inclusion in the dossier. The candidate has the prerogative to include any materials the candidate feels are critical to the dossier. See http://www.cusys.edu/regents/Laws/AppendixA.html (LOR Article 5.B.5(B)(3)).These materials may include additional evidence and challenges to reviews included in the dossier. Prior to submission to the dean, the dossier contains at least the following eight items:

1) **Vita.** The candidate furnishes a vita current through the date of PUEC report, prepared in acceptable format

2) **Personal statements.** The candidate provides statements of personal philosophy and expectations for research, teaching, and service. These statements explain the interest, importance, accomplishments, impacts, and future of the candidate's research and teaching and service activities

3) **Research portfolio**. The research portfolio contains notable publications, articles in press, papers submitted for review by journals, and working papers. It may also contain papers in early stages of completion. Additionally, this portion of the dossier will include evidence speaking to research excellence. See http://www.cusys.edu/regents/Laws/AppendixA.html (Attachment 1).

4) **Teaching portfolio.** The teaching portfolio contains multiple measures of teaching performance, including results of Faculty Course Questionnaires (FCQs). This portion of the dossier contains evidence speaking to teaching excellence. See http://www.cusys.edu/regents/Laws/AppendixA.html (Attachment 1).

5) **Evidence of service contributions.** The dossier will contain evidence that speaks to service contributions. See http://www.cusys.edu/regents/Laws/AppendixA.html (Attachment 1).

6) **External case evaluation letters.** The PUEC determines the list of recommended individuals from whom the primary unit chair, acting *ex officio*, formally solicits case evaluation letters. A minimum of six individuals are solicited. In developing the official solicitation list, the candidate submits names of at least five persons of national reputation who are qualified in the candidate's judgment to provide case evaluation remarks on the quality of the candidate's research, contribution to the profession, the nature of the candidate's professional activities, and any other information that would indicate the candidate's emergence as a respected scholar in the field. The PUEC prepares a list of at least five non-CU scholars who are similarly qualified in the judgment of the PUEC. The PUEC selects the external reviewers from the union of these two lists in order to provide a diverse set of external expert opinions about the candidate's quality of research and impact on the field. To enhance the external objectivity of the pool of solicited case evaluation letters, at least six (and all of them when less than seven letters are received) must be received from reviewers that have never co-authored a publication with the candidate or been a member of the candidate's doctoral or master's committee. The letter prepared for case reviewers cannot identify whether they were nominated by the candidate or the PUEC.
Letters solicited from students seeking confidential comments on a candidate's teaching function are not, for the purpose of these bylaws, considered to be case evaluation letters and are excluded from the current discussion regarding case evaluation letters.

If, for whatever reason, the primary unit chair or other faculty member solicits case evaluation remarks outside of the PUEC-determined list and formal solicitation process, the related evaluation remarks can only be added to the dossier in the same manner as

other material is added by any primary unit member (through submission to the PUEC as mentioned in the preamble to this section). Additionally, case evaluation remarks solicited outside the formal solicitation process must be marked in the dossier as having been solicited by the named individual primary unit member or administrator acting as an individual. The Leeds School offers no confidentiality for case evaluation remarks solicited by primary unit members (or others) acting as individuals outside of the formal review solicitation and processes.

Required external case evaluation letters are as follows:

Personnel Action	**Minimum External Case Evaluation Letters**
Reappointment of non-tenure-track faculty	None
Comprehensive review of untenured, tenure-track faculty	No external case evaluation letters required, but the PUEC must evaluate external visibility and stature.
Mandatory or voluntary review for promotion to Associate Professor and/or for tenure	Six external case evaluation letters
Voluntary consideration for promotion to Professor	Six external case evaluation letters

7) **PUEC evaluation and recommendation.**

8) **Primary unit chair's evaluation and recommendation**

The above eight dossier items form a basis for deliberations. The candidate's completed dossier is available in the Leeds dean's office for review by primary unit members. The Leeds dean's office will make available to the primary unit all of the external case evaluation letters including identification of authors. For officially-solicited case evaluation letters, the Leeds dean's office will protect confidentiality as stipulated by University policy and governing law. In particular, officially-solicited external case evaluation letters are not available to the candidate in any form.

F. Post-Tenure Review (PTR)

On a five-year cycle after a faculty member has been awarded tenure, there is a university-imposed comprehensive performance evaluation that emphasizes performance-based measurements. The review may be a "Regular Review" or an "Extensive Review." See http://www.cu.edu/regents/Laws/Article5B.htm (LOR Article 5.B.6(B)(2)) and http://www.cu.edu/policies/Personnel/posttenure.html (APS:Post-Tenure Review Policy (IV-89)).

1) **The Post-Tenure Review Committee (PTRC).** Other than as indicted in item 2 below, the primary unit for purposes of the PTR comprises a subset of faculty members who hold tenure in the Leeds School. The dean appoints three tenured faculty members

to serve for one year as the PTRC. The members of the PTRC elect a chair and conduct a review and evaluation of the faculty member's teaching, research and service contributions over the previous five years in accordance with the Administrative Policy Statement on Post-Tenure Review. The chair of the PTRC will inform the faculty member of the results of its evaluation orally and in writing within one working day.

2) **Successful Promotion to Professor Resets Clock.** Due to the extensive and comprehensive nature of a candidate's review for promotion to professor, the Leeds School considers a successful promotion to professor to coincide with a satisfactory post-tenure review (even if the candidate is in the middle of the five-year cycle). Accordingly, the successful candidate's next post-tenure review is rescheduled to the fifth year following the effective date of the promotion to professor. (For example, if the candidate's promotion to professor is effective in September 2006, the candidate's next post-tenure review is rescheduled to occur in the 2010-2011 academic year.) At the time of successful promotion to professor, the primary unit chair, with input from the PUEC will complete the necessary paperwork for a satisfactory post-tenure review.

3) **Appeals of the PTR evaluation.** A faculty member who is not satisfied with the PTRC's evaluation may appeal to the Leeds School dean and the LSPAC. A written appeal must be filed with the Leeds School dean's office within one week following the receipt of the PTRC report.

ARTICLE IV

STANDARDS AND PROCEDURES FOR ANNUAL FACULTY EVALUATIONS, CAREER PLANNING, AND DIFFERENTIATED WORKLOAD

A. Faculty Evaluations

1) **Dimensions of Leeds Faculty Performance**. Leeds faculty responsibilities are categorized into the three dimensions of teaching, research, and service. (See Article II for a more extensive description of faculty powers and responsibilities as given by the Laws of the Regents.) Consistent with the University's administrative policy statement "Annual Merit Adjustments for Faculty" (August 16, 2004 version found at http://www.cusys.edu/policies/Personnel/annmerit.html) decisions including, but not limited to, annual stipend adjustments and allocations to faculty discretionary accounts are expected to have merit across these three dimensions as "the prevailing factor."

   In accordance with LOR 5.B.6(A) (found at http://www.cu.edu/regents/Laws/Article5B.htm)

   Annual merit performance evaluations for all faculty members shall be conducted by each campus. A peer evaluation process shall be used at all campuses except at the Health Sciences Center. A faculty member's performance shall be evaluated based upon performance standards developed by each academic unit and any written expectations agreed to between the faculty member and the unit. In annual merit evaluations the assigned workload shall be appropriately considered. Faculty governance service shall be included for consideration in annual merit evaluation as in other evaluation processes.

   Accordingly, all Leeds faculty members are evaluated annually on all dimensions of responsibility for which they carry nonzero assigned workload. While evaluations are conducted annually, it is understood that faculty contributions occurring other than during the year of evaluation can be considered by evaluators in the preliminary and final phases of the annual evaluation process. Typically, Leeds School annual evaluations consider activities occurring within the previous three calendar years. It is understood that evaluators may differ in when credit is given for various activities. For example, with research publications some evaluators grant credit prior to publication and others grant it only subsequent to physical appearance. Leeds School division chairs and administrators should be aware of such differences when interpreting division-level preliminary evaluations.

2) **Evaluation Process.** For faculty members appointed to a Leeds School division, the first stage of formal evaluation occurs at the division level for all three dimensions of faculty responsibility. The relevant Leeds division chair, advised by an elected division executive committee, evaluates all division faculty

members carrying full time appointments including the division chair. While the division executive committee members must be members of the division and carry full time appointments in the Leeds School, the division executive committee's size is determined at the division level by democratic divisional governance procedures. All division executive committee deliberations and comments are advisory to the division chair although the division committee, as an elected body (not administratively appointed) reserves the right to disseminate its deliberations and comments to the Leeds dean and to division faculty, if necessary. The division chair has the final responsibility for the formal division-level evaluation recommendations (to the dean).

After considering input from the division executive committee, the division chair determines and discloses his/her evaluation of each full time member of the division to that faculty member prior to (or concurrent with) forwarding those evaluation recommendations to the dean (or designated associate dean). All full time division members should be notified at approximately the same time, where possible.

The division executive committee directly reports its evaluation recommendations for the division chair to the dean (or designated associate dean) and discloses this recommendation to the division chair prior to (or concurrent with) forwarding that division-level recommendation to the dean (or designated associate dean).

Subsequent to disclosure of the preliminary division-level evaluation recommendations, faculty members including division chairs can request a meeting to discuss those preliminary merit recommendations with the designated associate dean (or the dean if no associate is designated). This meeting is to occur prior to the Leeds dean's final assignment and completion of annual merit review documents. Request for such a meeting must occur within 3 working days from disclosure (by hardcopy if feasible or email receipt or oral communication if the faculty member is not in a position to receive the hardcopy disclosure). The designated associate dean (or dean if no associate is designated) will take every reasonable effort to meet (in person if possible and by phone if not) with all faculty members requesting such meetings within 5 working days of the request.

After the requested meetings have taken place, the process becomes purely a Leeds administration function and no longer involves bylaws-mandated additional input from non-administrators. At this point, the Leeds dean determines the process by which the final merit points and comments are recorded and the evaluation documents are completed and signed. As the Leeds School is the academic unit at the university level, it is understood that even though division chairs may sign the annual merit documents, the final merit points and comments are determined by the dean (or through the process determined by the dean). All inputs from divisional executive committees and other administrators are strictly advisory to the dean as the head of the Leeds School unit.

The dean's final annual merit scores and comments cannot be appealed formally by processes within the Leeds School. However, the dean or designated associated dean must report final merit numbers and comments back to the division chair who then must disclose them to the division executive committee.

In cases where the division executive committee members believe that substantial discrepancies from their divisional-peer-recommended evaluations have occurred, they reserve the right to meet as a group with the affected faculty member and division chair and to disclose their preliminary deliberations and divisional-peer-recommended evaluations regarding the affected faculty member to the affected faculty member and provide their perspective on any perceived discrepancies.

In the absence of an appointment within a Leeds Division, the dean will directly determine the process by which the non-division-appointed faculty member is annually evaluated. As the dean is the final authority on the annual merit evaluation and there is no obvious division-peer input to the process, any disputes must be settled directly with the dean or a designated associate dean. As with all annual merit evaluations, the Leeds dean's final annual merit scores and comments cannot be appealed formally by processes within the Leeds School.

3) **Professional Conduct.** Adherence to the values of professional conduct as described in the Laws of the Regents and the CU Faculty Handbook (see http://www.cu.edu/faculty/fac_handbook) can be considered in annual merit evaluations when behaviors relate to one of the three dimensions of faculty responsibility. Additionally, professional conduct can be considered in stipend adjustment and other resource allocation decisions irrespective of their direct or indirect relationship, if any, to the three dimensions.

B. Career Planning

1) Typical Workload Assignments and Evaluation Considerations

a) **Non-Tenure Track Faculty.** Full time non-tenure track faculty members typically carry a 12 hour teaching load in the fall and spring semesters semester and consequently bear a 100% workload assignment in teaching. Deviations are made only by the Leeds dean.

Criteria for Evaluation of Teaching Performance. Non-tenure-track faculty teaching performance assessments are based on multiple measures. One of these measures is the student feedback obtained from the faculty course questionnaires (FCQs). This feedback is interpreted in light of other indicators including the nature of the course taught, the class size, the average levels and distributions of the course and instructor FCQ ratings, the perceived workload rating and the distribution of assigned course grades. Faculty members are strongly encouraged to supplement FCQ data with additional measures of teaching performance. Such data can include course syllabi and assignments, class visitation reports developed as part of the divisional teaching evaluation process, information on supervision of independent studies, Undergraduate Research Opportunities Program participation, case development, publications related to business education pedagogy, etc. The teaching evaluation should summarize pertinent information and document

teaching performance in a multidimensional context suited to Leeds School objectives.

b) Non-tenured, Tenure-Track Faculty. Typically, untenured tenure-track faculty carry workload assignment weights of 30% for teaching (reflecting three three-hour semester courses per academic year), 60% for research, and 10% for service.

Criteria for Evaluation of Teaching Performance. Non-tenured tenure-track faculty members' teaching evaluations consider essentially the same inputs as those for non-tenure track faculty members. Of supplemental relevance, however, is evidence of the integration of academic research (including the faculty member's) into teaching and the supervision of master's theses and doctoral dissertations.

Criteria for Evaluation of Research Performance. Considerations in evaluating research are those provided below for tenured faculty. Quality expectations are the same. However, recognizing the time required to establish a research record, quantity expectations are adapted for non-tenured faculty members' earlier career stage.

Criteria for Service Performance. As the focus for untenured, tenure-track faculty is teaching and research, less Leeds School service is expected, consistent with the typical 10% workload assignment to service. Nonetheless, the quality of, and willingness to, render internal Leeds service is a consideration in evaluating non-tenured, tenure-track faculty. External service that aids in building an external reputation (e.g., reviewing for respected journals) is encouraged and considered in the evaluation process.

c) Tenured Faculty. Typically, tenured faculty are expected to carry workload assignments of 40% for teaching (equating to four three-hour semester courses per academic year), 40% for research, and 20% for service.

Criteria for Evaluation of Teaching Performance. Tenured faculty members' teaching evaluations consider essentially the same inputs as those for non-tenure tenure-track faculty members.

Criteria for Evaluation of Research Performance. Evidence of research productivity as measured by high quality publications, work-in-progress, papers under review and research program potential, research impact including evidence of thought leadership in the discipline, invited research seminars at respected universities, presentations at major research conferences, research mentoring of students and faculty, research contributions to professional societies, and contributions to the Leeds School intellectual environment. In evaluating the evidence, consideration is given to the applicant's career stage, the applicant's research area, the ability of the

research to addresses relevant questions in core business disciplines and areas of emphasis and synthesis adopted by the Leeds School as a part of its strategic mission. (See Article I of these Bylaws.)

Criteria for Service Performance. Tenured faculty members are largely responsible non-compensated faculty service (i.e., service carrying no additional compensation) in the Leeds School. Recognizing that necessary non-compensated service avoided by one faculty member must be performed by another, internal non-compensated service in the Leeds School is very important and cannot be avoided by engaging in extensive external service or internal compensated service. Non-compensated service contributions are evaluated in terms of the quantity and quality of service performance, and the availability and willingness to undertake the service. External service is valued particularly when it enhances the Leeds School's external research and teaching reputation. Leeds-compensated and CU-compensated service is evaluated using the criteria of, and in a manner consistent with, the evaluation of administrative appointments like division chair and center director (by the dean or designated associate dean).

2) **Alternative Planning Models for Tenured Faculty.** In situations where the Leeds School can realize increased benefits from having a faculty member's workload assignment deviate from the normal levels given above, the faculty member can be allocated a differential workload assignment.

   a) LOR 5.B.3 (http://www.cu.edu/regents/Laws/Article5B.htm) sanctions differential work loads

   b) LOR 4.A.2(c) places the Leeds dean in authority over "faculty assignments and workloads" (http://www.cu.edu/regents/Laws/Article4A.htm).

   c) University policy sets out considerations and procedures in assigning differential ("differentiated" in that context) workloads (http://www.cusys.edu/policies/Personnel/annworkloads.html)

   d) As the Leeds school is a "unit" in the University system, the Leeds dean maintains a Leeds faculty-approved differential workload policy to assist in exercise of the Leeds dean's prerogative and responsibility to assign faculty workloads.

3) **Administrative Appointments for Tenured Faculty.** A faculty member on administrative appointment negotiates evaluation weights with the Leeds dean as part of the appointment. Division-level preliminary service evaluations reflect the division-level evaluation of service to division and may or may not reflect an evaluation of administrative service, particularly when that service was rendered as an administrator answering to higher-level administrators. It is understood that:

- An administrator's division-level recommended evaluation of service represents a recommended evaluation of a fraction (and typically a minority fraction) of the administrator's service.

- The administrator's final service evaluation determined by the Leeds dean may differ dramatically from the division-level preliminary recommendations due to differences in what service contributions were evaluated and differences in the various evaluators' perspectives on the same service.

- Significant differences in the administrator's preliminary division-level service evaluation recommendations and the Leeds dean's final service evaluation numbers is not automatically considered a "substantial discrepancy" as discussed in A.2 above, even when a similar differences for research and teaching evaluations would be.

C. Application of Annual Evaluations and Ratings to Salary Adjustments.

The Leeds dean is responsible for establishing the procedure whereby stipend adjustments reflect faculty contributions in the three domains of responsibility. It is expected that, consistent with University policy, merit is the "prevailing factor in all salary adjustments" (http://www.cusys.edu/policies/Personnel/annmerit.html). Nonetheless, that same policy recognizes the possibility of "competitive (market) increments." Consequently, while a significant correlation between annual merit evaluations and annual stipend adjustments for the same year is expected, market and competition differences within the Leeds School can diminish the realized correlation.

D. Salary Equity Review Process

The Boulder Campus policy on salary equity review is summarized in the following three policy disseminations from the late Bruce Ekstrand (formally the Boulder Campus Vice Chancellor for Academic Affairs):

http://www.colorado.edu/facultyaffairs/atoz/SEAC%20checklist.pdf
http://www.colorado.edu/facultyaffairs/atoz/SEAC%20policies.pdf
http://www.colorado.edu/facultyaffairs/atoz/SEAC.pdf

As the Leeds School is a unit in the Boulder campus, the Leeds School treats salary equity issues at the school level (rather than at the division level). While this is the operational structure, market differences across divisions, or within different areas of expertise housed in the same division, are legitimate considerations in any Leeds faculty member's salary equity review.

Leeds Salary Equity Review Policy

1) As stated in campus policy, annual stipend adjustments cannot be grieved; only base salary level can be grieved on an equity basis.

2) Any granted salary-equity adjustments are funded as a first priority from the upcoming salary adjustment allocation to the Leeds School, subject to 3d below.

3) The Office of the Dean:

a) Maintains and makes available to all Leeds faculty members a written document describing factors used in determining career merit. No grievance can be filed or considered without addressing issues of career merit.

b) Provides an approach to evaluating and maintaining equity that is approved by the Vice Chancellor of Academic Affairs.

c) Maintains a salary equity file available to all Leeds faculty members. This file includes a copy of the Leeds School procedures for determining salaries, a copy of the Leeds School salary grievance procedures, the most recent scatter plot of faculty salaries and years since terminal degree (provided annually by the office of academic affairs), a copy of the most recent salary review (see "e" below), and a reasonably current vita for each faculty member.

d) As part of the annual stipend adjustment process, verifies in writing to the Associate Vice Chancellor of Academic Affairs that an equity evaluation has been conducted. If inequities are identified through an internal grievance process in a timely manner, the grievance is at least partially addressed from the current year's raise pool. If the grievance is not fully addressed thereby, the Leeds dean submits a plan for resolving remaining inequities.

e) Conducts a review of the Leeds School salary equity review process at least once every five years.

Leeds School Grievance Procedures

1) Consistent with campus policy, grievants must file all salary grievances for an academic year with the Leeds dean (or designated associate dean) by September 15 of that year.

2) A grievant must review the above noted campus policies and provide a grievance that meets their criteria.

3) In sequence, the Leeds dean (or designated associate dean):

a) Provides a copy of the grievance to the division chair (or the LEC if the faculty member is not appointed to a specific division) and requests a response to the grievance. The response is provided to the Leeds dean (or designated associate dean) no later than October 1.

b) Provides a copy of the grievance, along with the division (or LEC) response, to the Leeds School Salary Equity Committee (LSSEC, a non-standing committee appointed by the Leeds dean in years when there is at least one salary equity grievance) and requests a written recommendation on the grievance. This is done by October 15.

c) If there is a designated associate dean handling the case, that associate dean forwards the grievance, the chair's letter, the LSSEC's letter, and her/his own letter, to the Leeds dean for a final decision by October 22. If the Leeds dean is handling the case, these same materials (absent the letter from an associate dean) must be submitted to the Leeds dean by October 22.

d) The Leeds dean provides a decision letter to the grievant, with copies to the designated associate dean (if involved), the Leeds division chair, and the LSSEC chair no later than November 1.

e) If the grievant is not satisfied with the Leeds dean's decision, the grievant has until November 15 to submit the grievance for campus level review. Procedures for filing a campus grievance are provided in the above referenced campus policy documents.

ARTICLE V

POLICY ON CENTER AND ACADEMIC PROGRAM GOVERNANCE

A. Centers

1) **Center Creation, Renewal, and Termination.** The creation, operation, renewal, and termination of Leeds School centers are governed by policies of the University of Colorado and the laws of its Regents. (See http://www.cusys.edu/policies/Academic/procestablish.html and http://www.cu.edu/regents/Laws/Article4C.htm.)

2) **Administrative Structure of School-Wide and Division-Specific Centers.** As a part of its organizing structure and documentation, each Leeds School center has a faculty advisory board charged specifically with the task of collaborating with the center to facilitate accomplishing the center's mission within the overall context of Leeds School objectives. If the center is specific to a single Leeds division, the faculty advisory board also facilitates accomplishing divisional objectives. The school-wide or division-specific designation for a given center is the Leeds dean's prerogative, subject to restrictions in funding agreements.

   For school-wide centers - which regularly draw teaching or research contributions from multiple divisions - the faculty advisory board has a dean-appointed representative from each division. The members of a center's faculty advisory board do not carry paid administrative titles (e.g. director, academic direct, faculty director, etc.) related to that center. The faculty advisory board remains disjoint from those formally charged with administering the center. The faculty advisory board may operate with or without a formal chair.

   The faculty advisory boards of school-wide centers host a joint annual faculty meeting for the sole purpose of having all school-wide center administrators present to the broad faculty an account of the centers' progress, plans and financial positions. Presentations are given by the professional director, the academic director, or other center staff and not by the faculty advisory board members. The only formal role for the faculty advisory board is to advise the center and host this annual presentation.

   For division-specific centers (designed to be closely affiliated with a single division), the faculty advisory board composition and structure is co-determined by the affiliated division and the Leeds dean subject to University rules and policies.

3) **A Center's Role in Curriculum, Staffing and Faculty Personnel Matters.** While center administrators and staff may be solicited for input on curriculum, staffing, and faculty personnel matters, center administrators have no formal standing in such matters; Leeds centers work through their relationships with the formally organized Leeds divisions, Leeds standing curriculum committees and center-affiliated faculty members.

All center-related curriculum needs are carried through the normal curriculum review and approval processes and are presented to the approving committees by s*ponsoring Leeds divisions*. For each center-related course, staffing authority and accountability resides with a single formally organized Leeds division charged by the Leeds dean (and designated by the Leeds dean as the current *sponsoring Leeds division* for that course). Designation as the sponsoring Leeds division for a given course is revocable by the Leeds dean at any time simply by designating an alternative sponsoring Leeds division for that course. In no case will center-related courses be offered without a sponsoring Leeds division charged with delivering the approved curriculum and maintaining staffing and accountability for such delivery.

B. Academic Program Creation, Renewal and Termination

The creation, renewal, and termination of Leeds School academic programs are governed by the policies of the University of Colorado, the laws of its Regents and the programmatic regulations provided by the Colorado Commission on Higher Education. Within the flexibility provided under these structures, the Leeds School can form and (re)organize academic programs and educational initiatives.

As the Leeds School administrative organization is the Leeds dean's prerogative, no default structure for program administration (e.g., for Undergraduate, MBA, Executive, CUBIC, Masters and International programs) is assumed. When a program involves curriculum falling under the purview of a standing curriculum committee, a dean-designated sponsoring Leeds division - in collaboration with the program's administrators - must arrange for each course to be reviewed and approved according to the relevant standing curriculum committees' customary procedures. The sponsoring Leeds division has responsibility for staffing, delivery and accountability for the approved course. Designation as the sponsoring Leeds division can be revoked by the Leeds dean at any time simply by designating an alternative sponsoring Leeds division. In no case will a course be offered without a designated sponsoring Leeds division charged with delivering the approved curriculum and maintaining staffing and accountability for such delivery.

When a program involves any curriculum not under the purview of a standing curriculum and policy committee (e.g. non-credit professional or executive programs), that program (as a whole) will operate as a school-wide center with respect to the requirement of maintaining a faculty advisory board and delivering an annual presentation on progress, plans and financial position.

In cases where curriculum jurisdiction by a standing committee (UCPC, MCPC, DCPC), or exemption from such jurisdiction, is not clearly indicated (e.g. for-credit components in professional or executive programs), the Leeds dean or designate will determine whether a course is subject to formal standing committee (UCPC, MCPC, DCPC) oversight or is exempt. An exemption for any curriculum component in a program triggers the requirement for a faculty advisory board and an annual presentation along with the school-wide centers.

ARTICLE VI

REQUIREMENTS FOR ADMISSION

LOR 5.E.5 (http://www.cu.edu/regents/Laws/Article5E.htm - emphases added) states:

> *The faculty shall have the principal role for originating academic policy and standards, including initial authorization and direction of all courses, curricula, and degrees offered, **admissions criteria**, regulation of student academic conduct and activities, and determination of candidates for degrees.* (LOR 5.E.5(A))
>
> *The faculty shall have the principal role for originating scholastic policy, including **scholastic standards for admission**, grading (consistent with the Uniform Grading System of the University), continuation, graduation, and honors. As required by the Laws of the Regents, the deans of the colleges and schools shall have responsibility for enforcement of admissions standards and requirements.* (LOR 5.3.5(B))

and LOR 4.A.2(C) (http://www.cu.edu/regents/Laws/Article4A.htm) states:

> *Each dean shall be responsible for matters at the college or school level including but not limited to enforcement of admission requirements …*

Consequently, students are admitted to the School on the basis of criteria set and published in the relevant University catalogs by the Leeds faculty. Enforcement of those criteria is the responsibility of the Leeds dean.

The review and maintenance of admission criteria is the responsibility of the related standing curriculum and policy committee which operate with default faculty authority (unless contested – see Article II of these bylaws).

ARTICLE VII

POLICIES CONCERNING STUDENTS

A. Policies Concerning All Students

Reported acts of academic dishonesty are referred to the Honor Code Council (see http://www.colorado.edu/honorcode/about/structure.htm#honorcouncil). The policies and procedures governing acts of academic dishonesty can be found in the University of Colorado catalog and on the Web at www.colorado.edu/academics/honorcode.

The Student Code of Conduct is listed in the University of Colorado catalog and found at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#G.

Leeds-specific policies governing examinations and grades, honors, probation, and suspension are listed in the official University of Colorado catalog and found at http://leeds.colorado.edu/ in the Undergraduate program under Academic Standards.

MBA-specific policies will be listed also in the MBA Student Handbook.

PhD-specific policies will be listed also in the PhD Student Handbook.

B. Policy Reviews and Revisions

The review and maintenance of these policies is the responsibility of the related standing curriculum and policy committee which operate with default faculty authority (unless contested – see Article II of these bylaws).

ARTICLE VIII

REQUIREMENTS FOR GRADUATION

LOR 5.E.5 (http://www.cu.edu/regents/Laws/Article5E.htm - emphases added) states:

> *The faculty shall have the principal role for originating academic policy and standards, including initial authorization and direction of all courses, curricula, and degrees offered, admissions criteria, regulation of student academic conduct and activities, and* ***determination of candidates for degrees****.* (LOR 5.E.5(A))
>
> *The faculty shall have the principal role for originating scholastic policy, including scholastic standards for admission, grading (consistent with the Uniform Grading System of the University), continuation,* ***graduation****, and honors. As required by the Laws of the Regents, the deans of the colleges and schools shall have responsibility for enforcement of admissions standards and requirements.* (LOR 5.E.5(B))

Consequently, students graduate on the basis of criteria set and published in the relevant University catalogs by the Leeds faculty. Enforcement of those criteria is the responsibility of the Leeds dean.

The review and maintenance of graduation criteria is the responsibility of the related standing curriculum and policy committee which operate with default faculty authority (unless contested – see Article II of these bylaws.

ARTICLE IX

DIVISIONAL ORGANIZATION

With very little exception (primarily related to budgetary authority), Leeds division chairs perform the role and have the responsibilities of department chairs within the University structure. Consequently, the primary responsibilities and powers of Leeds division chairs are those given to department chairs in the Laws of the Regents (http://www.cu.edu/regents/Laws/AppendixB.html) as applied to the Leeds School context.

Of particular implementation within the Leeds School structure is a formal intra-divisional executive committee satisfying part of the following Regential requirement for faculty input to divisional governance

> *In the performance of the duties listed above, the chair is expected to seek the advice of departmental faculty colleagues in a systematic way, to provide for the conduct of department affairs in an orderly manner through department meetings and the appointment of appropriate committees, and to keep department members informed of his or her actions in a timely manner.* (LOR Appendix B – A.2.k)

A. Divisional Structure within the Leeds School of Business

1) The executive officer of each Division is the dean-appointed division chair who serves as a compensated administrator in the Leeds School and sits on the Leeds Executive Committee.

2) For a Leeds division chair, the primary division-level evaluation and advisory committee is the division executive committee. Division executive committee members must be members of the division and carry full time appointments in the Leeds School. A division executive committee's size is determined at the division level by democratic divisional governance procedures (e.g. Australian preference voting). Division executive committee member in that capacity do not act as Leeds administrators and reserve the right to disclose their deliberations if desired (within limits set by University rules and policies and governing law).

3) Each Leeds division is responsible for developing other aspects of its working structure, consistent with Leeds School bylaws. As the Leeds School functions as a single budgetary department on the Boulder campus with a single budgetary authority, the dean has the prerogative to create or eliminate divisions and to change faculty allocations to divisions.

B. Selection of Division Chairs

1) The qualification and selection process for Leeds division chair mirrors that of the University department chairs (http://www.cu.edu/regents/Laws/AppendixB.html) as applied to the Leeds School context.

   Criteria. *The appointment of department chairs should be based on the following criteria:*

   a. *Ability to provide intellectual leadership in the development of departmental faculty and programs;*
   b. *Ability to provide administrative leadership in the effective functioning of the department; and*
   c. *Personal skills to deal effectively with faculty, administrators, and support staff within the college and campus structure.*

   Procedures: Boulder, Denver, and Colorado Springs Campuses

   a. *Prior to initiating search and nomination procedures for a department chair, the faculty of the department should meet with the dean of the school or college to discuss the needs and expectations of the department as they relate to the appointment of a new chair, the role of the chair, and the type of search (i.e., internal or external) that will most likely assure that an appropriate candidate is recommended, and to discuss any budgetary considerations related to the search and appointment of a new chair.*
   b. *A search and nominating process will be carried out by the faculty of the department in accordance with department procedures. The faculty will subsequently submit its recommendation to the dean.*
   c. *If the dean does not concur with the department faculty's recommendation, the dean will meet with the department faculty to discuss his/her reasons for disagreement.*
   d. *The campus chancellor will approve appointments of department chairs.*
   e. *It will be the responsibility of the deans and the chancellors to assure that recruitment and appointment procedures for department chairs reflect the University's commitment to equal opportunity and affirmative action. In order to achieve this objective, efforts should be made to provide experience for females and minorities that will prepare them for these positions.*

2) Only a tenured member of a Leeds division can serve as chair.

3) The normal Leeds appointment for a division chair is three years, although considerations for staggering division chair appoints can result in arbitrary lengths of appointment. All division chair appointments are “at will” and can be terminated by the dean “without cause” at any time. (This is a different policy from the usual University policy for department chairs.)

4) Division chair compensation and workload assignments are consistent with Article IV of the School By-Laws and Boulder Campus and the Leeds faculty-approved differential workload policy (mandated by Article IV.2.d).

C. Evaluation and Reappointment of Division Chairs

Leeds division chairs are evaluated in a manner and using criteria consistent with the guidelines established for University department chairs (http://www.cu.edu/regents/Laws/AppendixB.html) with the following clarifications:

1) In a process dictated by the Leeds dean, Leeds division chairs are comprehensively evaluated prior to starting a fifth complete year of continuous service. (Example: division chair serves three years and accepts a one year extension in which, consistent with University policy for department chairs (LOR Appendix B – C.1 http://www.cu.edu/regents/Laws/AppendixB.html) s/he must be comprehensively evaluated prior to beginning service in the fifth continuous year). The Leeds dean can request the comprehensive review of a division chair at any time during that chairs appointment.

2) The evaluation process will include formal input from all division constituencies, including but not limited to faculty, staff, students, other divisions, associate deans and assistant deans.

3) After these materials have been solicited from various constituencies, the Leeds division executive committee discloses the summary to the division chair and the Leeds dean.

4) The Leeds dean provides this summary to the Vice Chancellor for Academic Affairs as part of the recommendation for division chair appointments.

ARTICLE X

AMENDMENTS TO THE BYLAWS OF THE LEEDS SCHOOL OF BUSINESS

A. Amendments to these bylaws require approval by a two-thirds vote of the voting members of the Leeds faculty present at a Leeds faculty meeting where a quorum (see Article II.B.1) is present (or in a mail ballot if that ballot is itself mandated by a simple majority of Leeds faculty in a faculty meeting).

B. Written notice of a proposed amendment shall be given to all voting Leeds faculty members at least two weeks in advance of any meeting in which an amendment is to be considered.

C. Amendments may be initiated and proposed by any voting Leeds faculty member.

Leeds School of Business
UNIVERSITY OF COLORADO BOULDER

Leeds School of Business Policy on Review of Non-Reappointment Recommendations for Instructor Rank Faculty Members

Approved by the Leeds Executive Committee on March 18, 2011

Decisions to non-reappoint instructor-rank faculty members occur for a variety of reasons. Occasionally a non-reappointment decision is contested by an instructor. In order to provide a defined process for considering appeals associated with instructor rank non-reappointment, the Leeds Executive Committee (LEC) has voted to adopt a procedure for review of adverse instructor-rank reappointment decisions. These procedures take effect immediately and are described below.

1. The Office of the Dean will inform all instructors of their ability to appeal a non-reappointment decision to the School as part of the appointment process and employment orientation documentation. The School will also post this procedure to the School intranet so as to make the information generally available to the school community.

2. Reappointment review will follow the process described in Article III of the Leeds School of Business Bylaws. The outcome of this process is a LEC recommendation to the Dean.

3. Appeal of a LEC's non-reappointment recommendation may be made in writing by the faculty member to the Dean of the School within 5 days of written notification.

4. Grounds for grieving a recommendation to non-reappoint shall include:

    a. The recommendation was unfair (i.e., arbitrary, capricious, retaliatory, based on personal malice, and/or inconsistent with treatment accorded to the grievant's peers in similar circumstances.)

    b. Procedural errors of sufficient magnitude to affect the outcome

5. In the case of an appeal, the Dean will submit the reappointment dossier and all written materials to the Leeds Personnel Advisory Committee (LSPAC). The LSPAC will deliberate on the case and provide a written recommendation to the Dean.

6. The Dean will consider the recommendations of the LEC and the LSPAC, the arguments and body of evidence, and render a written decision regarding the appointment.

7. This procedure is not intended to restrict the rights of an instructor to pursue other campus- or University-level appeal processes to which they are entitled

School of Education Non Tenure Track Faculty Report
Lorrie Shepard, Dean
February 2010

Section A. Titles, Contracts, and Workloads

1. What titles are in use for NTTF?
   Sr. Instructor, Instructor, Lecturer

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.
   For 100% appointments, contracts are initiated by the Dean and the Office of Faculty Affairs. 100% appointments are reviewed by the Associate Dean for Teacher Education and the Dean. For less than 100% appointments, contracts are initiated and reviewed by the Associate Dean and the Dean.

3. Are workloads specified for each job title? If so, what are those workloads?
   Workloads are specified on a per course basis for Lecturers. Workloads are individually described in letters of offer for Instructors and Sr. Instructors because duties vary by percent administration and teaching.

Section B. Evaluation and Promotion

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.
   Instructors and Sr. Instructors are reviewed annually during the salary review process. Lecturers in the School do not have multi-year appointments; however, we do review FCQs each semester for the courses taught. Because we only recently began rostering Instructors and Sr. Instructors, we have only recently begun more formal reviews every three years at the time of contract renewal.

2. How frequently are these evaluations conducted?
   Sr. Instructors are evaluated annually; FCQs are reviewed every semester.

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.
   Lecturers may be considered on a competitive basis for full-time instructor positions when they become available. After three years, instructors may be considered for promotion to Sr. Instructor on the basis of formal review.

Section C. Compensation and Benefits

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")

A full-time teaching load (100% appointment) for an Instructor or Sr. Instructor in the School of Education is 8 courses per academic year (4 courses per semester). Consistent with university policy, a 50% appointment is benefits eligible

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?

Section D. **<u>Professional Development, Recognition, and Grievance</u>**

1. What opportunities and types of support are available to NTTF for professional development?

   Instructors and Sr. Instructors attend professional conferences with tenure-track faculty.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.

   As members of the faculty, Instructors and Sr. Instructors have access to the grievance procedures specified in the School of Education by-laws.

Non-Tenure-Track Faculty (NTTF) Report
College of Engineering and Applied Science (CEAS)
University of Colorado
For Spring 2010

Section A. Titles, Contracts, and Workloads

1. What titles are in use for NTTF?
   - *Instructor*
   - *Sr. Instructor*
   - *Scholar-in-Residence*
   - *Adjunct: Assistant, Associate, Full*
   - *Adjoint: Assistant, Associate, Full*
   - *Lecturer*
   - *Visiting Professor: Assistant, Associate, Full*
   - *Research Professor: Assistant, Associate, Full*
2. Are policies and procedures in place for initiating and reviewing NTTF contracts?
   Yes, the procedures for hiring NTTF are published on the CEAS website: http://engineering.colorado.edu/facultystaff/faculty_policies.htm

   If so, please summarize them.
   *Individuals appointed to the rank of **Instructor** or **Scholar-in-Residence** must have a master's degree or its equivalent and normally hold a terminal degree appropriate for the discipline. Instructor and Scholar-in-Residence appointments may range from less than 50% to 100% of time. Instructors and Scholars-in-Residence usually teach undergraduate courses, and also may have advising responsibilities and some limited administrative responsibilities. Application to the Graduate School for graduate faculty status is required for Instructors and Scholars-in-Residence to teach at the graduate level, including service on graduate committees. Appointment as an Instructor or Scholar-in-Residence is an at-will appointment, and is subject to the limitations and restrictions defined by Colorado Statue and by the University's "at-will" policy. A letter of initial appointment which defines the salary and terms of employment will generally be written for a period of two years. Letters of reappointment may be written for periods of up to four years. Comprehensive reviews associated with reappointment are required at least once every four years.*

   *The title **"Lecturer"** is granted to a scholar invited to the University to give lectures or perform other teaching duties. Lecturer appointments are recommended by the permanent faculty of a discipline or by the Chair or Director on behalf of the faculty (a search is not required). The recommendation will be sent to the Dean for his concurrence and will be subject to final approval by the Chancellor of the University of Colorado at Boulder. Lecturers must be recommended to the graduate faculty of the University and accepted before they may teach graduate level courses or otherwise participate in graduate education.*

The Research Professor series follows the hiring procedure set by the Graduate School.

3. Are workloads specified for each job title? *Yes*

   If so, what are those workloads?
   Workload weighting for purposes of annual merit evaluation for Instructors and Scholars-in-Residence are defined in the letter of appointment or reappointment. This workload weighting is usually 75-100% teaching, with the remaining percentage composed of service. A typical example in the College of Engineering and Applied Science is 90% teaching and 10% service, with a teaching load of three, 3-credit courses per semester. The University does not require Instructors and Scholars-in-Residence to conduct research, but a research component may be included in the workload distribution if requested by the NTTF. Evaluation for annual merit is based upon the workload weighting defined at the time of appointment, unless it is subsequently modified in writing.

   Lecturers and Adjunct titles generally have a workload of 100% teaching.

   The Research Professor series is typically 10% teaching, 80% research, and 10% service.

Section B. Evaluation and Promotion

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

   Instructors and Scholars-in-Residence *are expected to complete the Faculty Report of Professional Activities (FRPA). The Department Chair, Program Director, or Faculty Evaluation Committee of the primary unit does a performance evaluation of the faculty member in each workload area (primarily teaching, though some Instructors and Scholars-in-Residence may also have research and/or service responsibilities), resulting in an overall score (1-5) and rating (unsatisfactory, below expectations, meets normal expectations, exceeds normal expectations, or far exceeds expectations). In addition to scores on the Faculty Course Questionnaire, multiple other measures of teaching should be included, such as student comments, peer observation, non-classroom teaching and outreach, scholarly educational work, course or curriculum development, course syllabus, etc. The Deans then review the evaluation. If the annual evaluation is not "meets normal expectations", or above, then the faculty member must complete a performance improvement plan, approved by the Chair or Director, for the appointment to be continued or renewed.*

   Reappointment of an Instructor-rank or Scholar-in-Residence faculty member who has been serving a multiple-year appointment requires an evaluation by the primary-unit evaluation committee and a vote of the primary unit. In general, instructors are expected to demonstrate excellence in teaching and meritorious

performance in service and research (if relevant). The College requires the following documentation to be submitted to the Dean's office by the end of February for reappointments:
1) Chair or Director letter to the Dean that summarizes the evaluation of the candidate by the primary unit review committee and reports the primary unit vote on the candidate's reappointment. The letter should state if teaching, service and research (if relevant) are each "meritorious" or "excellent".
2) Candidate's vita.
3) Multiple measures of teaching (FCQ summaries, plus at least two more measures such as student comments, peer observation, scholarly educational work, course syllabus review, participation in non-classroom teaching and outreach, etc.).
4) Summary of Recommendation form or a draft of the reappointment offer letter to the candidate.

***Research Professors** are evaluated in the same manner as regular tenured and tenure-track faculty. All ranks of the research professor series are subject to performance evaluations carried out according to the procedures of the sponsoring unit, analogous to the salary-increment reviews of regular faculty. This review will be used to establish the appropriate salary level for the research faculty member as well as to provide constructive feedback to the faculty member concerning his/her performance and progress in the unit. Salary increments at times other than the performance evaluation will not normally be allowed. Research professors with any general fund support will receive salary increments in the same time frame as regular faculty in their academic department.*

*Temporary teaching faculty such as **Adjunct and Lecturers** are evaluated by their departments or programs before being rehired for an additional semester.*

2. How frequently are these evaluations conducted?
   Annually and before renewal of an appointment.

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.
   *Instructors with demonstrated excellence in teaching are considered for promotion to **Senior Instructor** after typically seven years of experience.*

   *After two consecutive reappointments, **Assistant and Associate Research Professors** and the host department chairs/institute directors will be encouraged to seek promotion of the research faculty member to associate and full research professor, respectively. A procedure guide for promotion of Assistant and Associate Research Professors is located on the Graduate School website at:*

   http://www.colorado.edu/VCResearch/researchfaculty/downloads/ResProfPolicy.pdf

*There are no promotion procedures in place for temporary teaching faculty titles such as **Lecturer** or the **Adjunct Professor** series.*

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.")

   Generally, instructional NTTF have a teaching load of 3 courses per semester for a full-time appointment. Benefits are available for faculty holding the titles of Instructor, Sr. Instructor, Scholar-in Residence, Visiting Professor (all levels), and Lecturer appointments with a percent of time between 50%-100%.

   The Research Professor series is eligible for benefits with an appointment of 50% or higher. According to Graduate School rules, the minimum appointment for a research professor is generally 50%.

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?
   This information is readily available on the campus and CEAS websites. It is also presented to new Instructors, Scholars-in-Residence and Research Professors during the College's new faculty orientation. In addition all new benefits-eligible employees attend a benefits orientation within 30 days of hire.

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?

   Instructors, Scholars-in-Residence and Research Professors in the CEAS may apply for most faculty development fund programs offered to the general tenure-track faculty, such as travel or research/creative work awards. Sufficient support for the instructional responsibilities of NTTF will be provided, including library privileges, reasonable use of office staff support, and space for meeting with students.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?

Instructor, Scholars-in-Residence and Research Professors are eligible for most faculty teaching and service awards. Research Professors are eligible for CEAS research awards.

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.
   The following grievance policy and procedure is in place for faculty, staff and students of the CEAS:

   When a dispute or grievance arises, it should be handled according to the following policy, which is based on resolving such matters at the lowest possible administrative level:
   1. The parties involved should seek to understand each other's viewpoints and to resolve their differences by engaging in respectful and honest dialogue. If necessary, the advisor(s), instructor(s) or supervisor(s) of the parties should be consulted for assistance. The Ombuds Office is also recommended as a resource for informal, impartial and confidential dispute resolution services.
   2. If Step 1 fails to bring satisfactory resolution, one or both parties may request that the head of the unit (Chair or Director, typically) review the matter (by meeting with the parties and/or studying written documentation) within 30 days. If the head is not able to resolve the grievance, it is referred to the unit's grievance committee (usually an ad hoc committee, with members selected from the unit's executive committee), which should complete its review within 30 days.
   3. If Step 2 does not resolve the issue to the satisfaction of the parties involved, the unit head refers the matter to the Dean, who may seek the advice of a college committee (usually an ad hoc committee, with members selected from the Administrative Council). A grievance made to the Dean should be in writing, and a written response will be provided within 30 days.

   Where a special procedure has been provided by the College, Boulder Campus, or University (such as in faculty salary grievances, staff grievances/misconduct, research misconduct, grade appeals, student misconduct, graduate student grievances, promotion and tenure, and sexual harassment), the grievance will be handled according to that procedure.

Non-Tenure-Track Faculty Report
University of Colorado
Journalism and Mass Communication
Spring 2014

Section A. Titles, Contracts, and Workloads

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF? *In Spring 2014 we employ fulltime senior instructors, fulltime instructors, a fulltime scholar in residence, and several part-time adjunct instructors.*
2. Are policies and procedures in place for initiating and reviewing NTTF contracts? *Yes. For fulltime instructor and scholar-in-residence positions, the director conducts the search and presents the top candidate to the fulltime faculty. If the faculty judges the top candidate acceptable, the director offers a contract letter, which is ultimately signed by the new employee, the director, dean of the Graduate School and the vice chancellor for faculty affairs. For adjunct instructors, the assistant dean consults with the heads of each sequence to determine the need for part-time instructors. If both the sequence head and the assistant dean agree upon the suitability of a candidate to teach a particular course, JMC tenders an offer letter. The letter, which uses a template, extends to the instruction of only one course at a time.*
3. Are workloads specified for each job title? If so, what are those workloads? *Yes. For fulltime instructors, the workload is stipulated in the offer letter. These typically include 75% or 80% of time and effort for teaching, 20% to 25% of time and effort for service, and no expectation of research or creative work. This equates to the teaching of three courses per semester and a significant load of master's professional thesis advising. For the scholar in residence, the workload is 40% teaching, 40% creative work and 20% service.*

Section B. Evaluation and Promotion

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them. *Each fulltime instructor is required to submit a Faculty Report of Professional Activity (FRPA) in January of each year. The faculty's Executive Committee (comprised of a fulltime instructor, and three TTT faculty) reviews the FRPAs of the instructors along with the FRPAs of the TTT faculty, in accordance with the instructors' differential workloads. The committee makes recommendations for merit increases for each faculty member including the fulltime instructors. Also, for instructors on multi-year contracts, a dossier of recent work is*

compiled for review before each renewal. A PUEC is created to review the dossier, and the PUEC recommends whether to renew the contract. The full-faculty vote on renewal is considered advisory to the director. For adjunct instructors, the assistant dean reviews the student evaluations (FCQs) each semester. If numbers and comments veer toward unsatisfactory, the assistant dean counsels with the instructor. If no improvement in FCQs is seen, the instructor is not invited back to teach in subsequent semesters.

2. How frequently are these evaluations conducted? *Fulltime instructors submit the FRPA each year. Multiyear instructors are evaluated for contract renewal every two, three or four years, depending upon the length of the current contract. Adjunct instructors' FCQs are evaluated each semester.*
3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them. *The only promotion we consider for NTTF is the promotion from instructor to senior instructor. If an instructor has served for at least six consecutive years in the rank of instructor, the renewal of the instructor's contract may be made at the rank senior instructor, pending approval of the full faculty.*

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits? (The 1999 NTTF Recommendations set the goal that "Each primary unit determines what a full-time workload is for its NTTF, and that 50% workload be understood to be half of that departmentally-determined full-time load.") *All of our instructors are fulltime and therefore eligible, with the exception of adjunct instructors, who are compensated per course taught, and therefore ineligible.*
2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff? *Fulltime instructors are made aware of the policies on the Faculty Affairs website upon their initial hire, and they are also made aware of JMC's Policies and Procedures. For adjunct instructors, the assistant dean offers a general orientation session that summarizes policies and benefits.*

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development? *Fulltime instructors are encouraged to avail themselves of FTEP resources to improve their teaching, and they are also encouraged to attend professional organizations' meetings, especially the annual meeting of the*

Association for Education in Journalism and Mass Communication, which offers several workshops on pedagogy. Scholars' funds are available to each fulltime instructor to attend workshops. Whenever JMC offers enrichment workshops in-house for professional development, whether technology-based or pedagogy-based, fulltime instructors are encouraged to be full participants. Adjunct instructors are invited to attend professional development activities as long as they do not displace fulltime instructors or faculty members.

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission? *Fulltime instructors are eligible for JMC's three faculty excellence awards (the Payden award of up to $20,000 each year, the Pyle award of $5,000 each year, and the Murrow award of $5,000 each year) and they are also eligible for the Students' Choice award. Emails and a monthly newsletter are sent to JMC colleagues, friends and alums noting awards, recognitions and accomplishments of our adjunct and fulltime instructors (as well as TTT faculty, staff and students).*
3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them. *Fulltime and adjunct instructors are all eligible to participate in JMC's grievance procedures as outlined in the By-Laws (2013). JMC's Faculty Grievance and Appeal Panel considers matters of appealing an annual review or promotion decision appealing an annual evaluation committee recommendation; or responding to accusations of research or professional misconduct.*

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Non-Tenure-Track Faculty Law School Report
Colorado Law School
University of Colorado
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Section A. Titles, Contracts, and Workloads

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What titles are in use for NTTF?
   a. *Legal Writing Faculty: Instructor and Senior Instructor*
   b. *Clinical Faculty: Clinical Professor*
   c. *Law Library Faculty: Instructor and Senior Instructor*
   d. *Scholar-in-Residence Faculty*
   e. *NOTE: not including adjunct who are permanent employees*

2. Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.
   a. *Legal Writing Faculty: contracts are evaluated under the University and Law School policies.*

   b. *Clinical Faculty: contracts are reviewed under the timelines and processes set out in Law School Rule 1.5.5.*

   c. *Law Library: All contracts for the initial hiring of library faculty are submitted to and approved by Faculty Affairs before being sent to the faculty member for signature.*

3. Are workloads specified for each job title? If so, what are those workloads?
   a. *Legal Writing Faculty: each legal writing professor teaches Legal Research and Writing during the fall semester and Appellate Court Advocacy during the spring semester to approximately thirty first-year law students. Legal writing professors prepare lectures and discussions for classes each week, design writing projects, grade and critique several writing assignments each semester, and meet with students individually several times during the semester. After the initial term, the Legal Writing Faculty member will serve on one of the law school's faculty committees, and will have the opportunity to teach additional courses, according to his or her interests and the law school's needs. Legal writing professors also participate in service and professional activities as desired, and perform other duties as assigned.*

   b. *Clinical Faculty: a clinician is expected to do everything necessary to competently handle the teaching and caseloads of her or his clinic. For teaching, that means preparing for, and leading 3 hours of seminar class each week. Caseloads very per clinic in what is required to be covered. Under the Colorado Rules of Professional Conduct, the Law School Clinics act competently (Rule 1.2) and diligently (Rule 1.3).*

   c. *Law Library Faculty: Library Faculty have either: a 75% teaching/librarianship and 25% service (including professional writings) workload; or an 80% teaching/librarianship, 10% research, and 10% service workload, depending on their year of appointment/reappointment. Eventually, all non-tenure track library faculty will have a 75% teaching/librarianship and 25% service workload.*

Section B. Evaluation and Promotion

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What policies and procedures are in place to ensure systematic evaluation of NTTF? If so, please summarize them.

   a. *Legal Writing Faculty: Legal Writing Faculty members are evaluated under the University and Law School policies.*

   b. *Clinical Faculty: The evaluation, tenure, and promotion policies that apply to Clinical faculty are set forth in Rule 1.5.5 of the Colorado Law School Rules which are reproduced below.*

   c. *Law Library Faculty: Library faculty are reviewed annually by their supervisor and Director of Law Library, using the standard campus form. Library faculty also fills out an annual "Faculty Report of Professional Activities.*

      Library Faculty are peer-reviewed by a committee of other library faculty members during the terminal year of their (re)appointment, determined by their date of original hire/reappointment. The Director of the Law Library is notified each fall semester if one or more library faculty members are eligible for reappointment. The Director appoints a three-person review committee for each faculty member eligible for reappointment.

      The faculty member eligible for reappointment submits a multi-year self evaluation for his/her accomplishments. The review committee conducts an internal review of the faculty member, with separate assessments of teaching/librarianship, scholarship (if applicable) and service, and makes a reappointment recommendation. The evaluative criteria are virtually identical to those of the faculty at the main library system on campus. Further, each libaray faculty member has a detailed job description to which he or she agreed at the time of initial hire. The job descriptions are reviewed regularly, and updated as needed, in consultation with the library faculty member. The library faculty then meets as a unit and votes on the recommendation to reappoint.

      The Director receives the review committee report, the faculty member's self-evaluation, and the record of the full faculty vote. The Director forwards the dossier to the Dean of the Law School with her own recommendation. The Dean makes his recommendation, based on the dossier in its entirety, and forwards it to Academic Affairs with the accompanying paperwork and dossier.

2. How frequently are these evaluations conducted?

   a. *Legal Writing Faculty: Annually*

   b. *Clinical Faculty: Annually*

   c. *Law Library Faculty: Annually for merit evaluations; at the end of the appointment period for comprehensive review.*

d. *Scholar in Residence Faculty: Annually, should the contract exceed one year.*

3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.

a. Legal Writing Faculty: policies and procedures for promotion for Legal Writing Faculty members are under the University and Law School policies.

b. Clinical Faculty: The evaluation, tenure, and promotion policies that apply to Clinical faculty are set forth in Rule 1.5.5 of the Colorado Law School Rules which are reproduced below.

c. Law Library Faculty: No unit policies or procedures; University and Boulder Campus criteria are followed.

Section C. Compensation and Benefits

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. At what percentage of FTE are the NTTF holding various titles eligible for benefits?
   a. *All CU Law NTTF at ≥50% FTE are eligible for benefits.*

2. How are the policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?
   a. *Policies and procedures related to compensation and benefits for CU Law NTTF are posted on the University of Colorado benefits website (https://www.cu.edu/pbs/benefits/) and are readily accessible to all faculty and to the public. NTTF are notified of their compensation and benefits eligibility in their offer letter and are encouraged to attend a benefits orientation through Payroll and Benefit Services.*

Section D. Professional Development, Recognition, and Grievance

Please answer the following questions for each of the schools, colleges, and libraries within your campus.

1. What opportunities and types of support are available to NTTF for professional development?
   a. *As stated in the Colorado Law School Faculty Development Policy and Supplemental Funding, NTTF are allocated a yearly monetary amount for professional growth and development as well as for research and scholarship related activities.*

2. How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission?
   a. *Legal Writing Faculty: Faculty members are recognized for their excellent performance on their annual evaluation with a score of "Far Exceeds Expectations"*

   b. *Clinical Faculty: Faculty members are recognized for their excellent performance on their annual evaluation with a score of "Far Exceeds Expectations"*

   c. *Law Library Faculty: the law library administration recognizes library faculty for individual and group achievements both informally, as appropriate, and formally, in faculty and staff meetings. The occasion of the annual evaluation is also used to recognize and document excellent performance. The law library administration regularly nominates members of the library faculty for state, national, and regional awards. There is no internal awards program for this small faculty.*

3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.
   a. *Policies and procedures for all NTTF to address grievances are stated in Colorado Law School Miscellaneous rule 32.C - Faculty Salary Grievance Procedure: A salary grievance filed by a person who is not tenured or tenure-track faculty shall be decided by a three-person panel to consist of one member named by the grievant at the time the request is filed, one member appointed by the Dean within three days thereafter, and one member jointly named by the first two within three days after appointment of the second. All members of the panel shall be persons on full-time service during the fall semester who participate in a salary raise pool.*

§1-5-5 Clinical Faculty Appointments

A. Standards for Appointment.

i. All clinical faculty ("Clinical Faculty") are required to have a terminal degree of JD, LLB, or an equivalent degree in law.

ii. A person who has held the terminal degree for less than four years at the time she or he commences teaching at this School may be appointed as an Assistant Clinical Professor.

iii. A person who has previous clinical law teaching experience or law practice experience and who has held the terminal degree for at least four years at the time she or he commences teaching at this School may be appointed as an Associate Clinical Professor.

iv. A person who has previous clinical law teaching experience of at least six years at the time that she or he commences teaching at this School may be appointed as a Clinical Professor.

B. Terms of Appointment and Eligibility for Reappointment: At-Will Employment.

i. All Clinical Faculty are deemed employees-at-will whose appointments are subject to termination by either party at any time during its term.

ii. There is no limit to the number of times that a Clinical Faculty member may be reappointed. However, any Clinical Faculty member's reappointment for an additional term does not change the nature of the Clinical Faculty member's at-will employment status, which remains subject to termination by either party at any time during its term.

ii. No compensation, whether as a buyout of the remaining term of the appointment, as liquidated damages, or as any other form of remuneration, shall be owed or paid to you upon or after termination of such appointment except for compensation that was earned prior to the date of termination.

C. Assistant Clinical Professor.

i. Persons hired as Assistant Clinical Professors will receive an initial appointment term of two years. After her or his first year of service, an Assistant Clinical Professor will be reviewed for reappointment pursuant to Section G. Upon successful evaluation, an Assistant Clinical Professor is eligible for reappointment to another term of two years. However, any reappointment for such additional two-year terms does not change the nature of the Clinical Faculty member's at-will employment status, which remains subject to termination by either party at any time during its term.

ii. An Assistant Clinical Professor is eligible for evaluation for promotion to the rank of Associate Clinical Professor only after having completed at least three years of service as an Assistant Clinical Professor. Evaluation for promotion to Associate Clinical

Professor will occur during the fourth year of service. Upon the Assistant Clinical Professor's initial appointment, she or he may receive one or more years of credit towards the three-year service period based on prior university teaching or other comparable experience. The promotion to Associate Clinical Professor will carry with it a new appointment of three years. A case for reappointment or promotion must be reviewed by the dean and the Office of Faculty Affairs.

D. Associate Clinical Professor.

i. In most cases, a person initially hired as Associate Clinical Professors is eligible for appointment to a term not to exceed two years. During her or his second year of service, upon successful evaluation, an Associate Clinical Professor is eligible for reappointment to one or more terms not to exceed three years in length. Persons who are promoted into the position of Associate Clinical Professor will receive an appointment term of three years. However, any reappointment for such additional three-year terms does not change the nature of the clinical faculty member's at-will employment status, which remains subject to termination by either party at any time during its term.

ii. An Associate Clinical Faculty member is eligible for a new appointment at the rank of Clinical Professor only after having completed at least six years of service as a Clinical Faculty member. One or more years of credit towards the six-year service period may be allowed on initial appointment for prior university teaching or other comparable experience of such faculty member. Should an Associate Clinical Professor be granted a new appointment, she or he will assume the rank of Clinical Professor at the beginning of her or his fourth year of service. A case for the new appointment must be reviewed by the dean and the Office of Faculty Affairs.

E. Clinical Professor. In most cases, a person appointed as a Clinical Professor is eligible for appointment to a term not to exceed four years. Upon successful evaluation, a Clinical Professor is eligible for reappointment to one or more terms not to exceed four years in length. However, any reappointment for such additional four-year terms does not change the nature of the clinical faculty member's at-will employment status, which remains subject to termination by either party at any time during its term.

F. Standard for Reappointment and Promotion.

i. To qualify for reappointment, a faculty member must be making satisfactory progress towards meeting or exceeding expectations based on the G. Evaluation of Clinical Faculty as defined below.

ii. To be granted a new appointment as an Associate Clinical Professor, a clinical faculty member should have demonstrated success as a clinical teacher.

iii. To be granted a new appointment as a full Clinical Professor, a clinical faculty member must have a record that is, on the whole, excellent and that indicates substantial, significant, and continued growth, development, and accomplishment in the areas of teaching, clinical work, and service.

G. Evaluation of Clinical Faculty. The evaluation will be conducted by the clinical faculty member's Faculty Evaluation Committee, pursuant to Rules 1-7-3 (b) and 1-7-5 (c). The Faculty Evaluation Committee will be comprised of the Director of Clinical Education, a clinical faculty member of same or senior rank, and a faculty member who is appointed by the Director of Clinical Education. Recommendations for appointments at a higher rank are made by a simple majority vote of the committee. Such recommendations will be reviewed and approved by the dean with the concurrence of the Office of Faculty Affairs. All appointments are subject to the approval of the Chancellor. The Committee will generate a written evaluation of the clinical faculty member that also sets forth the Committee's recommendation to the Dean on whether to renew the clinical faculty member's appointment.

The Clinical Faculty Evaluation Committee will conduct its evaluation utilizing the below methods: (Methods are not listed in priority or order of importance.)

i. 75%

a. Class observations by the Director of Clinical Programs or her or his designee and a peer clinical faculty member.

b. Interviews with students and former students (when feasible) about the quality of the experience with the clinical faculty member.

c. The observations and student interviews shall focus on whether the clinical faculty member demonstrates:

(1) Sufficient knowledge of the appropriate subject matter;

(2) Sufficient knowledge of the practical application of the subject matter;

(3) Strong oral communication skills;

(4) Teaching techniques that demonstrate appropriate skills.

d. Review of the syllabus and course materials for soundness and effective pedagogy.

e. The results of Faculty Course Questionnaires (FCQ).

f. The ability to maintain an active and sufficient caseload within the clinic, reflective of the area of the law practiced and that provides service to the university and the public at-large with the goal of giving the students a meaningful experience.

ii. 25%

a. Interviews with other clinical faculty members and clinical staff. These interviews shall focus on whether the clinical faculty member:

(1) Maintains a professional environment

(2) Demonstrates commitment to their clinic

(3) Appropriately and professionally utilizes and supports the clinical staff and faculty

b. Interviews with judges and practicing attorneys. These interviews shall focus on whether the clinical faculty member:

(1) Teaches students adequate skills and professionalism; and

(2) Prepares students for practice in the clinic's area of law.

c. Participation in Law School and/or University activities that demonstrate a commitment to the vision and mission of the school and its clinical programs.

d. Willingness to serve on law school committees and to provide service to the law school.

e. Willingness to provide service to the profession and professional associations, including community legal education and public service.

f. A faculty member in the first several years of employment must devote most of her or his time to developing as a clinical teacher, thus considerably less emphasis is given to service on initial reappointment, although some service involvement even in the first few years is expected. Considerably more will be expected in the way of institutional, professional, and public service for promotion to full professor. However, absence of extensive professional and public service will not be a bar to promotion where there is demonstrated excellence in teaching and clinical work.

iii. Each criterion will be evaluated on the following scale:

- Far Exceeds Expectations
- Exceeds Normal Expectations
- Meets Normal Expectations
- Below Expectations
- Unsatisfactory

Colorado Rules of Professional Conduct: RULE 1.2. SCOPE OF REPRESENTATION AND ALLOCATION OF AUTHORITY BETWEEN CLIENT AND LAWYER

(a) Subject to paragraphs (c) and (d), a lawyer shall abide by a client's decisions concerning the objectives of representation and, as required by Rule 1.4, shall consult with the client as to the means by which they are to be pursued. A lawyer may take such action on behalf of the client as is impliedly authorized to carry out the representation. A lawyer shall abide by a client's decision whether to settle a matter. In a criminal case, the lawyer shall abide by the client's decision, after consultation with the lawyer, as to a plea to be entered, whether to waive jury trial and whether the client will testify.

(b) A lawyer's representation of a client, including representation by appointment, does not constitute an endorsement of the client's political, economic, social or moral views or activities.

(c) A lawyer may limit the scope or objectives, or both, of the representation if the limitation is reasonable under the circumstances and the client gives informed consent. A lawyer may provide limited representation to pro se parties as permitted by C.R.C.P. 11(b) and C.R.C.P. 311(b).

(d) A lawyer shall not counsel a client to engage, or assist a client, in conduct that the lawyer knows is criminal or fraudulent, but a lawyer may discuss the legal consequences of any proposed course of conduct with a client and may counsel or assist a client to make a good faith effort to determine the validity, scope, meaning or application of the law.

COMMENT

Allocation of Authority between Client and Lawyer

[1] Paragraph (a) confers upon the client the ultimate authority to determine the purposes to be served by legal representation, within the limits imposed by law and the lawyer's professional obligations. The decisions specified in paragraph (a), such as whether to settle a civil matter, must also be made by the client. See Rule 1.4(a)(1) for the lawyer's duty to communicate with the client about such decisions. With respect to the means by which the client's objectives are to be pursued, the lawyer shall consult with the client as required by Rule 1.4(a)(2) and may take such action as is impliedly authorized to carry out the representation.

[2] On occasion, however, a lawyer and a client may disagree about the means to be used to accomplish the client's objectives. Clients normally defer to the special knowledge and skill of their lawyer with respect to the means to be used to accomplish their objectives, particularly with respect to technical, legal and tactical matters. Conversely, lawyers usually defer to the client regarding such questions as the expense to be incurred and concern for third persons who might be adversely affected. Because of the varied nature of the matters about which a lawyer and client might disagree and because the actions in question may implicate the interests of a tribunal or other persons, this Rule does not prescribe how such disagreements are to be resolved. Other law, however, may be applicable and should be consulted by the lawyer. The lawyer should also

consult with the client and seek a mutually acceptable resolution of the disagreement. If such efforts are unavailing and the lawyer has a fundamental disagreement with the client, the lawyer may withdraw from the representation. See Rule 1.16(b)(4). Conversely, the client may resolve the disagreement by discharging the lawyer. See Rule 1.16(a)(3).

[3] At the outset of a representation, the client may authorize the lawyer to take specific action on the client's behalf without further consultation. Absent a material change in circumstances and subject to Rule 1.4, a lawyer may rely on such an advance authorization. The client may, however, revoke such authority at any time.

[4] In a case in which the client appears to be suffering diminished capacity, the lawyer's duty to abide by the client's decisions is to be guided by reference to Rule 1.14.

Independence from Client's Views or Activities

[5] Legal representation should not be denied to people who are unable to afford legal services, or whose cause is controversial or the subject of popular disapproval. By the same token, representing a client does not constitute approval of the client's views or activities.

Agreements Limiting Scope of Representation

[6] The scope of services to be provided by a lawyer may be limited by agreement with the client or by the terms under which the lawyer's services are made available to the client. When a lawyer has been retained by an insurer to represent an insured, for example, the representation may be limited to matters related to the insurance coverage. A limited representation may be appropriate because the client has limited objectives for the representation. In addition, the terms upon which representation is undertaken may exclude specific means that might otherwise be used to accomplish the client's objectives. Such limitations may exclude actions that the client thinks are too costly or that the lawyer regards as repugnant or imprudent.

[7] Although this Rule affords the lawyer and client substantial latitude to limit the representation, the limitation must be reasonable under the circumstances. If, for example, a client's objective is limited to securing general information about the law the client needs in order to handle a common and typically uncomplicated legal problem, the lawyer and client may agree that the lawyer's services will be limited to a brief telephone consultation. Such a limitation, however, would not be reasonable if the time allotted was not sufficient to yield advice upon which the client could rely. Although an agreement for a limited representation does not exempt a lawyer from the duty to provide competent representation, the limitation is a factor to be considered when determining the legal knowledge, skill, thoroughness and preparation reasonably necessary for the representation. See Rule 1.1.

[8] All agreements concerning a lawyer's representation of a client must accord with the Rules of Professional Conduct and other law. See, e.g., Rules 1.1, 1.8 and 5.6.

Criminal, Fraudulent and Prohibited Transactions

[9] Paragraph (d) prohibits a lawyer from knowingly counseling or assisting a client to commit a crime or fraud. This prohibition, however, does not preclude the lawyer from giving an honest

opinion about the actual consequences that appear likely to result from a client's conduct. Nor does the fact that a client uses advice in a course of action that is criminal or fraudulent of itself make a lawyer a party to the course of action. There is a critical distinction between presenting an analysis of legal aspects of questionable conduct and recommending the means by which a crime or fraud might be committed with impunity.

[10] When the client's course of action has already begun and is continuing, the lawyer's responsibility is especially delicate. The lawyer is required to avoid assisting the client, for example, by drafting or delivering documents that the lawyer knows are fraudulent or by suggesting how the wrongdoing might be concealed. A lawyer may not continue assisting a client in conduct that the lawyer originally supposed was legally proper but then discovers is criminal or fraudulent. The lawyer must, therefore, withdraw from the representation of the client in the matter. See Rule 1.16(a). In some cases, withdrawal alone might be insufficient. It may be necessary for the lawyer to give notice of the fact of withdrawal and to disaffirm any opinion, document, affirmation or the like. See Rule 4.1.

[11] Where the client is a fiduciary, the lawyer may be charged with special obligations in dealings with a beneficiary.

[12] Paragraph (d) applies whether or not the defrauded party is a party to the transaction. Hence, a lawyer must not participate in a transaction to effectuate criminal or fraudulent avoidance of tax liability. Paragraph (d) does not preclude undertaking a criminal defense incident to a general retainer for legal services to a lawful enterprise. The last clause of paragraph (d) recognizes that determining the validity or interpretation of a statute or regulation may require a course of action involving disobedience of the statute or regulation or of the interpretation placed upon it by governmental authorities.

[13] If a lawyer comes to know or reasonably should know that a client expects assistance not permitted by the Rules of Professional Conduct or other law or if the lawyer intends to act contrary to the client's instructions, the lawyer must consult with the client regarding the limitations on the lawyer's conduct. See Rule 1.4(a)(5).

(a) Subject to paragraphs (c) and (d), a lawyer shall abide by a client's decisions concerning the objectives of representation and, as required by Rule 1.4, shall consult with the client as to the means by which they are to be pursued. A lawyer may take such action on behalf of the client as is impliedly authorized to carry out the representation. A lawyer shall abide by a client's decision whether to settle a matter. In a criminal case, the lawyer shall abide by the client's decision, after consultation with the lawyer, as to a plea to be entered, whether to waive jury trial and whether the client will testify.

(b) A lawyer's representation of a client, including representation by appointment, does not constitute an endorsement of the client's political, economic, social or moral views or activities.

(c) A lawyer may limit the scope or objectives, or both, of the representation if the limitation is reasonable under the circumstances and the client gives informed consent. A lawyer may provide limited representation to pro se parties as permitted by C.R.C.P. 11(b) and C.R.C.P. 311(b).

(d) A lawyer shall not counsel a client to engage, or assist a client, in conduct that the lawyer knows is criminal or fraudulent, but a lawyer may discuss the legal consequences of any proposed course of conduct with a client and may counsel or assist a client to make a good faith effort to determine the validity, scope, meaning or application of the law.

Colorado Rules of Professional Conduct: RULE 1.3. DILIGENCE

A lawyer shall act with reasonable diligence and promptness in representing a client.

COMMENT

[1] A lawyer should pursue a matter on behalf of a client despite opposition, obstruction or personal inconvenience to the lawyer, and take whatever lawful and ethical measures are required to vindicate a client's cause or endeavor. A lawyer must also act with commitment and dedication to the interests of the client and with zeal in advocacy upon the client's behalf. A lawyer is not bound, however, to press for every advantage that might be realized for a client. For example, a lawyer may have authority to exercise professional discretion in determining the means by which a matter should be pursued. See Rule 1.2. The lawyer's duty to act with reasonable diligence does not require the use of offensive tactics or preclude the treating of all persons involved in the legal process with courtesy and respect.

[2] A lawyer's work load must be controlled so that each matter can be handled competently.

[3] Perhaps no professional shortcoming is more widely resented than procrastination. A client's interests often can be adversely affected by the passage of time or the change of conditions; in extreme instances, as when a lawyer overlooks a statute of limitations, the client's legal position may be destroyed. Even when the client's interests are not affected in substance, however, unreasonable delay can cause a client needless anxiety and undermine confidence in the lawyer's trustworthiness. A lawyer's duty to act with reasonable promptness, however, does not preclude the lawyer from agreeing to a reasonable request for a postponement that will not prejudice the lawyer's client.

[4] Unless the relationship is terminated as provided in Rule 1.16, a lawyer should carry through to conclusion all matters undertaken for a client. If a lawyer's employment is limited to a specific matter, the relationship terminates when the matter has been resolved. If a lawyer has served a client over a substantial period in a variety of matters, the client sometimes may assume that the lawyer will continue to serve on a continuing basis unless the lawyer gives notice of withdrawal. Doubt about whether a client-lawyer relationship still exists should be clarified by the lawyer, preferably in writing, so that the client will not mistakenly suppose the lawyer is looking after the client's affairs when the lawyer has ceased to do so. For example, if a lawyer has handled a judicial or administrative proceeding that produced a result adverse to the client and the lawyer and the client have not agreed that the lawyer will handle the matter on appeal, the lawyer must consult with the client about the possibility of appeal before relinquishing responsibility for the matter. See Rule 1.4(a)(2). Whether the lawyer is obligated to prosecute the appeal for the client depends on the scope of the representation the lawyer has agreed to provide to the client. See Rule 1.2.

[5] To prevent neglect of client matters in the event of a sole practitioner's death or disability, the duty of diligence may require that each sole practitioner prepare a plan, in conformity with applicable rules, that designates another competent lawyer to review client files, notify each client of the lawyer's death or disability, and determine whether there is a need for immediate protective action. Cf. Rule 28 of the American Bar Association Model Rules for Lawyer Disciplinary Enforcement (providing for court appointment of a lawyer to inventory files and

take other protective action in absence of a plan providing for another lawyer to protect the interests of the clients of a deceased or disabled lawyer); C.R.C.P. 251.32(h).

APPOINTMENT, EVALUATION, AND PROMOTION OF LECTURER AND INSTRUCTOR RANK FACULTY

The purpose of this document is to provide to members of the Boulder campus community a set of guidelines for the appointment, evaluation, and reappointment of non-tenure track teaching faculty in the lecturer, instructor, and senior instructor faculty ranks. The genesis of this document was a document moved and adopted by the Boulder Faculty Assembly on April 2, 1998 titled "Instructors' Bill of Rights".

Lecturers and instructors play an integral part in the ability of the Boulder campus to provide the breadth and quality of educational experience expected of an AAU public university. Lecturers and instructors supplement and complement the teaching activities of the tenure-track faculty, and in so doing they allow the tenure-track faculty to engage more students in individualized instructional opportunities in their studios, libraries, and laboratories. They also provide the institution an ability to more rapidly adjust the educational opportunities to meet student needs and preferences than cannot always be accommodated for by the tenure-track faculty alone. It is important that the campus community recognize the important role played by instructors in enabling the campus to address both its research and its teaching missions. As such, primary units are encouraged to engage instructors and senior instructors in the departmental decision-making process whenever possible and appropriate.

The nature of the instructional mission of the Boulder campus is such that each college and school has a different need and pattern of employment of lecturers and instructors. Accordingly, the different colleges and schools utilize these titles differently, and attach different expectations and compensation to these titles. The guidelines below are meant to influence the application of these titles, not to inhibit their usefulness. Hiring units or individuals with questions concerning the rights and privileges of these titles should consult their deans office or the Office of Faculty Affairs.

All Lecturer, Instructor, and Senior Instructor positions are non-tenure track appointments. As such, they each are considered to be at-will appointments by the University and by the State of Colorado. All appointment letters of at-will employees must carry a description of at-will status. Nothing described in this document is meant to nor may it be interpreted to conflict with the at-will status of these job titles. An excerpt of that at-will statement appears below. The full text of the appropriate offer letter template is available in the Faculty Affairs A-Z Directory: http://www.colorado.edu/facultyaffairs/atoz/ /hiring_ltr_templ.rtf

"The following are additional terms and conditions applicable to your appointment. By State law or University policy, these terms must be included in this letter of offer.

State law specifically requires that you be an employee-at-will in your position and that the following paragraph be included verbatim in this letter of offer:

Your employment contract is subject to termination by either party to such contract at any time during its term, and you shall be deemed to be an employee-at-will. No compensation, whether as a buy-out of the remaining term of contract, as liquidated damages, or as any other form of

remuneration, shall be owed or may be paid to you upon or after termination of such contract except for compensation that was earned prior to the date of termination."

Definition of Full-time: Lecturer and instructor rank faculty have responsibilities, privileges, and benefits defined in part by whether their appointments are to positions which are considered less than 50% full-time, or 50-100% full-time. The percent time of the appointment (% full-time) is based on the college- or school-specific definition of 100% full-time effort, which typically includes three to five 3-credit courses per semester. In larger colleges, full-time expectations may be defined on a discipline-specific basis.

I. LECTURER, LECTURER ADJUNCT

1. DEFINITION: Lecturers are hired on a semester-to-semester basis, and are not regular faculty appointments. An advanced degree in an appropriate discipline is normally required for appointment to this rank. Appointment may range from less than 50% to full-time. The role of lecturers is extremely important to the University's ability to offer special programs and classes according to the fluctuations of demand and funding from semester to semester.

2. Appointment and reappointment: Appointment as a Lecturer or a Lecturer Adjunct is an at-will appointment, and is subject to the limitations and restrictions defined by Colorado Statute and by the University's "at-will" policy. Campus administration urges that departments show due consideration for lecturers by providing early notification of possible extensions of their appointment, and that units keep the principle of continuity of employment in mind when making teaching assignments. The establishment of a hiring committee is recommended but not required for this faculty title.

3. SALARY: A pay scale within the primary unit shall be established defined on a per course or per credit hour basis, taking into consideration experience and the nature of the assignment.

4. BENEFITS: Lecturers: University of Colorado at Boulder provides to Lecturers the same health care benefit options available to other faculty ranks once a person teaches for a semester at 50% or more time. Benefits are not provided to individuals whose appointment is or falls below 50% full-time, however, any accrued sick or vacation time benefit will be retained by those employees whose appointments drop below 50% time. A Lecturer is not eligible for retirement benefits. Hiring authorities or candidates should direct questions regarding benefits to the Faculty Benefit Office at 303-492-8066. Lecturers with simultaneous appointments in two or more units will be eligible for benefits if the sum of their appointments is equivalent to 50% time as defined by the unit of their earliest dated, active appointment. In such cases, the obligation for notifying in writing all units of appointments which sum to 50% or greater rests with the employee. Costs of benefits will be borne by each unit on a proportional basis.

Lecturer Adjunct: As is the case for all faculty adjunct positions, Lecturers Adjunct are not eligible for University health or retirement benefits regardless of the percent time of their appointment.

Lecturers and Lecturer Adjuncts are eligible for parking, bookstore, recreation center, library, and University ID privileges as is consistent with specific campus policies.

Sufficient instructional support, including access to supplies, staff support, and office space for meeting students, shall be provided.

Lecturers and Lecturers Adjunct shall be eligible for most teaching awards.

5. EVALUATION: Units may evaluate the performance of Lecturers in a number of ways, including Faculty Course Questionnaires, class visits, and/or the Faculty Report of Professional Activities. A written statement of policy should be provided from the beginning of employment.

II. INSTRUCTOR

1. DEFINITION: The title of Instructor is a non-tenure track faculty rank position. Instructors normally hold a terminal degree appropriate for the discipline. Appointment may range from less than 50% to full-time. Instructors usually teach undergraduate courses, and may have advising responsibilities and some limited administrative responsibilities in addition. Application to the Graduate School for graduate faculty status is required in order for instructors to teach at the graduate level, including service on graduate committees.

2. Appointment and reappointment: Appointment as an Instructor is an at-will appointment, and is subject to the limitations and restrictions defined by Colorado Statute and by the University's "at-will" policy. A letter of initial appointment which defines the salary and terms of employment will generally be written for a period of one or two years. Letters of reappointment may be written for periods of up to four years. Comprehensive reviews associated with reappointment are required at least once every four years. Workload weighting for purposes of annual merit evaluation will be defined in the letter of appointment or reappointment. In academic units with majors and a full complement of academic programs, this workload weighting for teaching is typically 75-100% teaching, with the remaining percentage workload composed of service, or research, or some combination of the two. The percent time of the appointment (% full-time) will be based on the college- or school-specific definition of 100% full-time effort. In larger colleges, full-time expectations may be defined on a discipline-specific basis.

3. SALARY: Each college and school shall establish a starting salary range for 100% full-time instructors within their unit. In larger colleges, starting salaries may be discipline specific. Instructors on less than 100% time appointments shall be paid proportionately. Instructors shall be eligible for annual merit increases as part of the regular faculty merit assessment process.

4. BENEFITS: Instructors at 50% time or greater receive health and retirement benefits consistent with those offered to tenure-track faculty. Health benefits are not extended to those instructors whose appointments are initially or which fall below 50% full-time.

Instructors are eligible for most faculty teaching and service awards and may apply for most faculty development fund programs offered to the general tenure-track faculty, such as travel or research/creative work awards. Instructors also are eligible for parking, bookstore, recreation center, library, and University ID privileges as is consistent with specific campus policies.

Sufficient support for the instructional responsibilities of Instructors will be provided, including Library privileges, reasonable use of office staff support, and space for meeting with students.

Instructors are encouraged to participate in faculty governance to the full extent permitted by department or primary unit bylaws.

5. EVALUATION: Evaluation for annual merit will be based upon the defined workload weighting defined at the time of appointment, unless it is subsequently modified in writing. The criteria used for annual evaluation must be available in writing to all faculty. Annual merit evaluations and comprehensive reappointment evaluations will follow the same procedures as that for the tenure-track faculty as modified to account for the workload weighting.

6. PROMOTION: Instructors will normally be considered for promotion to Senior Instructor after a period of seven years of continuous appointment at greater than 50% time. Up to three years credit towards promotion, based on previous academic service, may be awarded at the time of initial appointment. Promotion after seven years is not mandatory, nor is it a right. The criteria used to evaluate an instructor for promotion to senior instructor will the same criteria as used for annual merit evaluation. Instructors promoted to senior instructors will be expected to have achieved a level of accomplishment sufficient to be judged as demonstrating excellence in teaching, and meritorious or excellent levels of accomplishment in the other areas defined by the workload definition. Instructors promoted to Senior Instructor continue to be considered "at-will" employees as defined by Colorado Statute and University policy.

III. SENIOR INSTRUCTOR

1. DEFINITION: The title of Senior Instructor is a non-tenure track faculty rank position. Senior Instructors normally hold a terminal degree appropriate for the discipline. Appointment may range from less than 50% to full-time. Senior Instructors generally teach undergraduate courses, and may have advising responsibilities and some administrative responsibilities in addition.

2. Appointment and reappointment: Appointment as an Senior Instructor is an at-will appointment, and is subject to the limitations and restrictions defined by Colorado Statute and by the University's "at-will" policy. A letter of initial appointment which defines the salary and terms of employment will generally be written for a period of one or two years. Letters of reappointment may be written for periods of up to four years. Comprehensive reviews associated with reappointment are required at least once every four years. A positive comprehensive review decision will be based upon continued excellent performance in teaching, and meritorious performance in all other areas of the workload distribution. Successful reappointment does not alter the employee's "at-will" status A workload distribution which defines weightings for teaching, research/creative work, and service activities for purposes of annual merit evaluation will be defined in the letter of appointment or reappointment. The percent time of the appointment (% full-time) will be based on the college- or school-specific definition of 100% full-time effort, for instructors.

3. SALARY: Initial salaries for Senior Instructors will normally be greater than those earned by instructors in their initial appointments. The BFA Task Force recommends a minimum salary of 110% of instructor salary. Senior Instructors are eligible for yearly merit increases in salary.

4. BENEFITS: Benefits are the same as those of instructor-rank faculty, plus the following:

Senior instructors who have completed six years (twelve semesters) in rank (at 100% time appointment) as either an instructor promoted to senior instructor, or as a senior instructor will be eligible to apply for a differentiated workload for one semester. The differentiated workload will reduce the formal teaching responsibilities of the senior instructor to one 3-credit course (or its equivalent) for that semester. The purpose of this workload adjustment is to allow the senior instructor time to update their pedagogy, instructional skills, or to develop new curriculum or instructional technology activities into their teaching. The faculty member on differentiated workload is expected to remain on Campus and serving the Campus full-time as defined by the workload agreement. Faculty with appointments of less than 100% (but at least 50%) full-time shall be eligible for this benefit on a pro-rated basis. For example, a 50% senior instructor will be eligible to apply for a differentiated workload after 24 semesters. Application for a differentiated workload assignment is made to the unit chair or director and approved in writing by the dean.

Senior Instructors are eligible for Emeritus status upon retiring.

5. EVALUATION: Same as for Instructors (above).

Adopted as a guideline document following review at Dean's Council 3/9/99.

Faculty Development Policy and Supplemental Funding
Latest Version Established 07/01/2011

New Faculty Development (FD) Plan is intended to introduce more autonomy, flexibility and access to Faculty Development and Research Assistant (RA) Hourly budgets balances. Both RA and FD budgets will be combined in one fund, each tenure-track faculty member; clinical professor; legal writing and library instructor will have their own speed type

- While faculty will have two budget lines in their individual accounts, one budget pool for professional development and the other for student hourly usage, they will have discretion over how those funds are spent. One year they may choose to spend the entire budget on student hourly use, the next year on professional development.
- Only tenure and tenure-track faculty have been allocated research assistant hourly budget in their Faculty Development Accounts. Legal Writing and Clinical Professors will be eligible for research assistant budget of up to $2,000 per fiscal year by submitting a request to the Dean or the Associate Dean of Research. This $2,000 budget may be used to further research including conference travel.
- Legal Writing Instructors have been allocated additional budget for Teaching Assistants up to the amount of $1,500 per fiscal year that will be funded from the Instruction budget.
- All negative balances will roll forward in their entirety; $750 of positive balances will roll forward each year effective 07/01/2012. If a faculty member incurs a deficit exceeding 2,000 they should notify the Associate Dean of Research and the Budget Officer via email with a plan for resolving the deficit before accessing any future funds for the upcoming fiscal year.
- Rules guiding allowable expenditures for professional development will not change. Refer to document “Financial Support for Faculty Development.”
- No signed forms are required to authorize spending of individual accounts as long as expenditures fall within guidelines described in document listed above.
- Supplemental Faculty Development program will be abolished.
- New Special Allocations budget will be established to fund categorical expense, such as, testifying before a government body, allowable categories may be expanded in the future. Student Engagement and Interdisciplinary expense will also be funded from Special Allocations budget at a rate of $100.00 per annum per all classes of faculty members. Additional budget of $100.00 per year will be available for official functions to meet with employers or alumni and also funded from the Special Allocations Speed Type, 11063754.
- Technology Purchase Policy will remain in effect.
- Student Engagement and Interdisciplinary funding is intended to support faculty in developing quality relationships in an informal setting with students and to support developing relationships with colleagues across campus and the larger business community to build an interdisciplinary work environment.

- Faculty Development budget will be prorated based on the percent of time worked. For example, if faculty member works a .50% FTE appointment they will be allocated 50% of a budget assigned to their employee group.

FINANCIAL SUPPORT FOR FACULTY DEVELOPMENT

Description	Faculty Development Funds (Individual Faculty Accounts)	Boulder Summer Conferences Funds (11078728)	Special Allocation Funds (11063754)
Purpose	To support research and scholarly activities, professional growth, and development by faculty.	To encourage faculty to sponsor scholarly conference at Colorado Law School.	Testifying or Public Service Presentation before a Government Body. Student Engagement, Interdisciplinary, Alumni or Employer meetings or functions.
Eligibility	Full-time regular faculty (9 month) with the following job titles: - Professor - Associate Professor - Senior Instructor - Instructor - Clinical Professor (Asst, Assoc & Full)	Full-time regular faculty (9 month) with the following job titles: - Professor - Associate Professor	Full-time regular faculty (9 month) with the following job titles: - Professor - Associate Professor - Instructor - Senior Instructor - Clinical Professor (Asst., Assoc. & Full)
Funding	$5,000/TT member annually $3,000/Clinical & Legal Writing $2,000/Library *Legal Writing and Clinical Professors will be eligible for research assistant & travel budget supporting their research of $2,000 per fiscal year by submitting request to Dean or Assoc. Dean of Research	Variable subject to approval by Associate Dean for Research	Cover 100% of travel expense related to public service speaking. $100.00 per annum per faculty member for all Student Engagement or Interdisciplinary meetings and $100.00 for Alumni or Employer official functions.
Examples of allowable expenditures	Professional membership dues and licensing fees; Research materials, and subscriptions; travel, registration, and related expenses for scholarly conferences or workshops or for research; Additional reprints of articles; Student hourly workers, Technology purchases that comply with the Faculty Technology Purchase Policy.	Mailings, speaker honoraria, printing costs, meals, and other conference-related expenses.	Travel Expense related to Testifying or Public Service Presentation before Congress. Official functions such as meals at restaurants, food supplies.
Year End Balances	Any negative balances will roll forward. $750 of positive balances will roll forward. Deficits exceeding $2,000 at fiscal yearend will require a written resolution plan.	Not Applicable	Not Applicable
Approval	Not necessary if used as above	Associate Dean for Research	Not necessary if travel or small section official function is included in approved category.
Processing	Faculty Assistants process requests.	Upon approval, faculty member will work with Faculty Assistants to organize conference.	Faculty Assistants process requests.

1) First 100 article reprints are funded from instruction, reprints over 100, may be charged to FD account

University Libraries
University of Colorado Boulder

Section A. Titles, Contracts, and Workloads

1. *What titles are in use for NTTF*?

   Senior Instructors with three year appointments
   Senior instructors pre-tenure
   Lecturers
   Instructors Adjunct

2. *Are policies and procedures in place for initiating and reviewing NTTF contracts? If so, please summarize them.*

   Policies and procedures are in place for initiating and reviewing NTTF contracts.

   Senior instructors with three-year appointments are hired as a result of a national search and must hold a Master's degree from an American Library Association accredited program in library and information science (MLIS) or the equivalent. This is an at-will appointment. The letter of initial appointment defines the salary and terms of employment as well as the annual merit weights. Senior instructors undergo a formal review for reappointment before the end of their final year of appointment, preferably during the fall semester of that year. Notices to the employee and to first and second-level evaluators are sent by the Office of the Dean at the beginning of the fall semester of that year. The employee is requested to submit a current vita, updated FRPA, and a self-evaluation of the highlights of his/her professional career during the current appointment period. Faculty member may also submit examples of publications and letters from faculty members outside the Libraries. The first and second-level evaluators are requested to submit letters. All materials are submitted to the Office of the Dean. The Dean reviews the materials and completes the process.

   Senior instructors with two-year pre-tenure appointments are formally reviewed during the second year of their contracts. Notices to the employee, Tenure Committee, and first and second-level evaluators are sent by the Office of the Dean in the second semester of the person's first year of appointment. The employee is requested to submit to the Tenure Committee, via the Office of the Dean, a current vita and self statements on librarianship, scholarly activities, and services. The first and second-level evaluators are requested to write letters evaluating the person's librarianship/teaching. This review is based on acceptable competency in librarianship, acceptable progress in developing a research agenda, and evidence of the awareness of the necessity of professional service. The primary emphasis is on the evaluation of librarianship. The Tenure Committee's positive review and recommendation to the Dean usually results in the person's move to the tenure-track as assistant professor with a four-year reappointment.

   Lecturers and instructors adjunct with one-year renewable appointments—Formal review for renewal of contract is initiated by the first-level evaluator or head of department a few months before the end of the person's contract. Renewal is determined by the Dean together with the Library's Executive Committee. Review of annual evaluations is used in this process.

3. *Are workloads specified for each job title? If so, what are those workloads?*

Workloads are specified for each job title.
All senior instructors—seventy percent librarianship/teaching, ten percent research and creative work, and twenty percent service
Lecturers and Instructors Adjunct—one hundred percent librarianship
Adjustments to workloads may be made by the completion and formal approval of a differentiated workload agreement.

Section B. Evaluation and Promotion

1. *What policies and procedures are in place to ensure systematic evaluation of NTTF?*

The Libraries Faculty Personnel Committee oversees the annual evaluation process for Libraries Faculty. The Committee distributes the faculty evaluation packets annually to all Libraries faculty and provides instructions and advice on the process. The Committee conducts a comparative review of performance in the areas of research, scholarship and creative work, and service for all senior instructors and tenure-track/tenured faculty and provides a numerical rating and a summary of the achievements in each category for each person evaluated. This is a formal process that begins with the notification in December and is completed by May.

Lecturers and instructors adjunct are evaluated annually by their supervisors. These evaluations are not reviewed by the Faculty Personnel Committee.

2. *How frequently are these evaluations conducted?*

These evaluations are conducted annually.

3. *Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.*

Policies and procedures are in place for the move to tenure track of senior instructors with two-year pre-tenure appointments. The process has been described in A. 2.

Section C. Compensation and Benefits

1. *At what percentage of FTE are the NTTF holding various titles eligible for benefits?*

All are eligible for benefits at .5 FTE or fifty percent appointments.

2. *How are policies and procedures related to compensation and benefits made readily accessible to NTTF, their supervisors, and relevant staff?*

Level of benefits is included in offer letters/contracts, and all new employees are required to complete the New Employee Orientation as well as other required trainings. Links to such information are provided to them at the time of hire.

Section D. <u>Professional Development, Recognition, and Grievance</u>

1. *What opportunities and types of support are available to NTTF for professional development?*

   Senior instructors are given the same scholarly support allocation (currently $1500/FY) as TTF to use for conference attendance and other scholarly activities. Lecturers are granted $750/FY in scholarly support. Instructors Adjunct are not granted an allocation. All NTTF are eligible to request administrative funding from the Dean for additional scholarly support funds.

2. *How are NTTF recognized for excellent performance? For instance, are there any awards or other public expressions of appreciation for contributions to the University's mission.*

   The University Libraries publicly recognizes special contributions to the University's mission through e-mails sent to all Libraries personnel and by postings to the Libraries Web pages. Length of service awards are given annually, and non-tenure-track faculty are also eligible for the Ellsworth award that recognizes a member of the faculty for outstanding contributions to the Libraries, the University, and/or the library profession. The award may be given in recognition of accomplishments during the most recent year, during a career, or during a specified period of years.

3. *Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them.*

   Utilizing procedures that are in conformity with current University grievance procedures, the University Libraries Appeals Committee facilitates the resolution of non-tenure related appeals regarding action of faculty committees or supervisors that have an impact on an individual faculty member's compensation, career, or privileges. Actions subject to request for formal appeals include annual evaluation of librarianship (can be challenged by faculty member or FPC), scores for research/scholarly work and service, non-reappointment (not connected to tenure-track), non-promotion to senior instructor, special salary adjustment, denial of faculty support, and denial of differentiated work load. Actions subject to the grievance process include legitimate problems, differences of opinion, or complaints that may arise in the relationship between faculty members and those in decision-making roles.

Non-Tenure Track Faculty Report
University of Colorado Boulder
College of Music
March 18, 2014

The College of Music employs the general criteria and procedures for appointment, reappointment, promotion, tenure and periodic evaluation of non-tenured and tenured faculty as set forth in Article X of the Laws of the Regents.

SECTION A. Titles, Contracts, and Workloads

1. The College of Music uses the titles of Scholar-in-Residence, Artist-in-Residence, Instructor, Senior Instructor, and Lecturer for Non-Tenure-Track Faculty (NTTF). The Lecturer, Instructor, Senior Instructor, Scholar-in-Residence, and Artist-in-Residence titles are determined by the hiring department in consultation with the Dean. Considerations for determining the appropriate rank are the duties and responsibilities of the position, academic background, and career expertise in a specific area or discipline. Also included in the criteria for designating a title is the nature of music as an art and music performers and composers as artists that requires that College of Music faculty positions be based on the discipline (performance, scholarly pursuit such as musicology, composition, etc.) and on the experience and accomplishment of each individual. Lecturer appointments are typically semester-by-semester or from 1-3 years. Instructor, Senior Instructor, Scholar-in-Residence, and Artist-in-Residence faculty appointments are typically for 1-4 years, and individual contracts are reviewed in the final year of appointment during the reappointment process.

2. The College utilizes Faculty Affairs' offer letter templates for initiating NTTF contracts. A review of the NTTF contract or offer letter occurs in the final year of appointment at which time adjustments are made as necessary.

3. The percentage of appointment is made clear in each NTTF letter of appointment. Job responsibilities and expectations are also made clear, but some appointments will be less specific regarding the precise number of courses, hours of teaching, advising, etc., than others. The standard workload for a full-time Instructor is 80% Teaching and 20% Service.

SECTION B. Evaluation and Promotion

1. All Instructor, Senior Instructor, Scholar-in-Residence, and Artist-in-Residence faculty undergo an annual evaluation. NTTF Instructors and Senior Instructors are required to submit an annual Faculty Report on Professional Activity (FRPA) that is reviewed by the Department Chairs and the Dean. An evaluative commentary on the areas of Teaching, Professional Activities, and Service is provided by the Dean. This evaluation process and the rating are used as the basis for salary merit increase recommendations.

2. The evaluations are completed annually during the spring semester.

3. The policies and procedures for promotion within and between appropriate title categories are as follows (taken from the College of Music Faculty handbook): Instructors and Senior Instructors can be promoted to Assistant Professor, tenure track, only under one of the following two conditions:

    a. Instructor applies for and is offered the position in the course of a national search for Assistant Professor, tenure track.

    b. In exceptional circumstances, the faculty Chair of the appropriate discipline, with the approval of his/her faculty, requests the promotion of the Instructor and a waiver of the national search. The Primary Unit votes on this request, and, if the vote is positive, the request is forwarded by the Dean of the College to the Vice Chancellor for Academic Affairs.

    All faculty appointed to the rank of Instructor after a national search for at least an Assistant Professor, tenure track, shall have the terms and conditions of promotion to Assistant Professor, tenure track, clearly stated in the letter of appointment with the express approval of the search committee.

SECTION C. Compensation and Benefits

1. All instructor, Senior Instructor, Scholar-in-Residence, and Artist-in-Residence positions are 50% FTE or greater, making them all benefits-eligible.

2. Policies and Procedures related to compensation and benefits are made readily accessible to non-tenure track faculty, their supervisors, and relevant staff through orientation meetings, Payroll and Benefits information distributed by Payroll & Benefits and/or HR, and by email from the Dean of the College disseminated annually to all faculty and staff, as well as notices posted to College faculty and staff informational bulletin boards.

SECTION D. Professional Development, Recognition, and Grievance

1. With the exception of Lecturers, full-time NTTF are provided opportunities for support to attend conferences, workshops, etc., and to engage in professional appearances, present their scholarly research, pedagogy, or performances. In this way, College travel budgets support faculty professional development activities. In addition, the NTTF's department receives an annual budget allocation for guest artists and lecturers, equipment, etc.; the use of those funds is at the discretion of the department members (including NTTF) and their Chair.

2. The NTTF are routinely recognized for special accomplishments, either through full faculty meeting announcements, emails to the College listserv, and at the

department level. NTTFs are also considered for all awards for which they are eligible.

3. The College of Music has a standing Faculty Salary Grievance Committee (appointed by the Dean) whose responsibility is to review and evaluate cases of salary grievance and make recommendations to the Dean, in accordance with campus policy. The Department Chairs, the Associate Deans, and the Dean of the College are also available to work with all faculty members, including NTTFs, with regard to any workplace issues and concerns.