



Faculty Senate
April 27, 2017, 12:00– 3:00 p.m.
1800 Grant Street, Denver, CO, 1st Floor Conference Room

Agenda

1. **12:00–12:10 p.m.** Call to order & approval of meeting minutes
2. **12:10–12:25 p.m.** Faculty Council Chair Update – Ravinder Singh
3. **12:25–12:40 p.m.** Faculty Council Officer Elections
4. **12:40–12:55 p.m.** Motions for Approval:
 - a. Faculty Mentoring, APS 1021(Personnel & Benefits)
View the APS here: <http://www.cu.edu/ope/aps/1021>
 - b. Resolution on Gender Identity and Sexual Orientation (LGBTQ+)
5. **12:55–1:05 p.m.** P&T Update
6. **1:05–1:10 p.m.** CU Retired Faculty Association Update - Gloria Main
7. **1:10–1:15 p.m.** HR update, Interim CHRO Carolyn Proctor
8. **1:15–1:30 p.m.** Faculty Assembly Updates
 - a. Boulder – Melinda Piket-May, Chair
 - b. Colorado Springs – Barbara Prinari, President
 - c. Anschutz – Jacqueline Jones, Chair
 - d. Denver – Joanne Addison, Chair
9. **1:30–1:45 p.m.** Faculty Council Committee Updates
 - a. LGBTQ+ - Troyann Gentile/Ryan O’Connell
 - b. EPUS - David Thompson
 - c. Communication - Mark Malone
 - d. Women - Leann Morgan/Heather Johnson
 - e. Budget - Bitia Rivas
 - f. EMAC -Tina Moser
 - g. Personnel and Benefits- Tamara Terzian
10. **1:45–2:30 p.m.** Discussion with President Benson and FC Awards
 - a. Administrator of the Year - Jill Taylor, Director of Academic Program & Policy Analysis
 - b. Distinguished Service – Joanne Addison, Professor of English
11. **2:30–2:45 p.m.** Academic Affairs update, VP Mike Lightner
12. **2:45–2:55 p.m.** Discussion with VP Tanya Mares Kelly-Bowry
13. **2:55–3:00 p.m.** New business, old business and adjournment

Next meeting: FACULTY COUNCIL
May 11, 2017, Noon– 3 p.m.
1800 Grant Street, Denver, CO, 1st Floor Conference Room



ADMINISTRATIVE POLICY STATEMENT

Policy Title: ~~Faculty Development and Mentoring~~ Mentoring for Tenure-Track and Tenure-Eligible Faculty

APS Number: 1021

APS Functional Area: **ACADEMIC**

Brief Description: Outlines ~~processes-expectations~~ for ~~key areas of faculty development~~ mentoring.

Effective: April 1, 2012¹

Approved by: President Bruce D. Benson

Responsible University Officer: Vice President for Academic Affairs

Responsible Office: Office of the Vice President for Academic Affairs

Policy Contact: Office of the Vice President for Academic Affairs, 303-860-5623

Supersedes: October 1, 2006

Last Reviewed/Updated: April 1, 2012

Applies to: Faculty

Reason for Policy: To outline ~~processes-expectations~~ for ~~key areas of faculty development~~ mentoring.

I. INTRODUCTION

~~Departments and colleges/schools/colleges, which- invest considerable time and resources hiring tenure-track and tenure-eligible faculty in the faculty hiring process and which thus have a significant stake in the retention of these new hires and- share a responsibility to nurture the talents of their tenure-track faculty members by providing relevant information and advice. Ultimately, h~~However, it is the individual faculty member's responsibility to develop the teaching and research skills and a work plan that produces the quality and quantity of professional activity needed to warrant reappointment, tenure and/or or reappointment/promotion. ~~The continuous professional development of faculty members, from hiring, through the tenure process, promotion, and post tenure review (PTR), is necessary for the University to enhance its recruitment of and investment in faculty. The strength of the University, in terms of student learning (teaching), the creation of new knowledge (research) and leadership and service to the university, the community and the profession, depends upon an intellectually vigorous faculty constantly updating its skills and expertise. The purpose of this policy is to outline processes for key areas of faculty development.~~

II. POLICY STATEMENT

~~Pre-Tenure Faculty Development~~

A. Introduction Faculty Members in a Probationary Period

¹ The term “service” was replaced with the term “leadership and service” effective April 30, 2014 per resolution of the CU Board of Regents.

Individual faculty members hired into positions for which there is a mandatory evaluation period followed by a decision to continue or terminate the appointment shall be provided with mentoring opportunities relative to the standards of performance required for ~~continuation or promotion~~reappointment, tenure and/or promotion.

~~This includes tenure-track faculty members and certain other faculty members at the Anschutz Medical Campus. Departments and colleges/schools, which invest considerable time and resources in the hiring process and which thus have a stake in the retention of these new hires, share a responsibility to nurture the talents of their tenure-track faculty members by providing relevant information and advice. Ultimately, however, it is the individual faculty member's responsibility to develop the teaching and research skills and a work plan that produces the quality and quantity of professional activity needed to warrant tenure.~~

1. Information Provided**Criteria for Tenure and/or Promotion**

At the time of hire, ~~tenure-track~~ faculty members must be provided with the ~~University's~~ university's standards and procedures for tenure and/or promotion, including the primary unit's written-published criteria for tenure and promotion and a timeline for the ~~tenure~~ review process. In addition to web-based ~~published~~ policies and guidelines, schools and colleges ~~and schools~~ shall provide their ~~tenure-track~~ faculty members reasonable opportunities for ~~annual~~ training and information sessions on the tenure and promotion process.

2. Mentoring

~~A mentor is an individual who provides career development counseling, either formally or informally, to assist a pre-tenure faculty member.~~

~~Mentoring opportunity(ies) refers to a range of professional assistance provided to pre-tenure faculty on such subjects as the tenure process, teaching, publishing, creative work, research, grants, etc.~~

~~Tenure-track faculty members need clear guidance about performance expectations for tenure and may benefit from mentoring to achieve tenure. Ordinarily, Primary units shall ~~the obligation to provide~~ ensure that reasonable mentoring opportunities are available for ~~tenure-track~~ faculty members during their probationary period ~~rests with the primary units~~. However, in some cases, it may make more sense for the campus's faculty development office or a school or college to take responsibility for providing mentoring opportunities. Together, the dean and faculty of each school/college shall determine whether to have unit-based mentoring or campus/school/college-based mentoring.~~

~~Tenured faculty members who participate significantly in mentoring should be able to count mentoring activities in the annual merit evaluation process. The school/college will provide training for faculty members who agree to serve as mentors.~~

Department chairs/unit heads have the responsibility to assist any ~~tenure-track~~ faculty member who requests a mentor during his/her probationary period to locate an appropriate mentor on the campus. In some units, it may be helpful to identify an external mentor from another CU campus or from outside the university. External assistance, however, cannot be assured. If the mentoring program is formal, records of the dates, times, the frequency and general subjects of the mentoring sessions should be documented.

While the primary unit (or school/college, if not the primary unit) has a responsibility to provide reasonable mentoring opportunities, ~~tenure-track~~ faculty members have a responsibility for ~~should~~ proactively seeking mentoring assistance.

~~Tenure-track~~ ~~f~~Faculty members who believe they are not getting adequate mentoring are responsible for bringing their situation to the attention of the unit head. If they are not satisfied with the mentoring opportunities the unit head provides, they should bring this concern to the attention of the dean or the provost's office.

Faculty members who serve as mentors should be able to count mentoring activities in the annual merit evaluation process.

3. Advising on Progress toward Reappointment, Tenure and/or Promotion

~~Tenure-track~~ Faculty members receive specific feedback on their progress toward tenure and/or promotion at the Comprehensive Review (leading to reappointment, usually in the fourth year) (~~usually in the fourth year~~). They may also request additional feedback from the primary unit head in the second and any subsequent year prior to the tenure and/or promotion decision (except the academic year in which the Comprehensive Review is undertaken). In this additional feedback process, the primary unit head shall examine evidence provided by the candidate of the candidate's teaching, research/creative work, ~~and~~ clinical activity, and leadership and service and make suggestions for improvement in those areas where the record should be stronger. These suggestions are not intended to provide the level of specific formal feedback that is provided through the Comprehensive Review. The primary unit head may recommend that the candidate work with senior faculty members and/or with a campus office of faculty development. If the candidate elects these ~~pre-tenure~~ advising sessions, the candidate shall report this fact in the annual report of professional activity (FRPA), but the content of these consultations shall remain confidential unless the faculty member elects otherwise.

B. Other Faculty Members

Units are encouraged, but not required, to extend mentoring opportunities to other faculty as resources allow.

III. ~~Post-Tenure Faculty Development Grants~~

~~The need for professional development in teaching and research continues after a faculty member is awarded tenure. While research, travel, and other types of grant programs exist, faculty members may still need occasional assistance or access to new opportunities. PTR is the logical process for evaluating the faculty member's continued professional development and identifying areas of need. Each campus should consider developing a fund to support a small number of post-tenure development grants, together with criteria and a process for making the awards. Each Chancellor shall provide the Board, as part of the annual PTR report, information on post-tenure development programs and grants.~~

III. ~~Non-Tenure-Track Faculty (NTTF)~~

~~The need for professional development also exists for those non-tenure-track faculty members who teach for the university for extended periods. These faculty members, like their tenure-track colleagues, have need of professional and continuing pedagogical development. Within the constraints of its resources, the university should strive to provide reasonable faculty mentoring opportunities to long-serving NTTF.~~ **DEFINITIONS**

A mentor is an individual who provides career development counseling, either formally or informally, to assist a ~~pre-tenure~~ faculty member.

Mentoring opportunity(ies) refers to a range of professional assistance provided to ~~pre-tenure~~ faculty on such subjects as the tenure and promotion process, teaching, publishing, creative work, research, grants, etc.

IV. HISTORY

This policy was developed from recommendations made by the Advisory Committee on Tenure Related Processes in 2005-06. Initial APS approved October 1, 2006. Revised April 1, 2012. The term "service" was replaced with the term "leadership and service" effective April 30, 2014 per resolution of the CU Board of Regents.



ADMINISTRATIVE POLICY STATEMENT

Policy Title: Mentoring for Tenure-Track and Tenure-Eligible Faculty

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APS Functional Area: **ACADEMIC**

Brief Description: Outlines expectations for faculty mentoring.
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I. INTRODUCTION

Departments and schools/colleges invest considerable time and resources hiring tenure-track and tenure-eligible faculty and thus have a significant stake in the retention of these new hires and share a responsibility to nurture the talents of their faculty members by providing relevant information and advice. However, it is the individual faculty member's responsibility to develop the teaching and research skills and a work plan that produces the quality and quantity of professional activity needed to warrant reappointment, tenure and/or promotion.

II. POLICY STATEMENT

A. Faculty Members in a Probationary Period

Individual faculty members hired into positions for which there is a mandatory evaluation period followed by a decision to continue or terminate the appointment shall be provided with *mentoring opportunities* relative to the standards of performance required for reappointment, tenure and/or promotion.

1. Criteria for Tenure and/or Promotion

At the time of hire, faculty members must be provided with the university's standards and procedures for tenure and/or promotion, including the primary unit's published criteria for tenure and promotion and a timeline for the review process. In addition to published policies and guidelines, schools and colleges shall provide their faculty members reasonable opportunities for training and information sessions on the tenure and promotion process.

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2. **Mentoring**

Primary units shall ensure that reasonable mentoring opportunities are available for faculty members during their probationary period. However, in some cases, it may make more sense for the campus's faculty development office or a school or college to take responsibility for providing mentoring opportunities. Together, the dean and faculty of each school/college shall determine whether to have unit-based mentoring or campus/school/college-based mentoring.

Department chairs/unit heads have the responsibility to assist any faculty member who requests a *mentor* during his/her probationary period to locate an appropriate mentor on the campus. In some units, it may be helpful to identify an external mentor from another CU campus or from outside the university. External assistance, however, cannot be assured. If the mentoring program is formal, the frequency and general subjects of the mentoring sessions should be documented.

While the primary unit (or school/college, if not the primary unit) has a responsibility to provide reasonable mentoring opportunities, faculty members should proactively seek mentoring assistance.

Faculty members who believe they are not getting adequate mentoring are responsible for bringing their situation to the attention of the unit head. If they are not satisfied with the mentoring opportunities the unit head provides, they should bring this concern to the attention of the dean or the provost's office.

Faculty members who serve as mentors should be able to count mentoring activities in the annual merit evaluation process.

3. **Advising on Progress toward Reappointment, Tenure and/or Promotion**

Faculty members receive specific feedback on their progress toward tenure and/or promotion at the Comprehensive Review (leading to reappointment, usually in the fourth year). They may also request additional feedback from the primary unit head in the second and any subsequent year prior to the tenure and/or promotion decision (except the academic year in which the Comprehensive Review is undertaken). In this additional feedback process, the primary unit head shall examine evidence provided by the candidate of the candidate's teaching, research/creative work, clinical activity, and leadership and service and make suggestions for improvement in those areas where the record should be stronger. These suggestions are not intended to provide the level of specific formal feedback that is provided through the Comprehensive Review. The primary unit head may recommend that the candidate work with senior faculty members and/or with a campus office of faculty development. If the candidate elects these advising sessions, the candidate shall report this fact in the annual report of professional activity (FRPA), but the content of these consultations shall remain confidential unless the faculty member elects otherwise.

B. **Mentoring Opportunities for Other Faculty Members**

Units are encouraged, but not required, to extend mentoring opportunities to other faculty as resources allow.

III. **DEFINITIONS**

A *mentor* is an individual who provides career development counseling, either formally or informally, to assist a faculty member.

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Faculty Council

Resolution in Support of Optional Demographic Questions on Gender Identity and Sexual Orientation on the CU Admissions Application

Whereas: students of diverse gender identities and sexual orientations (LGBTQ students) have a history of marginalization in higher education and in society at large; and

Whereas: CU seeks to improve access to higher education by historically marginalized groups; and

Whereas: CU seeks to create a diverse and inclusive campus that affirms people of diverse gender identities and sexual orientations; and

Whereas: population data on gender identity and sexual orientation is necessary 1) to assess whether CU is meeting its goals to recruit a diverse student body 2) to track retention and graduation rates of underrepresented students, and 3) to ensure adequate resources and support services for underrepresented students; and

Whereas: students will be given the option to self-identify their gender identity and sexual orientation on a voluntary--not required--basis, similar to existing questions about their race, ethnicity, disability status, or veteran status; and

Whereas: students' privacy will be maintained and the population data will be used and reported only in aggregate for purposes of ensuring resources, programming, curricular and co-curricular opportunities, with an option for students to self opt-in to receive information about programs and resources for the LGBTQ community; and

Whereas: the Campus Pride Index, a national benchmarking tool for LGBTQ-inclusion in higher education, recommends that universities collect population data on sexual orientation and gender identity in order to address any equity gaps pertaining to LGBTQ students, including retention and graduation rates, campus climate issues, and programming and services;¹ and

Whereas: many other public universities--such as the University of California system, Michigan Institute for Technology, and the State University of New York²--have already implemented this population data collection in order to improve services for LGBTQ students; therefore,

Resolved: The Faculty Council supports the addition of optional demographic questions on gender identity and sexual orientation on the CU Admissions application.

¹ <https://www.campuspride.org/resources/asking-lgbtq-identity-questions-in-forms-and-in-research/>

² <https://www.campuspride.org/tpc/identity-questions-as-an-option/>