



MEMORANDUM

TO: Board of Regents
Faculty Council Chair Mark Malone

FROM: Vice President Kathleen Bollard

DATE: June 19, 2012

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 campus reports used that format, as do the attached 2012 reports, which summarize the data from the schools and colleges on each campus.

Attachment

cc: President
Chancellors
Provosts

Table of Contents

- CU-Boulder Report on Non-Tenure-Track Faculty, Page 3
- UCCS Report on Non-Tenure-Track Faculty, Page 61
- CU Denver Report on Non-Tenure-Track Faculty, Page 80



University of Colorado at Boulder

Associate Vice Chancellor for Faculty Affairs

350 Regent Administrative Center
49 UCB
Boulder, CO 80309-0049
(303) 492-5491, Fax: (303) 492-6402, email: avcjeff.cox@colorado.edu

To: Kathleen Bollard, Vice President and Academic Affairs Officer

From: Jeff Cox, AVC for Faculty Affairs, UCB

Subject: Annual Report on Non-Tenure-Track Faculty

Date: 23 March 2012

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 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. 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.

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.

What follows are answers to the specific questions in the report template. The reports from the schools and colleges are unchanged except for that from Arts and Sciences.

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			23		23
Academic	Tenured/tenure track (TTT)		1,123		1,123
	Instructional not TTT	Instructors/sr instr	296		296
		Other (hon/lec/visit/adj...)	665		665
		TA/GPTI/other students		1,300	1,300
	Research not TTT		1,807		1,807
		Student RAs		1,169	1,169
	Instr/rsrch, or admin		88		88
Student assistants			148	148	
Exempt		931		931	
Classified staff		2,379		2,379	
Student hourly			4,795	4,795	
All		7,312	7,412	14,724	

Here are the job classes split out by school and college

Boulder campus employees excluding student employees

			All	School/College Name									
				General Campus	Arts & Sciences	Leeds Business	Continuing Ed	Education	Engineering	Journalism	Libraries	Law	Music
Officer			23	15	1	1	1	1	1	1	1	1	1
Academic	Tenured & tenure track		1,123		722	54		29	173	21	36	37	51
	Other instructional	Instructors/sr instr	296	7	181	31	7	10	24	4	5	14	13
		Other (hon/lec/visit/adj...)	665	57	191	30	184	31	83	22	8	26	33
	Other research	Permanent staff	1,807	1,100	523	5	1	25	140	5		8	
Other/both	Permanent staff	88	49	9	4	2	1	9	2	2	7	3	
Exempt			931	680	107	56	28	5	22	7	1	17	8
Classified staff			2,379	1,813	248	26	33	15	65	4	112	26	37
All			7,312	3,721	1,982	207	256	117	517	65	165	136	146

Boulder campus student employees

			All	School/College Name									
				General Campus	Arts & Sciences	Leeds Business	Continuing Ed	Education	Engineering	Journalism	Libraries	Law	Music
Academic	Other instructional	TA's/other students	1,300	2	1,033	13		23	105	22	1	11	90
	Other research	Student RAs	1,169	305	381	22	35	413	12		1		
	Other/both	Student assistants	148	27	55		24	17	16		1	8	
Student hourly			4,795	3,053	649	141	56	12	452	25	213	103	91
All			7,412	3,387	2,118	176	56	94	987	75	214	116	189

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.

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/VCRsearch/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 be 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/VCRsearch/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://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 Academic Affairs 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 Office of Discrimination and Harassment. 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 without service being considered
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 without service being considered
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 4 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 4 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 Dean's 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
2-24-10

Leeds School of Business

Non-Tenure-Track Faculty Report Template University of Colorado For Spring 2010

Preface:

For the past decade, 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 now 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 the 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

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, Senior Instructor, and Lecturer
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 & 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.

3. Are workloads specified for each job title? If so, what are those workloads?
Instructor and Senior Instructor = 80% teaching / 20% service
Lecturers = 100% teaching

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.

Faculty Affairs Office notice and Leeds Bylaws, approved by Leeds Faculty on March 17, 2008, now undergoing review again by appointed faculty;

- 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
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, now undergoing review again by appointed faculty;

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

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 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 staff?

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

- 2) It is also written in their offer letters to contact PBS with any compensation or benefit inquires.

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?

- 1) Teaching & Learning Excellence Committee: Innovative Learning & Teaching Grants

- 2) 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 Teaching, Research, and Service Awards: 1) Frasca Teaching Excellence Award 2) Kolb Teaching Award. Awards are usually presented at the Leeds Recognition Ceremony since we have not held the Honors Banquet for students/faculty recognition in a couple of years. 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, Leeds School Bylaws and Campus Policy. Leeds School Bylaws attached.

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

- i. Leeds Bylaws Article IV – Standards and Procedures for Annual Faculty Evaluations, Career Planning, and Differentiated Workload
- ii. 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 Den) by September 15 of that year.
- iii. 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.

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. Professional Development, Recognition, and Grievance

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 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 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/VCRsearch/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.

Graduate School – CU Boulder
Non-Tenure-Track Faculty Report
University of Colorado
For Spring 2010

Preface:

For the past decade, 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 now 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 the 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

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

1. What titles are in use for NTTF?

Faculty Titles used for NTTF accessible at the following link:

<https://www.cu.edu/regents/Policies/Policy5L.htm>

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

Guidelines posted at the following link:

http://www.colorado.edu/facultyaffairs/deskref/part5reappoint_instructor.htm

Research faculty appointments are "at-will" and an annual performance evaluation is conducted; researchers will meet with employees on a regular basis throughout the year as well

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

Research faculty: non-applicable; otherwise, information posted at the following link is used:

<http://www.colorado.edu/facultyaffairs/deskref/part4differentiatedwork.htm>

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.

NTTF: academic/instructional evaluations are conducted in the respective school or college

Research faculty: information is posted at the following website every year:

<http://www.colorado.edu/VCRsearch/researchfaculty/index.html#salary>

2. How frequently are these evaluations conducted? yearly
3. Are there policies and procedures for promotion within and between appropriate title categories? If so, please summarize them.

Institutes on the Boulder Campus have career tracks within each organization.

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?
95%
(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? Yes – posted on the website, as referenced in #1-B, as well as reference to compensation policy, posted at <https://www.cu.edu/regents/Policies/Policy11B.htm>

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? Research faculty opportunities are funded by respective grants
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? Merit Increase and/or promotion
3. Are there policies and procedures for addressing grievances by NTTF? If so, please summarize them. Research faculty – only grievances which are a result of discrimination or harassment

Non-Tenure-Track Faculty Report

University of Colorado

School of Journalism and Mass Communication

Spring 2010

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 2010 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 dean conducts the search and presents the top candidate to the fulltime faculty. If the faculty judges the top candidate acceptable, the dean offers a contract letter, which is ultimately signed by the new employee, the dean and the associate 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, the School 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 Standing Annual Evaluation Committee 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 dean. 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 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 the SJMC's Policies and Procedures Manual. 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. Whenever the School 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 the School's three faculty excellence awards (the Payden award of \$10,000 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. The dean's weekly blog, "Friday Notz," regularly notes the recent accomplishments of both adjunct and fulltime instructors (as well as TTT faculty, students and staff).*

3. Are there policies and procedures for addressing grievances by NTT? If so, please summarize them. *Fulltime and adjunct instructors are all eligible to participate in the School's grievance procedures as outlined in the By-Laws (2009). The School's Faculty Grievance and Ethics Committee 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.*

Non-Tenure-Track Faculty Law School
Report
Colorado Law School
University of Colorado
Spring 2010

Table of Contents

Section A. Titles, Contracts, and Workloads.....	3
Section B. Evaluation and Promotion.....	4
Section C. Compensation and Benefits	6
Section D. Professional Development, Recognition, and Grievance	7
§1-5-5 Clinical Faculty Appointments.....	8
Colorado Rules of Professional Conduct: RULE 1.2. SCOPE OF REPRESENTATION AND ALLOCATION OF AUTHORITY BETWEEN CLIENT AND LAWYER	12
<i>COMMENT</i>	12
Colorado Rules of Professional Conduct: RULE 1.3. DILIGENCE.....	16
<i>COMMENT</i>	16
APPOINTMENT, EVALUATION, AND PROMOTION OF LECTURER AND INSTRUCTOR RANK FACULTY	18
Faculty Development Policy and Supplemental Funding.....	23

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. *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 vary 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 library 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.
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 $\geq 50\%$ 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. 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 one year. After her or his first year of service, upon successful evaluation, an Assistant Clinical Professor is eligible for reappointment to one or more terms not to exceed two years in length. 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 a new appointment at the rank of Associate Clinical Professor only after having completed at least three years of service as an Assistant Clinical Professor. One or more years of credit towards the three-year service period may be allowed on initial appointment for prior university teaching or other comparable experience of such faculty member. Should an Assistant Clinical Professor be granted a new appointment, she or he will assume the rank of Associate

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.

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 be 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

Source: Dean's Office
Approved: Dean David H. Getches
Effective: May 1, 2005

Introduction

This policy has been developed to provide guidance, procedures and requirements concerning Faculty Development (FD) funding and Supplemental (FDS) support awarded to regular Law School faculty.

General Policy – Faculty Development (FD)

1. Eligibility:
Full-time, regular faculty (9-month) with the following job titles:
Professor, Associate Professor, Senior Instructor*, and Instructor*
Library Director
Clinical Faculty – Attorney classification (Legal Aid Clinic)
Assistant Dean for Student Affairs & Professional Programs

*Instructor job title must be accompanied by a multi-year appointment.
2. Purpose:
These funds are awarded to support professional growth and development by faculty.
3. Process:
Each eligible faculty member will be allocated up to \$1,500 per fiscal year.
Allowable expenditures include such items as:
 - Professional membership dues (e.g., ABA, CBA, etc.) and licensing fees
 - Legal materials
 - Travel, registration, and related expenses for scholarly conferences or workshops such as CLE and CBA programs, or for research.
 - Copies of scholarly articles, not self-authored¹.
 - Additional Student hourly workers (Law research assistants) above normal allocation.

Items that are NOT eligible under this policy include:

- Donations & late fees to professional (membership) organizations
- Supplements to Faculty computer Purchasing Program (FCPP) are discouraged; however, requests can be reviewed by the Technology Committee.

Purchases made with faculty development funds will be handled by faculty assistants. The procedure involved:

¹ Self-authored article reprints are paid through Law - Instruction

- a. Filling out a **green** faculty development form and submitting to faculty assistants for purchase of item or travel arrangements.
- b. Bi-monthly reports on expenditures will be sent to the faculty assistants in order to track balances in each faculty member's account.
- c. If a faculty member exceeds his/her annual allocation, that faculty member may submit any further expenditure proposals directly to the dean. If approved, fill out a **yellow** faculty development *advance* form.

4. End of Year Balances:

If faculty members do not spend all of the \$1,500 allocated to them, then

- Up to \$750 will roll forward.
- Negative balances will roll forward in their entirety.

General Policy – Faculty Development Supplemental (FDS)

1. Eligibility:

Full-time, regular faculty (9-month) with the following job titles:
 Professor, Associate Professor, Senior Instructor*, and Instructor*
 Library Director
 Clinical Faculty – Attorney classification (Legal Aid Clinic)
 Assistant Dean for Student Affairs & Professional Programs

*Instructor job title must be accompanied by a multi-year appointment.

2. Purpose:

Supplemental funding is awarded for research and scholarship related activities on behalf of the Law School by faculty.

3. Process:

In order to apply for funding, faculty need to submit a memorandum outlining the request to Associate Dean, Dayna Matthew for consideration. Eligible uses include:

- Travel, registration, and related expenses for attendance at the AALS Annual Meeting to present a paper, participate in a panel discussion or serve in the capacity of a section or committee chair. (Up to \$1,500)
- Travel, registration and related expenses for faculty members presenting a research paper at a scholarly or professional conference where costs are not covered.
- Funding for “New Law Projects” to assist faculty in initiating new research and fundraising for these projects. For example, uses may include funds for the costs associated with preparing a grant application, research assistance for a pilot study, consultations with experts, etc.

Items that are NOT eligible under this policy include:

- Attend conferences where faculty member is not a presenter or chair
- Set up on List server

After receiving approval from the Associate Dean, purchases made through faculty development supplemental funds will be handled by faculty assistants. The procedure involves:

- a. Filling out a **blue** faculty development supplemental form and submitting to faculty assistants for purchase of item or travel arrangements.
- b. Bi-monthly reports on expenditures will be sent to the faculty assistants in order to track balances in each faculty member's supplemental award.
- c. No proposals will be funded after May 1

General Policy – Small Sections (SS) & Seminars

1. Eligibility:
Full-time, regular *teaching* faculty with the following job titles:
Clinical Faculty – Attorney classification (Legal Aid Clinic)
Library Director

*Instructor job title must be accompanied by a multi-year appointment.

2. Purpose:

This limited funding of up to \$100 is to assist with the introduction of first year students to the Law School. This policy will allow faculty, who are teaching small sections of first year classes (approximately 35 students) and faculty, who are teaching seminars (approximately 12-15 students), whose focus is the extensive review of written works to produce a final paper, the opportunity to interact and develop relationships in an informal setting. This is intended to be used when a faculty member and a group (minimum of three (3) students) meet for coffee, lunch, end of semester gathering etc. The intent is to develop quality relationships among faculty and students.

3. Process:
In order to apply for the funding, submit a request to Associate Dean, Dayna Matthew prior to the event for approval. If more than \$100 is spent on the event, an official function form needs to be filled out and signed prior to the event. (Faculty Assistant can process these forms.)

Purchases not eligible under this policy are:

- Alcohol

Purchases made through faculty development small section funds will be handled by faculty assistants. The procedure involves:

- a. Filling out a **lilac** faculty development small sections form, attaching it along with the receipt(s), and submitting the packet to the faculty assistants for reimbursement through the payment voucher system.

Section A. Titles, Contracts, and Workloads

1. *What titles are in use for NTTF?*
 - Senior instructors with four year appointments
 - Senior-instructors pre-tenure
 - Instructors
 - Lecturers
 - Scholar-in-residence

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 four-year appointments are formally reviewed two years prior to the end-date of their contract, i.e., 2009-2010 for a contract with an end date of 2011. Notices to the employee and to first and second-level supervisors are sent by Administrative Services (Dean's Office) in the fall of the reviewing year. The employee is requested to submit a current vita, updated FERPA, and a short self-evaluation of the highlights of professional career during current appointment period. Faculty member may also submit examples of publications and letters from faculty members outside the Libraries. All materials are to be submitted to the chair of the University Libraries Promotion and Reappointment Committee. Supervisors are asked to write a letter evaluating person's librarianship. The Libraries Promotion and Reappointment Committee reviews the materials and makes a recommendation to the Dean.

Senior instructors with two-year pre-tenure appointments are formally reviewed during the second year of their contracts. Notices to the employee and to first and second-level supervisors are sent by Administrative Services (Dean's office) in the Spring of person's first year of appointment. The employee is requested to submit to the Tenure Committee a current vita and self statements on librarianship, scholarly activities, and services. The first and second level supervisors 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 new two-year contract.

Instructors with multiple year appointments—Formal review for renewal of contract is initiated by the supervisor or head of department during the last year of person's contract and renewal is determined by the Dean together with his Cabinet. Review of annual evaluations is used in this process.

Lecturers and scholars-in-residence with one-year renewable appointments—Formal review for renewal of contract is initiated by the supervisor or head of department a few months

before the end of the person's contract. Renewal is determined by the Dean together with his Cabinet. 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

Instructors—currently one hundred percent librarianship but changing with next renewal to eighty percent librarianship and twenty percent service

Scholars-in-residence-- eighty percent librarianship and twenty percent service

Lecturers—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, 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 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.*

There are policies and procedures in place for promotion from instructor to senior instructor, but the last time these were implemented was 2001-2002. The Libraries at this time has no instructor for whom such a promotion would be appropriate. The procedure is similar to that for review of contract for four-year reappointments of senior instructor, i.e., notices to the employee and to first and second-level supervisors are sent by Administrative Services (Dean's Office) in the fall of the reviewing year. The employee is requested to submit a current vita, updated FERPA, and a short self-evaluation of the highlights of professional career during current appointment period. May also submit

examples of publications and letters from faculty members outside the Libraries. All materials are to be submitted to the chair of the University Libraries Promotion and Reappointment Committee. Supervisors are asked to write a letter evaluating person's librarianship. The Libraries Promotion and Reappointment Committee reviews the materials and makes a recommendation to the Dean.

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 attend a benefits orientation at Payroll and Benefit Services. Links to such information are provided to them at the time of hire.

Section D. Professional Development, Recognition, and Grievance

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

Senior instructors are given the same scholarly support allocation (currently \$1200/FY) as TTF to use for conference attendance and other scholarly activities. Lecturers and instructors are granted \$500/FY in scholarly support. 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 the 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.*

There is a University Libraries Appeals Committee that facilitates 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, utilizing procedures that are in conformity with current University grievance procedures. 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.

Non-Tenure Track Faculty Report
University of Colorado
College of Music
24 February 2010

The College of Music employs the general criteria and procedures for appointment, reappointment, promotion, tenure and periodic evaluation of non-tenured and tenured faculty are 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, and Instructor for Non-Tenure-Track faculty. The 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 which 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. The Instructor, Scholar-in-Residence, and Artist-in-Residence faculty appointments are typically for 1-4 years, and individual contracts are reviewed in the last 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, Scholar-in-Residence, and Artist-in-Residence faculty undergo an annual evaluation. NTTF Instructors are required to submit an annual Faculty Report on Professional Activity (FRPA) which is reviewed by the Department Chairs and the Dean. An evaluative commentary in the areas of Teaching, Professional Activities, and Service is provided by the Dean. This evaluation process and the rating is 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 can be promoted to Assistant Professor, tenure track, only under one of the following two conditions:

1) Instructor applies for and is offered the position, in the course of a national search for Assistant Professor, tenure track.

2) 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 the request, and, if the vote is positive, the request is forwarded by the Dean of the College to the Vice Chancellor for Academic Affairs.

3) 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, 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. 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 listserve, and at the department level. NTTF's 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, including NTTF's with regard to any workplace issues and concerns.

December 15, 2011

Instructor Appointment Guidelines

Effective with the 2011-2012 academic year, A&S will standardize its instructor rank appointments and reappointments around the following principles.

A full time workload (100% FTE) will be considered the equivalent of teaching four 3-credit courses per semester, while engaging in modest service to the primary unit. Modest service will be defined as 5% time, or about 2 hours per week. Part-time appointments will be prorated from this full time workload definition.

We anticipate three basic formulations of 100% FTE appointments:

- A. 4 + 4 teaching + 5% documented service = 100% FTE
- B. 4 + 3 teaching + 15% documented service = 100% FTE
- C. 3 + 3 teaching + 25% documented service = 100% FTE

Service equivalent to 25% of the workload assignment will be considered to be that which can be equated with the work associated with preparing for, teaching and grading one 3-credit course each semester. Service equivalence to 15% of the workload assignment will be considered to be roughly half of that 3-credit course equivalency. Service assignments for types B & C appointments will have to be described and agreed upon with the divisional dean at the time of appointment, and will be assessed both in terms of quality and time commitment at time of reappointment. Compensation for new instructor appointments will be set by the dean and chair/director. We anticipate new appointments of type A to be compensated about 5% higher than type C new appointments.

For those faculty currently on 3 + 3 + 25% service appointments but for whom 25% service is not available for assignment at time of reappointment, the college will work with the primary unit to assign meaningful service at either the primary unit or college levels. As examples, these assignments might include department level tutoring, department level outreach activities, retention work with at-risk students, or transfer credit evaluation. Those faculty who do not wish to assume service responsibilities but whose teaching performance during the last appointment period meets the criteria for reappointment will be offered reappointment at a prorated percent time and rate of pay.

Academic year overload teaching policies have been discussed by the A&S chairs and directors who have elected to adopt the following overload standards (summer teaching exempted):

Appointment type A.	0 + 0 overload teaching
Appointment type B.	0 + 1 overload teaching
Appointment type C.	1+1 overload teaching

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

UCCS has been extremely committed to improving the professional lives of NTTF on campus over the past two years. Campus leadership consistently endorsed, approved and implemented quality improvement initiatives for NTTF. Examples include standardized letters of continuation for full time Instructors delivered early in the summer, standardized promotion amounts for the Instructor to Senior Instructor promotion and extensive support for the Faculty Representative NTTF Committee's *NTTF Rights and Responsibilities* document which is set to become campus policy. Additionally, UCCS has significantly increased the number of full time NTTF while holding the lecturer ranks steady—an indication of the willingness of campus leadership to make commitments to professional full time positions. As a result of the unwavering support of campus leadership, the most significant change might well be in the attitudes regarding NTTF across campus. In general the leadership of colleges on campus has an increased appreciation for the professional nature of NTTF. Additionally, college leaders have become more willing to tackle NTTF issues and create lasting resolutions to ongoing problems such as work load, promotion and evaluation. The following summaries for the Campus and each College detail some of those steps.

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. The graduate faculty have identified Appointment, Re-Appointment and Promotion criteria for the Clinical teaching Track.

College of Education:

Since the College of Education has had a leadership transition over that last two years little has been changed. However, in Spring of 2012 the Dean and Associate Dean will have a meeting with the College of Education non-tenure track faculty to review the campus-wide Rights and Responsibilities document, discuss the priorities for the College of Education, and develop an action plan. This spring the College of Education will abide by the established guidelines for renewing NTTF for the following year (2012-2013).

College of Engineering and Applied Science:

The EAS College has created a new policy for promotion to Senior Instructor and instituted a 20% service policy for all full-time instructors.

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 completed and is under review in preparation for approval at the LAS Spring Meeting.
- English department has implemented a department-level NTTF committee.
- Chemistry department implemented a standardized format for annual evaluation of non-tenure track faculty.
- LAS implemented a Dean's Instructor Review Committee for merit evaluations for Instructors and Senior Instructors.

Campus Activities

- Comprehensive *NTTF Rights and Responsibilities* document has been completed. This document includes guidance for Colleges, Deans, Department Chairs and campus leadership regarding all facets of NTTF. Additionally, the document includes a grievance procedure for NTTF. The document has been reviewed at various levels of campus leadership with the intention of implementing the contents as Campus Policy in Spring of 2012.
- Standard promotion amount from Instructor to Senior Instructor has been instituted for the campus. Amount is currently set at \$3,000 and will increase in lock-step with TT promotion money increases.
- An open forum was held to gather input on the *Rights and Responsibilities* document and other issues regarding NTTF.
- NTTF committee bylaws were written and approved by Faculty Representative Assembly.
- Designed and set up an NTTF website which is still under construction.
- Separate break-out Session for new NTTF conducted every fall as part of New Faculty Orientation.

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	69.445
Senior Instructor	75	67.89
Clinical Instructor	2	.8
Assistant Professor-Clinical	5	5
Professional Research Assistant	2	1.6
Senior Professional Research Assistant	2	1.6
Research Associate	1	.5
Senior Research Associate	4	4
Research Instructor	1	.8
Assistant Professor- Research	2	.9
Professor-Research	1	.11
Lecturer	295	37.87

Beth-El College of Nursing and Health Sciences

Title	Headcount	FTE
Instructor	16	12.46
Senior Instructor	3	3
Assistant Professor – Clinical Teaching Track	4	4
Instructor – Clinical Teaching Track	2	.8
Instructor – Research Track	1	.8
Lecturer	39	3.91

College of Business and Administration

Title	Headcount	FTE
Instructor	4	2.3
Senior Instructor	7	6
Lecturer	49	6.7

College of Education

Title	Headcount	FTE
Instructor	8	4
Senior Instructor	6	5.1
Lecturer	40	4.7

College of Engineering and Applied Sciences

Title	Headcount	FTE
Instructor	4	3.5
Senior Instructor	3	3
Lecturer	30	3.623

College of Letters, Arts and Sciences

Title	Headcount	FTE
Instructor	47	42.455
Senior Instructor	51	46.39
Assistant Professor-Clinical	1	1
Professional Research Assistant	10	8.3
Senior Professional Research Assistant	2	1.6
Research Associate	1	.5
Senior Research Associate	4	4
Assistant Professor-Research	2	.9
Professor-Research	1	.11
Lecturer	149	19.38

School of Public Affairs

Title	Headcount	FTE
Instructor	3	2.1
Senior Instructor	2	2
Lecturer	5	.5

Kraemer Family Library

Title	Headcount	FTE
<i>Lecturer</i>	<i>1</i>	<i>.14</i>
<i>Instructor</i>	<i>2</i>	<i>2</i>
<i>Senior Instructor</i>	<i>2</i>	<i>2</i>

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. Contracts for lecturers are initiated and reviewed every semester.	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 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 is discussed at annual review, but no letter is sent.
Library	NTTF titles are assigned dependent on position duties and responsibilities and length of time position is needed. Lecturers receive letter of offer. Dean selects and extends offers using a campus template available on the HR website.	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 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 in dean's office) specify 4/4 teaching load is full-time; Instructors and Senior instructors: 80% teaching, 20% 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. Evaluation and Promotion

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 governs process for annual merit evaluation for all full-time faculty;

		college committee assigns ratings based on self-evaluation and chair evaluation, dean reviews. 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, dean reviews. Starting with the review of CY 2010, a college-level review committee of instructors also reviewed them.
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 'converted' to instructors based on teaching	Practice documented in dean's office: chair recommends based on exemplary service to

	load or selected in search for open position	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. Policy currently under review.
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: \$32,000-54,878	I: \$74,800	I: \$40,000-83,200 SI: \$55,077
Business	\$900-1,222	I: \$46,400-49,536 SI: \$47,360-79,037		
Education	\$833	I: \$37,000-\$41,926 SI: \$43,774-\$47,442		
Engineering	\$833-1,667	I: \$43,260-56,591 SI: \$50,147-73,237		

LAS	\$786-1,333	I: \$31,722-51,000 S: 34,722-54,107	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: \$33,120-\$44,058 S: \$41,159-51,850		
Library	\$20/hr	S: \$87,740-91,900		

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 faculty room	Have individual offices; Chair would handle 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 individual 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 would handle 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 \$1,000 per year regardless of TT status
Engineering	Opportunity to attend department, college and campus	Opportunities available at both department and college level, but no dedicated funding set

	events	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	Dean's office and department chairs
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

Section E: Additional Questions

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 department and college affairs.	Instructors are provided opportunities to participate in department and college affairs.

Engineering

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

Title	2010		2012	
	Headcount	FTE	Headcount	FTE
Instructor	99	84.22	83	69.445
Senior Instructor	40	33.66	75	67.89
Clinical Instructor/Sr. Instructor	8	6.8	2	.8
Assistant Professor-Clinical	2	2.0	5	5
Professional Research Assistant	7	4.8	2	1.6
Senior Professional Research Assistant	8	5.6	2	1.6
Research Associate			1	.5
Senior Research Associate			4	4
Research Instructor	1	1.0	1	.8
Assistant Professor- Research	2	1.5	2	.9
Professor-Research			1	.11
Lecturer	301	37.1	295	37.87

Beth-El College of Nursing and Health Sciences

Title	2010		2012	
	Headcount	FTE	Headcount	FTE
Instructor	8	6.41	16	12.46
Senior Instructor			3	3
Assistant Professor – Clinical Teaching Track			4	4
Instructor – Clinical Teaching Track	7	6.2	2	.8
Senior Instructor – Clinical Teaching Track	1	.6		
Instructor – Research Track	1	1.0	1	.8
Lecturer	54	7.3	39	3.91

College of Business and Administration

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

College of Education

Title	2010		2012	
	Headcount	FTE	Headcount	FTE
Instructor	10	6.2	8	4
Senior Instructor	4	3.5	6	5.1
Lecturer	43	5.1	40	4.7

College of Engineering and Applied Sciences

Title	2010		2012	
	Headcount	FTE	Headcount	FTE
Instructor	5	4.5	4	3.5
Senior Instructor	1	.75	3	3
Lecturer	18	2.0	30	3.623

College of Letters, Arts and Sciences

Title	2010		2012	
	Headcount	FTE	Headcount	FTE
Instructor	67	59.18	47	42.455
Senior Instructor	27	24.56	51	46.39
Assistant Professor-Clinical	2	2.0	1	1
Professional Research Assistant	7	4.8	10	8.3

Senior Professional Research Assistant	8	5.6	2	1.6
Research Associate			1	.5
Senior Research Associate			4	4
Assistant Professor-Research	2	1.5	2	.9
Professor-Research			1	.11
Lecturer	144	17.7	149	19.38

School of Public Affairs

Title	2010		2012	
	Headcount	FTE	Headcount	FTE
Instructor	2	2.0	3	2.1
Senior Instructor	1	1.0	2	2
Lecturer	13	1.5	5	.5

Kraemer Family Library

Title	2010		2012	
	Headcount	FTE	Headcount	FTE
<i>Lecturer</i>			1	.14
<i>Instructor</i>			2	2
<i>Senior Instructor</i>	2	2	2	2

Non-Tenure-Track Faculty Report
University of Colorado Denver
Spring 2012

Preface

For the past decade, 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.

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 2010 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. Where possible, changes since the 2010 report are highlighted.

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?

UC 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 2011 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. Workloads for Instructors, Senior Instructors, Clinical Teaching Track faculty members, and Lecturers are often specified, especially in schools and colleges on the Denver campus. 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 of the schools and colleges provided updates or new details in their answers to this question (as compared to two years ago); see, for example, the reports submitted by Engineering and Applied Science; Liberal Arts and Sciences; and Public Health.

Since submitting the Spring 2010 report, 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 and colleges 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.

There are two relevant policies for faculty members on the Denver campus. The *Instructor and Senior Instructor Annual Performance Review* policy (<http://www.administration.ucdenver.edu/admin/policies/DDC/faculty/Instructor%20and%20Senior%20Instructor%20Annual%20Review.doc>) requires annual reviews for Instructors and Senior Instructors. The policy entitled *Lecturer, Adjunct Faculty, Adjoint Faculty, and Attendant Rank Faculty Performance Review* (<http://www.administration.ucdenver.edu/admin/policies/DDC/faculty/NonTenure%20Track%20Teaching%20Faculty%20Review.doc>) calls for periodic reviews, defined as every three years unless the primary unit determines that earlier reviews are appropriate or necessary. The Deans on the Denver campus are reminded about these policies every year.

The two policies referenced above are currently being integrated into one new policy statement, *Non-Tenure Track Faculty Performance Reviews*, that will apply to both the Denver and Anschutz Medical campuses. It has been reviewed by relevant groups on both campuses, and awaits a final review by campus administrators; once approved, it will replace the two current policies that previously applied only to the Denver campus.

See the reports in Appendices B – O for specific answers to this question. In general, there have not been any substantial changes to the answers that were submitted by the schools, colleges, and libraries two years ago.

2. How frequently are these evaluations conducted?

Most of the individual school/college/library reports (Appendices B – O) indicate that NTTF are evaluated annually.

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

Answers provided by the schools/colleges/libraries varied. Some units reported clear descriptions of procedures and criteria for ranks within title series (e.g., Medicine; Nursing; Public Health; both Libraries; and Public Affairs for the Clinical Teaching Track and Research titles series).

A few units reported new details for 2012 in answer to this question (e.g., Dental Medicine; Liberal Arts and Sciences; Public Health) and Architecture and Planning noted that they are finalizing a new policy. See the individual reports for details.

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., at new employee orientations; in discussions with chairs or other administrators; by information sent from the school/college/library administration; by information provided on websites, in letters of offer, and in faculty/staff handbooks. Very few changes were noted since 2010, although new details were provided by Liberal Arts and Sciences and by Public Affairs.

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 NTTF. NTTF are included in all professional development notices and invitations sent to faculty—such as messages about workshops, seminars, classroom observations and annual Faculty Development Grants. The CFD also has developed ways to reach NTTF electronically, including a CFD website page dedicated specifically to NTTF. The website contains extensive links to information regarding all aspects of teaching and an online assessment tutorial specifically aimed at NTTF. In addition, 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 orientation.

The CFD also assists the schools, college, and library at AMC with assistance for NTTF, as requested (e.g., workshops on special topics), and routinely invites the AMC faculty members to opportunities offered at the Denver campus.

As can be seen in the reports in Appendices B – O, a variety of supports and opportunities are made available within schools, colleges, and libraries. Examples include: seed funding; travel funds; professional development workshops, seminars and demonstrations; internal grants for curriculum development or other professional development purposes; and information and advice sent via newsletters or posted online.

Generally, the 2012 reports did not include substantial changes since 2010.

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 Liberal Arts and Sciences, which nominates three faculty members for each award) and the library nominates a faculty member for the service award. Faculty committees, comprised of the nominees and

winner 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.

Beginning in spring 2010, a new Denver campus award, the “Provost’s Award for Excellence in Practices Related to NTTF,” was instituted; 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. The spring 2010 award was presented to the Psychology Department. The Business School won the spring 2011 award.

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. The 2012 information is generally the same as that presented in the 2010 reports.

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 tend to have access to the same grievance procedures as tenured and tenure-track faculty members. Some reports included updates since 2010 (e.g., Auraria Library; Dental Medicine; Health Sciences Library; Liberal Arts and Sciences; Nursing).

Appendices

- Appendix A: Non-Tenure-Track Faculty List for UC Denver
- 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

Appendix A: Non-Tenure-Track Faculty List for UC Denver

Non-Tenure Track Faculty

By College by Job Code

As Reported to IPEDS

Fall 2011

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	8
Business	1105	INSTRUCTOR	16
Business	1419	LECTURER	38
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	7
Education	1105	INSTRUCTOR	19
Education	1211	CLINICAL PROFESSOR (C/T)	1
Education	1212	CLINICAL ASSOC PROFESSOR (C/T)	2
Education	1213	CLINICAL ASST PROFESSOR (C/T)	3
Education	1301	PROFESSOR-RESEARCH	1
Education	1303	ASST PROFESSOR-RESEARCH	2
Education	1311	RESEARCH SENIOR INSTRUCTOR	1
Education	1401	VISITING PROFESSOR	1
Education	1419	LECTURER	109
Engineering	1104	SENIOR INSTRUCTOR	5
Engineering	1213	CLINICAL ASST PROFESSOR (C/T)	2
Engineering	1302	ASSOC PROFESSOR-RESEARCH	1
Engineering	1304	RESEARCH INSTRUCTOR	1
Engineering	1311	RESEARCH SENIOR INSTRUCTOR	1
Engineering	1419	LECTURER	36
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's Assistant Director of Budget and HR Services uses the appropriate Human Resources template for the letter of offer; the Dean signs; the Employee signs; the signed letter is sent to the Personnel Matters Report. TTF contracts have additional levels of review and approval.

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 (e.g., Associate Chair). Workloads for adjunct faculty are also specified but may vary from one adjunct to another.

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 is finalizing a new comprehensive policy for evaluation of all TTF and NTTF positions.

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.

Same document as in B.1., above.

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.”)

50%

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 university’s website.

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. **All three associate chairs in the college are NTTF, with extra compensation and reduced teaching loads.**
 - b. **Professional development money is available for instructors and senior instructors on a pro-rated basis.**
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 the college, 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 and Media Report

Section A. Titles, Contracts, and Workloads

1. What titles are in use for NTTF?

Senior Instructor
Instructor
Lecturer

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

Procedures are in place. CAM has developed a multi-layer review process. Once a need is determined in a department, the Department Chair contacts CAM's Assistant Dean for Budgets and Administration Services who works with campus HR to post the opening on Jobs at CU and HigherEdJobs. Some potential NTTF hires have an informal discussion with the Department Chair and/or Area Head to discuss anticipated openings and preferred qualifications. These candidates are subsequently directed to CAM postings at Jobs at CU. Other applicants learn about openings through HigherEdJobs, which redirects applicants to Jobs at CU.

After the position has been posted for a week, CAM's Assistant Dean for Budgets and Administrations Services extracts from the system the application documentation and forwards it to the Department Chair for review. The Department Chair and Area Head review the applicant pool for minimum and preferred qualifications, select their choice(s), and conduct reference checks. If there is a viable candidate(s) these are proposed to the Executive Committee for discussion and recommendation to the Dean. Pursuant to the Dean's approval, CAM Human Resources contacts the candidate to begin the process for hire.

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

In CAM, we identify Senior Instructor/Instructor workloads, as 1 FTE equals 24 credit hours per academic year. Load relief may be approved for programmatic needs.

Lecturers teach up to 6 credit hours per semester.

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 and Senior Instructors undergo an annual review.

Instructors 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.

Lecturers are reviewed annually in the spring by Area Heads. Documentation requested and collected includes updated resume, FCQs, and syllabi.

Area Heads and Department Chairs review instructor and lecturer syllabi and FCQs every semester. 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.

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 Orientation, CAM Faculty Professional Development Sessions, and CAM convocation.

CAM Faculty Orientation

The Orientation Sessions address such things as academic policies, syllabi creation, use of Black-Board in teaching, resources available from the College and University, and provide a “who’s who” of College personnel so that auxiliary faculty know whom to turn to when they have questions.

CAM Faculty Professional Development

CAM has developed an annual series of professional development sessions that are designed to serve all CAM faculty. Complementing the programs delivered by CU Denver’s Center for Teaching and Learning Excellence, CAM faculty as mentors and experts and conduct sessions on a variety of topics (e.g., creative assessment of student learning, co-teaching, and use of technology in teaching).

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 teaching 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.

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 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

This is to let you know that I do not see any changes to the Business School report for the NTTF report.

Regards,



Clifford E. Young | Associate Dean of Faculty and Programs

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
 Associate Professor Clinical
 Professor Clinical
 Clinical Instructor
 Clinical Instructor (C/T)
 Clinical Assistant Professor (C/T)
 Clinical Associate Professor (C/T)
 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 its 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, Research Senior Instructor
 - 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):

- 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
- e) A Professional Plan is filled out after employment

The process for hiring lecturers:

- a) Contracts are drafted from the School's load report at least a month 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
- c) All NTTF hires are included in the Chancellor Action reports, which are submitted with copies of the contracts

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 participate in the annual faculty merit review.

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.

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 RTP 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?

Through a UCD and SEHD New Employee Orientation that is held within the first several weeks of the semester, and through the SEHD Faculty/Staff 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 Research Center.

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 of Education Teaching Award for NTTF

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

Appendix H: Engineering and Applied Science 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?

Senior Instructor
Clinical Assistant Professor (C/T)
Assistant Professor-Research
Lecturer

CEAS currently has six senior instructors (4 full-time, 1 half-time, and 1 at 80% time); two part-time Clinical Assistant Professors (1 half-time and 1 at 62.5% time); one 70% time Associate Professor-Research; and 33 part-time Lecturers. All NTTF in CEAS are at-will employees and have non-tenure track promotion-eligible status.

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

With the exception of Lecturers, all NTTF in CEAS are evaluated through the annual faculty evaluation process. They are evaluated with the same rating criteria as tenured and tenure-track faculty members, although their weightings are different because they do not have research expectations. The performance of Lecturers is evaluated based on the results of the Faculty Course Questionnaires (FCQs) completed by students each semester. If a Lecturer consistently receives poor FCQs, they are not rehired by the Department.

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

Workloads for all NTTF in CEAS are specified for each job title. The normal teaching load for a full-time Senior Instructor is four courses per semester or eight for the academic year. All Senior Instructors participate in curriculum development and several also participate in service work such as transfer-student evaluation and advising. The teaching load for a full-time Senior Instructor can be reduced if the service activities exceed the equivalent of one course per semester. Workloads for all C/T Assistant Professors are 80-10-10 for teaching, research and service, respectively. The course load for the full-time C/T faculty is “six” courses a year and the part-time faculty course load is prorated. All workloads are clearly specified in the respective contract. Lecturers typically teach one course 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.

With the exception of Lecturers, all NTTF in CEAS are evaluated through the annual faculty evaluation process. They are evaluated with the same rating criteria as tenured and tenure-track faculty members, although their weightings are different because they do not have research expectations. The performance of Lecturers is evaluated based on the results of the Faculty Course Questionnaires (FCQs) completed by students each semester. If a Lecturer consistently receives poor FCQs, they are not rehired by the Department.

2. How frequently are these evaluations conducted?

All evaluations in CEAS are conducted annually.

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

Instructors in CEAS are eligible for promotion to Senior Instructors after a period of 5 years of satisfactory performance. C/T faculty promotions are the same as tenured and tenure-track 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?

All Senior Instructors and C/T Faculty in CEAS are eligible for University of Colorado benefits, when the appointment is for no less than 50%.

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 available at the CEAS office. Additionally, all new faculty members are invited to campus and college orientation sessions, where all materials are provided.

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 within CEAS will provide travel funds for NTTF to attend professional meetings, when funds are available. NTTF are encouraged in CEAS to actively participate in the generation of grant/research proposals for external funds. All NTTF faculty have the same access to graders/TA's as tenure and 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?

Outstanding NTTF in CEAS can be nominated and receive outstanding awards as all other tenure and tenure-track faculty.

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

The grievance policy for NTTF in CEAS related to annual evaluation results and salary increases is identical as the policy for tenured and tenure-track faculty members. The grieved NTTF appeals to the affected Department evaluation committee and subsequently to the CEAS college-level grievance committee, and eventually to CEAS Dean, if not resolved at the department level.

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 of 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 houses 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 5 classes per semester. A few instructors have contracts that specify some service and reduced teaching. 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 Affairs
Cheryl Welch, Director, Office of Faculty Affairs

Date: January 5, 2012

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 Research Professors) 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 and Research Professor 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 faculty members, including Instructors, Senior Instructors and Research Professor faculty, 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 2,637.

- The number of active Instructors and Sr. Instructors who hold MD, DO or PhD degrees is 364 (14% of the total number of active faculty).
- The total number of active faculty in the Research Professor series is 99.

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. The DOMINO data base, and the comparable Department of Pediatrics FIDO database, are used by all SOM faculty

members and their departments to track annual evaluations, includes performance evaluations for NTT faculty. Over the past 12 months, DOMINO was implemented throughout the SOM, ensuring 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, nine Assistant Research Professors have applied for promotion to the rank of Associate Research Professor, and three Associate Research Professors have applied for promotion to the rank of Research Professor; of these, 100 % achieved promotion.

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, 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. Altieri, Ph.D., Dean

Date: December 19, 2011

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, PROMOTION, AND TERMINATION OF NON-TENURE TRACK FACULTY

**Adopted by resolution of the
SPA Faculty Council
January 22, 2009**

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), as defined in Regents Policy 5-L:

- a. Research faculty: Titles in this series are reserved for faculty members who are involved primarily in research but who also are involved in instruction. Within this series are the following titles:
 - 1) Research instructor
 - 2) Research senior instructor
 - 3) Research assistant professor
 - 4) Research associate professor
 - 5) Research professor
- b. Clinical teaching (C/T) faculty: Faculty members who engage in a broad range of teaching and clinical activities, with limited research and scholarly activities, will be given a title within the C/T faculty series. Within this series are the following titles:
 - 1) Instructor, C/T track
 - 2) Senior instructor, C/T track
 - 3) Assistant professor, C/T track
 - 4) Associate professor, C/T track
 - 5) Professor, C/T track

II. **Minimum Qualifications.** All appointments to non-tenure 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 at the undergraduate level who have attained the appropriate promotion criteria.
- c. Assistant professor: Assistant professors should have an appropriate terminal degree or its equivalent, plus some successful teaching experience. They should be otherwise well-qualified to teach at the undergraduate and graduate levels and possess qualifications for research and/or clinical activities in the field.
- d. Associate professor: Associate professors should have an appropriate terminal degree or its equivalent, considerable successful teaching experience, and promising accomplishment in research and/or clinical activities.
- 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 graduate education and/or 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 teaching, research and/or clinical activities, and service.

III. Appointment. The appointment of a candidate to a NTTF position shall occur using the following process:

- a. The Dean shall appoint a Search Committee to engage in the search process and present candidates to Faculty Council with evidence of their qualifications.
- b. In the event the Dean chooses to waive the search process after consulting with faculty and in accordance with applicable waiver procedures, the Dean or his/her designee will present candidates to faculty with evidence of their qualifications.
- c. The faculty will make recommendations to the Dean for appointment.
- d. After consideration of the faculty's recommendation, the Dean will decide whether to extend an offer to one or more of the candidates.
- e. 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. Eligibility to Vote in Faculty Council. Consistent with SPA bylaws, persons holding the NTTF faculty titles covered by this policy have voting rights on all issues before the Faculty Council, except that only tenure-track and tenured faculty may vote on faculty personnel review, tenure decisions, and matters pertaining to RTP policies.

V. Evaluation. Evaluations of NTTF shall be carried out according to this section. The supervisor of the NTTF is responsible for evaluations. In the event that the NTTF does not have a supervisor, the Dean or his/her designee is responsible for evaluations.

- a. 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 planned courses to be taught by the NTTF, and plans for professional development to improve teaching and/or course coverage
 - *Research and/or clinical activities*: Identification of planned research and/or clinical activities, including target outcomes and potential funding sources
 - *Service*: Identification of planned service activities within SPA and the larger university community,

including administrative service, with identified target outcomes

- *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
- b. Annual performance reviews. NTTF receive annual performance reviews from their supervisors based on the NTTF's professional development plan for the year (if applicable) and any other criteria deemed appropriate by the supervisor. These reviews, if approved by the Dean, provide the basis for salary increases through the regular merit process used for exempt professionals.
 - c. Mentoring. NTTF may request the assignment of a professional mentor other than their supervisor.
 - d. 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.

- VI. Promotion.** 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 the Faculty Council for discussion. Upon consideration of the input of the Faculty Council, the Dean shall decide whether to award promotion.
- a. Instructor to senior instructor: This promotion should be considered upon five years after attainment of the instructor position, or earlier if deemed appropriate by the Dean. The candidate should be able to provide evidence of substantial success in teaching at the undergraduate level.
 - b. 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 considerable success in teaching and promising achievement in research and/or clinical activities.
 - i. Criteria for the evaluation of teaching and evidence of attainment shall be guided by Section 2 of SPA's Policies and Procedures for Faculty Evaluation.
 - ii. Criteria for the evaluation of research and/or clinical activities and evidence of attainment shall be guided by Section 2 of SPA's policies and procedures for faculty evaluation, except that the productivity, quality, and impact of research activities may be demonstrated by means other than publication in authoritative

academic venues or subject to peer review. Examples of evidence of attainment include but are not limited to:

1. Successful compliance with the terms of a grant or contract
 2. Successful participation in and/or assistance with professional activities relating to public administration and/or public affairs, in the role of analyst or expert
 3. Publications such as books, book chapters, articles, technical reports, essays, and working papers
 4. Participation in professional conferences relating to public administration and/or public affairs, in the role of analyst or expert
 5. Funding levels obtained
 6. Public recognition and awards
- iii. Criteria for the evaluation of service activities and evidence of attainment shall be guided by Section 2 of SPA's policies and procedures for faculty evaluation insofar as Section 2 addresses service to SPA, the campus, the university, the community, and professional societies and organizations in ways that are not already defined as research and/or clinical activities for the NTTF.
- c. Associate-level professor to full professor. An associate-level professor may apply for promotion to full professor at any time; the normal minimum period for such application is five years subsequent to promotion to associate professor. The associate professor should be able to provide evidence of (a) a record that, taken as a whole, is judged to be excellent; (b) a record of significant contribution to graduate education and/or 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 teaching, research and/or clinical activities, and service. Promotion to this level will generally be reserved for candidates who are truly outstanding.

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

VIII. At-Will Employees. Unless otherwise stated in an individual contract between the NTTF and SPA that provides for a term of appointment that is one year or less, NTTF are at-will employees. Nothing in this document shall be construed as creating a contractual right to any procedure or outcome set forth herein.

IX. 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 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 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 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.

Appendix O: Public Health Report

The Colorado School of Public Health (CSPH) was formed July 1, 2008 and this is the second 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:

Instructor/Senior Instructors

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.

Faculty members at affiliated and partner institutions

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 five 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 NTTF and tenure-track faculty in the requirements for the annual performance evaluation process:

Full time faculty

Annual performance evaluations shall be conducted for all faculty members, in accordance with the University's Administrative Policy Statement – APS "Standards, Processes and Procedures for Comprehensive Review, Tenure, and Promotion"

http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Documents/new%20SPP%20June%202011.pdf

Annual reviews must be conducted by the department chair or designee and must be completed no later than May 1st of each year.

The faculty member's performance in Research, Teaching, Public Health Practice/clinical work, Service, and Scholarship should be considered, along with the assigned workload

and administrative and faculty governance service, as outlined in the Laws of the Regents and as required by the University's administrative policy statement, "Annual Merit Adjustments for Faculty". Each faculty member must receive a copy of his or her evaluation and salary recommendation.

Prior to meeting with her/his Department or Unit Chair, each faculty member prepares, in advance, a summary of the last years' activities in writing in a common format. 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. 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.

Based on these evaluations, a faculty member will be considered for reappointment, promotion. The Department Chair will approve all reappointments and notify the faculty member about the terms and conditions of the reappointment.

Each faculty member shall have access to all performance evaluation documents in his or her file, reports of any departmental committees, and all other information.

Part-time Faculty

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 in the quantity of activity accomplished.

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.

Promotion of Instructors with a terminal degree

Instructors/Senior Instructors will be considered for an Assistant Professor position based on the following criteria: having obtained some independent research funding or having applied for independent funding and received encouraging scores, and having demonstrated the potential for excellence in Teaching, Research, or Public Health Practice and having demonstrated capacity to participate productively in Scholarly Activity. Requests for consideration for Assistant Professor will be submitted by the faculty member to the Department Chair, who follows established procedures. Upon requesting candidacy to Assistant Professor, faculty members must declare their preference to be considered in the Tenure Track, Research Track or Clinical Teaching Track. This decision should be based on the faculty member's future goals and

demonstrated abilities, and on the needs of the School. The Department Chair has final decision-making responsibility for the track to be offered to the candidate.

Promotion of Instructors without a terminal degree

Faculty members in the Instructor/Senior Instructor rank who do not hold a terminal degree in their field are eligible for promotion to Assistant Professor and beyond. The decision rests with the Department Chair in consultation with DAPTCO and department faculty and is on a case-by-case basis. All Instructors are considered eligible for promotion if they meet the criteria.

Eligibility: Fulltime appointment at Instructor/Senior Instructor Rank for five years in the School. Candidates must have a Master's degree. The faculty member must be aware that once promoted to Assistant Professor, 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" as criteria for promotion. 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.

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 NTTF and tenure-track faculty for the promotion process; The CSPH conducts two levels of promotion reviews. The first level, performed by the Departmental Appointments, Promotions, and Tenure Committee (DAPTCO) and the second and school-wide level, performed by the Appointments,

Promotions and Tenure Committee (APT) which is the advisory committee to the Dean of the CSPH.

Promotion Criteria:

a) Clinical /Teaching Track

Promotion from Assistant to Associate Professor

A. Excellence in one of the following:	A N D	B. Meritorious in:	A N D	C. Meritorious in two of the following:
Teaching		Scholarly Activity		Teaching (If not indicated as Excellent in A)
Public Health Practice/ Clinical Activity				Public Health Practice/ Clinical Activity (If not indicated as Excellent in A)
				Service

Promotion from Associate to Full Professor

Excellence in:	A N D	Meritorious in:
Teaching		Service
Public Health Practice/ Clinical Activity		
Scholarly Activity		

b) Research Track

Promotion from Assistant to Associate Professor

Excellence in:	A N D	Meritorious in:	A N D	Meritorious in one of the following:
Research		Scholarly Activity		Service
				Public Health Practice/Clinical Activity

Promotion from Associate to Full Professor

Excellence in:	A N D	Meritorious in one of the following:
Research		Service
Scholarly Activity		Public Health Practice/ Clinical Activity

Promotions for 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.

Adjunct Faculty members with primary appointments at partner institutions (CSU, UNC) will be reviewed for their participation and accomplishments within the context of the School. For promotion to a senior rank they will be reviewed by the APT Committee.

Faculty with secondary appointments in the CSPH will be reviewed by the DAPTCO (if promotion is to senior rank).

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 Faculty Personnel Coordinator 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 new 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?

All faculty members are eligible for the "Excellence in Teaching" annual award, which is voted on by CSPH students.

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.