

# CMCI Personnel Policies and Procedures

Approved November 16, 2016

What follows is a description of the policies and procedures in the College of Media, Communication and Information (CMCI) for personnel cases. Such cases include comprehensive review, promotion to associate professor and/or granting of continuous tenure and promotion to full professor, as well as the appointment, evaluation and promotion of lecturer and instructor rank faculty.

In all aspects, these policies and procedures conform to, and are an expression of, the policies of the University of Colorado and the Board of Regents. Faculty are urged to familiarize themselves with these specific policies. For an overview, as well as the specifics, please see the following:

**Reappointment, Tenure, and Promotion of Tenure Rank Faculty from the University of Colorado Boulder Office of Faculty Affairs:**

<https://facultyaffairs.colorado.edu/faculty/reappointment-promotion-and-tenure/reappointment-of-tenure-rank-faculty>

**Policy 5M: Reappointment (to a tenure-track position), Tenure, and Promotion, from the University of Colorado Board of Regents:**

<https://www.cu.edu/regents/policy-5m-reappointment-tenure-track-position-tenure-and-promotion>

**Academic Affairs Guidelines for the Appointment, Evaluation, and Promotion of Lecturer and Instructor Rank Faculty**

[https://www.colorado.edu/facultyaffairs/sites/default/files/attached-files/lecturer\\_instructor\\_appointment\\_evaluation\\_promotion\\_guidelines\\_2017\\_revisions\\_remediated\\_091917.pdf](https://www.colorado.edu/facultyaffairs/sites/default/files/attached-files/lecturer_instructor_appointment_evaluation_promotion_guidelines_2017_revisions_remediated_091917.pdf)



CMCI encompasses a diverse ecosystem of disciplines with faculty carrying out a broad range of research and creative work. Given this diversity, CMCI's personnel policies and procedures do not attempt to prescribe highly specific sets of expectations for faculty. As specified by Policy 5M of the University of Colorado Board of Regents, that is the job of

each primary academic unit within CMCI. Each one, by necessity, implements its own policies and procedures:

“Primary units develop criteria that explicate the teaching, research and leadership and service expectations for faculty, such as expectations for articles, books, and/or research grants, measures of clinical excellence, etc., in terms of their scholarly field. These primary unit criteria, once reviewed for rigor, fairness and consistency with regent requirements and approved by the dean and vice chancellor for academic affairs, are included in the candidate’s dossier and shall guide evaluation at every level of review.”

But the following college-wide document does serve as an overarching guide. It expresses the values of the college as a whole, focusing on research, creative work, teaching and service. It establishes broad expectations of meritorious and excellent performance for faculty in the conduct of their work at the university. And it lays down the parameters within which each unit may create and evolve its own particular policies and procedures, reflective of the specific nature of each discipline.

As individual units within CMCI develop and evolve their own personnel policies and procedures, they should be guided by the values expressed in the college’s mission statement and six strategic themes:

## CMCI MISSION:

Our college cultivates reflective agents of change, creates new knowledge and fosters forward thinking practices for emergent media, communication and information landscapes.

Our graduates go forth as proactive leaders with the confidence, knowledge and skill to address the humanitarian, social and technological challenges of the 21<sup>st</sup> century.

### Strategic Themes:

- **Inclusive Excellence:** *To develop the College of Media, Communication and Information as a community that is not content to welcome people into its existing values and practices but, rather, seeks to cultivate a genuinely inclusive environment that fully integrates our diversity – race/ethnicity, nation, socioeconomic status, gender, sexuality, ability, age, veteran status, geography and religion, as well as individual perspectives and learning styles.*
- **Academic Excellence:** *To advance the College of Media, Communication and Information as a distinctive and unique academic unit, recognized for innovative*

*teaching, cutting edge scholarship, innovative partnerships and the achievements of its faculty and students.*

- **Creativity and Innovation:** *To advance the College of Media, Communication and Information as an incubator for creating new ideas with a culture that brings them to fruition as innovation – as processes, models, partnerships and products – without fear of risk or failure.*
- **Resource Responsibility and Sustainability:** *The College of Media, Communication and Information is committed to the stewardship of our many resources, the practices of transparency, efficiency and sustainability.*
- **Public Service and Global Citizenship:** *To distinguish the College of Media, Communication and Information as a community of deeply committed leaders whose engagement with the world is an essential component of a holistic education.*
- **A Culture of Integrity, Generosity and Respect:** *To encourage a college culture of integrity, generosity and mutual respect, where diverse views are welcome and trust ensures that all voices are heard and respected. We will build a community that supports and recognizes the range of creative, scholarly, administrative and service work of our members and embraces difference.*

A central tenet of CMCI's personnel policies and procedures is this: The diversity of our disciplinary ecosystem is a strength that can help us achieve our mission and actualize these strategic themes. Just as in a biological ecosystem, it is the web of *connections* that defines who we are and provides resilience. With this in mind, CMCI as a whole values both disciplinary scholarship *and* interdisciplinary creative work and collaborative research that forge new connections between different fields.

CMCI faculty members adhere to a common set of principles in evaluating excellence and meritorious accomplishment in their scholarly lives. Tenured and tenure-track CMCI faculty have a responsibility to engage in research and creative work within their disciplines, and — where considered appropriate and productive — work collaboratively with scholars and artists in other disciplines.

The college values intellectual diversity and tries to support it organizationally. When a faculty member has a joint appointment, CMCI is committed to recognizing and supporting the special circumstances of that appointment. Such support will be attentive to the needs of faculty at their different ranks.

In order to achieve a standard of excellence, faculty members are expected to have research and/or creative work profiles at the national and international level. They are also expected to have developed programs of sustained intellectual and creative activity.

The responsibility to teach is equally important to the role and mission of CMCI and its various departments and programs. For tenured and tenure-track faculty, teaching should be informed by their scholarly and/or creative work. Their intellectual talents should be reflected in all levels and forms of instruction, both graduate and undergraduate.

Finally, CMCI faculty members also serve their primary units, the college, the campus, the larger communities in which the University of Colorado is located and the professional fields their work circulates in. This service comes in the form of activities that enable these communities to benefit from the research and creative activity of the faculty and the students of CMCI.

By necessity, we typically evaluate these activities — research/creative work, teaching and service — separately. But they are, in fact, intimately related. The new knowledge created by a faculty member through research and/or creative work should infuse that person's teaching, as well as service and outreach to broader constituencies. And when the time for promotion to full professor arrives, a faculty member is evaluated on the totality of this work, taken as a whole.

## **Reappointment/Comprehensive Review**

Under Regent Law, reappointment review, also known as comprehensive review, entails an evaluation to determine if the candidate is successfully proceeding toward achieving the requirements of tenure and promotion. It typically takes place at the end of the fourth year. Each primary unit determines the specifics of what constitutes successful progress toward tenure and spells that out in its own policies and procedures.

## **Tenure and Promotion**

After reappointment, a tenure-track faculty member undergoes a mandatory tenure and promotion review, typically in the seventh year.

The most common route to tenure has been excellent scholarly work, and meritorious teaching and service. In CMCI this is also true. At the same time, we value excellence in teaching and seek to keep teaching excellence with meritorious research and service as a real option for a profile at tenure time.

Awarding of tenure within the College of Media, Communication and Information recognizes that a faculty member has attained, and promises to continue to attain, high levels of performance in the intimately connected activities of scholarship and/or creative work, teaching and service.

### **Research/Creative Work Standards:**

The basic standards used by the CMCI disciplines to judge scholarly and creative work do not vary considerably. Even so, the actual materials upon which those judgments of scholarly and creative work are based may differ considerably from unit to unit.

For instance, the quality of work in some fields is typically demonstrated in publications or peer-reviewed conference proceedings. In other fields, a blend of research and creative work may be highly valued.

Some faculty may, in fact, be “hybrids,” producing research in the form of papers, books and the like, as well as professional creative work, such as documentary films or artistic works. Some faculty may produce creative work alone, such as contemporary art installations, journalistic books, digital narratives, multimedia performances, curated exhibitions and/or prominent blogs published in nationally and internationally recognized venues. Still other faculty may be national or international leaders in advancing their fields through the creation of cutting-edge media labs or research labs or experimental learning environments that facilitate cross-disciplinary research and development.

Within some disciplines, publication of scholarly books may be regarded as central to a record of excellence. Others may place equal or even greater emphasis on publication in refereed journals or peer-reviewed conference proceedings. Similarly, some disciplines may quantify productivity in relation to the number and size of grants received for team projects that result in jointly-authored papers that can also be considered evidence of excellence in research. In other disciplines, it may be customary for faculty members to work on their own. In this case, greater value may thus be placed on single-authored books and papers. With this in mind, the frequency of publication may be less in the latter disciplines, although the impact may be as great as in other disciplines where numerous papers are to be expected in any given year.

Books and articles written by faculty of the College of Media, Communication and Information are generally considered to be completed when they are published in peer-reviewed print or online journals, in peer-reviewed conference proceedings or are in galley stage. That is, a publication can be considered finished when all corrections and modifications are complete and have been accepted for publication. Works that are still in the review and revision stage are considered to be works in progress.

Despite the variance in measures of evaluation of these research and/or creative activities, and the college's embrace of a wide range of research and creative work, excellence is generally demonstrated through evaluations made by the faculty member's national communities of peers and upon whom they depend for their reputations.

**Meritorious standard for research/creative work:** In order to be judged meritorious in research and/or creative work, faculty must have established a strong record of accomplishment as judged against the criteria of the primary unit and CMCI.

A meritorious record typically includes most or all of the following, which may be selected, weighted and added according to the standards of the primary unit:

- Regular research activity and/or artistic production
- Sustained development in a line or lines of research going beyond the dissertation
- Intellectual and/or creative originality
- High quality as indicated by publication in scholarly presses, leading trade presses, on-line publication and creative work, and in recognized refereed journals or conferences or similarly prestigious exhibitions, performance venues and curatorial work at the national or international level
- Impact on relevant fields of scholarship and/or artistic production

Additional indicators could include external funding, invitations to publish, perform, exhibit or present ones scholarly or creative work, commissions of new art work, and awards or any other indicators established by the primary unit.

**Excellence standard for research/creative work:** Demonstrated excellence in research and/or creative work must go above and beyond the primary unit's criteria for meritorious accomplishment. It requires accomplishment equivalent to that of the top group of tenured faculty in the discipline at a similar stage of career, here and in comparable departments or programs at other institutions. External review letters play an important role in this judgment.

### **Teaching Standards:**

Within CMCI, teaching also comes in diverse forms. For example, faculty members teach in large lecture classes, small seminars, lab-like settings and studios. They work with students in independent study arrangements and supervise and collaborate with students on research and creative work, at both the undergraduate and graduate level.

Therefore, teaching within CMCI must be evaluated based on a wide variety of criteria that reflect the diversity of instruction.

**Meritorious standard for teaching:** The factors considered in determining whether a faculty member has demonstrated meritorious achievement typically include most of the following, which may be selected, weighted and added to according to the standards of the primary unit:

- The record of the candidate in both undergraduate and graduate classroom instruction
- The quality and quantity of individualized instruction and mentoring the candidate has performed
- Contributions to the curriculum of their primary unit and to CMCI overall
- Thoughtful preparation of course materials and syllabi
- Involvement of students in research and/or creative work activities
- Student evaluations contained in Faculty Course Questionnaires
- Peer evaluations of teaching
- Work with the Faculty Teaching Excellence Program
- Participation in professional pedagogical activities or organizations.

**Excellence standard for teaching:** Excellence in teaching is based on many of the same factors. But a teaching record may be deemed excellent only if it goes both qualitatively and quantitatively beyond excellent classroom teaching, and beyond other standard activities that support classroom teaching. In other words, documenting excellence in teaching requires evidence of significant achievements above and beyond excellent classroom performance.

Relevant indicators of such achievements would usually include a subset of the following:

- Important visiting professorships or artist-in-residence appointments emphasizing teaching activities
- The publication of noteworthy pedagogical papers or books on the theory and/or practice of pedagogy
- Substantial contributions to curriculum development (such as creating new certification or interdisciplinary programs, or developing an unusual number of innovative new courses)
- Receipt of college-wide or campus-wide teaching awards
- Evidence of exceptionally strong performance in individualized instruction of graduate and/or undergraduate students; effective integration of service-learning and community-based activities into coursework; effective teaching in residential academic programs or honors program; significant participation in professional pedagogical organizations; contribution to core/required courses in departments

and/or CMCI with skillful delivery across a range of teaching contexts; or mentoring of graduate instructors

Lastly, primary units may develop other criteria deemed suitable for demonstrating excellence in teaching. Moreover, primary units are free in their own personnel policies and procedures to stipulate which criteria are absolutely required to demonstrate excellence in teaching.

### Service Standards:

Service to the primary unit is expected of all faculty members within the College of Media, Communication and Information. Within CMCI, junior faculty members should contribute to service over the probationary period for tenure. At the same time, the overall commitment to service should be less than for more senior faculty.

**Meritorious standard for service:** Within CMCI, meritorious service may involve some or all of the following:

- Significant service on departmental or university committees recognized by faculty peers as active and significant
- Significant administrative work at an academic center
- Successful external service, such as serving on juries or selection committees, the editorial board of an academic journal, on an advisory board of a professional organization, or as an external evaluator in tenure or promotion cases
- Significant public service or outreach

In all cases, there should be evidence of both quality and quantity.

**Excellence standard for service:** Excellence in service typically means positive, transformative leadership (not just participation) going above and beyond the criteria for "meritorious" and encompassing, in more or less equal measures, the university, the community and the profession. One or more awards for service, especially if the service is external, could constitute strong evidence but is not required.

## Promotion to Full Professor

For promotion to the rank of full professor, the Regents require “a record that, taken as a whole, is judged to be ‘excellent.’” The standards described above for excellence in scholarly work, teaching, and service can provide guidance for what constitutes an overall record of excellence. But as those words — “a record that, taken as a whole” —



suggest, the case for promotion to full professor is more integrative than that for tenure. Evaluations by external reviewers are particularly important here.

In addition, significant service of high quality performed for the university, the profession, and the community, is an expected component of the typical case for promotion to full professor in CMCI. Such service demonstrates that a faculty member has become a leader — within the primary unit, university, and academically relevant discipline.

## **Appointment, Evaluation, and Promotion of Lecturer and Instructor Rank Faculty**

With regard to all matters involving instructors, lecturers and professors of practice, CMCI will follow without modification the policies and procedures of the Office of Faculty Affairs (adopted by the FMCI at the April 24, 2018 all faculty meeting).

### **CMCI Review Process**

Cases coming to the CMCI Personnel Committee from primary units with positive recommendations are assigned to a primary reader who is responsible for making a careful, thorough review of the candidate's dossier. The primary reader then reports a summary of this review to a meeting of all members of the committee. In addition, all members of the Personnel Committee receive copies of the letter from the departmental chair, the Primary Unit Evaluation Committee report as well as the candidate's vita. The complete dossier is also available to any Personnel Committee member who wishes to read it.

After the report to the Personnel Committee meeting, a discussion and a vote will follow. If this vote is a negative, simple majority vote, it is considered to be a motion for all members to read the complete dossier, and the case is rescheduled. Subsequent discussion and committee vote on a recommendation to the Dean are postponed to a future meeting.

If the vote is positive, again including a simple majority, then the primary reader prepares a report to be submitted by the Personnel Committee to the Dean.

All of the cases that come before the Personnel Committee with a negative vote from the primary unit shall be automatically read by the all members of the Personnel Committee.

When the Personnel Committee's vote disagrees with a primary unit's recommendation, whether it is positive or negative, the Personnel Committee will detail their reasoning in a letter sent to both the Dean and the primary unit. In addition to sending the letter from the Personnel Committee, the file is returned to the department for reconsideration. The department will then reconvene the primary unit committee, to respond to the Personnel Committee, take a new vote, and write a letter of response to the Personnel Committee. Upon its return to the Dean's office, the CMCI Personnel Committee meets again to consider the file and a final recommendation is made to the Dean. The Dean is responsible for making a separate recommendation, informed by the letter from the Personnel Committee.

The Personnel Committee and Dean recommendations are then added to the dossier, which is sent to the Vice Chancellor's Advisory Committee (VCAC). Copies of the letters of recommendation by the Personnel Committee and the Dean are provided to the candidate and to the candidate's chair or director.

No member of the Personnel Committee may participate in his/her own reappointment, promotion, or tenure case; in a case from his/her own primary unit; or in a case regarding a family member, spouse, partner or former student. Members of the Personnel Committee must disclose any potential conflicts of interest that might compromise objective evaluation of the case (research collaboration, close friendship, business relationship, etc.) to the chair of the Personnel Committee prior to review of the file and discussion by the Personnel Committee.

Revised April 24, 2018



## MEMORANDUM

To: Lori Bergen, Founding Dean, CMCI  
Bill Aspray, Chair, CMCI Faculty Council  
From: Kristi Gitkind, Sr. Executive Aide to the Dean  
Date: September 29, 2017  
Re: CMCI Instructor Rank Faculty Reappointment & Promotion

The Office of Faculty Affairs (OFA) provides clear guidelines for appointment, reappointment and promotion for Instructor and Lecturer Rank faculty (**Academic Affairs Guidelines for the Appointment, Evaluation and Promotion of Lecturer and Instructor Rank Faculty, 2011, Update June 2017 (Addendum 1)**)

[http://www.colorado.edu/facultyaffairs/sites/default/files/attached-files/lecturer\\_instructor\\_appointment\\_evaluation\\_promotion\\_guidelines\\_2017\\_revisions\\_remediated\\_091917.pdf](http://www.colorado.edu/facultyaffairs/sites/default/files/attached-files/lecturer_instructor_appointment_evaluation_promotion_guidelines_2017_revisions_remediated_091917.pdf)

OFA also provides guidance for the appointment and reappointment of Professors of Practice (**Unusual Faculty Titles and Definitions (Addendum 2)**).

There are instances in which OFA leaves process decisions to the unit or college. The following recommendations are made to further consistent practices throughout the college.

### Lecturer and Instructor Adjunct Appointments and Evaluation

OFA guideline: The establishment of a hiring committee for lecturers and instructor adjuncts is recommended but not required. Units should work with the Dean's Office to set honorarium salaries at market rates.

Dean's Office recommendation: Units will develop and follow a consistent process for the hiring of lecturers and instructor adjuncts. Units will offer consistent, market-based salary levels to all lecturers and instructor adjuncts.

OFA guideline: A written statement of evaluation policy should be provided from the beginning of employment.

Dean's Office recommendation: Units will include a written statement of evaluation policy on the offer letter of all lecturers and instructor adjuncts.

OFA guideline: Lecturers with three years consistent appointments at 50% or greater within a unit should be considered for a rostered Instructor position.

Dean's Office recommendation: Units will evaluate 50% or greater third-year lecturers for potential appointment as instructors.

**Instructor Appointment, Reappointment**

OFA guideline: The unit should establish the criteria for successful reappointment of instructors which should include an evaluation of teaching and other duties.

Dean's Office recommendation: Units will establish the criteria for the successful reappointment of instructors and include in their unit personnel document.

**Promotion to Senior Instructor**

OFA guideline: Units will establish the criteria for promotion to Senior Instructor.

Dean's Office recommendation: Units will establish the criteria for promotion to Senior Instructor and include in their unit personnel document. Review process will be a unit-level review forwarded directly to the dean for approval. This may or may not be the PUEC.

**Senior Instructor Reappointment**

OFA Guideline: The chair and/or dean will review the Senior Instructor's file as part of a formal but expedited review in the final year of initial appointment.

Dean's Office recommendation: The chair will review the Senior Instructor's file and inform the dean of endorsement.

**Promotion to Teaching Professor**

OFA prescribes a clear review process for promotion to teaching professor, including review by the personnel committee prior to forwarding to the dean. The Dean's Office has no additional recommendations.

**Professor of Practice Appointment and Reappointment**

OFA Guideline: Appointments and reappointments of Professors of Practice should be reviewed by the appropriate dean and by the Office of Faculty Affairs.

Dean's Office recommendation: The candidate's CV and department chair's letter will be forwarded to the dean prior to extending the initial offer to the candidate. If approved, the dean's memo of support and letter of offer draft will be sent to OFA for signature routing approval.

## **Addendum I**

### **Academic Affairs Guidelines for the Appointment, Evaluation, and Promotion of Lecturer and Instructor Rank Faculty**

**Approved in Dean's Council, 29 March 2011**

**Approved by Provost Moore, 29 March 2011**

**Revised, 1 June 2017**

#### **General Remarks**

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, senior instructor, and teaching professor faculty ranks. This document has a history running from a document adopted by the Boulder Faculty Assembly on April 2, 1998 titled "Instructors' Bill of Rights," to an Academic Affairs policy adopted by Deans Council on March 9, 1999, on to a BFA/Academic Affairs Task Force on Instructors Report issued during the 2007-2008 Academic Year, and then to a new BFA task force during the 2009-10 academic year. A major revision was approved on 29 March 2011.

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 the ability to adjust more rapidly its educational opportunities to meet student needs and preferences than can 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.

Instructors and lecturers play different roles on campus. Lecturers help meet changing student demands, as enrollments change, as faculty vacancies occur, and as educational needs shift. By definition, lecturers, whether part-time or full-time, are not continuing employees. They make an important contribution to teaching on campus, but their role is restricted to teaching, and their position is contingent upon changing needs.

Rostered full-time instructors are considered by the University of Colorado to be part of the regular faculty, which is also comprised of the tenure-track faculty. Instructors contribute over a number of years, and sometimes over an entire career, to the teaching and service missions of the university; they may pursue their own research or creative work alongside their university duties, work that may enrich their contributions. Rostered instructors should be considered as continuing members of their departmental, college, or school community; they should participate in the governance of the department, in particular in relation to curricular matters (although they may not be involved in personnel decisions concerning tenure-track faculty). As rostered faculty, they are reviewed as part of the annual merit process. (Please note that some other titles, such as scholar-in residence, are treated under the same policies and procedures as instructors.)

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 use 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 dean's office or the Office of Faculty Affairs.

Schools and colleges should analyze where they need continuing, perhaps career-long contributions to their missions by non-tenure-track faculty. In those cases, and in those cases alone, positions should be created for rostered instructors on multi-year (usually three year), renewable contracts. The campus should do what it can to integrate these instructors into the university community and to provide them with working conditions conducive to the performance of their duties. In other cases, where part-time or temporary employees are needed to teach classes, units should hire lecturers.

Full-time Instructor, Senior Instructor, and Teaching Professor positions are offered under the CU System Instructor Employment Agreement (available on the Office of Faculty Affairs website). The CU System Instructor Employment Agreement offers non-at will contracts for up to three years to full-time instructors with at least 50% teaching in their annual merit formula.

With the exception of Instructor, Senior Instructor, and Teaching Professor positions that qualify for placement on a CU System Instructor Employment Agreement, all Lecturer, Instructor and Senior Instructor positions 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 from the Office of Faculty Affairs.

"State law specifically requires that you be an employee-at-will in your non-tenure track position and that the following paragraph be included 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 the contract, as liquidated damages, or as any other form of remuneration, shall be owed or 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:** Lecturers and instructor-rank faculty have responsibilities, privileges, and benefits defined in part by whether their appointments are to positions that 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 four 3-credit courses per semester or equivalent. In larger colleges, full-time expectations may be defined on a discipline-specific basis.

## I. LECTURER, INSTRUCTOR ADJUNCT

1. **DEFINITION:** Lecturers and instructor adjuncts are hired on a semester-to-semester basis and do not have regular faculty appointments. An advanced degree in an appropriate discipline is normally required for appointment to these ranks. Appointment may range from less than 50% to full-time. The role of lecturers and instructor adjuncts 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 as Instructor 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 and instructor adjuncts 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 appointments to these faculty titles.
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. Honorarium teaching should not be indexed by instructor salaries: instructors have duties and roles on campus that are different from those of lecturers. Departments working with their deans' offices should set honorarium salaries at market rates.
4. **BENEFITS:** **Lecturers:** University of Colorado 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 an individual whose appointment is or falls below 50% full-time. Lecturers are not eligible for retirement benefits (other than FICA) because they are not continuing faculty members and thus do not have appointments that extend up to the vesting date. Hiring authorities or candidates should direct questions regarding benefits to the [Benefits Office of Employee Services](#). 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 or above as defined by the unit of their earliest-dated, active appointment. In such cases, the obligation for notifying in writing all units of appointments that sum to 50% or greater rests with the employee. Costs of benefits will be borne by each unit on a proportional basis. **Instructor Adjuncts:** As is the case for all faculty adjunct positions, instructor adjuncts are not eligible for University health or retirement benefits regardless of the percent time of their appointment.

Lecturers and instructor adjuncts are eligible for parking, bookstore, recreation center, library, and University ID privileges as permitted by specific campus policies.

Sufficient instructional support, including access to supplies, staff support, and office space for meeting students shall be provided.

Lecturers and instructor adjuncts shall be eligible for most teaching awards.

Where someone has been a lecturer at 50% or more for three years, the unit should consider whether the position should be redefined as a rostered instructor: again, if a long-term relationship between the individual and the campus is desirable, a rostered instructorship should be created. Where the position is temporary and contingent, lecturers should be employed. Where a unit finds that it has continuing but fluctuating part-time work, it is best not to employ someone beyond three years because doing so may suggest a guarantee of continuing employment that does not exist. Having multiple lecturer appointments in different units constitutes a different situation: while the individual may have more than a 50% appointment, there is no need for a single, continuing position.

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 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 a full-time Instructor may be made through a CU System Instructor Employment Agreement (available on the Office of Faculty Affairs website). Full-time instructors with at least 50% teaching in their annual merit formulas qualify for placement on this Agreement. The appointment should be for three years. An appointment for less than three years is permitted if a probationary period is needed, or if the need for teaching is less than three years. This Agreement is accompanied by a Cu Boulder campus letter of offer that describes, among other things, annual merit weights and the 50% teaching requirement. Instructors will be reviewed every year as part of the annual merit process and must undergo a formal review for reappointment before the end of their final year of appointment, preferably in the first semester of that year. The unit should establish the criteria for successful reappointment, which should include an evaluation of teaching and other duties. In most cases, reappointments of instructors will be for more than one year and may be for up to three years. However, when a reappointment process results in recommendation of a one-year probationary period to correct problems in performance,



a one-year reappointment will be permitted; during the course of that year, another evaluation should take place that would result in either a multi-year reappointment or non-reappointment.

Appointments as a 1) part-time Instructor and 2) full-time instructor not qualifying for placement on a CU System Agreement are at-will appointments and are subject to the limitations and restrictions defined by Colorado Statute and by the University's "at-will" policy. A letter of offer for the initial appointment must be for more than one year and may be up to four years. Annual merit weights will be defined in the letter of appointment. Instructors will be reviewed every year as part of the annual merit process and must undergo a formal review for reappointment before the end of their final year of appointment, preferably in the first semester of that year. The unit should establish the criteria for successful reappointment, which should include an evaluation of teaching and other duties. In most cases, reappointments of instructors will be for more than one year and may be for up to four years. However, when a reappointment process results in recommendation of a one-year probationary period to correct problems in performance, a one-year reappointment will be permitted; during the course of that year, another evaluation should take place that would result in either a multi-year reappointment or non-reappointment.

3. SALARY: Academic Affairs shall establish a floor for full-time instructors (based on a 9-month appointment in all units except the libraries, where the appointment is for 12-months). Based on that floor, each college and school shall establish a 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 and retirement are not extended to those instructors whose appointments are initially or fall below 50% full-time.

Under University policy on parental leave, instructors are entitled to eighteen weeks of leave to provide care for the faculty member's child within twelve months of the birth, adoption, or foster care placement of the child, during which period the faculty member may use accrued sick leave. If the faculty member exhausts all accrued sick leave before the end of the eighteen-week period, then the faculty member may continue the leave for the remainder of the period at half pay with full benefits.

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. Administrative units at all levels should consider applications from rostered instructors for any administrative position (excluding those that involve personnel actions concerning tenure-track faculty) where the terms of that position and of their base appointment are in accord.

Instructors also are eligible for parking, bookstore, recreation center, library, and University ID privileges as permitted by 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 merit 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. Instructors need to maintain currency in their area of teaching, and such currency should be demonstrated during the annual evaluation. Each unit should determine the appropriate measures to be used and any appropriate support for faculty development that may be provided. Annual merit evaluations will be conducted by the unit using procedures established in writing.
6. **PROMOTION TO THE RANK OF SENIOR INSTRUCTOR:** Instructors will normally be considered for promotion to the rank of Senior Instructor after a period of six years of continuous appointment at the rank of Instructor 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 six years is not mandatory, nor is it a right. Units will establish the criteria for promotion to Senior Instructor. The review for promotion should include a rigorous accounting of the candidate's teaching record, using multiple measures, an evaluation of the individual's service, and a demonstration of the individual's continued currency in the field.

### **III. SENIOR INSTRUCTOR**

1. **DEFINITION:** The title of Senior Instructor is a non-tenure-track faculty 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 a full-time Senior Instructor is made through the CU System's Instructor Employment Agreement (available on the Office of Faculty Affairs website), assuming the Senior Instructor meets the qualifications for placement on such an agreement, described above. A letter of initial appointment should be for three years. This agreement is accompanied by a CU Boulder campus letter of offer that describes, among other things, annual merit weights. Senior Instructors will be reviewed every year as part of the annual merit process.

Senior Instructors must undergo a formal review for reappointment before the end of

their final year of appointment, preferably in the first semester of that year. After the first three-year appointment, the Senior Instructor will undergo a formal, but expedited review. The chair and/or dean will review the Senior Instructors file. If the Senior Instructor has been meeting or exceeding expectations, as indicated by appropriate measures of teaching, for example, then a new three-year contract may be issued. If the chair and/or dean see the need for a full review, that review will be conducted.

In all cases, after the first six years as a Senior Instructor, the faculty member will undergo a full formal review by the department. If the Senior Instructor continues to be employed by the university, reviews will alternate between expedited reviews and full reviews, with this six year timeline for and rigor of the full review being in rough parallel to post-tenure review for tenured faculty. The unit should establish the criteria for successful reappointment, which should include an evaluation of teaching and other duties. A faculty committee should be involved in this review.

In most cases, reappointments of senior instructors will be for more than one year and may be for up to three years. However, when a reappointment process results in recommendation of a one-year probationary period to correct problems in performance, a one-year reappointment will be permitted; during the course of that year, another evaluation should take place that would result in either a three year reappointment or non-reappointment.

3. **SALARY:** Initial salaries for senior instructors will normally be greater than those earned by instructors in their initial appointments.
4. **BENEFITS:** Benefits for senior instructors 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) either as an instructor appointed as a Senior Instructor or as a Senior Instructor will be eligible to apply for a differentiated workload for one semester. If granted, 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 senior instructors time to update their pedagogy and instructional skills, develop new curriculum, or incorporate instructional technology activities into their teaching. The faculty member on differentiated workload is expected to remain on campus and serve the campus full-time as otherwise defined by the appointment letter. Senior instructors 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 must be approved in writing by the dean. Senior instructors are eligible for emeritus status upon retiring.
5. **EVALUATION:** Same as for Instructors (above).
6. **PROMOTION TO THE RANK OF TEACHING PROFESSOR:** Senior Instructors with at least three years in rank may be considered for the honorific working title of Teaching Professor as described below.

## IV. TEACHING PROFESSOR

### Definition:

1. **DEFINITION:** The title of Teaching Professor is a working title. A Teaching Professor will still hold the rank and position of Senior Instructor, which is a non-tenure-track faculty position. Senior Instructors normally hold a terminal degree appropriate for the discipline. Appointment may range from less than 50% to full-time. Teaching Professors generally teach undergraduate courses and may have advising responsibilities and some administrative responsibilities in addition.

2. **APPOINTMENT AND REAPPOINTMENT**

After a minimum of three years at the rank of senior instructor, senior instructors who have been exemplary teachers and members of the university community may be considered for the title of “*Teaching Professor*.” The working title of Teaching Professor will be given to a limited proportion of senior instructors to recognize a record of distinction. Since this third title is an honor, there is no expectation that the granting of this title will occur at a particular point in the individual’s career after three years in rank as senior instructor, nor is there an expectation that each senior instructor should seek this title. Although senior instructors may, as a matter of convenience, seek promotion to Teaching Professor at the point of regular reappointment and contract renewal, a senior instructor may seek promotion at any time after three years in rank. Promotion materials should be submitted to the primary unit in the early fall, on a schedule consistent with normal reappointments and promotions to senior instructor. If someone is nominated for the title of “Teaching Professor” and then is not approved, that decision has no implications for the individual’s status as a senior instructor; that individual could be nominated for promotion to Teaching Professor again.

### Expectations for Promotion to Teaching Professor

To determine whether an individual should be named Teaching Professor, faculty committees will examine the nominee’s teaching record, together with his/her service and leadership (including outreach and engagement), to determine whether this is a record of distinction.

A “record of distinction” typically carries the expectation that the individual has made a major impact in the disciplinary unit and its students (e.g. on pedagogy and curriculum), one that likely extends to considerable impact on the campus generally and/or a role in national discussions.

Multiple measures of exemplary performance constituting a record of distinction should be used. Examples of multiple measures may include, but are not limited to:

- A record of exemplary classroom teaching, including the following:
  - FCQs
  - Peer evaluations of teaching
  - Letters from students
- Contributions to course and curriculum development
- Contributions to the scholarship of teaching and learning, including the following:
  - Contributions to local or national workshops on teaching
  - Relevant publications such as textbooks, lab manuals, articles on pedagogy, etc.
  - Work that improves teaching across multiple units
  - Papers, posters, or presentations on pedagogical topics delivered at conferences
- Evidence of student engagement, as evidenced, for example, through mentoring of students or service on honors thesis committees.
- Leadership and service that have an impact on the unit, school/college, campus and/or national communities.
- Outreach to communities and partners beyond the university, including non-profits, or disadvantaged groups, that draws upon the instructor's expertise.
- Practitioner experience that supplements a teaching career.

## **Review Process**

Unit-Level Review. When a senior instructor wishes to apply for promotion to Teaching Professor, or when the unit wishes to nominate that person, the chair/director of the unit should call upon the appropriate faculty committee (e.g. the committee typically convened to review instructors) to review and advance a nomination packet which will include:

- a letter of nomination from the chair,
- one or more supporting letters (which may be from outside the unit or campus),
- a vita,
- a teaching statement,
- a service statement, and
- a teaching portfolio that speaks to multiple measures of exemplary performance (see above for examples of multiple measures of exemplary performance).

The department will vote on the granting of the title. If the vote is positive, the case will be forwarded to the school/college.

School/College Review. Given the endorsement of the unit, the nomination packet will be reviewed at the school/college level by the appropriate committee. If that committee

ratifies the nomination, it goes to the dean. The dean will consider the nomination and, if s/he approves it, s/he will write a letter of support and send the case to the Provost.

Campus-Level Review. The Provost will convene a committee composed of three vice provosts and four faculty members, selected by the provost with the approval of BFA; initially, the four faculty members will all be tenured faculty members, but as instructors receive the title of “Teaching Professor” they will provide at least two of the four faculty members. The Provost, with the concurrence of the Chancellor, will grant the title. Only positive recommendations move from level to level.

3 SALARY: Upon promotion to Teaching Professor, the individual will receive a salary increment to be added to the base academic-year salary. Initial salaries for Teaching Professors will normally be greater than those earned by Senior Instructors in the same unit in their initial appointments.

4 BENEFITS: Benefits for Teaching Professors are the same as those of Senior Instructor-rank faculty,

## **V. GRIEVANCE PROCESSES FOR INSTRUCTORS AND SENIOR INSTRUCTORS**

All employees of the University of Colorado Boulder are guaranteed freedom of speech. Reappointment will not be jeopardized by exercise of that freedom.

Where an instructor feels that s/he has been subject to discrimination or harassment, s/he should pursue remedy through the Office of Institutional Equity and Compliance.

If an instructor is dismissed for cause, grievances are handled in the normal manner for such dismissals.

Non-renewal is not dismissal. To preserve the employee’s rights to grieve non-renewal, rostered instructors on multi-year letters of offer or CU System Instructor Employment Agreements must be notified at least six weeks before the end date in the letter of offer whether (a) s/he will be renewed; (b) s/he will not be renewed; or (c) his/her renewal is still pending.

If an instructor feels s/he has been denied reappointment unfairly, by a process that has been arbitrary, capricious, retaliatory, inconsistent with the treatment of peers in similar circumstances, or based on personal malice, s/he can grieve the non-renewal.

A fast-track grievance procedure will be established in all schools and colleges to hear grievances while the instructor is still a member of the university community.

## Addendum II

provide funding for a specified program.

The exact amount of money necessary to create a named professorship or an endowed chair is a matter of negotiation between the campus and the Foundation; the money needed to create an endowed chair may vary from college/school to college/school and, if necessary, within a college/school.

Funding agreements for named professorships and endowed chairs are a delicate matter; they will in most cases be negotiated between a donor, the Foundation, and a dean (though in some cases, a chair as well as a dean may be involved). To insure that any restrictions on such positions are in accord with campus policies and practices, these agreements should be reviewed by the Office of Academic Affairs.

Named and chaired professorships are reviewed at least every four years by the department (where appropriate), the dean, and the Office of Faculty Affairs. Faculty may be reappointed to a named or chaired professorship for an unlimited number of terms, unless such a reappointment is restricted by the gift agreement.

### **Professor of Practice of \_\_\_\_, Boulder Campus**

In some programs, particularly in the professional schools, it may be desirable to make appointments to the faculty from among individuals who have substantial expertise in a profession or discipline gained outside the academy that is still of particular importance to the program's mission. As this title is "Professor of Practice" (there are no other ranks), an individual holding it will nominally have the terminal degree and will be someone whose work in the field is recognized by peers as significant; since this person will be appointed as a "Professor of Practice" rather than as an instructor, he or she should have made outstanding contributions to the discipline, field, or profession. Such individuals will contribute to teaching students the skills, methods, and values of their field, discipline or profession, provide leadership in service activities, and/or contribute to the research/creative work of the unit.

Professors of Practice are appointed for terms up to four years; they are subject to formal evaluation in their final year for possible reappointment to another term. Appointments and reappointments of Professors of Practice should be reviewed by the appropriate dean and by the Office of Faculty Affairs.

Professors of Practice are "at will" employees not eligible for tenure and thus have a different status than tenure track faculty. All faculty are expected to follow the guidelines of the BFA's document on *Professional Rights and Duties of Faculty Members*, Part II, "Professional Responsibilities, Ethical Principles, and Faculty Conduct."

"At will" faculty, like other faculty, receive such privileges as library access, parking, access to office and research space, and other resources that are necessary to carry out their university responsibilities. Voting rights (except in the case of decisions involving tenure and promotion which are reserved for the appropriate ranks of the tenured and tenure track faculty) for "at will" faculty are determined by the bylaws of the department and/or school or college with which they are affiliated. A major responsibility of the University is to protect and encourage faculty in its teaching, learning, research, and public service activities, and it will make every effort to protect the academic freedom of "at will" faculty. Where an "at will" faculty member's complaint or

grievance does not involve academic freedom and where it is not covered by federal or state statute or by existing university or campus policies and procedures, such complaints and/or grievances will be heard by the unit with which the faculty member is affiliated and, if necessary, by the appropriate dean whose ruling in such cases will be final. Professors of Practice are eligible for the same benefit as those holding the title of instructor.