DRAFT

POLICIES AND PROCEDURES FOR FACULTY DEVELOPMENT, JOB RESPONSIBILITY DISTRIBUTIONS, AND PEER-TO-PEER CONVERSATIONS (May 10, 2017)

PREAMBLE

The present document is a good faith effort to provide an alternative to traditional post-tenure review at the University of Denver. A vote of the Faculty Senate in April 2016 established the guiding principles for the policies and procedures in the present document. Those principles and the document itself are the result of three Senate votes and more than three years of significant work--reflecting, deliberating, and vetting--by over thirty faculty members in three Senate committees.

Over the years, interest in traditional post-tenure review had been building among some faculty members, chairs, deans, and trustees, both at DU and elsewhere. As a result of that interest, and based on the recommendation of the Senate's Post Tenure Review Exploration Committee, the Faculty Senate established the Tenured Faculty Performance Review (TFPR) committee in April 2014 to examine what post-tenure review might look like at DU. After extensive study, the TFPR committee decided not to recommend tenure review. Instead of post-tenure review, the TFPR committee recommended the University take steps to support faculty development for all

The present policies and procedures are based on both best practices for career development and desires expressed in a University of Denver faculty survey for additional developmental opportunities and academic career discussions. The intent of the policies and procedures is to provide opportunities for faculty development and academic career discussions that are transparent and equitable.

1. BACKGROUND SPECIFICATIONS

The following policies and procedures apply to all academic units¹ and all faculty members in all benefitted faculty series. Those include: tenure line Professorial Series, Professorial Series in University Libraries, Teaching Professorial Series, Clinical Professorial Series, Professors of the Practice Series, and Research Professorial Series. The University is encouraged to provide resources for chairs, directors, and deans

must be mutually agreed upon by the faculty member and the administrative head of the academic unit.

3. DISTRIBUTION OF JOB RESPONSIBILITIES

The academic interests and abilities of faculty members are likely to vary over time as they progress through their careers. For example, faculty members might seek to increase their teaching loads if, toward the end of their careers, they become less interested in scholarship. Alternatively, faculty members might wish to decrease their teaching loads to take on more service work (such as assuming a significant administrative role) or because they are awarded a research grant. Faculty members should be given the opportunity to negotiate changes in their job responsibilities in teaching, scholarship/creative activity, and/or service. Service entails many activities including administrative activities, such as serving as the chair of an academic unit.

All faculty members are permitted--indeed, encouraged--to initiate negotiations for changes in job responsibilities in response to significant career opportunities or academic career changes with the goal that faculty members be evaluated and valued for their specific contributions and achievements.

3.1 The annual review report will include an assessment of the faculty member's job performance in each of the faculty member's areas of job responsibility (teaching,

using the label of "notice of unsatisfactory job performance" with a justification for the notice. If issued, a notice must specify whether the notice is for unsatisfactory performance in teaching, scholarship/creative activity, and/or service. The first time a notice is issued,

immediate supervisor of the academic head. If professional development activities are mandated, the activities shall be specified by the administrative head in a written plan. This plan must be approved by the immediate supervisor of the academic head and provided with adequate support. The written plans must include timelines for the accomplishment of professional development activities. A faculty member must file a written report (to be included in the faculty member's annual summary of professional activities) in which the faculty member documents and describes participation in the professional development activities and how such activities led to enhancements in teaching, scholarship/creative activity, and/or service.

- 5.7 Negotiated changes in job responsibilities must be specified in a written plan and approved by the faculty member, the administrative head, and the immediate supervisor of the academic head. Mandated changes in job responsibilities must be specified by the administrative head in a written plan, and approved by the immediate supervisor of the academic head. The written plans must state when the changes are to take place.
- 5.8 The equity and integrity of the implementation of mandated developmental activities and/or job responsibility redistributions are of utmost importance. Among other things, equity and integrity mean there are safeguards against inappropriate assignment of development activities and job responsibilities. In a dispute over assigned professional development activities or the redistribution of job responsibilities, a faculty member must be given a fair hearing.