

**BACKGROUND**  
**for**  
**POLICIES AND PROCEDURES FOR FACULTY DEVELOPMENT, JOB**  
**RESPONSIBILITY DISTRIBUTIONS, AND PEER-TO-PEER CONVERSATIONS**

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 attached 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 post-tenure review. Instead of post-tenure review, the TFPR committee recommended the University take steps to support faculty development

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(May 14, 2017)****1. BACKGROUND SPECIFICATIONS**

The following policies and procedures apply to all academic units<sup>1</sup> and

### 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 All faculty members are entitled to receive a written annual review report from the administrative head of their academic unit.

3.2 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, scholarship/creative activity, and/or service) for the prior academic year with a justification.

related to a faculty member's professional experiences

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, the administrative head of the academic unit must give the faculty member the opportunity to meet with the administrative head to respond to the notice. After each

by the administrative head in a written plan. This plan must be approved by the dean 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