

**POLICIES AND PROCEDURES FOR FACULTY DEVELOPMENT, JOB
RESPONSIBILITY DISTRIBUTIONS, AND PEER-TO-PEER CONVERSATIONS**
(Approved by the Faculty Senate on May 19, 2017)

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, deans, and associate provosts to acquire the skills needed to implement the policies and procedures herein. Nothing in the present document substitutes for, or eliminates, policies and procedures in the University's "Policies and Procedures Relating to Faculty Appointment, Promotion, and Tenure" (the APT document).² For example, policies and procedures in the University's APT document regarding appointment, reappointment, promotion, tenure, and non-continuation of contracts take precedence over policies and procedures herein.

The Faculty Senate is responsible for reviewing the policies and procedures herein. A committee designated by the Faculty Senate will revisit the policies and procedures in the Fall of 2020 to assess how well they are operating and will report its findings to the Senate by the end of the 2020-2021 academic year. Based on the report and its own deliberations, the Senate will decide to leave unchanged, revise, or discontinue the policies and procedures. If the decision ilahang42 (a) 00.24 0 0.

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

academic career. Intentional discussions around career and life trajectories can also promote greater faculty success and a sense of belonging. P2P conversations were conceived of and designed by DU faculty members--our colleagues--and are based on research on career

notice. If issued, a notice must specify

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 dean. Mandated changes in job responsibilities must be specified by the administrative head in a written plan, and approved by the dean. 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.⁴ In a dispute over assigned professional development activities or the redistribution of job responsibilities, a faculty member must be given a fair hearing.

⁴ Administrative actions may be grieved following the University's Employee Grievance Process which can be found at: <http://www.du.edu/facsen/documents>