

SCHOOL OF PUBLIC AFFAIRS
POLICIES AND PROCEDURES GOVERNING
THE APPOINTMENT, EVALUATION, AND PROMOTION
OF NON-TENURE TRACK FACULTY

Adopted by resolution of the
SPA Faculty Council
January 22, 2009
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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) typically employed by SPA, as defined in Regents Policy 5-L:

- a. Instructor
- b. Senior instructor
- c. Research faculty
 - i. Research assistant professor
 - ii. Research associate professor
 - iii. Research professor
- d. Clinical/teaching track faculty
 - i. Assistant professor, clinical/teaching track
 - ii. Associate professor, clinical/teaching track
 - iii. Professor, clinical/teaching track

II. Minimum Qualifications. All appointments to instructor, research faculty, and clinical/teaching 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 who have attained the appropriate promotion criteria.
- c. Assistant professor: Assistant professors should have an appropriate terminal degree or its equivalent, and possess qualifications for research and/or professional activities in the field. Assistant professors whose position is

expected to include teaching responsibilities should be well-qualified to teach at the undergraduate and graduate levels.

- d. Associate professor: Associate professors should have an appropriate terminal degree or its equivalent and promising accomplishment in research and/or professional activities. Associate professors whose position is expected to include teaching should have considerable successful teaching experience.
- 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 the profession, to graduate education and/or to 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 research and/or professional activities, service, and teaching (depending on circumstances).

III. Appointment. The appointment of a candidate to an instructor, research or clinical/teaching track faculty position shall occur using the following process:

- a. In the event of an open position, the Dean shall appoint a Search Committee that includes faculty members to engage in a search process and present candidates to Faculty Council with evidence of their qualifications.
- b. In the event of a proposed appointment involving a search waiver received in accordance with applicable campus waiver procedures, a qualifications committee that includes faculty members shall be appointed to review the person's qualifications and present them to Faculty Council.
- c. The candidate will be invited to meet and present evidence of qualifications to the faculty.
- d. The faculty will make recommendations to the Dean for appointment.
- e. After consideration of the faculty's recommendation, the Dean will decide whether to extend an offer to one or more candidates, subject to approval by the Provost.
- f. 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. Faculty Council Membership. The membership and voting rights of non-tenure track faculty are governed by the bylaws of the School of Public Affairs.

V. Research Faculty: Effort, Evaluation and Promotion. Evaluations and promotions of research NTTF shall be carried out according to this section. The supervisor of the NTTF is responsible for evaluations.

- a. Effort: A typical appointment for persons holding research faculty titles would require 80% research, 10% teaching, and 10% service. This appointment is negotiable depending on the needs of the School and the qualifications of the

person appointed. Any changes from the negotiated effort described in the letter of offer shall be in writing and approved by the Dean.

- b. 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:
- *Research activities*: Identification of planned research activities, including target outcomes and potential funding sources
 - *Teaching*: Identification of any courses to be taught by the NTTF, and plans for professional development to improve teaching and/or course coverage
 - *Service*: Identification of planned service activities within SPA and the larger university community, including administrative service, and service to be provided to the larger community through the provision of expertise or analysis
 - *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
- c. Annual performance reviews. Research-track NTTF complete an annual Faculty Report of Professional Activities and receive annual performance reviews from their supervisors based on the NTTF's assignments, the criteria stated in this policy, professional development plan for the year, and any other criteria deemed appropriate by the supervisor. The NTTF's performance is also reviewed by SPA's Academic Personnel Committee using the criteria set forth in this policy. These reviews, if approved by the Dean, provide the basis for salary increases through the regular merit process used for faculty .
- d. Performance criteria. Research-track NTTF in SPA typically conduct applied rather than academic research. As a result, performance in the area of research will typically be evaluated based on quality and quantity of research products such as reports, service to the community and community impact, and client and fund development.
- e. Mentoring. Research-track NTTF may request the assignment of a professional mentor other than their supervisor.
- f. 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.
- g. Promotion. Research-track 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 a qualifications committee that includes faculty members. Upon consideration of the input of the qualifications committee, the Dean shall decide whether to award promotion.

- i. *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 significant achievement in research and other activities, which shall depend upon the assistant professor's specific assignments but which generally will include evidence of high quality and reasonable quantity of research products, significant service to the community as an expert and/or analyst in public affairs, demonstrated service to the School/University, demonstrated fundraising and client development abilities, and demonstrated successful teaching.
- ii. *Associate-level professor to full professor.* This promotion may be considered at any time, but is typically considered at five years after attainment of the associate professor level. The associate professor should be able to provide evidence of outstanding achievement in research and other activities, which shall depend upon the associate professor's specific assignments but which generally will include a record that, as a whole, is judged to be excellent and which demonstrates (1) substantial contributions to the community through research and service in public affairs; (2) substantial contributions to the School through leadership, teaching, and service; and (3) a record that, since promotion to associate professor, indicates substantial, significant and continued growth in research, teaching, and service. Promotion to this level will generally be reserved for candidates who are truly outstanding.

VI. Clinical/Teaching Faculty: Effort, Evaluation, and Promotion. Evaluations and promotions of clinical/teaching NTTF shall be carried out according to this section, except that terms specifically applicable to instructors are found in the next section. The supervisor of the NTTF shall be responsible for evaluations.

- a. Effort. A typical appointment for a person holding a clinical/teaching faculty title shall be 80% teaching, 10% research, and 10% service, per campus-level policy. This appointment is negotiable depending on the needs of the School and the qualifications of the person appointed. Any changes from the negotiated effort described in the letter of offer shall be in writing and approved by the Dean.
- b. 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 any courses to be taught by the NTTF, and plans for professional development to improve teaching and/or course coverage
 - *Service*: Identification of planned service activities within SPA and the larger university community, including administrative service
 - *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
- c. Annual performance reviews. Clinical/teaching NTTF complete an annual Faculty Report of Professional Activities and receive annual performance reviews from their supervisors based on the NTTF's assignments, the criteria stated in this policy, professional development plan for the year, and any other criteria deemed appropriate by the supervisor. The NTTF's performance is also reviewed by SPA's Academic Personnel Committee using the criteria set forth in this policy. These reviews, if approved by the Dean, provide the basis for salary increases through the regular merit process used for faculty.
- d. Performance criteria. Clinical/teaching NTTF in SPA typically will be evaluated primarily on their teaching performance, as assessed through the results of Faculty Course Questionnaires, review of syllabi and class assessment activities and results, classroom observations, and any other evidence of teaching performance deemed relevant by the supervisor. Evaluation of research and service will depend on specific assignments.
- e. Mentoring. Clinical/teaching NTTF may request the assignment of a professional mentor other than their supervisor.
- f. 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.
- g. Promotion. Clinical/teaching 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 a qualifications committee that includes faculty members. Upon consideration of the input of the qualifications committee, the Dean shall decide whether to award promotion.
- i. *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 significant achievement in teaching and other activities, which shall depend upon the assistant professor's specific assignments but which generally will include evidence of consistently successful teaching, including positive student feedback, high-quality student assignments and assessments,

and student advising and mentorship, as well as demonstrated meritorious service to the School/University.

- iii. *Associate-level professor to full professor.* This promotion may be considered at any time, but is typically considered at five years after attainment of the associate professor level. The associate professor should be able to provide evidence of outstanding achievement in teaching and other activities, which shall depend upon the associate professor's specific assignments but which generally will include a record that, as a whole, is judged to be excellent and which demonstrates (1) substantial contributions to student learning through teaching, advising, and mentoring; (2) substantial contributions to the School through leadership in teaching and service; and (3) a record that, since promotion to associate professor, indicates substantial, significant and continued growth in teaching and service. Promotion to this level will generally be reserved for candidates who are truly outstanding.

VII. Instructors: Effort, Evaluation, and Promotion. Evaluations and promotions of instructors shall be carried out according to this section. The supervisor of the instructor shall be responsible for evaluations.

- a. Effort. A typical appointment for a person holding an instructor title shall be 90% teaching, and 10% service, or 80% teaching and 20% service. This appointment is negotiable depending on the needs of the School and the qualifications of the person appointed. Any changes from the negotiated effort described in the letter of offer shall be in writing and approved by the Dean.
- b. Annual professional development plan. As part of the annual performance review, the instructor and his/her supervisor shall develop a professional development plan, to be used in guiding the work of the instructor 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 instructor, but should include as a minimum:
 - *Teaching:* Identification of any courses to be taught by the instructor, and plans for professional development to improve teaching and/or course coverage
 - *Service:* Identification of planned service activities within SPA and the larger university community, including administrative service
 - *Integration:* Identification of SPA support required by the instructor 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 instructor
- h. Annual performance reviews. Instructors complete an annual Faculty Report of Professional Activities and receive annual performance reviews from their supervisors based on the instructor's assignments, the criteria stated in this

policy, professional development plan for the year (if applicable) and any other criteria deemed appropriate by the supervisor. The instructor's performance is also reviewed by SPA's Academic Personnel Committee using the criteria set forth in this policy. These reviews, if approved by the Dean, provide the basis for salary increases through the regular merit process used for faculty .

- i. Performance criteria. Instructors in SPA typically will be evaluated primarily on their teaching performance, as assessed through the results of Faculty Course Questionnaires, review of syllabi and class assessment activities and results, classroom observations, and any other evidence of teaching performance deemed relevant by the supervisor. Evaluation of other areas will depend on specific assignments.
- j. Mentoring. Instructors may request the assignment of a professional mentor other than their supervisor.
- k. Role of supervisor. The procedures set forth in this section represent the suggested minimum process for developing goals and reviewing performance, and supervisors of instructors are encouraged to meet with them on a more frequent basis for these purposes.
- l. Promotion. Instructors shall be considered for promotion according to the provisions of this section. Recommendations for promotion shall be submitted by the instructor's supervisor or the Dean to a qualifications committee that includes faculty members. Upon consideration of the input of the qualifications committee, the Dean shall decide whether to award promotion.
 - i. *Instructor to senior instructor*. This promotion should be considered upon five years after attainment of the instructor level, or earlier if deemed appropriate by the Dean. The instructor should be able to provide evidence of consistently successful teaching and meritorious research and service activities.
 - ii. *Promotion to professorship*. In exceptional cases, a senior instructor may be considered for promotion to assistant clinical/teaching professor, provided that the qualifications listed above in the section governing clinical/teaching NTTF are met.

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

IX. At-Will Employees. NTTF are at-will employees, and nothing in this document shall be construed as creating a contractual right to any procedure or outcome set forth herein. NTTF are not eligible for tenure.

X. 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, visiting scholars, scholars in residence, 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 institute or 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 institute or 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.
- c. The Dean may appoint appropriate persons to positions holding the title of visiting scholars and scholars-in-residence. These at-will positions are normally assumed to be for a limited period of time, regardless of performance.