I. INTRODUCTION

The continuous professional development of faculty, from hiring, through the tenure process, promotion, and post-tenure review is necessary for the University to enhance its investment in faculty. The strength of the University, in terms of student learning (teaching), the creation of new knowledge (research) and service to the university, the community and the profession depends upon an intellectually vigorous faculty constantly updating its skills and expertise. The purpose of this policy is to outline processes for key areas of faculty development. The implementation of this policy requires a financial commitment.

II. POLICY STATEMENT

Pre-Tenure Faculty Development

A. Introduction

Departments and colleges/school, which invest considerable time and resources in the hiring process and which thus have a stake in the retention of these new hires, share a responsibility to nurture the talents of their tenure-track faculty members by providing relevant information and advice. Ultimately, however, it is the individual faculty member's responsibility to develop the teaching and research skills and a work plan that produces the quality and quantity of professional activity needed to warrant tenure.
B. Information Provided
At the time of hiring, tenure-track faculty must be provided with the University's standards and procedures for tenure and with guidelines, including a timeline, for the tenure review process. In addition to web-based policies and guidelines, colleges and schools shall provide their tenure-track faculty opportunities for annual training and information sessions on the tenure process.

C. Mentoring
A mentor is an individual who provides career development counseling, either formally or informally, to assist a pre-tenure faculty member.

Mentoring opportunity(ies) refers to a range of professional assistance provided to pre-tenure faculty on such subjects as the tenure process, publishing, research grants, etc.

Tenure-track faculty need clear guidance about performance expectations for tenure and may need mentoring to achieve tenure. Ordinarily the obligation to provide reasonable mentoring opportunities for tenure-track faculty rests with the primary units. However, in some schools/colleges, it may make more sense for the school/college, if not the primary unit, to take responsibility for providing mentoring opportunities. Together, the dean and faculty of each school/college shall determine whether to have unit-based mentoring or school/college-based mentoring.

Tenured faculty who participate significantly in mentoring should be able to count mentoring activities in the annual merit evaluation process. The school/college will provide training for faculty who agree to serve as mentors.

Department chairs/unit heads have the responsibility to assist any tenure-track faculty member who requests a mentor, to locate an appropriate mentor on the campus. In some units, it may be helpful to identify an external mentor from another CU campus or from outside the university. External assistance, however, cannot be assured. If the mentoring program is formal, records of the dates, times, and general subjects of the mentoring sessions should be documented.

While the primary unit (or school/college, if not the primary unit) has a responsibility to provide reasonable mentoring opportunities, tenure-track faculty members have a responsibility for proactively seeking mentoring assistance.

Tenure-track faculty members who believe they are not getting adequate mentoring are responsible for bringing their situation to the attention of the unit head. If they are not satisfied with the mentoring opportunities the unit head provides, they should bring this concern to the attention of the dean (if not the primary unit head).

D. Advising on Progress toward Tenure
Tenure-track faculty members receive specific feedback on their progress toward tenure at the Comprehensive Review (usually in the fourth year). They may request additional feedback from the primary unit in the second and any subsequent year prior to the tenure decision (except the academic year in which the Comprehensive Review is undertaken). In this feedback process, the primary unit shall examine evidence provided by the candidate of the candidate's teaching, research/creative work and clinical activity and service and make suggestions for improvement in those areas where the record should be stronger. These suggestions are not intended to provide the level of
specific formal feedback as is provided through the Comprehensive Review. The primary unit may recommend that the candidate work with senior faculty or with the teaching improvement office or take advantage of other faculty development resources on the campus. If the candidate elects these pre-tenure advising sessions, the candidate shall report this fact in the annual report of professional activity (FRPA), but the content of these consultations shall remain confidential unless the faculty member elects otherwise.

Post-Tenure Faculty Development Grants

The need for professional development does not end when a faculty member is awarded tenure. Faculty need to keep their intellectual and pedagogical skills sharpened and keep abreast in their fields. There are research, travel, and grant opportunities for tenured faculty. Faculty are aware of these resources, but may still need occasional assistance or access to new opportunities. Post-tenure review (PTR) is the logical process for evaluating the faculty member’s continued professional development and to identify areas of need. PTR development grants will be awarded to a small number of faculty who successfully complete PTR. The purpose of the awards is to enhance further development of these tenured faculty. Each campus will develop a fund to support these post-tenure development grants and criteria and a process for their being awarded; the fund must be in place and awards granted by 2010. Each Chancellor shall provide the Board, as part of the annual post-tenure review report, information on post-tenure development grants.

Non-Tenure-Track Faculty (NTTF)

The need for professional development also exists for those non-tenure-track faculty who teach for the university for extended periods. Instructors and Senior Instructors, for example, have need of professional and pedagogical refreshment just as much as their tenured colleagues. Within the constraints of its resources, the university also should provide reasonable faculty mentoring opportunities to long-serving NTTF.

Reporting

In an effort to provide for sharing of best practice for faculty mentoring across the campuses, the campuses shall assess and report on the training and mentoring programs and processes they have in place for tenure-track faculty by December 31, 2007, and shall identify areas in need of further development. The vice president for academic affairs and research shall coordinate this ongoing effort with campus vice chancellors for academic affairs.

The associate vice president and system-wide training and compliance officer shall coordinate development of relevant web-based training programs for faculty related to tenure and post-tenure review and report to the Board of Regents on these programs by December 31, 2007.

III. CONTACTS

A. Office of the Vice President for Academic Affairs and Research
303-860-5600

IV. HISTORY
This policy was developed from recommendations made by the Advisory Committee on Tenure Related Processes in 2005-06.