OVERVIEW
This is an exciting time for our campus community. With new leadership guiding our CU Denver efforts and a dynamic co-created strategic plan in hand, we are beginning to take action toward achieving five bold goals:

#1. To be the first equity serving institution in the nation
#2. To become known as a university for life
#3. To be internationally known for our research and creative work
#4. To serve as the anchor institution for an open innovation district in downtown Denver
#5. To be known as a people-centered best place to work

Critical to achieving all five goals is ensuring the well-being and success of CU Denver lecturers, instructors, and clinical teaching (aka IRC) faculty. As a result, Provost Nakuma has charged our task force with developing an ACTIONABLE plan that would result in tangible improvements in the working conditions of our IRC faculty.

Fourteen faculty and staff are participating in the taskforce. Representation includes all schools, colleges, and the library, instructors, clinical teaching track faculty, tenured faculty, Faculty Assembly, UCDALI, human resources professionals, finance and administration professionals, and the Center for Faculty Development and Advancement.

This effort requires a thorough accounting and assessment of ALL policies and practices affecting IRC faculty across the University, and understanding of the lived experiences of lecturers, instructors, and clinical teaching faculty at CU Denver. Since September, Taskforce team members have met both collectively and in smaller working groups to harness team member expertise and distribute the workload an undertaking such as this entails.

TASKFORCE CHARGE

1. Using the UCDALI Lecturers committee report from Summer 2021 as a starting point, but investigating beyond it:
a. Discover policies at unit, college, and/or university levels that affect the working conditions of IRC faculty.
b. Discover practices at unit, college, and/or university levels that affect the working conditions of IRC faculty.

2. Consulting with all appropriate university offices (e.g. Unit and college leadership, Legal Counsel, Human Resources, Office of the Chief Financial Officer, etc.):

   a. Discover any rationale/justification behind the policies and practices discovered in #1a and 1b.
   b. Critically assess the situation carefully, considering our stated strategic plan theme of “a university that works for all.”
   c. Respond to the UCDALI report based on the facts resulting from steps 1 and 2.

3. Develop a full plan to address our findings in Steps 1 and 2 that includes cost estimates where appropriate, recommendations for policy changes and changes in practices determined to be antithetical to the stated university strategic plan theme, and address all other concerns that will result in tangible improvement in the working conditions of IRC faculty.

**TASKFORCE TEAM:**

**School/College Representatives:**
- Stephanie Kelly, Assistant Dean of Finance and Administration, College of Architecture and Planning
- Maryam Darbeheshti, Assistant Professor Clinical Teaching Track, College of Engineering, Design and Computing
- Wendy Bolyard, Clinical Assistant Professor and Bachelor of Arts in Public Administration Faculty Program Director, School of Public Affairs
- Elizabeth Pugliano, Instructor, College of Arts & Media
- Joan Bihun, Associate Professor Clinical Teaching Track, College of Liberal Arts and Sciences
- Jim LoPresti, Instructor, Business School
- Lori Elliot, Associate Professor Clinical Teaching Track, School of Education and Human Development

**At-large Members:**
- Lee Potter, Faculty Affairs Coordinator, Office of Faculty Affairs
- Vivian Shyu, UCDALI Representative, Associate Professor Clinical Teaching Track, College of Liberal Arts and Sciences
- Eric Baker, Faculty Assembly Representative, Senior Instructor, Library
- Megan Jorgensen, Human Resources Director, College of Liberal Arts and Sciences
- Karen Ludington, Assistant Dean Business and Operations, College of Arts & Media
ORGANIZING OUR APPROACH:

In order to advance this critical work, the entire taskforce has met weekly since September 2. (Taskforce members who cannot attend these weekly meetings watch recordings (of the meetings) and attend a weekly catch-up and Q&A meeting.)

Throughout this project, taskforce sub-groups have met weekly outside of team meetings to focus efforts on developing and completing discrete projects. Sub-group project teams have included the faculty survey team, finance team, benefits team, faculty data team, policy and practice review teams, and report writing team.

The taskforce uses a Microsoft TEAMS site to collect and share information and collaborate on associated projects and documents.

Taskforce members have collaboratively determined all aspects of this work including our timeline, meeting cadence, approaches, activities, and projects.

Recommendation categories that have emerged include:

- Pay and benefits
- Promotion and annual review
- Professional development
- Workload
- Teaching and learning
- Policies
- Culture and well-being

In addition to sub-group project teams, task teams of 2-3 members have formed. These teams have focused their efforts on one of the emerging recommendation categories above – becoming the taskforce experts in that category. Teams are analyzing all collected data and information to 1) identify what we are doing well, 2) what we are not doing well, and 3) drafting potential recommendations with associated data points.

DATA DEVELOPED AND GATHERED TO DATE:

Faculty Experience Survey data dashboard (survey responses in both Word and Excel formats)
https://viz.cu.edu/#/site/University/workbooks/1796/views
Notes:
- Survey opened on November 3 and closed on November 11
- Survey sent to 893 IRC faculty
- 249 Faculty completed the survey
- 27.9% Completion Rate
- Question Categories Included -
  - Shared Governance & Participation
  - Job Security
  - Teaching
  - Workload
  - Contracts & Appointments
  - Promotional Pathways and Primary Unit Criteria
  - Professional Development
  - Prioritizing Importance of Potential Recommendations
  - Environment & Perception
  - Request for Faculty to Describe Experiences
  - Quantitative and Qualitative Responses Collected

Faculty Data Dashboard
https://viz.cu.edu/#/site/University/workbooks/823/views

Notes:
- Dashboard developed and finalized end of September
- Data time period included is 2015 to 2021
- Data categorized by tenured/tenure-track, Clinical Teaching Track, Instructors, Lecturers
- Data sortable by Schools/Colleges, Primary Units, Campus
- Dashboard Categories Include-
  - Course Instruction by Faculty Rank
  - Instruction by Rank Demographic
  - Core (General Education) Instruction by Faculty Rank
  - Credit Hour Production by Faculty Rank
  - Course Enrollment by Faculty Rank
  - Section Count by Faculty Rank
  - Average Section Size by Faculty Rank
  - Grade Distribution by Faculty Rank

Faculty Salary Dashboard
https://viz.cu.edu/#/site/University/workbooks/1823/views

Notes:
• Dashboard developed and finalized end of November
• Includes the following faculty titles; Professor, Associate Professor, Assistant Professor, Clinical Teaching Track Professor, Clinical Teaching Track Associate Professor, Clinical Teaching Track Assistant Professor, Senior Instructor, Instructor
• Includes; Headcount, Mean Salary, Minimum Salary, Maximum Salary
• Sortable by Schools/Colleges/Library
• Sortable by Departments within Schools/Colleges/Library
• Sortable by All Across Campus
• Sortable by Discrete Demographic Data Points Including; Gender, Minority Status, Time in Rank, Time as Faculty, Time at CU Denver

Lecturer, instructor and clinical teaching faculty Policies, Practices and Procedures within each school/college and library

Notes:
• Questions Sent to Schools/Colleges/Library on October 5 with Submission Deadline October 22
• Information Requested In the Categories Included Below-
  ▪ Teaching and Learning (7 Questions)
  ▪ Promotion (5 Questions)
  ▪ Appointment (4 Questions)
  ▪ Multi-year Contracts (2 Questions)
  ▪ Reappointment (3 Questions)
  ▪ Annual Review (3 Questions)
  ▪ Faculty Pay and Benefits (6 Questions)
  ▪ Professional Development (2 Questions)
  ▪ Awards and Recognition (1 Question)
  ▪ Governance and Representation (5 Questions)
  ▪ Facilities & Non-Teaching Equipment (3 Questions)
  ▪ Recruitment, Hiring & Retention (3 Questions)
  ▪ Workload (8 Questions)

Faculty Salary Comparison Report comparing 8 4-year public institutions in the state of Colorado

Notes:
• The OIRE team shared the complete Faculty Salary Survey by Discipline databank created by Oklahoma State University’s Office of Institutional Research and Analytics and it started in 1974.
• The OIRE team created a smaller subset of data that included 8 Colorado Public 4-Year Higher Education Institutions including; Metro State University, Colorado
State University, CU Colorado Springs, CU Boulder, University of Northern Colorado, School of Mines, Adams State University, Fort Lewis College, CU Denver

- Subset Data created and submitted to the Taskforce on November 19th

The public-facing CU Salary Database Resource was also Reviewed by our Taskforce team
https://www.cusys.edu/budget/cusalaries/

TIMELINE (Key Dates & Actions):

Key Dates:

August 26 – Provost Nakuma Taskforce Charge
December 10 – Progress Report Due
April 1 – Final Plan Submitted

FALL Key Dates & Actions:

August 26 – Provost Nakuma Taskforce Charge

September 2-30
IDENTIFY
- Reviewed UCDALI reports
- Discussed the lived experience of our faculty taskforce members
- Identified questions to ask and information required
- Determined key stakeholders and partners for engagement

October 1-14
DEVELOP
- Finalized an extensive list of questions for our schools/colleges/library focused on policies, practices, and procedures that shape the working conditions of IRC faculty.
- Sub-group collaboration with OIRE to develop the details of the Faculty Data Dashboard. Developed questions for the Faculty Experience Survey.
- Sub-group collaboration with OIRE to develop the Faculty Experience Survey.
- Sub-group collaboration with CU System Benefits team to understand current benefits available to IRC faculty and benefits offerings by campus.

October 15-November
COLLECT & ANALYZE
- School/College/Library questionnaire completed and returned on October 22.
- Faculty Experience Survey submission end date of November 11 with data dashboard finalized by OIRE on November 13.
- Taskforce recommendation category teams analyzing all collected data and information to 1) identify what we are doing well, 2) identify what we are not doing well, and 3) draft potential recommendations with associated data points.
- Finance sub-group collaborating with OIRE and Finance and Administration to develop Faculty Salary Data Dashboard.

December 1-17
ANALYZE & DRAFT
- Draft progress report to Provost Nakuma.
- Draft final plan outline.
- Taskforce members are continuing to work independently and in small groups to analyze all collected data and information to 1) identify what we are doing well, 2) identify what we are not doing well, and 3) draft potential recommendations with associated data points.
- Finalize Spring timeline and action items.

December 10 – Progress Report Submitted to Provost Nakuma

SPRING Key Dates & Actions:

January 20 – February 20
ORGANIZE & MODEL
- Confirm spring timeline.
- Confirm final plan outline.
- Individual Recommendation Teams to finalize analysis and to draft recommendations.
- Collaborate with Tobin Bliss in OIRE to financially model emerging recommendations.

February 21 – March 2
MODEL & DRAFT
- Individual Recommendation Team Reports due to taskforce.
- Recommendation Drafting Subgroup to collate all recommendations and draft document for IRC faculty commenting period.

March 3-18
DRAFT & ITERATE
• Open draft recommendations for IRC faculty commenting period – the draft will be open and available for comments from March 3 through March 18.
• Continue work on financial modeling.

March 19-31
FINALIZE PLAN
• Analyze IRC faculty feedback received during commenting period
• Refine recommendations and develop final report, action items and financial projections

April 1 – Final Plan Submitted to Provost Nakuma

STRATEGIC PARTNERS

The taskforce is collaborating with central service teams who have provided invaluable guidance, insights, recommendations, and strategic expertise in the development of data sets, information collection, and survey tools.

• Office of Institutional Research and Effectiveness (OIRE) —
  o Dave Deffenbacher, Assistant Vice Chancellor
  o Paula Dickson, Executive Director
  o Laura Perrigo, Data Analyst
  o Ian Whitman, Senior Data Analyst
  o Nathan Schwab, Senior Research Coordinator

• Office of Finance and Administration — Tobin Bliss, Associate Vice Chancellor and David Doig, Director of Fiscal Analysis
• CU System Benefits Office and Benefits Team — Michelle Martinez, Director of Strategic Benefits Initiatives, Employee Services
• Office of Diversity, Equity and Inclusion – Antonio Farias, Vice Chancellor

School/college and library staff, faculty, and leaders have provided the taskforce with detailed information regarding lecturer, instructor and clinical teaching faculty policies, procedures, and practices.

Above all, we are profoundly grateful to all our lecturers, instructors and clinical teaching faculty who shared their experiences of our culture, policies, practices, and procedures through the faculty survey we developed in collaboration with OIRE.