

IRC Task Force Recommendations April 1, 2022



TOWARDS A CULTURE OF BELONGING...

The IRC Faculty Task Force was formed in September 2021 at the behest of Provost Nakuma to investigate the policies and practices that impact the working conditions of CU Denver’s Lecturers, Instructors and Clinical Teaching (aka IRC) faculty, and develop an actionable plan to improve those conditions. When we began this work, we did not foresee the introspective journey that would accompany the institutional review with which we were tasked. For the IRC faculty who served on this Task Force, and for the many more IRC faculty we strove to represent, it felt like our voices were at long last being heard, and that a chance — our chance — to enact meaningful change had finally arrived.

Comprising staff, administrators, and both tenured and IRC faculty, this Task Force has been a veritable microcosm of the CU Denver community, and the work with which we were charged has necessitated hard, often personal conversations. Through these conversations, across every policy and practice uncovered and reviewed, and in every lived experience shared during our research, one theme, one word resounded in every corner: VALUE. Does CU Denver properly and fairly value IRC faculty? Is that value expressed clearly and appropriately? However value is expressed — or intended — on the part of the institution, do IRC faculty actually FEEL valued at and by the University? In the process of conducting this work, we have heard poignant anecdotes of how IRC faculty have felt “undervalued and overlooked” within our community. Our investigations have further revealed that the issues faced and felt by IRC faculty live in multiple places: in policies and inconsistencies identified as needing change, in policies and inconsistencies that have reasons behind them that are not made transparent, in practices identified as needing scrutiny and change, and in perceptions of policies and practices. While we can work together to address policy, it is often our very culture — many aspects of which are legacies of institutional hierarchies long established in higher ed that we did not create, but which we perpetuate — that informs perceptions of and about IRC faculty. We cannot just write new policies. We must shift our culture.

WHAT WE ASPIRE TO...

The very [goals](#) (*Goal 5: Be known as a people-centered best place to work*) and [values](#) (*We strive for belonging and equity on our campus and in our community*) we have set for ourselves

as an institution require cultural change enacted on every level (from campus leadership to individuals in primary units) that will impact the lived experiences of our people day-by-day and over time. We must show in ALL WE SAY and ALL WE DO the essential, integrated, valued place of ALL faculty, regardless of rank or title, in the University community.

We aspire to a campus culture in which welcome, support and commitment to belonging and success are conveyed from the very start. We aspire to a de-siloed, integrated, agile organization in which faculty are faculty, and all are equally appreciated for and supported in the work they do. We aspire to a fair and equitable working environment in which expressions of value — time, attention, care, empathy, opportunity, support, and compensation — are afforded to all with respect, dignity, and joy. We aspire to a culture of transparency, in which information is gladly shared and made accessible to all. We aspire to be a leader in dismantling the hierarchical, have-and-have-nots paradigm of higher education in the United States.

This report aims to be a starting point for how we shift this paradigm and work together towards a culture of belonging, equity, and value. We have identified three key areas of recommendation that all support and, we believe, will help enact this cultural shift. These areas are **Salary/Pay and Benefits, Job Security and Protections, Recognition and Support**. Across all following recommendations, we recognize and advocate for transparency and clear, timely, open, multidirectional communication; accountability; and inclusive and collaborative tone, language, and practices. Throughout our process, and in the report herein, we have tried to model the same.

OUR IRC FACULTY

The work of this Task Force has laid bare the enormous contributions of IRC faculty to the mission, vision, and day-to-day work of CU Denver. While we enumerate opportunities for advancing change, we also celebrate the diverse and abundant knowledge, expertise, professionalism and dedication of the IRC faculty who enrich our community in so many ways.

Words and numbers will never sufficiently capture all that we are and do, but they nevertheless provide an enlightening snapshot of IRC faculty roles and contributions. In 2021, of the total 1023 CU Denver faculty, 651 (63.6%) were IRC faculty, including 400 Lecturers (39.1%), 165 Instructors (16.1%) and 86 Clinical Teaching Track (8.4%). These 651 individuals accounted for 61% of all tuition revenue generated, 169,677 (67%) of student credit hours, and 23,072 (84%) of total student enrollments (graduate and undergraduate). Additionally, IRC faculty taught 86% of all CORE course sections (730 out of 851 total sections) as well as 68% of all non-CORE course sections (1397 out of 2074 total).

Our IRC faculty are artists and entrepreneurs, business leaders, and retired school superintendents. Many have specifically sought out teaching-focused or practitioner-scholar roles in the university as a way of integrating disciplinary knowledge and pedagogical drive. Regardless of background, they are unified in their passion for teaching, support of students, and commitment to mentoring the next generation of professionals. The experience and expertise they bring to campus every day is staggering: 86% of Clinical Teaching Track (CTT) faculty,

36% of Instructors and 27% of Lecturers hold doctoral degrees; another 13% of CTT faculty, 54% of Instructors and 63% of Lecturers hold master's degrees.

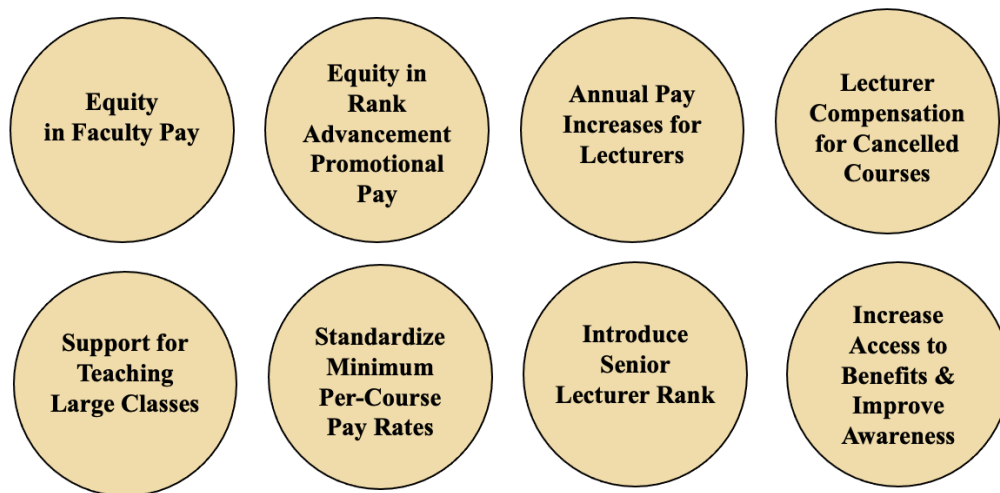
IRC faculty are long-standing contributing members of our CU Denver community. Their commitment to our institution is evidenced in the average number of years our Lecturers, Instructors, and CTT faculty work for us. Based on the first date of hire, Lecturers average seven years of commitment, Instructors 12 years, and CTT 12 years. It may be helpful to note that our T/TT faculty average 14 years of commitment. Many IRC faculty build their academic careers at CU Denver.

There can be no doubt that our IRC faculty are highly qualified, dedicated experts who demonstrate their commitment to student success, and advancing our educational endeavors, on a daily basis. Ensuring that we value their diverse and abundant knowledge, expertise, professionalism, and dedication to CU Denver is within reach.



SALARY/PAY AND BENEFITS

Recommendations-



Faculty Voices-

“Real attention needs to be paid to salary equity. There is no reason a faculty member with a PhD and 15 years of university experience should be making less than a brand new staff member. Many IRC earn 50k or less. This is insulting given the role we play and the value (credit hour \$) we give to the university.”

“IRC faculty are generally ignored (and even stigmatized) on the CU Denver campus. There are few funding opportunities for IRC faculty and the fact that we are paid so little is very concerning and disheartening.”

“We're at-will employees who are paid below minimum wage...how empowered can you feel?”

“I suppose what I would like to say is that being IRC faculty here is like experiencing ‘death by a thousand cuts.’ Very few dramatic things happen, but it just seems like we are asked to do a lot, with little thanks, with no promotions or wage increases and with subtle jabs from tenured faculty.”

“The pay is so low for the hours worked. My sense is the university doesn't care who teaches as long as they can get them cheaply.”

“It doesn't feel like the university appreciates me and allows me to contribute to my full capacity. There are so few opportunities for growth.”

“We carry the yeoman's weight of credit hours, yet discrepancies exist in income between tenured and CTT faculty. Traditional institutional practices are crumbling. I do not advocate taking away from another group. Just offer the same opportunities.”

Overview-

Across schools and colleges and among all IRC ranks and titles, our faculty have expressed a perceived misalignment between what they contribute to the university (their importance, worth and usefulness in relation to our mission) and what they are paid in return (how value is shown). In the IRC faculty experience survey, we asked faculty to rate a range of potential improvements that could positively impact their well-being and sense of belonging. From benefits and salary/pay to transparency and choice in course format, faculty considered 15 areas for potential improvements. Higher salary/pay emerged as the top ranked category with 58% of respondents noting pay was extremely important and 24% respondents that it was important (n=233). In addition, higher salary/pay was frequently noted in listening sessions with IRC faculty and within our Task Force team as a critical aspect of perceived value, sense of belonging, and well-being. Across all metrics, it is clear that ensuring our IRC faculty are fairly compensated is a strategic imperative critical to address. As the small sampling of quotes convey, by addressing the opportunities the Task Force has identified below, the University can clearly demonstrate its intended shift to a culture of inclusivity, equity, belonging, and well-being.



1) Equity in Faculty Pay

A comparison of average faculty salaries across T/TT, CTT, and Instructors revealed salary gaps. For example, the mean salary for CLAS assistant professors shows a \$17,075.81 difference between tenure-track assistant professors and CTT assistant professors. We recognize that there are differences among disciplines, across schools and colleges, and in context to an individual's seniority, merit, education training and experience, and quantity and quality of production. In the CLAS example, although these comparisons do not control for the conditions described above, a pay gap exists and is revealed in comparison data collected for all faculty in all schools and colleges. In the spirit of valuing the contributions that ALL faculty make, regardless of their portfolio of responsibilities or distribution of effort across teaching, scholarship and creative activities, and leadership and service, we have modeled an equitable pay scenario that considers faculty across title ranks. An associate professor (tenured), an associate professor (CTT), and a Senior Instructor should earn equitable pay within a specified range that accounts for discipline,

market need, seniority, merit, education training and experience, geographic location, travel, and quantity and quality of production.

We found IRC faculty across CU Denver expressed a perceived misalignment between what they contribute to the university, and their importance, worth, and usefulness, and what they are paid in return, which is how they perceive value is shown.



OPPORTUNITY: Equity in Faculty Pay

Equalize faculty pay ranges within ranks across title series and within disciplines - the investment could be as much as \$9.2 million annually. This investment has the potential to yield savings in turnover, hiring, and student retention, while also advancing faculty well-being.

Calculation: Financial modeling identified average salary and benefit gaps between types of faculty and multiplied these by the number of faculty in each respective category.

Investment: \$8.7 to \$9.2 million annually



2) Equity in Rank Advancement Promotional Pay

Achieving advancement in rank represents a sustained record of accomplishments that are valued and recognized by our institution. Currently, CU Denver provides standard minimum promotional pay raises for tenured/tenure-track faculty advancement (Campus Administrative Policy 1007). Promotional pay bumps for IRC faculty are not standardized or consistent. Promotional pay raises for IRC faculty will provide a mechanism to address pay gaps and compression issues between faculty title series, and provides a base-building raise resulting in a higher standard of living for IRC faculty. In addition, we believe that promotional pay bumps will demonstrate the university's commitment to excellence for ALL faculty and signal that our IRC faculty are seen and valued for their sustained effort, continued commitment to excellence, and increased impact.



OPPORTUNITY

This would increase IRC faculty's perceptions of the respect for, and value, of their positions. Having a pay raise to work toward offers a small incentive that can lead to longevity of employment and increased loyalty from IRC faculty.

Calculation: Financial modeling multiplied total average number of promotions by associated pay raises for IRC faculty.

Investment: This would require an additional \$225,000 to \$240,000 annually.

This Task Force also recommends that promotional pay adjustments be applied retroactively so that those who advanced before this work are not penalized and benefit from it.



3) Annual Pay Increases for Lecturers

The expertise, skillsets, loyalty, and dedication of Lecturers is too often insufficiently recognized through pay and benefits. Given the number of student credit hours taught by Lecturers, and their prevalence in teaching lower division courses, supporting and valuing our Lecturers is paramount to student success and retention efforts.



OPPORTUNITY

To reward Lecturers for their experience and skill, to recognize and encourage their longevity and continued service to CU Denver, the Task Force suggests a 5% increase in the per-course rate followed by a 2% increase annually.

Investment:

- 5% increase is \$375,000-\$425,000 annually
- Assume 2% increase based on compensation pools is an additional \$200,000 - \$225,000 annually, compounding to \$2.4 million annually by year 10

Calculation: Financial modeling multiplied total amount spent on adjuncts by 5%, then added on 2% increase annually



4) Lecturer Compensation for Cancelled Courses

There are times when courses are cancelled prior to the course start date. When cancellations occur, and faculty have devoted time to preparing for the course, our faculty feel taken advantage of and undervalued for the time and effort it takes to prepare. We propose a system of compensation for cancelled courses designed for Lecturers. This investment in Lecturers acknowledges the university's respect for the professional time, effort, and care put into course preparation and provides reasonable compensation for work done on behalf of the university.



OPPORTUNITY

We recommend that Lecturers be compensated for course preparation at 50% of course pay if canceled within one week, 30% if cancelled within two weeks, 15% if cancelled within three weeks, and 5% if cancelled within four weeks of the course start date.

Investment: Additional \$125k-\$140k annually

Calculation: Identified when courses were cancelled based on recommendation and calculated cost based on timing



5) Support for Teaching Large Classes

IRC faculty produce a significant portion of Student Credit Hours. With assigned teaching workloads that can be as high as 8-10 courses per year and IRC faculty often teaching a significant number of large and/or introductory classes, the total number of students that an IRC faculty member might teach in one semester can be quite high. Under these conditions, the faculty member's ability to ensure student success is at risk. In addition, faculty must devote significantly more time to teaching more students. In addition, within some schools and colleges, Lecturers are paid a higher rate for upper-division courses. This practice devalues the typically larger enrollments in lower-division courses, the challenges of teaching and engaging new students in foundational material, and the impact that all faculty teaching these lower-division courses have on our incoming students and overall retention rates. Recognizing differences among school/college course, program needs, and approaches to enrollment management, we propose a variety of opportunities.



OPPORTUNITY

- Enrollment caps support student experience and faculty workload alike. When enrollments in excess of the established cap are required, faculty should receive additional pay. Develop a campus or school/college transparent strategy of additional pay for teaching high enrollment courses. Note- Business uses a two-tiered system that differentiates additional pay for tenured/tenure-track and IRC faculty, and Lecturer. SPA offers \$150 per student enrolled over the course cap.
- Define “large” class sizes by discipline or school/college and transparently communicate strategies using possible approaches that may be taken in order to support faculty teaching large classes.
- Team teaching – assign two faculty to teach the same course with each faculty member receiving full credit and full pay for the course (vs. splitting the course). This approach

helps distribute the workload of large student numbers, enhance faculty learning from each other, provide students with two faculty experts, and could enhance more experienced faculty mentoring colleagues.

- Grow student assistant / Teaching Assistant program – provides faculty with a student who could help reduce administrative workload and facilitate student engagement, while creating opportunities for our students to earn additional pay within our own educational context.

Investment:

- Additional support rate of 50+ students in a class = \$1mil to \$1.5 million annually
- Additional support rate of 75+ students in a class = \$250k-\$400k annually
- Additional support rate of 100+ students in a class = \$115k-\$175k annually

Calculation:

Financial modeling averaged adjunct pay rate with one additional faculty (at adjunct rate) paid for team-teaching in three class enrollment scenarios – the highest investment from which a combination of team teaching, TAs and additional pay for larger classes could be calculated.



6) Standardize a Campus-level Minimum Per-Course Pay Rate for Summer, Maymester, and Winter Courses

IRC faculty and Lecturers often teach courses outside the traditional fall and spring semester. We found inconsistency in pay across units for summer, Maymester, and Winterim courses. Standardizing a minimum per-course rate would better incentivize faculty to teach during these terms, ensuring a healthy course menu of options for our students, especially for courses that have been subject to lower pay and more difficult to staff in the past.



7) Introduce a Senior Lecturer rank

Currently there are rank advancement opportunities in our Instructor and Clinical Teaching Track faculty title series. In recognition of our desire to value our faculty and recognize sustained high quality effort, create a promotional opportunity within the Lecturer faculty title series. A Senior Lecturer rank is intended to recognize and reward the contributions of long-serving part-time Lecturers through promotion, pay increase and potential priority in Lecturer course assignments.



OPPORTUNITY

While all four campuses and faculty consider changes to APS 5060, if a Senior Lecturer rank is not included in the final APS, we propose creating a campus-level policy to accomplish this. Investment for this item is calculated under the promotional pay increase recommendations.



8) Increase Access to Benefits for Lecturers and Improve Faculty Awareness of Benefit Opportunities

While not all Lecturers need benefits from the university, for those who cannot access them elsewhere, a lack of benefits is commonly cited as one of the primary factors that might cause them to leave the position. Lecturers do not receive the same retirement benefits as other faculty. Many have expressed confusion about retirement support options. Designated support for Lecturers and clear, accessible informational materials regarding benefits and retirement planning options convey care for the person for life and create a Lecturer-specific parallel to the TIAA advising sessions available to rostered faculty.



OPPORTUNITY

- Analyze and develop a path toward benefits-eligibility.
- Develop strategies to ensure accessibility of information, faculty awareness, and visibility of opportunities – leverage and elevate current structures or systems (such as faculty contracts and new faculty orientation) and create new approaches needed.



POLICY REVIEW

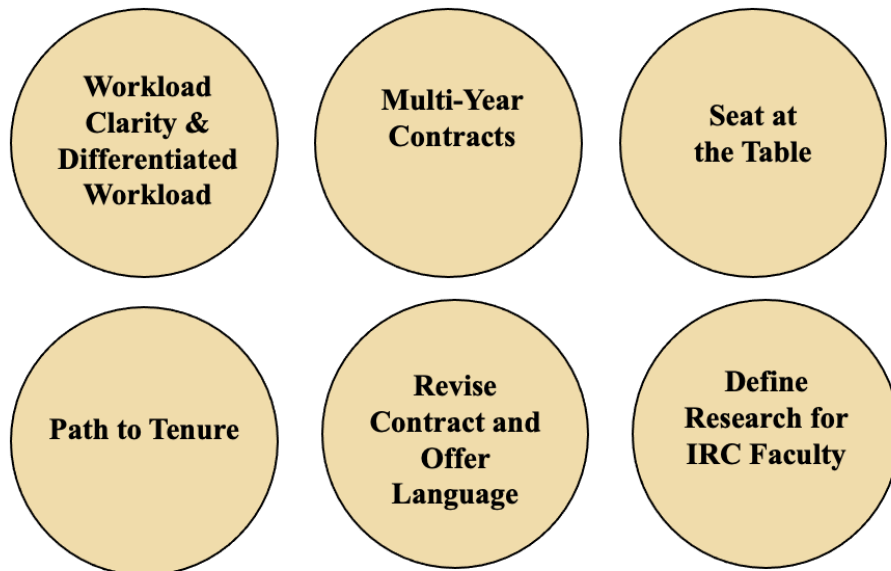
Relevant University of Colorado Regent Law and Policy, CU System Administrative Policy Statements, and CU Denver campus policies that should be used or amended to advance our “...work together towards a culture of belonging, equity, and value.”

- Under Regents Policy (RP) 4.A.1, the Deans are responsible for “... budgetary planning and allocation of funds; faculty assignments and workload; recommendations on personnel actions...” Many of the IRC Task Force action items can only be fully enacted with the commitment and support of the Deans. We encourage efforts to bring faculty and administration together in shared governance to create a people-centered university.
- The recent revision of RP 10.E Compensation Principles in response to the Colorado Equal Pay for Equal Work Act stripped the policy of robust review authorization language, thus limiting its effectiveness for salary redress. Therefore, RP 11 should be fully utilized to properly and fairly address endemic salary concerns regarding equity and compression. In particular, the CU Denver campus must adhere to RP 11.B.1(3) Salary Principles and establish the Salary Oversight Committee as directed in order to enact shared governance compensation review and recommendations for all faculty across the schools/colleges and library.

- Regents Law Article (RLA) 11
- Regents Policy (RP) 4.A.1, 10.E, 11.
- Administrative Policy Statement (APS) 1009
- Campus Administrative Policy (CAP) 1006
- Campus Administrative Policy (CAP) 1007
- Campus Administrative Policy (CAP) 1026

JOB SECURITY AND PROTECTIONS

Recommendations-



Faculty Voices-

“Without tenure, I am unable to speak truth to power because I risk losing my job. Being ‘at will’ means I have no power. None.”

“I feel like an anonymous specter moving through campus and classrooms, disconnected from everyone except the students in my class.”

“I feel that speaking too frankly is dangerous. Stating problems can make you the problem.”

“As a non TT faculty, I always feel highly dispensable. I could be let go at any moment, for any reason.”

“As an adjunct/lecturer, I often feel insecure about my employment status and therefore find myself teaching from a more conservative mindset which can inhibit my ability to reach students on a deeper level.”

“I would also like to advocate for IRC to be better represented amongst upper admin. I’m not sure as to eligibility for upper admin without tenure, but it is important to have representation at that level.”

“The focus of the letter (Letter of Offer) is always how the contract can be terminated at any point by me or the university. While I understand that this language is a legal requirement, it undermines the commitment I have made to the university for many years now...”

On a scale from 0-100, IRC faculty surveyed ranked their job security as 61/100

Overview-

At CU Denver, an urban research university, the reward structure must equally favor all academic endeavors. The three pillars—teaching, scholarly and creative work, and leadership and service—remain unchanged within a rapidly changing environment. The COVID-19 pandemic resulted in a sudden shift focused on teaching, education delivery, and how best to serve students. Half of IRC faculty survey respondents reported some level of burnout. In addition, IRC faculty often feel marginalized in their roles, and experience ongoing micro-messaging.

With each policy that “others” IRC faculty, and the practices and protections that simply do not apply, and the awards for which they are not eligible, IRC faculty are reminded almost daily that in many ways, albeit some unintentional, they are not seen. Becoming known as a university for life requires a robust, responsive, energized, connected faculty working on the cutting edge of wide-ranging fields. CU Denver recognizes the magnitude of the contributions IRC faculty make to the vision and mission of the University and commits to providing equitable support, resources, and opportunities for all faculty in their work as assigned by the university/unit and that they may embrace as beneficial to the university/unit.



1) Workload Clarity & Differentiated Workload

An important and yet simple way to ensure all faculty are equally appreciated and supported in the work they do is through university-wide transparency. IRC faculty cite workload inconsistencies and uncertainty around several key issues. Our data indicates IRC faculty members are seeking clarity on research responsibility and expectations - research, as applied to IRC faculty - should be clearly defined by each school/college. Additionally, teaching loads vary widely across schools/colleges, resulting in the perception of inequity. When one college requires a 4/3 teaching load, and another requires 3/3 for the same title, the reasoning should be publicly shared.

When IRC faculty vary from strategically established and transparently communicated base-line distributions and expectations, utilizing a differentiated workload should be the norm rather than the exception. Flexibility in workload assignments can balance university/unit needs, faculty strengths, and hiring expectations while honoring faculty for their contributions to the pillars regardless of the assigned percentages. This flexibility recognizes the expertise, interests, and passions of the faculty and offers a framework for schools/colleges to support their needs and the engagement of faculty.



OPPORTUNITY

- Establish school/college baseline distributions for each faculty title series.

- Increase flexibility - On an annual basis, in cases where the baseline distribution has changed or should change, formalize a differentiated workload to align and clarify expectations, roles and responsibilities. Utilize this approach to align school/college need with areas of opportunity and/or interest for faculty.



2) Multi-Year Contracts

Notably, not all full-time faculty desire a tenure-track position. As such, it is imperative that CU Denver offer multi-year contracts for all 0.5+ FTE IRC faculty who have demonstrated success in their roles and responsibilities. A clear and transparent process to award multi-year contracts is required. To compel units to conduct thoughtful IRC faculty searches, all new faculty should be offered multi-year contracts to demonstrate the university's commitment to their employment and to basic job protection and security. Multi-year contracts should be renewable one year prior to the contract end date.

With multi-year contracts, IRC faculty should receive equitable protection through policy differentiating only in the specificities of tenure status. This would ensure mentoring for IRC faculty, performance improvement plans before potential dismissal, and the assurance that they cannot be dismissed without cause, except in cases of program discontinuation. The levels of protection outlined in the contract may increase with advancement in rank, analogous to tenure-track faculty achieving tenure.



OPPORTUNITY

Require multi-year contracts for all .5 Instructors and Clinical Teaching Track faculty in all schools/colleges and in the library.



3) Seat at the Table – Voting Rights & Leadership Opportunities

Voting rights and opportunities to serve in academic leadership positions have emerged as highly important to our IRC faculty. The powerful phrase “nothing about us without us” has been a concept for hundreds of years and is poignantly relevant here. Fully applying this principle of participation puts into practice our commitment to equity and inclusion by ensuring that ALL faculty voices are heard. Establish inclusivity as the default. Voting rights for IRC faculty should be clarified and reinforced within units, schools, colleges, and library. For all academic leadership positions made available to faculty, apply a rigorous review of eligibility. As our IRC faculty are experienced and talented across many academic areas they should be eligible to compete for leadership positions. When opportunities are limited to particular groups (be that tenured, tenure track, rostered IRC faculty, Lecturers, etc.), clearly communicate *why* that limitation exists.



OPPORTUNITY

- Review all policies associated with faculty voting rights and adjust to ensure all primary units describe voting rights for all rostered IRC faculty as the default.
- Critically evaluate all academic leadership opportunities from an equity framework ensuring that all IRC faculty are eligible where possible.
- When opportunities are limited to particular groups (be that tenured, tenure track, rostered IRC faculty, Lecturers, etc.), clearly communicate *why* that limitation exists.
- When IRC faculty are appointed to leadership positions, ensure they can return to their faculty positions.



4) Path to Tenure

Although equal pay is so strongly needed and desired by teaching faculty, these public servants are not protected by their paychecks. They must be provided the full associated rights offered via academic freedom, currently promised in policy yet only truly accessible to the tenured. Despite obligations for teaching, scholarly/creative work, and leadership and service varying as widely as the university's academic disciplines, the overarching expectations of IRC faculty are similar enough to the tenure-track, making them worthy of a continuous appointment. Even with IRC faculty being the highest number of faculty at the university, generating the greatest number of student credit hours and thus revenue, and devoting the majority of their time in direct service to students through teaching, they are not offered a path to tenure. It is the recommendation of the IRC Task Force that IRC faculty be given the opportunity to apply for and be granted tenure if qualified.

Policies and procedures for faculty appointment, reappointment, promotion, tenure, and post-tenure review are a collaborative effort between faculty and administration. The IRC Task Force recommends that these policies include, rather than exclude, teaching faculty. Teaching faculty are worthy of a long-term commitment, as many have already devoted years to CU Denver. Full participation in shared governance, protection from retaliation, and dismissal for cause or financial exigency in accordance with policy, must be offered to contingent faculty for CU Denver to truly be a best place to work—for all. This recommendation is also another clear University overture to creating a culture and environment of inclusivity, equity, and well-being for all faculty.

With inclusion and fairness central to adopting this recommendation, support from the university's central administration, deans, and unit/program directors/heads, is paramount. Discussion with the Regents is necessary to revise policy. Ultimately, department faculty should develop the procedures to convert contingent faculty to the tenure track, if so desired. This process must be for faculty who wish to opt-in, with no negative consequences for those who do not desire a tenure track position. Furthermore, the procedures must offer the first right of refusal to current IRC faculty, rather than opening "new" lines and requiring devoted IRC faculty to apply for positions to which they have already immensely contributed, often for years or decades.

“...Particularly at large research universities, the tenure system has already been warped to the purpose of creating a multitier faculty. ... Tenure was not designed as a merit badge for research-intensive faculty or as a fence to exclude those with teaching-intensive commitments.” Teaching and scholarship merit equal valuation.

To IRC faculty, a path to tenure signifies economic security, academic freedom, due process, and equal valuation for teaching. Faculty working conditions are student learning conditions. This investment can improve both.



5) Revise Contract and Offer Letter Language

IRC faculty have noted that the tone of our contracts and offer letters is not welcoming. Many indicated that the letter makes them feel undervalued. We can clearly communicate what is legally and ethically necessary about any position and still convey a welcoming tone that fosters inclusivity and belonging. In addition, there is confusion about the timing and cadence of when faculty should receive contracts or appointment letters. From the IRC faculty survey, the Task Force learned only 30% of faculty receive a letter of offer every semester; only 44% receive a letter once a year; and 26% receive a letter less than annually. This causes our faculty distress and uncertainty.



OPPORTUNITY

- Clearly and transparently communicate the difference between a contract and letter of offer.
- Clearly communicate the exact timing and cadence in which faculty should expect to receive contracts and letters.
- Update all contract and letter templates to ensure a welcoming tone.



6) Redefine RESEARCH for IRC Faculty and Align Criteria Appropriately

IRC faculty with research obligations are under a significant amount of stress and pressure to disseminate their work in peer-reviewed publications / presentations and advance new knowledge and discoveries, while also engaging in a high distribution of effort to teaching. In the CTT line, for example, the baseline distribution of effort is 80% teaching, 10% research, and 10% service. And in some cases, that 80% equates to faculty teaching up to eight courses per year. Given the teaching commitment and 10% of time allocated to dissemination of new works, how can IRC faculty possibly be successful? Compounding the issue are IRC primary unit and annual review criteria that have “copied” the expectations and examples of levels of excellence

from the criteria for tenured and tenure track faculty with a 40% distribution of effort devoted to scholarly and creative activities.

Our campus should expect ALL faculty to maintain currency in their disciplines and fields. This is critical to ensuring the relevance and quality of our teaching and learning and ability to prepare students for their future careers. In order to meet the goal of ensuring IRC faculty remain current in their fields, while advancing a more equitable environment for our IRC faculty, we propose developing and clarifying a definition of research for IRC faculty that centers on inquiry and active engagement in the discipline to maintain currency, infuse their teaching practice with current knowledge of the field, and with no requirements to generate new knowledge with requirements to disseminate, publish, or produce.



OPPORTUNITY

Bring together a team of faculty to advance the adoption of definitions and practices that describe what CU Denver means by research for IRC faculty and update aligned criteria and processes, in response.



POLICY REVIEW

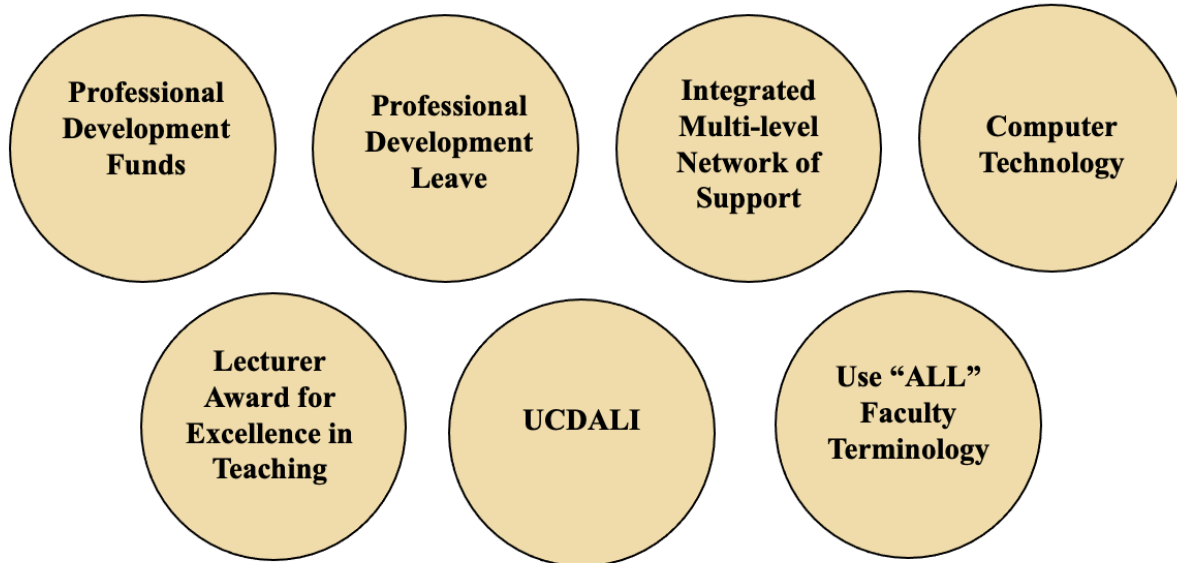
Administrative Policy Statement (APS) 5053 Multi-Year Contracts for Instructional, Research and Clinical Faculty with Teaching Responsibilities or Librarian Appointments. This important policy has been authorized under Colorado state law since 2015 (see C.R.S. § 24-19-104), yet misinformation on its purpose and design, combined with extremely spotty implementation, has significantly hindered its application on the CU Denver campus. Term contracts are an effective and immediately available method to provide significant legal protections for IRC faculty in all appointments from dismissal without cause, supporting academic freedom for faculty without the traditional protections of tenure. Widespread implementation of this policy alone would greatly enhance the working conditions for IRC faculty.

APS 1006 Differentiated Annual Workloads for Faculty and Campus Administrative Policy (CAP) 1012 Differentiated Annual Workloads are existent policies that could be creatively used by the schools/colleges and library to support professional advancement by both allowing for a professional development leave and adjusting faculty workloads to allow for the ordinary service, creative and scholarly work, and teaching that all faculty usefully engage in on our campus.

- Regents Law Article (RLA) 5.B.2(B), 5.C.3(C), 5.C.4(C), 5.D.1(C) & (F)
- Regents Policy (RP) 5.A.1, 5.B., 5.C.3.
- Administrative Policy Statement (APS) 1006
- Administrative Policy Statement (APS) 1009
- Administrative Policy Statement (APS) 5008
- Administrative Policy Statement (APS) 5053
- Campus Administrative Policy (CAP) 1006
- Campus Administrative Policy (CAP) 1012
- Campus Administrative Policy (CAP) 1026

RECOGNITION AND SUPPORT

Recommendations -



Faculty Voices-

“Too much work for too little pay with no job security and no recognition for the work I do.”

“As an adjunct, I feel undervalued and overlooked in this university.”

“It is so incredibly disheartening to do all of the work on a project and then have someone else's name go on it because you aren't the right 'status'. This happens all the time! My work is so often used for other people's advancement and promotion and it is oppressive. The other main problem is all of the rules regarding voting. For instance, in our department whenever ANYTHING comes up the people with power first make a big deal about 'deciding' whether the IRC faculty should be able to vote. They then have a vote on whether we should be able to vote.”

“Not being allowed to call myself a faculty member even though my contract said I was (this was in our department), being told I couldn't chair CLAS committees because I was NTT, being told you can't apply for certain programs or grants or funding because you are IRC, being told that I was lucky to have a \$500 raise for the only promotion I was ever eligible for (from instructor to senior instructor) and that making \$37,000 was a ludicrous amount for somebody who only "taught" (this from a tenured faculty member making \$150,000 who was terrible in the classroom). I could go on...”

“I am a nothing at this University.”

Category Overview-

Faculty satisfaction in terms of the appreciation, recognition, and support they perceive impact all aspects of faculty roles and responsibilities impact belonging and well-being, commitment and participation. Developing and maintaining systems and structures purposely designed to enhance the success of our IRC faculty is paramount. We can cultivate a culture of belonging in which our IRC faculty are supported, valued, and seen for their contributions and accomplishments by taking both formal and informal steps that demonstrate our commitment to their success.



1) Professional Development Funds for IRC Faculty

Both development of effective, innovative pedagogy, and maintenance of currency in one's field require and benefit from periodic opportunities to focus exclusively on those areas that underpin the work of teaching. Thus, upon advancing within the title series (Instructor to Senior Instructor, CTT Assistant Professor to CTT Associate Professor), faculty should be eligible to apply for one semester of professional development leave paid at full salary. From the IRC faculty survey, 63.3% of respondents reported the possibility of paid professional leave was "important" or "extremely important" to them. Heavy teaching loads require a great deal of emotional labor, and a break is deserved. The suggestion was made to offer IRC faculty who taught four or more courses a semester during the pandemic a "reprieve reward"—a single course release to recognize their work and dedication.

In addition to the pedagogical innovation that may result, professional development leave can also support IRC faculty in their research and creative activities. This time could be dedicated to developing new courses and updating curriculum. The possibilities are abundant, the time to dedicate to these efforts is not.



OPPORTUNITY

Investment:

- \$1000 a year in Professional Development funds for all Instructors and CTT faculty annually \$250K estimated
- A Professional Development fund for all schools/colleges/library of \$100 per lecturer within the school/college \$45K estimated

Calculation: Financial modeling calculated \$1000 per all Instructors and Clinical Teaching Track Faculty teaching in 2021, \$100 per all lecturers teaching in 2021



2) Professional Development Leaves for IRC Faculty

Time and space are essential to growth and change. Both development of effective, innovative pedagogy and maintenance of currency in one's field require and benefit from periodic opportunities to focus exclusively on those areas that underpin the work of teaching. Support for subject-area proficiency and research is support for teaching, learning, and the student experience.



OPPORTUNITY

Upon advancing within the title series (Instructor to Senior Instructor, CTT Assistant Professor to CTT Associate Professor), faculty are eligible to apply for one-semester professional development leave paid at full salary.

Investment:

- Up to \$700k annually if all taken within the year, Additional \$700k every five years
- Assuming making retroactive over the past five years, Up to \$3.5 mil liability, Additional \$3.5 mil liability every five years
- 63.3% of IRC faculty surveyed report this is “important or extremely important”

Calculation: Financial modeling assumed 40 achievements in rank per year and average teaching load of 7 (3.5 per semester)



3) Integrated Multi-Level Network of Support for IRC Faculty

As IRC faculty are the largest faculty group on campus, ensuring their success is mission critical. We propose an integrated multi-level network of support specifically designed to support Lecturers. Such a network would include the Associate Vice Chancellor for Faculty Affairs and dedicated School/College/Library staff and/or faculty – Lecturer Liaisons. Liaisons serve as a supportive point of contact for IRC faculty in each unit or school/college. The Network would foster community and connection, accuracy of information, and flow of information while staying abreast of what IRC faculty need to be successful. Some schools (BUS, SPA) already have Lecturer Liaisons who have proven effective and beneficial. Duties of the liaison might include serving as a first point of contact to share information, answer questions, hear concerns, and help IRC faculty navigate work-related issues. The liaisons could be responsible for onboarding, conveying curricular requirements, conducting or arranging for class observations to support pedagogical development and advancement, sharing opportunities such as professional development programs offered by CETL and the CFDA, health and wellness resources, and retirement resources, and directing IRC faculty to appropriate resources for additional

information when needed, and ensuring availability and accessibility of meeting spaces as needed.



OPPORTUNITY:

Inclusively develop and launch an integrated Network plan with measurable outcomes, guiding principles, organizational structure and ongoing strategies to ensure success.



4) Computer Technology for All IRC Faculty

We learned so much from the pandemic including our reliance on technology to deliver education. As computer technology to assist teaching is essential in our growing hybrid context and faculty utilization of Canvas as a digital backbone to teaching their classes, IRC faculty should have their essential teaching technology needs met. We propose a campus-level approach to ensure all faculty have the computer technology needed to teach.



OPPORTUNITY

Investment:

\$1.5 million - \$2.0 million one-time purchase and \$150,000 annually ongoing

Calculation: Financial modeling assumed \$3000 per faculty and ongoing replacement costs



5) Lecturer Award for Excellence in Teaching

Faculty awards are an honored tradition that recognizes and celebrates the outstanding achievements of faculty and contributions to the CU Denver community and beyond. The 2022 expansion of the Provost's Excellence Awards to include IRC faculty awards in research and creative activities and service and leadership is a welcome and appreciated move in this direction. Additional clarification of eligibility requirements for these awards will help ensure consistency across schools and colleges. Eligibility guidelines should carefully weigh the challenges of varied official work responsibilities and unofficial (yet often lauded) work undertaken by IRC faculty.



OPPORTUNITY

Investment: \$5,600 Annually

Calculation: Average cost of 1 campus-level award that includes all associated costs including additional pay, award, event.



6) UCDALI

UCDALI is an essential point of connection among IRC faculty and between IRC faculty and campus administrators and shared governance bodies such as Faculty Assembly, of which UCDALI is a recognized member. This latter recognition by Faculty Assembly is of particular importance with respect to UCDALI's inclusion of Lecturers in its membership and advocacy as faculty with <0.5 FTE are not recognized members of Faculty Assembly. As the work of the IRC Faculty Task Force wraps up and this report is received by campus leadership, UCDALI may serve in a similar capacity to the Institutional Equity Advocacy Council (IEAC) that is now continuing the work and helping to implement the recommendations of the Equity Task Force.



7) Use "ALL Faculty" Terminology

The move to adopt "IRC" (Instructional, Research, and Clinical) to replace "NTT" (non-tenure-track) has introduced better language that focuses on who we *are* rather than what we *are not*. However, there are times when faculty are differentiated without clear reason, underscoring that we are separate or different, rather than equally valued colleagues. Shifting the language used in everything from official documents to casual reference fosters sameness and connection and subtly reminds the entire campus community that we are scholars, creatives, and educators all contributing to the same goals and mission.

The USC Center for Urban Education's [*Five Principles for Exacting Equity by Design*](#) serves as a model, especially the first two principles:

Principle 1: Clarity in language, goals, and measures is vital to effective equitable practices.

- "Clarity in language. Inequality in higher education is a structural problem that is hidden or revealed through the use of language imbued with political and social meaning," in this case, using faculty titles to perpetuate perceived inequities among faculty, from lecturer to professor.

Principle 2: “Equity-mindedness” should be the guiding paradigm for language and action.

- “An equity-minded administration is aware of the sociohistorical context of exclusionary practices and inequality and the impact of power asymmetries on opportunities and outcomes,” in this case, particularly for IRC faculty members.



Opportunity

Refer to all faculty, regardless of rank or title, by default as “faculty.” Review all campus, school/college and unit policies and documents for unnecessary differentiation of faculty lines.



POLICY REVIEW

Future Policy Development: CAP 3000 Establishing Campus Administrative Policies allows for the creation of new policy for CU Denver as necessary and useful for our purposes. While room for improvement always remains, current CU System policy may also be effectively utilized to advance our objectives. The importance of including IRC faculty in all levels of shared governance is a powerful addition to a great university and the effectiveness of UCDALI and its members who are present throughout campus and System committees is solid evidence in support of importance of shared governance service.

- Regents Law Article (RLA) 5.B.2(B), 5.C.3(C), 5.C.4(C), 5.D.1(C) & (F).
- Regents Policy (RP) 5.A.1, 5.B., 5.C.3.
- Administrative Policy Statement (APS) 1006
- Campus Administrative Policy (CAP) 1012
- Campus Administrative Policy (CAP) 1026
- Campus Administrative Policy (CAP) 4006

ADVANCING PROGRESS TOGETHER

Throughout our work on this important project, our Task Force members worked tirelessly to ensure our recommendations reflected the voice of our IRC faculty with opportunities described as actions to take – levers for change to push and pull. We worked hard to create a safe place of trust in which all members could speak their truth, tackle difficult topics, acknowledge harms and history, test and challenge assumptions, and share bold ideas. In all phases of our work, a current that regularly surfaced was the challenge of seizing this ONE opportunity to do this work and get it right – high stakes. While there are many positive indicators that our IRC faculty voice is being heard and our campus is taking action, empowering this Task Force for example, we recognize that faculty will know they are valued when they begin to benefit from the actions we take. It will take time to bring about change and it will take time for our IRC faculty to trust that the university takes their welfare seriously, and as a strategic imperative for our campus.

As campus leaders consider these recommendations and begin to determine a course of action, we would like to share our enthusiasm for partnering with leadership to advance this important work together. We would also like to recommend the confirmation of a “council” similar to the Institutional Equity Advocacy Council (IEAC) this is now continuing the work of the Equity Task Force. We propose that UC DALI would be critical to this effort and ideal council partners and members.

Our entire Task Force was grateful for the opportunity to engage in this important work. And while we struggled with letting this report leave our hands before everything was exactly perfect, we are excited to share these recommendations. We are confident that they represent impactful opportunities to bring about an equitable culture of belonging and well-being for ALL faculty.

ADDITIONAL CONSIDERATIONS

- Start a university-wide dialogue on transparency and inclusivity, and living our values.
- Recognize that culture is formed, changed, and persists from leadership downward. If misperceptions, biases, and erroneous assumptions persist, leadership must actively seek to dispel these through such efforts as this Task Force is charged to undertake.
- Our faculty members whose primary interest is research have contributed a wealth of innovation, particularly in new and novel approaches to concepts and accepted knowledge within their disciplines. And many of our faculty members whose primary interest is teaching have either directly or indirectly benefitted from that research in the content they teach. Without research, the knowledge we teach would become vitiated and stale. In the same vein, without strong, vibrant teachers, new and vital knowledge wouldn't be passed on to new generations of students, or perhaps even make it to the classroom at all.

- We, as in all members of the university, need to actively cultivate and shape in our culture a strong sense of cohesion, respect, and collegiality among all faculty levels.
- It is this Task Force’s finding that it is incumbent on the university to actively explore ways to instill a stronger sense of mutual respect and appreciation for the invaluable contributions that all members of our faculty, tenured/tenure-track and IRC faculty and lecturers alike, make to the University and to the larger community.
- Honor the symbiotic relationship of all faculty that reflects how collectively their work can deliver the best experience for students.
- From CU’s mission statement: Our highest priority is the success of our learners, where success is collaboratively defined. That priority must also include the success of ALL faculty – there is a mutual dependency here between learners and educators.

TASK FORCE TEAM

Campus Lead:

- Joann Brennan, Interim Associate Vice Chancellor for Faculty Affairs, Provost Office

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, 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

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
- Karen Sobel, Director Center for Faculty Development and Advancement, Associate Professor, Library
- Karen Fennell, Lecturers Liaison and Dean’s Office Manager, College of Liberal Arts and Sciences

OUR PARTNERS

The Task Force collaborated 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) —
 - Dave Deffenbacher, Assistant Vice Chancellor
 - Paula Dickson, Executive Director
 - Laura Perrigo, Data Analyst
 - Ian Whitman, Senior Data Analyst
 - 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 Task Force 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, clinical teaching, adjunct and research faculty who shared their experiences of our culture, policies, practices, and procedures through the faculty survey we developed in collaboration with OIRE.

ADDENDUM

TASK FORCE CHARGE FROM PROVOST NAKUMA

1. Using the UCDAI 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 #1.
 - b. Critically assess the situation carefully, considering our stated strategic plan theme of “a university that works for all.”
 - c. Respond to the UCDAI report following steps 1 and 2.
3. Develop a FULL PLAN to address your 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 all other concerns which, when addressed, will result tangible improvement in the working conditions of IRC faculty.

OUR APPROACH

In order to advance this critical work, the entire Task Force has met twice weekly since September 2. Throughout this project when needed, Task Force 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 Task Force utilized a Microsoft TEAMS site to collect and share information and collaborate on associated projects and documents.

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

DATA DEVELOPED AND GATHERED

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)
 - Cross-walks of promotional criteria for rank advancement within the Instructor and Clinical Teaching Track faculty title series

Faculty Salary Comparison Report comparing eight 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 Task Force on November 19th

The public-facing **CU Salary Database Resource** was also reviewed by our Task Force team <https://www.cusys.edu/budget/cusalaries/>

Listening Sessions

During the week of March 7 we held listening sessions for IRC faculty, an opportunity for them to provide feedback on the general areas of potential recommendations we were forming. Faculty from all IRC ranks participated in these discussions. We captured quotes and themes that are represented in this report. Overall, their responses confirmed that our primary areas of recommendations were considered impactful to our IRC faculty.

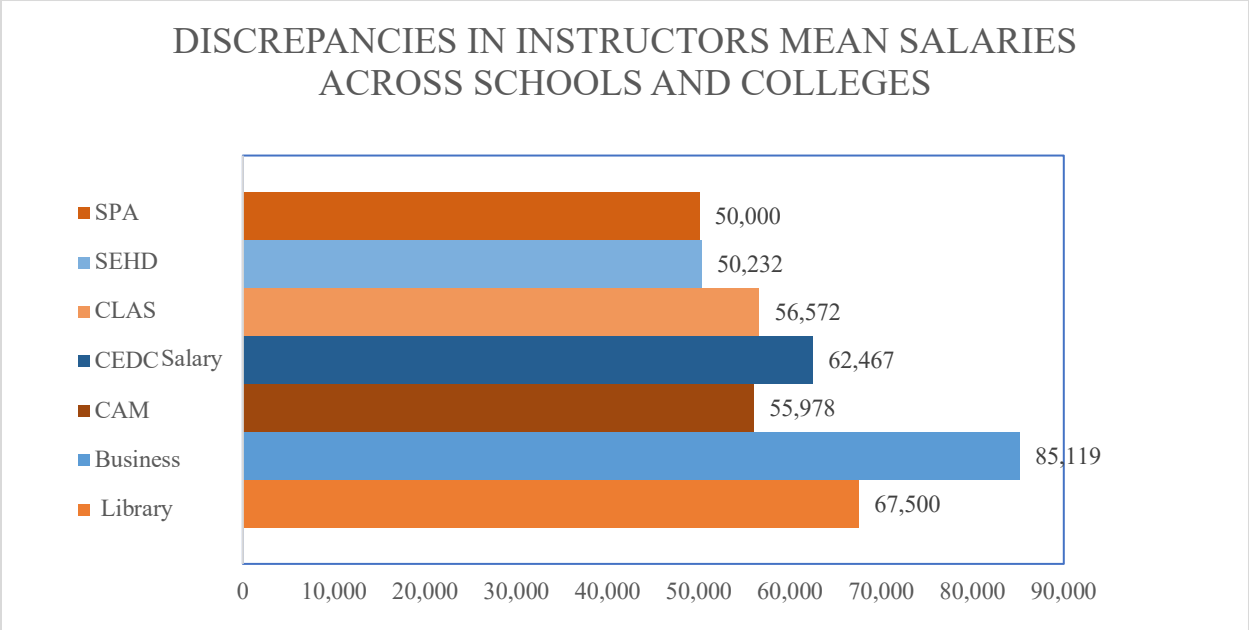
Key Data Points Summarized

Mean Salary By Rank

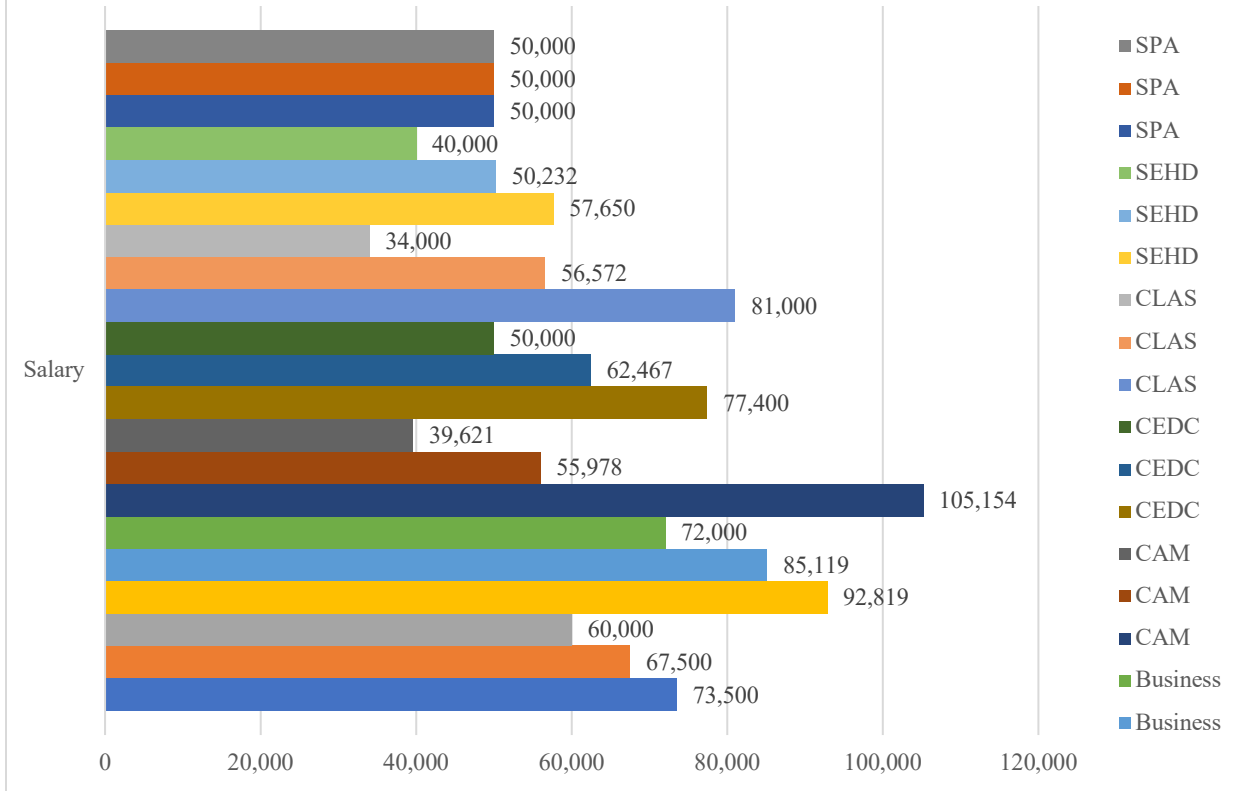
	TT Asst	Headcount	Clinical Asst	Headcount	TT Assoc	Headcount	Clinical Assoc	Headcount	TT Prof	Headcount	Clinical Prof	Headcount
Library	N/A	0	N/A	0	57,554.91	2	77,445.00	2	N/A	0	N/A	0
Business	151,833.27	11	135,507.00	4	155,915.11	19	130,000.00	1	169,716.73	11	N/A	0
CAP	81,996.64	7	75,062.91	6	93,694.75	4	106,710.51	1	117,469.89	9	N/A	0
CAM	66,310.00	4	75,709.27	3	78,320.03	18	71,197.00	1	91,994.60	5	N/A	0
CEDC	93,098.46	13	79,017.14	7	109,267.63	16	75,552.00	2	130,835.87	15	103,370.00	2
CLAS	79,963.59	41	62,887.78	15	87,899.54	83	72,803.63	22	113,830.64	51	75,413.00	2
SEHD	78,620.00	5	76,801.16	17	93,298.95	19	92,044.44	8	115,837.33	9	100,000.00	1
SPA	77,565.50	6	61,566.67	3	100,027.31	4	75,655.00	2	128,912.57	7	N/A	0
TOTAL	89,912.50	87	80,935.99	55	96,997.28	165	87,675.95	39	124,085.37	107	92,927.67	5

	Clinical Sr Inst	Headcount	Sr Instructor	Headcount	Instructor	Headcount
Library	N/A	0	67,500.00	10	71,012.88	4
Business	100,000.00	1	89,423.00	6	85,118.89	9
CAP	N/A	0	N/A	0	N/A	0
CAM	N/A	0	52,567.16	4	55,977.73	13
CEDC	65,580.00	2	81,780.00	2	62,466.67	3
CLAS	N/A	0	66,087.90	34	56,572.19	52
SEHD	N/A		76,621.99	16	50,232.02	3
SPA	N/A	0	53,500.00	1	50,000.00	1
TOTAL	82,790.00	3	69,640.01	73	61,625.77	85

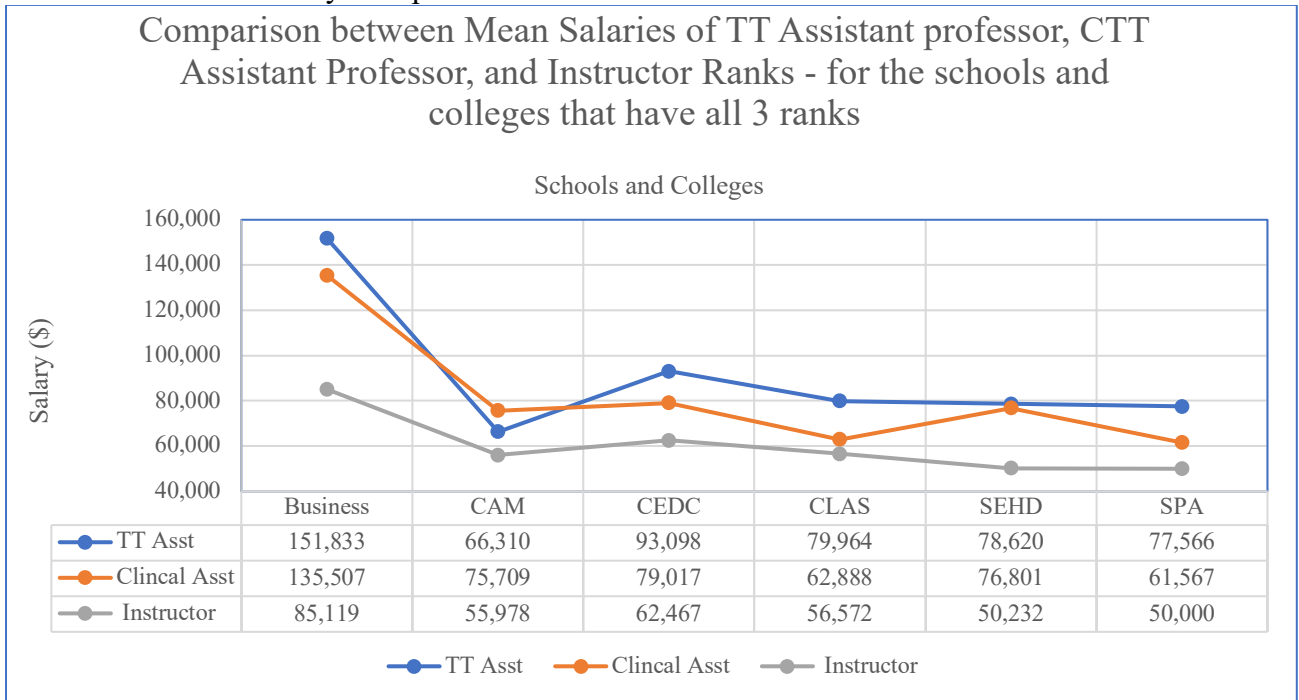
Instructor Salary Comparison Data



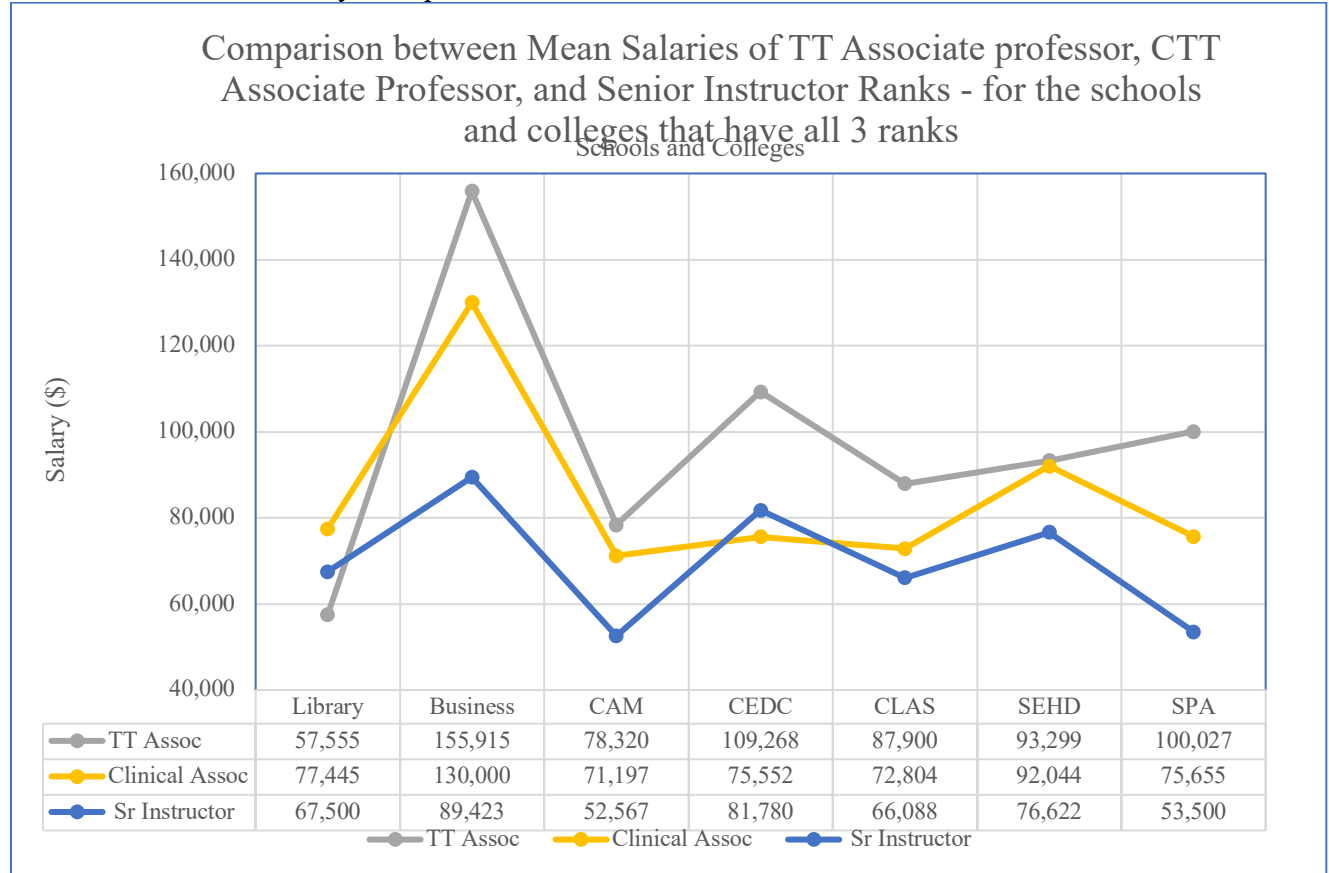
DISCREPANCIES IN INSTRUCTORS SALARIES ACROSS SCHOOLS AND COLLEGES



Assistant Professor Salary Comparison Data



Associate Professor Salary Comparison Data



Professor Salary Comparison Data

	TT Prof	Headcount	Clinical Prof
Library	N/A	0	N/A
Business	169,717	11	N/A
CAP	117,470	9	N/A
CAM	91,995	5	N/A
CEDC	130,836	15	103,370
CLAS	113,831	51	75,413
SEHD	115,837	9	100,000
SPA	128,913	7	N/A
TOTAL	124,085	107	92,928

Faculty Degree Level Data

Excludes higher ranking administrators, library faculty and faculty not assigned with a school/college

School/College	Faculty Type	Total	Doctorate		Masters	
			#	%	#	%
Total	Tenured And Tenure Track Faculty	357	328	91.9%	27	7.6%
	Regular Instructors	144	56	38.9%	77	53.5%
	Lecturers	451	121	26.8%	285	63.2%
	Clinical	9	4	44.4%	5	55.6%
	Clinical Teaching	93	80	86.0%	12	12.9%
	Other Instructional	10	4	40.0%	6	60.0%
	Post-Doctoral Fellows	19	18	94.7%	0	0.0%
	Research	38	23	60.5%	14	36.8%

Original Hire Date Data

Numbers represent time since each employee's first date of hire in the CU system, in any capacity. Faculty types represent current roles, which may be different from the employees' roles at the time of their first CU hire date. Stop-outs, career changes, and other episodes of time away from CU are not accounted for here.

Faculty Type	Maximum time (in years) since first date of hire	Average time (in years) since first date of hire.
Tenured And Tenure Track Faculty	41	14
Regular Instructors	45	12
Lecturers	46	7
Clinical	20	5
Clinical Teaching	37	12
Other Instructional	45	14
Post-Doctoral Fellows	13	3
Research	49	10

Faculty Teaching Data

Student Credit Hours

IRC faculty produced 169,677 (67%) of student credit hours

- 78,534 (31%) produced by Instructors

- 58,475 (23%) produced by Lecturers
 - 32,668 (13%) produced by Clinical Teaching Faculty
- 83,048 (33%) Tenured/Tenure-Track Faculty produced student credit hours

CORE Course Sections Taught

IRC faculty taught 730 (86%) of all core course sections

- 377 (44%) of all core course sections taught by Instructors
- 254 (30%) of all core course sections taught by Lecturers
- 99 (12%) of all core course sections taught by I Clinical Teaching Faculty

121 (14%) Tenure/Tenure-Track Faculty taught all core course sections

Non-CORE Course Sections Taught:

IRC faculty taught 1397 (68%) of all non-core course sections

- 634 (31%) of all non- core course sections taught by Instructors
- 555 (27%) of all non-core course sections taught by Lecturers
- 207 (10%) of all non-core course sections taught by Clinical Teaching Faculty

677 (33%) Tenure/Tenure-Track Faculty taught all non-core course sections

Course Enrollments by Faculty Title Groups:

33,887 Total Student Enrollments (undergraduate and graduate combined) in Fiscal Year 2021

23,072 (84%) of all student enrollments occur under IRC faculty

- 11,593 (42%) enrollments Instructors
- 7,687 (28%) enrollments Lecturers
- 3,792 (14%) enrollments Clinical Teaching Faculty

4,564 (17%) of all enrollments occur under Tenured/Tenure-Track Faculty

Average Section Size by Faculty Title Groups:

- 31 students for Lecturers
- 31 students for Instructors
- 38 students for Clinical Teaching Faculty
- 38 students for Tenure/Tenure-Track