

University of Colorado Denver Department of Communication

DEPARTMENT BYLAWS

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And see the Department’s *Handbook* for materials regarding “Policies for In-Class Peer Observation of Teaching” and “Pedagogy Guidelines”

I. PREAMBLE

The purposes of these Departmental Bylaws are to describe the organization and administration of the Department of Communication and to define the roles of Department faculty with respect to the activities and governance of the Department. The Department of Communication, hereafter referred to as *the Department*, is organized and its affairs conducted in accordance with the Laws and Policies of the Board of Regents of the University of Colorado, the policies of the University of Colorado system, and the guiding documents of the University of Colorado Denver (UC Denver) and the College of Liberal Arts and Sciences (hereafter referred to as *the College*, or as *CLAS*). The Bylaws presented herein cover the policies and procedures of the Department, specifically. Policies and procedures not covered by these Bylaws may be initiated or modified by a two-thirds majority of the voting faculty of the Department following the procedures outlined herein and in the governing chart. Rules established by the Laws of the Regents, the University, or the College shall prevail over the Department Bylaws, should a conflict exist.

To facilitate all Department members becoming conversant with the Regental, University, Campus, and College rules and regulations that underwrite these Departmental Bylaws, the Department includes here a list of links to the key documents. Throughout the remainder of these Bylaws, additional links to other policies are provided as needed.

1. Laws of the Regents, <http://www.cu.edu/regents/Laws/laws.html>
2. Regent Policies, <http://www.cu.edu/regents/Policies/>
3. Regent Law 5, Faculty, <https://www.cu.edu/regents/article-5-faculty>
4. Regent Law 4, Organization of Academic Units: 4.B.1, *Departments*, <https://www.cu.edu/regents/laws-and-policies/regent-laws/article-4-organization-academic-units>
5. CU System Administrative Policy Statements, <https://www.cu.edu/ope/policy/aps-az>
6. University of Colorado Denver|Anschutz Medical Campus Policies, http://www.ucdenver.edu/faculty_staff/employees/policies/Pages/default.aspx
7. Faculty Handbook, <https://www.cu.edu/office-academic-affairs/faculty-handbook>
8. University of Colorado Denver Faculty Assembly Constitution and Bylaws, http://www.ucdenver.edu/faculty_staff/faculty/assembly/downtown/governance-documents/Pages/default.aspx
9. University of Colorado Denver Faculty Senate Constitution and Bylaws, <https://www.cu.edu/faculty-council>
10. Conflicts of Interest in Amorous Relationships: <http://www.cu.edu/ope/efficiency-and-effectiveness/presidents-task-force-efficiency/aps-5015-conflict-interest-cases>.
11. Conflict of Interest: <http://www.cu.edu/regents/principles/conflicts-of-interest>.
12. Nepotism: <http://www.cu.edu/employee-services/policies/nepotism-procedures>.

II. MISSION

To cultivate the knowledge and ability to use communication to create a more equitable and humane world.

III. COMMITMENTS

The CU Denver Department of Communication aspires to excellence in research, teaching, and service/leadership and is committed:

- to facilitating civic engagement, particularly via service-learning opportunities;
- to fostering global awareness, particularly through international travel study classes and the International College Beijing (ICB) program;
- to promoting diversity and inclusion;
- to offering students routes toward career training and professional success, particularly through internships and capstone projects;
- to democratizing higher education in Colorado, particularly through participation in the CU Succeed program;
- and to implementing evolving best practices in higher education.

IV. FACULTY

The faculty of the Department of Communication includes lecturers, instructors, senior instructors, and Clinical Teaching Track (hereafter *CTT*) faculty at the assistant CTT, associate CTT, and professor CTT ranks; these faculty all fall within the category of Non-Tenure Track Faculty, or NTTF; these appointments are made on an at-will basis. The faculty also includes assistant professors, associate professors, and professors; these faculty all fall within the category of Tenure Track Faculty, or TTF. Appointment as an emeritus faculty member recognizes retired faculty who have given long service to the University. Additional details regarding the norms and expectations for the performance and evaluation of all NTTF and TTF are offered in section XII of these Bylaws. Voting rights for the faculty are described in the governing chart (APPENDIX A).

Among the faculty, all appointments to the status of “graduate faculty” will be made by the Department’s graduate committee in accordance with the policies of the consolidated Graduate School. For all rules and procedures regarding Graduate School at CU Denver, see the information posted at <http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx>. For all rules and procedures regarding the Department’s MA program, see the information contained in the Departmental *Handbook of Graduate Studies*.

V. DEPARTMENTAL POSITIONS

A) Department Chair

The Dean of the College of Liberal Arts and Sciences appoints the Chair after consultation with the TTF of the Department; the appointment is then reviewed and approved in writing by the Provost and Chancellor.

- A.1. The Chair of the Department will be a tenured member in the Department or, if selected from outside the University, eligible for tenure within the Department.
- A.2. The term of the Chair is specified in the governing chart and is subject to renewal by the Dean following consultation with the faculty. The contract for this position is written on an at-will basis and may be terminated by the Dean.
- A.3. The Chair serves the students, faculty, university, discipline, and relevant communities and fulfills tasks including but not limited to:
 - A.3.1. Complying with the duties and responsibilities as articulated in APS 1026 <https://www.cu.edu/ope/aps-1026-roles-and-responsibilities-department-chairs>.
 - A.3.2. Initiating the development of a “Strategic Priorities List” that articulates the concrete and specific objectives for the Department for the near future, in line with the CLAS and University strategic plans, and leading, at a spring semester meeting, to a discussion of how priorities have been approached.
 - A.3.3. Seeking, with regard to the duties and responsibilities as described above, the advice of Departmental faculty colleagues, in a systematic way, to provide for the conduct of Departmental affairs in an orderly manner through Departmental meetings and the appointment of appropriate committees, and to keep Department members informed of his or her actions in a timely manner.
 - A.3.4. Coordinating public relations activities with the faculty and staff as well as coordinating other issues as needed.
 - A.3.5. Administering the ICB program and/or delegating ICB tasks as appropriate.
 - A.3.6. The Chair is assisted by a Director of Undergraduate Studies and a Director of Graduate Studies (as articulated in the governing chart and additionally in the subsections describing DUS and DGS positions) in carrying out his or her responsibilities.

For language regarding vacancy and/or removal, see the governing chart.

For annual merit evaluation, the Chair will be assessed on research, teaching, and service/leadership according to Departmental Bylaws; additional performance evaluation of the Chair will be conducted by the Dean’s office per CLAS guidelines.

B) Director of Undergraduate Studies (hereafter DUS)

The tenured TTF fulfilling this position serves multiple functions; when the duties enumerated herein involve graduate student teachers, the DUS coordinates pedagogical training with the Director of Graduate Studies.

- B.1. As the coordinator of all Presentational Speaking and Business and Professional Speaking courses, she or he offers orientation as well as ongoing pedagogical assistance for everyone teaching these classes. The DUS holds at minimum once-a-semester meetings with instructors, lecturers, and GTAs on pedagogical issues.
- B.2. As part of these duties, the DUS coordinates service learning for relevant entrance courses.
- B.3. Whenever the Chair is absent due to professional travel or other duties, the DUS assumes temporary Chair duties.
- B.4. The DUS is also responsible for overseeing the work of the Department's undergraduate advisors (whose specific tasks are listed below). In this capacity, the DUS is charged with maintaining that part of the Department's website that addresses curricular and advising matters. The DUS is also responsible for working with the Program Assistant and the Undergraduate Advisors in maintaining up-to-date flyers, posters, and other informational materials, to be displayed in the Department's hallways.
- B.5. The DUS, with the DGS and the Department Chair, oversees the Department's annual Peer Teaching Observation process.
- B.6. The DUS serves a term of four years, to be staggered with the Chair and DGS, and is elected by the faculty as described in the governing chart.
- B.7. Additional duties may be assigned.
- B.8. For performing these tasks, the DUS receives a one-course teaching reduction each academic year, to be taken in consultation with the Chair, and pending approval of the Dean.

C) Director of Graduate Studies (hereafter DGS)

The tenured TTF fulfilling this position serves multiple functions, including:

- C.1. The DGS coordinates the graduate functions of the Department, chairs the Graduate Committee, coordinates the advising of all graduate students, and regularly updates the Department's *Handbook for Graduate Studies*.
- C.2. The DGS is also responsible for organizing and hosting each year's orientation for new graduate students (wherein the pedagogical training of new GTAs is coordinated with the DUS), leading the Department's efforts to recruit new graduate students, maintaining a database to track former graduate students, and maintaining the part of the Department's website that addresses the graduate program.

- C.3. Working in conjunction with the DUS, the DGS is responsible for organizing regular brownbag sessions dedicated to enhancing the graduate student experience and the teaching skills of our graduate students.
- C.4. The DGS serves a term of four years, preferably to be staggered with the Chair and DUS, and is appointed by the faculty as described in the governing chart.
- C.5. Additional duties may be assigned.
- C.6. For performing these tasks, the DGS receives a one-course teaching reduction each academic year, to be taken in consultation with the Chair and pending approval of the Dean.

D) Undergraduate Advisor (hereafter UA)

The TTF, CTT, or Instructor fulfilling this position serves multiple functions, including but not limited to:

- D.1. The UA (or advisors, according to need) coordinates and fulfills most (but not all) tasks related to advising undergraduate students.
 - D.1.a. These tasks may include but are not limited to completing all graduation checks and maintaining an accessible database of these checks, coordinated in consultation with the Department's Program Assistant.
 - D.1.b. The UA maintains up-to-date flyers, posters, and other informational materials, to be displayed in the Department's hallways (these tasks are coordinated with the DUS).
- D.2. To facilitate student access, the UA is required to offer the Department no fewer than eight hours of office time each week that school is in session (including the week before each semester begins), with these hours dispersed across at least three days per week. Of these eight hours of service/leadership, the UA should also schedule times when she or he is available for help via phone, Skype, or other modes of communication.
- D.3. For performing these tasks, the UA receives a one-course teaching reduction each fall and spring semester, pending approval of the Dean.
- D.4. The UA is appointed by the Chair; appointments in this capacity are at-will and may be extended or rescinded by the Chair in consultation with the rostered faculty.
- D.5. Because summer sessions are not a part of the regular, nine-month contract, any UA work done over the summer will be compensated via negotiation with the Chair and Dean.

E) Director of Undergraduate Internships (hereafter DI)

The TTF, CTT, or Instructor fulfilling this position serves multiple functions, including:

E.1. Teaching COMM 3939, Internships, in the fall, spring, and summer semesters (the former two on contractual load, the latter on a separate summer salary). In this capacity, the DI performs all internship course-related duties, including developing the syllabus, designing appropriate assignments, planning and leading intern meetings, providing meaningful feedback and grades for all assignments, and reviewing intern time sheets and employer evaluations. The DI also meets with prospective interns to explain the internship-procurement process, reviews all intern contracts, ensures that contracts are properly completed and ready for execution, and acts as an advocate for students as issues arise at internship sites.

E.1.1. The DI regularly updates the Chair on all issues pertaining to internship programs, communicates with the appropriate CLAS Associate Dean as necessary for contract approval of students with extenuating circumstances, works with the DUS to ensure that advising and internship marketing efforts are appropriately orchestrated, updates the Department website as necessary when changes in program are implemented, and stays apprised of research in experiential education.

E.1.2. The DI communicates regularly with relevant CU Denver offices regarding all aspects of the internship program, including Departmental policy and personnel changes, marketing efforts, enrollment, processing of contracts, disciplinary issues with students, issues with employers, and risk-management issues.

E.1.3. The DI acts as a liaison among employers, students, and the relevant CU Denver offices as needed with the goal of ensuring a productive and educational experience for the student and a positive experience for the employer.

F) CU Succeed (CUS) Liaison

The TTF, CTT, or Instructor fulfilling this position serves multiple functions, including:

F.1 Coordinating with the Chair, the CUS Liaison seeks to expand CUS offerings by initiating new Communication classes in new schools or adding additional Communication classes to existing CUS programs. In this capacity, the Liaison recruits teachers for new classes and brings their information to the Chair for approval. All CUS teachers must meet Higher Learning Commission guidelines.

F.2 Coordinating with the Chair, the CUS Liaison oversees all CUS teachers, including approving their syllabi, overseeing the in-class evaluation of their teaching, and offering coaching when needed.

F.3 Coordinating with the Chair, the CUS Liaison serves on the CLAS-level CUS committee of Liaisons, serving as the Department's representative; in this capacity the

CUS Liaison serves as a conduit between the Department and the College, and is charged with updating the Department on CUS issues as appropriate.

F.4. In conjunction with the tasks listed above, the CUS Liaison is responsible for attending the annual CUS Summer Orientation Conference and coordinating the work conducted there by all of the Department's CUS teachers.

F.5. For completing these duties, the CUS Liaison receives a one-course teaching release each semester. Any Liaison duties conducted over the summer require separate compensation, to be arranged with the Chair and Dean.

G. Associate Program Chair, International College Beijing

The Beijing-based Instructor, TTF, or CTT fulfilling this function serves as an intermediary between the Chair, the on-site ICB Director, the CAU Deans, and the on-site ICB faculty. This position is appointed by the Dean following consultation with the Communication Department Chair and ICB Faculty and is therefore not listed in Appendix A: Governing Chart.

G.1 In addition, the person serving this position is responsible for completing the duties enumerated in the ICB Associate Program Chair document.

G.2 For completing these duties, the ICB APC receives a one-course per academic semester teaching release, pending approval by the Dean.

VI. DEPARTMENTAL GOVERNANCE

The text offered in section VI dovetails with the procedures detailed in the Governing Chart (APPENDIX A).

A) Calling Faculty Meetings and Quorum Required for Doing Business

The Department Chair will call and schedule meetings. For any meeting to take place, a quorum of 2/3 of all tenured and tenure track faculty shall be required. A meeting may not be held without a quorum. Ideally, faculty meetings will be limited to one per month during the academic year. Such meetings will not be held during the summer months of June and July. The first fall faculty meeting will not be held prior to one week before the start of classes. Pending Departmental projects, additional faculty meetings may be called as needed.

B) Prior Notice and Faculty Meeting Sequence for Position-Filling and Governance-Issue Decision Making

For all faculty voting decisions shown in the Governing Chart (APPENDIX A), any proposed action must not be voted upon in the same meeting in which that action is initially raised or proposed. Instead, the need to fill a position or to decide upon a governance-issue must be announced in the Department Chair's agenda and sent to the faculty at least 48 hours prior to the meeting; ideally, relevant documents will be distributed with that agenda/announcement.

C) Procedure for Hiring New Lecturers

For any new lecture hire, the Department Chair will consult with the tenure-track faculty prior to the hire by circulating finalists' *vitae* and/or summaries of qualifications. Because time may be of the essence, the Chair may proceed with the hire after a 24-hour notification to the faculty.

D) Department Meeting Minutes

Minutes will be taken at all meetings. After 2/3 approval of past minutes, they will be posted in a shared electronic space.

E) Committees

The Standing Committees of the Department are described in the governing chart. The Department may also appoint *ad hoc* committees as necessary and may appoint individual faculty members as liaisons with other campus offices. Any *ad hoc* committees will be appointed for a specific announced purpose and for a specified period of time.

VII. STANDING COMMITTEES

The Standing Committees described below will be selected, unless specified elsewhere in this document, via the governance procedures discussed above.

A) Outcomes Assessment Committee

This Committee is charged with updating the Department's Outcomes Assessment Plan on an ongoing basis, implementing the Plan by collecting and evaluating student data as specified in the Plan throughout the year, and drafting and submitting the Department's annual Outcomes Assessment Report to the College. This committee's work also includes evaluating outcomes assessment for those classes offered by this Department in Beijing. The Committee shall be elected according to the governing chart.

B) Graduate Committee

This Committee is chaired by the DGS and includes at least two additional TTF voted upon by the faculty per the governing chart. This Committee is responsible for developing and implementing policy related to the Department's M.A. program. This Committee makes admission decisions, selects recipients for scholarships and any available awards, and, when appropriate, advises the Chair regarding GTA appointments. Whereas the DGS serves a four-year term, members of this committee serve for three-year staggered terms.

C) Personnel Committee

Unless specifically noted in this document, all other Department issues of significance will be addressed by the TTF as a whole (hereafter called the *Personnel Committee*). The Personnel Committee also serves other tasks as detailed below in the "Processes for the Annual Evaluation of Faculty" section of this document.

D) Course Proposal Committee

The Course Proposal Committee shall be led by the Chair and includes the DUS and/or DGS, depending upon the level of course being proposed. In addition, one other TTF or CTT or

Instructor member of the Department voted upon by the faculty shall serve on the Committee. When possible, this position shall be filled by one of the Undergraduate Advisors.

E) Student Grievance Committee

The Chair hears all grievances pertaining to graduate and undergraduate classes. When necessary, the chair may involve the DUS and/or DGS and/or a third member of the Department. In all matters, the Department follows CLAS and CU Denver policies regarding Student Appeals and Grievances.

F) Annual Evaluation Committee

The Department Chair, DUS, and DGS serve as the Annual Evaluation Committee, which follows the procedures outlined in section XI herein.

G) Publicity and Awards Committee

This Committee's composition is the DUS plus one other full-time faculty member with service/leadership in their contract. The Committee is responsible for coordinating Departmental publicity, including a digital presence, which includes publicity within the institution as well as publicity in the broader field and the search for and coordination of award nominations for eligible faculty, instructors, graduate students, and staff.

H) Tenure and Promotion Committee

When a TTF undergoes consideration for tenure and promotion, the Department follows all CU System APS, CU Denver, and CLAS policies.

I) Post-Tenure Review Committee

When a TTF undergoes consideration for post-tenure review, the Department follows all CU System APS, CU Denver, and CLAS policies. Consistent with those policies, the Chair writes a cover letter for each PTR dossier, but the formal evaluation of the candidate is completed by the CLAS PTR Committee.

J) Communication Days Committee

This committee's composition is described in the governing chart. The Committee is charged with planning, organizing, and hosting the Department's annual Communication Days celebration. This Committee is responsible for selecting and awarding Communication Days awards, and supports the Department's faculty in arranging for guest speakers in the Department's classes during the week of Communication Days. The Committee is tasked with facilitating a conversation with the TTF regarding the selection of each year's Communication Days keynote speaker and with raising funds to support Communication Days events.

VIII. FACULTY DUTIES AND RESPONSIBILITIES

Each TTF is expected to perform over a full range of instructional, scholarly, and service and leadership responsibilities under the 40/40/20 evaluation model, where 40 percent of efforts are directed to teaching, 40 percent are directed to research, and 20 percent are directed toward service. These allocations can be negotiated with the Chair and the CLAS Dean (the Department

handles all differentiated workload issues as outlined in the CU Denver policy, which is accessible online at <https://www.cu.edu/policies/aps/academic/1006.html>).

A) Instructional Activity: The teaching assignment for TTF is two classes per semester, unless otherwise agreed upon with the Chair and Dean as part of a differentiated workload, course buyout, or other arrangement. Lecturers may teach up to two classes each semester; Instructors' teaching assignments will be negotiated with the Dean and the Chair but must carry a teaching load equivalent to fifty percent of a full-time load.

In addition to course instruction, TTF are expected to provide support across a range of other instructional activities, which may include but are not limited to directing undergraduate and graduate student independent studies, directing theses, serving on graduate comprehensive examination committees, developing curricular materials, and covering classes for other faculty members when necessary.

B) Scholarly Activity: All TTF are expected to engage in scholarly activity that results in convention presentations, published works in high-quality and peer-reviewed journals, books or book chapters published with high-quality presses, and other means of dispersal in accordance with widespread norms of professionalism and excellence.

The Department adheres to all CU System APS, CU Denver, and CLAS policies regarding research misconduct.

C) Service and Leadership Activity: All TTF are expected to participate in the governance of the Department, as detailed under XI C. Contributions to College and University committees and governance also are important, as is service to major academic and professional organizations. TTF are also encouraged to forge working bonds with the CLAS interdisciplinary units that link to their areas of expertise and with other community groups whose projects dovetail with their teaching, service/leadership, and research interests.

The Department is especially committed to forms of daily service that help to build a sense of community and across-the-board excellence within the Department; for these reasons, the Department upholds the highest standards of professional decorum and interpersonal courtesy.

IX. TEACHING SCHEDULES

Teaching schedules are assigned by the Chair in consultation with the faculty. Individual faculty members' preferences will be taken into account, but they are constrained by the needs of the Department, the requirements of its degree programs, the availability of appropriate space, conflicts among offerings, and University requirements for distribution of classes across hours and days of the week.

These same policies apply to course scheduling for the ICB program (wherein the ICB Associate Program Chair and the Department Chair coordinate), the CU Succeed Program, all online offerings, and the Denver South campus.

The scheduling of all MA student teachers is coordinated by the Chair and DGS.

X. SUMMER SCHEDULING POLICY

When the summer schedule is under development, the Chair will ask all members of the instructional staff if they would like to teach summer school. The Chair will attempt to accommodate those who would like to teach if they are willing and qualified to teach courses that are appropriate for the summer curriculum and are likely to attract sufficient numbers of students to fill the classes. All proposed summer schedules require approval by the Dean's Office.

XI. PROCESSES FOR THE ANNUAL EVALUATION OF TTF

Faculty members use the research, teaching, and service and leadership score sheets (included herein) to arrive at quantitative measurements of their activity for the year.

Faculty members may also write an explanatory, qualitative narrative to accompany their score sheets; this optional narrative can highlight certain achievements and advocate for a particular reading of the score sheets.

The FRPA and the scores generated from the score sheets are employed *only as diagnostic mechanisms for recording annual production, not as final and determinative documents*; that is, the score sheets and optional letters are understood as tools that help the Annual Evaluation Committee and faculty member begin their conversation about research, teaching, and service.

The Department's Annual Evaluation Committee is described in the governing chart.

Members of the Annual Evaluation Committee are recused from evaluating their own FRPAs.

Following submission of the FRPA, score sheets, and narrative to the Annual Evaluation Committee, the committee studies the materials and reaches a conclusion regarding an overall annual evaluation using the CU Denver model of outstanding, exceeding expectations, meeting expectations, below expectations, and failing to meet expectations. See <http://www.cu.edu/ope/policy/aps-5008-performance-ratings-faculty>. Following its deliberations, the Committee will meet with each faculty member to discuss its decision and to share with the faculty member its letter of evaluation and formal FRPA overall rating sheet. The Committee should strive to work consensually, but in the event of split decisions regarding a final rating, the vote should be noted in the letter.

If any faculty member perceives her or his overall rating to be unfair, or believes any specific sub-rating to be unfair, then the rating may be appealed via either Department-level mechanisms or the CLAS Bylaws grievance procedure.

Upon completion of its work, the Annual Evaluation Committee conveys all materials to the Chair, who presents them at the annual Chair's meeting with the Dean, where final evaluation scores are determined in conversation between the Dean and the Chair.

The Chair is obliged, whenever dissent arises regarding an annual evaluation, to report this factor to the Dean at their annual meeting for determining final evaluation scores and raises.

In the event that the overall rating of a faculty member is below expectations or unsatisfactory, the terms of APS 5008 (<http://www.cu.edu/ope/policy/aps-5008-performance-ratings-faculty>) apply.

A) Research

40% of a TTF's evaluation is based on research productivity and excellence, unless otherwise specified in a differentiated workload. Such research should result in conference presentations, publications in peer-reviewed journals, book chapters, single and co-authored books, and the many other modes of production noted below in the research score sheet. Peer review is considered a baseline of professional academic production; still, because the terrain of publishing is changing rapidly, the Department welcomes proposals regarding new modes of research and dissemination that should be included herein.

A.1) The Research Score Sheet

Scholarly Production	Published	In Press	R&R	Submitted	In Process
Scholarly book <i>The large point spread offers flexibility regarding the quality of the work and press, as determined by the Evaluation Committee. Self-published books do not fall under this category.</i>	6—15	5—10	3—7	2—5	1—2
Innovative textbook	7—10	5—7	3—5	1.5—2.5	.75—1.25
Edited scholarly book	6—8	4—5	2.5—4	1.25—2	1
Article	3—5	2—4	1.5—2.5	1-1.5	.5-.75
Standard textbook	3—4	2—3	1.5—2	1	.5
Edited textbook	3	2	1.5	1	.5
Formal white papers or research briefs prepared for organizations, courts, NGOs, and/or clients	3—4	2—3	1—2	.5—1	.5
Book chapter	3—4	2—3	1.5—2	.75—1	.5
Textbook chapter	2	1.5	1	.75	.5

Conference proceeding	2	1.5	1	.5	
Encyclopedia entry	1—2	.75—1	.5	.25	
Book review	1	.75	.5		
Review Essay	1—4				
Journal editorship	3—7				
Book series editorship	3—7				
Journal editorship (special issue)	2—4				
Conference presentation	1				
Invited lecture	1—3				
Article in trade publication	1				
National Research Award	4—6				
Campus Research Award	3—5				
College Research Award	2—4				

Grants	500K +	100–500K	25-99.9 K	< 25 K
External grant (funded)	10—12	7—8	5—6	3
Internal grant (funded)	n.a.	4	3	2
External grant (submitted)	6—8	4—5	3	2
Internal grant (submitted)	n.a.	2	1	.5
Continuing external grant	6—8	4-6	2-3	2
Continuing internal grant	n.a.	3	2	1
Technical Report for funding agency completed	4—5	2-3	1	.5

A.2) Caveats

- All point totals listed here are subject to negotiation according to the project's length, quality of work, and quality of outlet; the score sheet is therefore an evaluative heuristic, not a determinative mechanism.
- Co-authored works will be allocated points on the basis of a discussion regarding the relative labor of the author.
- If the Evaluation Committee believes such evidence will help its deliberations, it may request that a faculty member provide documentation regarding any specific claim pertaining to the research score sheet.
- TTF immersed in longitudinal research projects that take a long time to develop and that therefore may not appear on the research score sheet may request that the Evaluation Committee allocate to them an additional 1 point, hence acknowledging the long-term nature of their work. Any such request will need to be accompanied by evidence of the progress of the project under consideration.

- Given the flexibility in modes of allocating points for research, all faculty pledge to report their efforts in a manner that avoids “double dipping.”
- In the event that the University is not able to offer raises in any given year, when raises are again offered, faculty members may elect to average their scores over the preceding no-raise years, hence insuring that prior excellence receives consideration.

A.3) Overall Research Scoring Suggestions

	Fails to Meet Expectations	Below Expectations	Meeting Expectations	Exceeding Expectations	Outstanding
Score	0—3.9	4—7.9	8—16.9	17—26.9	27+

These numbers are calculated for rostered faculty who carry a 40% research load. Rostered faculty members not on a 40% research load should have their points appraised on a ratio of percentages. For example, a 20% research load would be one-half the points and a 10% research load would be one-quarter of the points. If a faculty member has an increased research load because of a grant or other teaching/service/leadership release, the points should be increased accordingly.

B.4) Outlets. Faculty are encouraged to publish in highly respected, top-tier journals as relevant to the faculty member’s individual research focus. The Annual Evaluation Committee will evaluate the quality of the journal; this evaluative process may include conversation with the faculty member.

B) Teaching

The Department places high priority on teaching excellence. To this end, the Department values:

- 1) Quality teaching materials, which may be demonstrated by (but are not limited to):
 - Development of new courses, curricula, or programs
 - Creation of new or significantly revised syllabi that conform to Department and College standards
 - Significant incorporation of new materials into existing courses to keep up with current issues in the field
 - Linking learning outcomes to course design
 - High-quality rubrics, where appropriate
- 2) Participation in individualized instruction, which may be demonstrated by (but is not limited to):
 - Overseeing independent studies or internships
 - Supervising student projects
 - Advising graduate students on comprehensive exams, theses, or major projects
 - Writing detailed and specific letters of recommendation for students
- 3) Teaching effectiveness, which may be demonstrated by (but is not limited to):

- Deployment of high-impact, active-learning educational strategies
- Use of participatory learning, community-based learning, and other student-engagement techniques
- Student letters regarding effectiveness
- Demonstration of student learning through public dissemination of student work
- Peer evaluation of courses, including classroom observation, syllabi review, and examination of student portfolios
- Teaching awards
- FCQ ratings. Evaluation of FCQs will take into account factors that may affect ratings, such as class size (seminar, large lecture), course level (lower division, upper division, graduate), course status (core, required, elective), and course load (heavy and reduced workloads).

4) Rigor of learning experience, which may be demonstrated by (but is not limited to):

- Course assignments directly linked to challenging learning outcomes
- Student evaluations
- Peer evaluations

5) Advancement of the Department's teaching mission beyond the classroom, which may be demonstrated by (but is not limited to):

- Development of new courses
- Formulation of standards and methods of assessment
- Participation in Department events related to teaching and learning

6) Professional development, which may be demonstrated by (but is not limited to):

- Attendance at or leadership of workshops, conferences, or classes on teaching and learning
- Giving or attending presentations on teaching and learning
- Production of scholarship related to teaching and learning

7) Professionalism in the classroom, which may be demonstrated by (but is not limited to):

- Commitment to regular on-time class attendance
- Demonstration of sensitivity to student concerns and needs
- Staying current with course content and making regular course revisions
- Remaining accessible to students through office hours
- Being responsive to student questions and inquiries through personal or electronic means of communication
- Administering FCQs

All faculty members will strive to offer courses that include multiple forms of learning materials, multiple and rigorous modes of grading, and teaching methods consistent with widely accepted best pedagogical practices.

C.1) Teaching Score Sheet

Activity	Points	X Times	Sub-Total
Chair/director of MA thesis committee	2.5—3		
Member of MA thesis committee	1.25		
Chair of MA exam committee	1		
Member of MA exam committee	.75		
Member of Ph.D. committee	2		
Independent study supervision	1		
Individual course revision/development/enrichment	1—2		
Dept. curriculum development (course or certificate)	1		
Undergraduate mentoring of a sustained nature	.25-2 p/student		
Writing detailed and specific letters of recommendation beyond undergrad mentoring	.25/letter written		Capped at 4
New courses you have taught	2		
Helping students to publish (awarded when work is submitted)	1.5		
Serving as designated faculty mentor	2		
Advising/training graduate student teachers	2		
Graduate student-orientation development	2		
Presentations/workshops to improve teaching	.75		
Guest lecturing/substitute teaching in the Department	.25 p/class		Capped at 2.5
FCQ score for Instructor (0 to 6); include 1 score for each class taught			
Graduate student advisor	1		
Advising service learning within a regular course	2—4		
Creating a teaching portfolio	1		
National Teaching Award	4—6		
Campus Teaching Award	3—5		
College Teaching Award	2—4		

C.5) Teaching Scoring Suggestions

	Failing to Meet Expectations	Below Expectations	Meeting Expectations	Exceeding Expectations	Outstanding
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Score	0—9.99**	10—19.99*	20-30.99	31-37.99	38+
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***Below Expectations:** Regardless of points, teaching will be considered *below expectations* when the evaluation process determines that the faculty member engages in teaching practices that are inappropriate or counterproductive to effective pedagogy and student learning. The types of behaviors deemed inappropriate or counterproductive may include: derogatory communication, discriminatory practices, and/or other behavior demeaning to students. A level of *below expectations* is generally assessed for the year under consideration when a faculty member presents little or no evidence of initiative, labor, or commitment in relation to the following: (a) high-quality teaching materials; (b) participation in individualized instruction; (c) teaching effectiveness; (d) rigor of learning experience; (e) advancement of the Department’s teaching mission beyond the classroom; and (f) professional development.

**** Failing to Meet Expectations:** This evaluation will be assessed when a faculty member actively undermines the Department’s teaching mission or displays deliberate refusal to engage in the following: (a) high-quality teaching materials; (b) participation in individualized instruction; (c) teaching effectiveness; (d) rigor of learning experience; (e) involvement in the Department’s teaching mission; and (f) professional development.

These numbers are calculated for rostered faculty who carry a 40% teaching load. Rostered faculty members not on a 40% teaching load should have their points appraised on a ratio of percentages. For example, a 20% teaching load would be one-half the points and a 10% teaching load would be one-quarter of the points. If a faculty member has an increased teaching load, the points should be increased accordingly.

Any faculty member who teaches a class online or with 45 or more students may choose, in recognition of how those types of classes affect FCQ scores, to ask for a 1-point bonus for teaching that class.

C) Service and Leadership

The Department of Communication values service and expects its faculty to strive for excellence in service and leadership. Strong emphasis is placed on achieving a balance between the different service and leadership components detailed below.

The Department values quality (not just quantity) service/leadership by all faculty members at various levels (Department, College, University, community, and profession); faculty members are therefore expected to perform service/leadership in at least 2 of the following areas: Department, College, University, community, and profession. The Department agrees that service expectations should increase with rank and that untenured faculty should invest more heavily in research and teaching than in service.

Unless they conflict with other professional activities, TTF faculty are expected to attend Department faculty meetings and to participate in Department-sponsored official events during the year (e.g., LPH induction ceremony, graduation, professional development, research presentations, Communication Days, alumni meetings, etc.).

C.1) The Service and Leadership Score Sheet

Department Service/Leadership			
Function	Points	Number	Total
Department Chair	12		
Director of Graduate Studies	6		
Director of Undergraduate Studies	6		
Faculty Search Committee Chair	4		
Faculty Search Committee Member	2		
Academic Program Review Chair	4		
Academic Program Review Member	2		
ICB Coordinator	4		
Outcomes Assessment Committee Chair	3		
Outcomes Assessment Committee Member	1.5		
Newsletter & PR Coordinator	4		
PR Committee Member	2		
RTP Committee Chair	3		
RTP Sub-committee member	1.5		
Graduate Committee Member	2		
Communication Days Coordinator	1.5		
Lambda Pi Eta Advisor	TBD		
Legal Studies Minor Coordinator	3		
PR Certificate Coordinator	2		
Mediation Certificate Program Coordinator	2		
Ad-hoc Committee Member	TBD		
College Service and Leadership			
Director of Interdisciplinary Studies program	6 p/course release		
EPPC Committee	4		
Human Subjects Committee	4		
CLAS Scholarship Committee	1		
Budget Planning Committee	2		
Ethics Committee	1		
G.L.B.T. Committee	1		
D.A.C.	2—3		
CLAS Council	2		
ICB Search Committee	2		
Academic Program Review (reviewer)	2		
Undergraduate Experience Symposium attendee	.25		
Mentor for other TTF via the CLAS program	.5		
Campus Service and Leadership			
Sponsor of Student Organization	.25		

Graduation attendee in regalia	.25		
Graduation Marshal	.5		
Search Committee member	2		
Campus Presentation	.25		
Campus Awards Committees	.25—1		
Community Service and Leadership			
Present Workshop	.25 p/hr.		
Event Keynote Speaker	2		
Guest TV/Radio spot	.5		
Unpaid Consulting	.25 p/hr.		
Public Lecture	.5		
Serving on a Community Board	.25 p/hr.		
Paid Consulting	.5 p/4 hrs.		Limit of 6
Prison Workshop	4		
Service and Leadership to the Discipline			
Journal Reviewer	.25 p/ms.		Limit of 6
Journal Editorial Board member	.5		
Planned Regional Conference	4		
Planned National Conference	6		
Conference Respondent	.25		
Professional Organization, Committee Chair, regional	2		
Professional Organization, Committee Chair, national	3		
Professional Organization, Committee Member, regional	.5		
Professional Organization, Committee Member, national	1		
Manuscript Reviewer for Book Publisher	1 p/ms.		
RTP Reviewer at other University	1.5		
Conference Paper Reviewer	.25		
Guest Lecture for Other School	1		
Leadership Role in National Organization	3—5		
Honors, Awards, etc.			
College Service Award	2—4		
Campus Service Award	3—5		
National Service Award	4—6		

C.2) Service and Leadership Scoring Caveats

The points listed above represent best estimates of relative labor values, prestige, and significance; faculty members who wish to do so may make a case, as part of their written narrative, regarding alterations to these scores.

C.3) Service Scoring Suggestions

	Fails to Meet Expectations	Below Expectations	Meeting Expectations	Exceeding Expectations	Outstanding
Assistant Professors	0-3.99	4—6.99	7-13.99	14-19.99	20+
Tenured Professors	0-5.99	6-11.99	12-19.99	20-29.99	30+

Rostered faculty members not on a 20% service and leadership load should have their points appraised on a ratio of percentages. For example, a 10% service and leadership load would be one-half the points. If a faculty member has an increased service and leadership load, the points should be increased accordingly.

XII. PROCESSES FOR THE ANNUAL EVALUATION OF NTTF

Instructor: Excepting those initially hired prior to fall 2016, instructors must have a terminal degree in their field or an equivalent range of expertise and must be otherwise well-qualified to teach. Instructors are not tenure-eligible and their service as Instructor does not count toward the award of tenure; they are “at-will” employees. Individual schools and colleges may require Instructors to perform scholarly and/or service activities, but must make clear distinctions between Instructors/Senior Instructors and tenure-track Assistant Professors in terms of job qualifications, work assignments, or expectations.

Senior Instructor: Senior Instructors must meet, at minimum, the criteria of employment as Instructor. The designation of Senior Instructor recognizes higher qualifications, greater experience, and/or significant contributions to student learning. Senior Instructors are not tenure-eligible and their service as Senior Instructor does not count toward the award of tenure; Senior Instructors are “at-will” employees. Individual schools and colleges may require Senior Instructors to perform scholarly and/or service activities, but must make clear distinctions between Instructors/Senior Instructors and tenure-track Assistant Professors in terms of job qualifications, work assignments or expectations.

The Department of Communication evaluates instructors and senior instructors according to their contractual obligations. For example, if the instructor or senior instructor’s contract reflects a 100% obligation to teaching, then that individual will be evaluated solely on that dimension.

A) Evaluation of Teaching

The Department places high priority on teaching excellence. The Department measures teaching excellence through multiple methods, including but not limited to FCQ scores, regular peer observations, unsolicited and solicited student letters, teaching portfolios, and participation in teaching-enrichment activities. Regardless of the specific course offered by an instructor or senior instructor, the Department expects that all courses include multiple forms of learning

materials, multiple and rigorous modes of grading, and teaching methods consistent with widely accepted best pedagogical practices.

A.1) Meeting Expectations

Teaching will be considered *meeting expectations* when the evaluation process demonstrates that the candidate has made a positive impact on the intellectual development of students in the context of formal course work. Evidence that the candidate has a genuine commitment to teaching and demonstrates respect for students is a requirement for the *meeting expectations* evaluation. The *meeting expectations* evaluation requires a commitment to sound, relevant, and up-to-date instructional practices and will also include: a) FCQ averages generally within .75 points of Department averages, as based upon the FCQ's "Instructor Rating" (accommodation can be made for aspects such as implicit bias, online, and large-lecture teaching); b) demonstration of sensitivity to student concerns and needs; c) staying current with course content and making course revisions as needed to meet this expectation; d) remaining accessible to students through office hours; e) being responsive to student questions and inquiries through personal or electronic means of communication; f) preparing a state-of-the-art syllabus for each class; and g) attendance at meetings related to course content and development.

A.2) Exceeding Expectations

Teaching will be considered to be *exceeding expectations* when the instructor or senior instructor demonstrates instructional excellence. Evidence of instructional excellence will be demonstrated through, in addition to the criteria in the *meeting expectations* category, at least two of: a) continued updating and development of course material as consistent with evolving best pedagogical practices; b) FCQs that are generally at or above the Departmental average as based upon the FCQ's "Instructor Rating" (accommodation can be made for aspects such as implicit bias, online, and large-lecture teaching); c) demonstrating a commitment to professional development by attending conferences and workshops; and d) other forms of peer evaluation and/or unsolicited student feedback.

A.3) Outstanding

Teaching will be considered *outstanding* when the evaluation process determines that the Instructor or Senior Instructor demonstrates *outstanding* contributions to instructional excellence. In addition to fulfilling the benchmarks outlined in the meeting and exceeding expectations categories, evidence of *outstanding* instruction will be demonstrated through at least one of the following: a) receiving teaching grants and/or awards; b) development of new instructional programs; and c) innovative enhancement of the Department's pedagogical practices.

A.4) Below Expectations

Teaching will be considered *below expectations* when the evaluation process determines that the instructor or senior instructor engages in teaching practices that are inappropriate or counterproductive to effective pedagogy and student learning. The types of behaviors deemed inappropriate or counterproductive may include: a) instructional behaviors such as derogatory communication, discriminatory practices, or other behavior demeaning to students; b) unwillingness to assist students with class assignments and projects; c) failure to address concerns related to low FCQ scores and student comments; d) preparing inadequate or incomplete syllabi as compared to Departmental norms; e) failure to respond to students in a

timely manner; and/or f) other unprofessional behavior. A *below expectations* rating can occur with any of the above deficiencies.

A.5) Failing to Meet Expectations

Teaching will be considered *failing* when multiple elements of the *below expectations* criteria are met and the teacher demonstrates a willful disregard for professional behavior.

B) Evaluation of Service and Leadership

The following categories only apply to those NTTF whose contract includes a service allocation.

B.1) Meeting expectations

Service will be considered *meeting expectations* when the Instructor performs the duties assigned in a competent and timely manner.

B.2) Exceeding Expectations

Service will be considered *exceeding expectations* when the Instructor performs the duties assigned while contributing to programmatic development in conjunction with said duties.

B.3) Outstanding

Service will be considered *outstanding* when the Instructor meets the exceeding criteria plus a) won a service award or b) has contributed to service on an institutional level beyond the department in alignment with the institution's mission.

B.4) Below Expectations

Service will be considered *below expectations* when the Instructor fails to perform duties in a competent and timely manner.

B.5) Failing to Meet Expectations

Service will be considered to be *failing to meet expectations* when the *below expectations* criteria are met and the Instructor demonstrates a willful disregard for professional behavior.

**XIII. CRITERIA FOR PROMOTION FROM INSTRUCTOR
TO SENIOR INSTRUCTOR**

An Instructor who has demonstrated excellence in teaching and some combination of exemplary service, administration, leadership, pedagogical innovation and service, or research and creative activities in the Department of Communication consistent with the alignment of duties in their contract may seek promotion to the position of Senior Instructor.

Senior Instructors are expected to provide leadership in teaching, contribute significantly to course and curriculum development, and provide appropriate service and leadership to their Department, campus, profession, and/or community. Senior Instructors are also expected to engage in ongoing professional development activities.

Per Regental policy, Senior Instructors are not tenure-eligible and are "at-will" employees by

law. The title of Senior Instructor is intended to signify more recognition than the title Instructor. Senior Instructors are not required to participate in research and creative activities although they may do so. Specific work-loads for individual Senior Instructors will be determined via their contract, as negotiated with the Department Chair and the Dean of CLAS.

A) Eligibility

Instructors are eligible to apply for appointment to Senior Instructor in the spring semester of their fifth consecutive year of employment with the University in at least an 80% capacity. Prior relevant employment at CU Denver or an equivalent peer institution may be counted toward the years required for consideration to promotion, at the discretion of the Chair and Dean. Total number of years served does not guarantee this promotion; rather, judgments will be made at all levels based on the standards for excellence in teaching and teaching leadership, as measured by Departmental criteria developed in accord with the faculty Bylaws and University criteria.

For Instructors in the Department of Communication, the following three criteria will be applied:

A.1) Excellence in Teaching

The successful candidate for promotion to Senior Instructor must demonstrate the following evidence of teaching excellence:

- FCQs consistently above Departmental averages;
- Syllabi that reflect up-to-date knowledge in the discipline and academic rigor, as determined by the Department's Evaluation Committee;
- Strong peer evaluations conducted according to the procedures outlined in the Department's Bylaws;
- Course materials that demonstrate a diversity of learning materials and styles, rigorous methods of student evaluation, and consistency with Department pedagogy goals.

Teaching will be considered *excellent* when the evaluation process determines that the Senior Instructor candidate demonstrates significant contributions to instructional excellence. In addition to fulfilling the benchmarks outlined in the *meeting* and *exceeding expectations* categories of annual evaluation for teaching in these Bylaws, evidence of *excellent* instruction will be demonstrated through at least one of the following: a) receiving teaching grants and/or awards; b) development of new instructional programs; and c) innovative enhancement of the Department's pedagogical practices. The expectations will be that candidate has a history of outstanding teaching evaluations.

A.2) Leadership

In addition to the evidence of teaching excellence detailed in A.1, the successful candidate for promotion to Senior Instructor must provide evidence of fulfilling a leadership role in curriculum development, as indicated by excellence in at least four of the following criteria:

- Developing new or significantly revised courses;
- Integrating experiential or service learning into courses;

- Creating travel study, international study, or other innovative means of course delivery;
- Participating in teaching workshops, planning meetings, and curriculum-development sessions;
- Using technology in innovative ways that enhance the Department's pedagogical goals;
- Serving as a teaching mentor to other faculty within the institution;
- Community engagement that is consistent with the candidate's teaching, service, and/or research interests;
- Fulfilling service leadership roles within the Department;
- Playing a significant role in campus programs or initiatives.

B) Application Process

Instructors who wish to be considered for the rank of Senior Instructor should first discuss their desire with the Department Chair. They will then work with the Chair to create a dossier, which will be reviewed by the Communication Department's TTF and other Senior Instructors, who will evaluate the case made for excellence. At least a two-thirds vote is required at the Departmental level to send the dossier to the Dean's Office. If approved at the Departmental level, the Department Chair will forward the recommendation and vote to the Dean, who will notify the candidate of approval or non-approval of the appointment. The case for promotion will be made in the spring semester, with any approved promotions taking effect the following fall.

Dossiers must include these elements, in this order:

- A cover letter written by the Department Chair;
- A summary letter written by the candidate;
- A *vita* that utilizes the specified CU Denver format;
- A statement of teaching philosophy;
- A statement of leadership, administrative, service, or research and creative work contributions;
- FCQs from the past five years (quantitative and qualitative);
- Peer evaluations of teaching;
- Syllabi and sample assignments;
- At least two letters of recommendation from the Department's TTF and/or senior instructors;
- Other documents that bolster the case for excellence (sample student work, teaching awards, etc.) are also welcomed but not required.

XIV. HIRING PROCEDURES FOR THE CLINICAL TEACHING TRACK & CRITERIA FOR PROMOTION WITHIN THE CLINICAL TEACHING TRACK

The criteria for the appointment of faculty to the Clinical Teaching Track (hereafter referred to as *CTT*) are given in The Laws and Policies of the Regents of the University of Colorado, the CU Denver Campus, and CLAS policies. All Department of Communication hiring procedures for *CTT* faculty follow the protocols established in these documents.

XVIII. HISTORY

The Department's Bylaws were approved in November, 1998, and revised in September, 2000; May, 2001; and November, 2005. Beginning in September, 2008, and running through March, 2010, the Bylaws underwent major revisions that were approved on 15 March 2010. In the summer of 2010, the Dean of CLAS asked for a series of revisions that were incorporated into the October 2010 version of the Bylaws. The draft of October 2011 reflected additions requested by the Provost and Dean, and was unanimously approved by the faculty on October 17, 2011. The draft of November 2012 includes further edits as suggested by the faculty and Dean, and includes new policies regarding Clinical Teaching Track, Instructors, and student grievances; this draft was approved by the Department on February 12, 2013. The draft of September 2013 was approved unanimously by all TTF present at the faculty meeting of September 3, 2013. Following faculty wishes and the suggestions of the external reviewers who performed a Program Review in the fall of 2014, the Bylaws underwent another major revision over the course of the fall of 2014, all of 2015, and the spring of 2016; the May 13, 2016, version of the Bylaws was approved by the Department on May 20, 2016, by a vote of 6-1-0-0 (yes, no, absent, recusal), and was thereupon submitted to the Dean. In the summer of 2016, the Provost's Office sent the Bylaws back the Department with minor revisions, which the faculty undertook in Fall 2016. The Bylaws were then resubmitted to CLAS and the Provost for approval on December 5, 2016, following a vote of (9-0-0-0).

Appendix A: Governing Chart

Governance Issue/Decision	Decision Method: 1) Fac vote _____% 2) Decision by DC after Fac. Consult	Eligible to Serve in Position	Term Length/Limit: CR= Consecutive Renewal; 2 ND TERM IS 3 YRS R=Renewal	Faculty (Denver + ICB) Voting Privileges				
				Full Prof	Assoc Prof	Asst Prof	CTT	Instr.
DC Election	majority	TTF-TENURED	4 yr, 1CR	Y	Y	Y	Y*	Y*
Recommend DC Termination	two thirds	N/A		Y	Y	Y	Y*	Y*
DGS Election	majority	TTF-TENURED	4 yr, 1CR	Y	Y	Y	Y!	Y!
DGS Termination	two thirds	N/A		Y	Y	Y	Y!	Y!
DUS Election	majority	TTF-TENURED	4 yr, 1CR	Y	Y	Y	Y	Y
DUS Termination	two thirds	N/A		Y	Y	Y	Y	Y
Hire New TTF	majority	N/A		Y	Y	Y		
Hire New CTT	majority	N/A		Y	Y	Y	Y	
CTT Renewal	Chair/Fac Consult	N/A						
Hire New Instr.	majority	N/A		Y	Y	Y	Y	
Instructor Renewal	Chair/Fac Consult	N/A						
Hire/promote New Senior Instr.	two thirds	N/A		Y	Y	Y	Y	
Senior Instructor Renewal	Chair/Fac Consult	N/A						
Hire New Lecturer	Chair/Fac Consult	N/A						
Hire New PA	majority	N/A		Y	Y	Y	Y	
Recommend PA Termination	two thirds	N/A		Y	Y	Y	Y	
Standing Committees								
OA Committee (3 person)	majority	Any faculty member with service component in contract (AFwS)	3 yr staggered rotation (chair 3 rd yr)	Y	Y	Y	Y	AFwS
Graduate Committee (2 person + DGS)	majority	TTF	3 yr staggered rotation (DGS is chair)	Y	Y	Y	Y!	Y!
Annual Faculty Evaluation Committee	majority	DC, DGS, DUS	Term of office	N/A	N/A	N/A	N/A	N/A
Comm Days (+ awards made that day) Committee (3 person)	majority	Any faculty member with service component in contract	3 yr staggered rotation (chair 3 rd yr)	Y	Y	Y	Y	AFwS
Publicity & Awards Committee (1 person + DUS)	majority	Any faculty member with service component in contract	2 yr staggered rotation (DUS is chair)	Y	Y	Y	Y	AFwS

Governance Issue/Decision	Decision Method: 1) Fac vote _____% 2) Decision by DC after Fac. Consult	Eligible to Serve in Position	Term Length/Limit: CR= Consecutive Renewal; 2 ND TERM IS 3 YRS R=Renewal	Faculty (Denver + ICB) Voting Privileges				
Academic Program & Other Department Governance Decisions (DDC)								
Approve/Amend Bylaws	≥ 66%	N/A		Y	Y	Y	Y	Y
New/Revised Undergrad Degree Program/ Reqs	>50%	N/A		Y	Y	Y	Y	Y
New/Revised Graduate Degree Program/Reqs.	>50%	N/A		Y	Y	Y	Y!	Y!
New/Revised Undergrad Certificate/Reqs.	>50%	N/A		Y	Y	Y	Y	Y
New/Revised Graduate Certificate/Reqs.	>50%	N/A		Y	Y	Y	Y!	Y!
Personnel Search Committees								
New Full Prof Search Comm	Chair/Fac	TTF/CTT		Y	Y	Y		
New Assoc Prof Search Comm	Chair/Fac	TTF/CTT		Y	Y	Y		
New Asst Prof Search Comm	Chair/Fac	TTF/CTT		Y	Y	Y		
New CTT Search Comm	Chair Fac Consult	TTF/CTT		Y	Y	Y	Y	

In the event no one volunteers for a listed Department position but that position must be filled, the Department Chair may assign someone to serve, per the eligibility constraints above.

At the end of a term of service, DC, DGS, DUS, and Online coordinator positions will be elected by the end of spring semester with a start date of August 1. Over the summer the outgoing person will work with the incoming person in transition.

Committee positions will also be elected by the end of spring semester (when terms of service end) with a start date of August 1. Any new hires with fall semester start dates are eligible for that spring election.

Y* indicates that NTTF (full time) can vote on the departmental chair if the selection of the department chair is internal. NTTF cannot vote on hiring of external chairs.

Y! indicates voting is limited to those with >50% appointments in the Department of Communication with special or regular graduate faculty status.

