White Paper – Teaching and Professional Faculty
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Institutionalizing a Culture of Respect for Teaching and Professional Faculty

Executive Summary

The University of Denver has made great strides in improving faculty work and culture with the creation of full time non-tenure track lines – the Teaching and Professional Faculty. In 2015, DU's faculty senate and Board of Trustees approved and created professional pathways with promotion, longer term contracts, and defined responsibilities for Teaching and Professional Faculty. Compared to other universities and colleges, our current strengths include multi-year contracts, participation and leadership in university governance, opportunities for advancement and promotion, and collegiality amongst faculty members.

This white paper serves to examine the institutionalization of these lines and the current status of policies, procedures, and norms for faculty at DU with an eye towards continuing to improve our practices, maximizing the benefits of having a diverse group of faculty series, and continuing to learn from the experiences of faculty in these lines. Key findings show that institutionalization varies by unit and greater collaboration is needed to institutionalize a culture of respect and well-being for all faculty.

Purpose

This white paper highlights the unique experiences and challenges facing Teaching and Professional Faculty at the University of Denver (DU) and seeks to continue a conversation about faculty work and culture. DU has committed to Teaching and Professional Faculty (TPF) (non-tenure track faculty or faculty off the tenure track) by codifying full time employment with opportunities for advancement and promotion for this group through revised policies and procedures. This white paper is aimed at providing DU with a framework for supporting the key elements of faculty work including collegiality, shared governance, and academic culture by creating a culture of respect.

The data from this paper comes from existing data sources[1] and serves as a starting point for future study, collaboration, and institutional change based on a framework of creating a welcoming, collegial, inclusive, and respectful culture for all faculty.
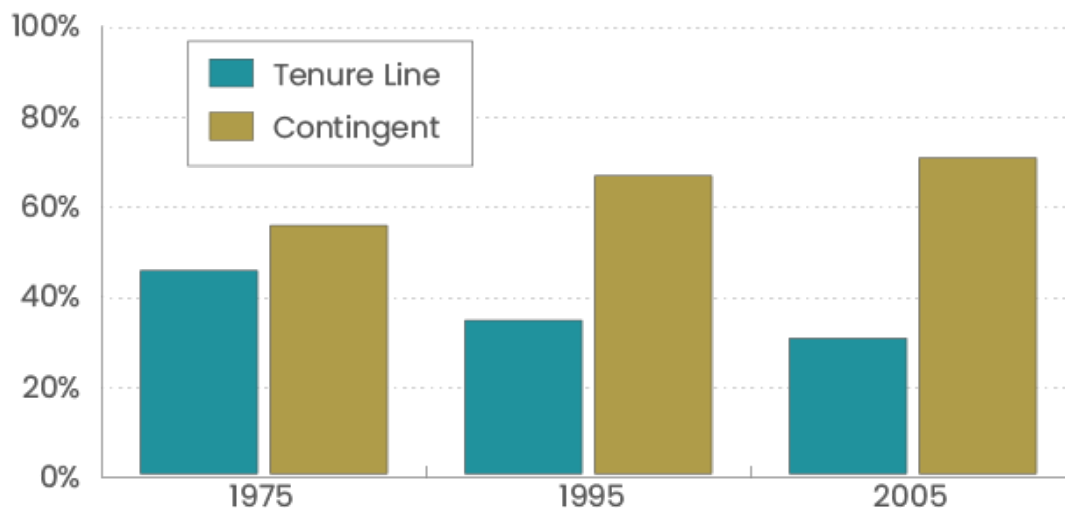
Background

Approximately 70% of faculty in the United States are off the tenure track (AAUP, 2018) – a statistic that is widely cited to highlight the changing role of the faculty in U.S. higher education.

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[1] See Methods/Data Section

Non-tenure track faculty (NTTF) are expected to perform their instructional and administrative duties without the guarantee of job security that tenured and tenure track faculty receive (Alleman & Haviland, 2017). As faculty roles continue to change, if NTTF are expected to maintain their teaching roles, Alleman and Haviland (2017) emphasized that NTTF jobs need to be sustainable. This sustainability could be achieved through some of the principles outlined by Kezar (2011) such as having a standardized hiring and evaluation process for NTTF, equitable benefits and compensation packages as well as opportunities for promotions. Additionally, Ott and Cisneros (2015) stated that "faculty who are uncommitted to their organization are less productive in their teaching, research, and service responsibilities as well as less motivated to engage in professional growth and development (Blackburn & Lawrence, 1995; Lawrence et al., 2012; Jing & Zhang, 2014), which can lead to intentions to leave the university" (p. 5). In practice and in literature, NTTF may be full time, part time, and adjuncts and have varying titles and responsibilities.

Figure 1: National Tenure Track and Contingent Faculty Trends

NATIONAL TENURE TRACK TRENDS

(Source: AAUP, 2018)

There is a growing body of literature and research about full-time non-tenure track faculty (FTNTTF) (Drake et al., 2019; Haviland et al., 2020; Hollenshead et al., 2007). FTNTTF make up approximately 17% of all faculty (AAUP, 2018) and approximately 60% of new faculty (Schuster & Finkelstein, 2006). The University of Denver is joining a growing cadre of higher education institutions that are changing policies and procedures to honor the contributions of full-time faculty off of the tenure track (Pullias Center, n.d.)

Full-Time Non-Tenure Track Faculty (FTNTTF) Experiences
There are many pathways to the professoriate for FTNTTF (Gappa et al., 2007; Hollenshead et al., 2007). Gappa and colleagues (2007) identified four pathways or reasons FTNTTF were not

on the tenure track. In their typology, there were faculty who were described as 1) Tenure-track rejectors; 2) Non-tenure track choosers; 3) Trailing spouses or partners; and 4) Second-career selectors. Other FTNTTF report choosing NTT roles for work life balance or geographic constraints (Hollenshead et al., 2007). Additionally, some opt-in to FTNTTF roles because at some institutions, FTNTTF report not as many challenges as part-time faculty or the disadvantages experienced by tenure/tenure track faculty (Gappa et al., 2007).

There are over 150 titles or descriptors for non-tenure track faculty in the literature (full time, part time, adjunct, contingent, teaching, research, assistant, associate, full, etc.) (Kezar, 2012). This certainly has implications for research on this group as with so many different titles used to describe, it is challenging to track a true representation of NTTF. In a recent study, Morling & Lee (2020) found that there was no perceived difference between FTNTTF Titles (e.g. Assistant Teaching Professor, Instructor, Lecturer) by lay people and students. However, it is notable that faculty perceived FTNTTF to have lower status and be less respected outside the university (Morling & Lee, 2020).

FTNTTF themselves report feeling less respected and marginalized in their own institutions (Drake et al., 2019). FTNTTF Research Faculty feel marginalized, lack role clarity, desire respect; yet enjoy collaborative work and being a part of the academic community (Bergom et al., 2010). With regard to their teaching, FTNTTF express satisfaction; yet as professors, they report feeling restricted and lower job satisfaction (Levin & Shaker, 2011). FTNTTF report feelings of invisibility and exclusion as well as unclear perceptions of their roles, and undervaluation by colleagues (Drake et al., 2019). These tensions and ambiguities can cause FTNTTF to seek legitimacy in their roles by mimicking the work of tenure track faculty (Sponsler et al., in process).[2]

A Framework to Understand Faculty Work
There are many frameworks to study and understand academic culture and faculty work in higher education (Gappa et al., 2007; Kezar, 2013; Schein, 1993). For the purposes of this white paper the frameworks of Gappa et al. (2007) and Kezar (2012) will be used to explore how to create a respectful culture for all faculty.

Gappa et al. (2007) identified six key areas that create supportive culture and environments for faculty and the areas include employment equity, academic freedom and autonomy, flexibility, professional growth, collegiality and respect at the center. In their work, if institutions have these essential elements in place for faculty, there are myriad benefits to the institution. These positive outcomes include positive working environments, faculty satisfaction, increased commitment to the organization, and a more diverse faculty. At the center of this figure is respect, which Gappa et al. (2007) defined as "the fundamental entitlement for every faculty member and is at the core of any reciprocal relationship between faculty members and their institutions" (p.139).

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[2] For a much more extensive literature review, please see Sponsler, 2020 on VPFA website

Figure 2: Five Essential Elements of Faculty Work (Gappa et al., 2007)

FIVE ESSENTIAL ELEMENTS OF FACULTY WORK

Employment Equity

Academic Freedom & Autonomy

Collegiality

Respect

Professional Growth

Flexibility

Gappa et al. (2007)

The five essential elements are expansive and include a view of faculty work from hiring, orientation, career track, professional development, as well as evaluation and promotion (Kezar, 2012). The start of the faculty career begins with employment equity which can be defined as "the right of every faculty member to be treated fairly with regard to [their] employment within the institution and departments, and to have the necessary tools to do [their] job" (Kezar, 2012, p.11). The literature in this area is clear – fair does not mean identical treatment, rather, implies the importance of being treated fairly (Gappa et al., 2007; Kezar, 2012).

Academic freedom is defined as the ability for a faculty member to express their views in research, scholarship, and teaching within the curriculum, and as a citizen (Gappa et al., 2007; Kezar, 2012).

Flexibility is defined as "the ability of faculty members to construct their working conditions to maximize their contributions to the institution as well as for their work in teaching, research, and service" (Kezar, 2012, p. 12). Notably, flexibility also refers to career-path (multiple points of entry, opportunities for advancement) and career supports like family leave, child care, career breaks, job-sharing, etc. Flexibility for faculty relates to initiatives to diversify the faculty and without flexibility, faculty productivity and performance wanes (Gappa et al., 2007).

Professional growth can be understood as the "opportunity to broaden knowledge, abilities, and skills to meet the demands of work and constantly to improve and find greater satisfaction at work" (Kezar, 2012, p. 12).

The final element is collegiality which is the ability to "belong to a community of colleagues who value their contributions to the institution" (Kezar, 2012, p. 12). Collegiality refers to both a sense of belonging and a sense of inclusion (Kezar, 2012). Gappa et al. (2007) highlight that collegiality is the element of faculty work that has historically as well as contemporarily been fraught with challenges.

Kezar (2012) adapted the framework from Gappa, Austin, and Trice (2007) to identify the essential elements for effective faculty work to include the essential elements specifically for non-tenure track faculty using policy recommendations. Kezar's (2012) research includes national policy reports, an extensive literature review and case studies. Her adapted framework includes the following policy recommendations:

- Employment equity - regularize hiring; clear role definitions; revise contracts; compensation and benefits; appropriate office space; clerical support and equipment;

- Academic freedom and autonomy - protection, policies, and involvement in governance;

- Flexibility - involvement in governance;

- Professional growth - promotion and evaluation; professional development; mentoring;

- Collegiality - regularize hiring; systematic socialization (e.g. mentoring); involvement in governance;

- Respect - all policy recommendations relate to this area (Kezar, 2012, p.13)

Kezar's adapted framework is useful to understand the specific policy elements and implications that affect NTTF while centering the idea of respect.

Institutions vary in their ability and in their process to create cultures that respect and support NTTF (Kezar & Sam, 2012). Culture change requires time and is a process; the process of institutionalization has been widely studied in higher education (Eckel & Kezar, 2008). Kezar & Sam (2012) explore the change process for a particular innovation while focusing on non-tenure track faculty. In their analysis, they use a three stage model of institutionalization (Curry, 1991 as cited in Kezar & Sam (2012)):

1. Mobilization – the system is prepared for change;
2. Implementation – the change is introduced;
3. Institutionalization – the system is stabilized in its changed state.

The following table shares a visualization of the model:

Table 1: Three Stage Model for Institutionalization

Mobilization	Implementation	Institutionalization
- Developing awareness - Creating a network - Breaking invisibility	- Developing a rationale - Using data, benchmarks, and model institutions to guide policies - Creating a regular meeting, taskforce, or committee charged with faculty work conditions - Being included in governance - Garnering outside pressure (unions, students, etc.) - Utilizing allies and departments to leverage changes - Creating a plan of action	- Addressing the climate of the campus - Moving beyond mainline policies and pockets of departments to the entire campus - Creating a single faculty - Taking leadership on major campus issues

(Kezar & Sam, 2012, p. 31)

This white paper uses the Gappa et al. (2007) and Kezar (2012) frameworks combined with the Kezar & Sam (2012) change process to analyze faculty work and academic culture at the University of Denver, with particular focus on Teaching and Professional Faculty.

The DU Context

In 2015, the University of Denver joined a growing, but still small, number of higher education institutions that are changing policies and procedures to honor the contributions of full-time faculty off of the tenure track (Pullias Center, n.d.). These changes and best practices include full time employment, longer-term contracts, opportunities for advancement and promotion, and participation in shared governance. This is notable and in a review of research, rare at a private, research university. As the formalized roles for Teaching and Professional Faculty are relatively new, the policies and procedures to support this group of faculty are in development.

A number of co-current initiatives have been occurring to understand and support TPF. In 2016, the Faculty Senate called together an Ad-Hoc Committee for Non-Tenure Track Faculty - the committee's report was one of the main data sources for this paper.   Colleagues in the
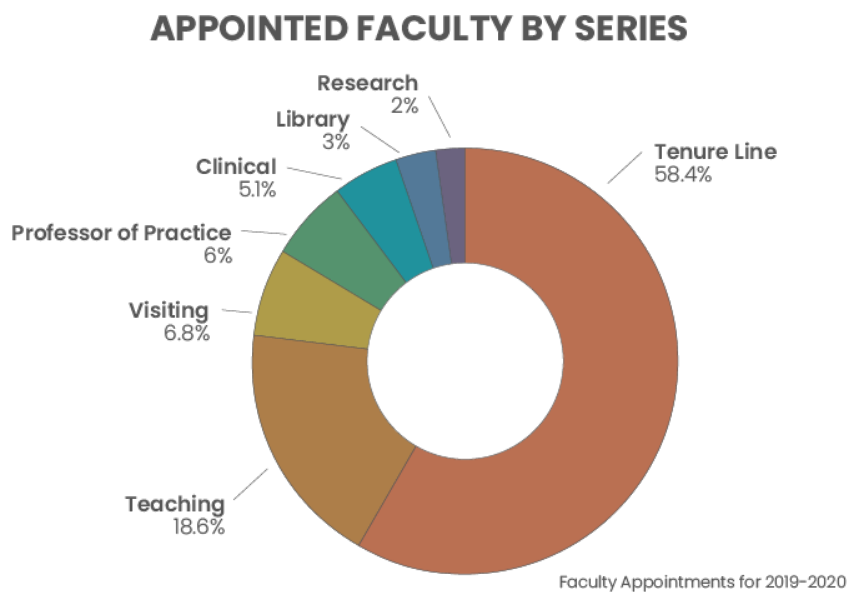
Office of Teaching and Learning in partnership with faculty at MCE, studied the advancement and promotion of non-tenure track faculty to better understand this process and challenges to promotion (Sponsler et al., in process). Similarly, Institutional Research (IR) and the Faculty Senate have collected data on the lines and ranks of faculty and other information related to employment and governance. Lastly, DU participated in the COACHE survey to better understand the experience of all faculty at DU.

DU has taken steps to create a more collegial work environment for faculty, with attention to the Teaching and Professional Faculty, through the Office of the Vice Provost for Faculty Affairs (VPFA). Some examples of work through the VPFA include hosting annual Advancement and Promotion Panels in collaboration with the Faculty Senate; a Shared Governance Summit with focus on NTTF with renowned scholar, Dr. Adrianna Kezar of the University of Southern California; the MOARS initiative (Mentoring Across Ranks and Series) for Teaching & Professional Faculty and their mentoring model for TPF and the appointment of a Resident-Scholar for Teaching and Professional Faculty (Author of this paper).

Current Data
In 2019, TPF represented 238 faculty at the University of Denver. For more information please visit: https://duvpfa.du.edu/teaching-and-professional-faculty/

Faculty Appointments for 2019-2020

APPOINTED FACULTY BY SERIES

Research 2%
Library 3%
Clinical 5.1%
Professor of Practice 6%
Visiting 6.8%
Teaching 18.6%
Tenure Line 58.4%

Faculty Appointments for 2019-2020

Definitions of Faculty Series

The following series are provided by the University of Denver's <u>Policies and Procedures Relating to Faculty Appointment, Promotion, & Tenure</u>. For more information, please review this document for greater clarity around the roles and expectations of different faculty lines.

> *"Faculty appointments fall into the following series: Tenure-Line Professorial Series, Professorial Series in University Libraries, Teaching Professorial Series, Clinical Professorial Series, Professor of the Practice Series, Research Professorial Series, Adjunct Professorial Series, Visiting Professorial Series, In-Residence Series, and the Emeritus Professorial Series. These categories of faculty appointments and their associated titles are described below. Appointments that use categories other than those specified herein are not to be considered "faculty" appointments"* (p. 9).

Methods/Data

The data for this white paper was sourced from existing data collected at the university between 2016-2020. The sources include a preliminary report to the Senate President on Teaching and Professional Faculty out of the Ad Hoc Faculty Senate committee. The report surveyed all TPF and had 154 respondents and nine listening sessions with 72 faculty members. Data from this report were analyzed by Senate members and OTL staff. [The COACHE survey data](#) was also examined, as was data from Institutional Research and the Faculty Senate. Lastly, data from the aforementioned study on promotion with ten interviews from TPF was reviewed (Sponsler et al., in process). The data collected in this study include all available advancement and promotion guidelines at the university. This was by no means an exhaustive data collection process. Rather, it is a collection and analysis of the best available information at the time. Documentation and sharing of policies and procedures are areas of institutional growth. Given that most of our peer institutions do not have equivalent roles like our Teaching and Professional Faculty, this also presents challenges for comparable data.

The data was reviewed and analyzed in multiple rounds of coding. All data and reports were coded with the six main areas from Gappa et al. (2007) in the first round coding for broad categories. Second round coding utilized Kezar's (2012) update to the framework. Finally, the data was coded for institutionalization using Kezar & Sam's (2012) analysis of the change process.

Findings

For clarity and brevity, this white paper will showcase a series of tables to represent the findings and highlight the framework. Overall, DU has many of the policies and procedures identified as being necessary to create a respectful, inclusive culture – however, the challenges and weaknesses of the institution are that these policies and procedures are not implemented to the same degree across departments resulting in a lack of a uniform experience for TPF.

Rather, there is a wide variation for TPF based upon which unit/college they work in or even by department.

Table 2 combines Gappa et al.'s (2007) framework for faculty work with the policy recommendations specific to non-tenure track faculty from Kezar (2012). This framework was used to analyze the extant data on Teaching and Professional Faculty.

Table 2: Key Findings

Gappa et al. (2007)	Kezar (2012)	Data/Reports/Sources of Information
Framework for Rethinking Faculty Work and Workplaces	Overlay of framework with policy recommendations for professionalizing NTT faculty	COACHE Survey Data; Faculty Senate Data; Ad hoc Committee for Non Tenure Track Faculty Preliminary Report; Personal communications, Kosten, 2020; Faculty Teaching Report, Faculty and Educational Affairs Committee September Draft, 2019; Sponsler, Wienski, Paguyo & Arend, in process; AP guidelines.
Employment Equity	Regularize hiring; clear role definitions; revise contracts; compensation and benefits; appropriate office space; clerical support and equipment	Strengths: • Each unit has a process for advancement and promotion for TPF • Documented successful advancement of TPF annually • Advancement and promotion are compensated accordingly Challenges: • Evidence from a Faculty Senate Report points to nearly 40% of TPF lacking clarity around job descriptions and expectations o In particular, there is unclear expectations around teaching, research, and service obligations and expectations • Processes of hiring, reappointment vary; accordingly, AP guidelines vary by unit and faculty experience vary accordingly • Availability of sabbatical depends on unit • Compensation varies by unit; this was the area of weakness cited in nearly all data sources. • Availability of support depends on unit

		• Most teaching and professional faculty have been at the institution less than 7 years (adjusted for 2020) which makes sense given the lines were created in 2015.
Academic Freedom and Autonomy	Protection, policies, and involvement in governance	Strengths: • Nearly all TPF report teaching as a core function of their work and mostly have autonomy over their classes and structure of their courses. • Majority of TPF report being able to make decisions around curriculum • Participation and representation in Faculty Senate; Faculty Senate President was TPF in in academic years 2008-2010; 2010-2012; and 2014-2016. • Participation in University Committees Challenges: • Many faculty report that teaching loads vary greatly by unit/department but this data is anecdotal. More information is needed. • Not enough information collected about academic freedom from existing data – it was mentioned in the COACHE data but that was combined with T/TT faculty
Flexibility	Involvement in governance	Strengths: • Nearly 2/3 of respondents to the faculty senate survey reported being able to participate in faculty governance at the department and institutional level (e.g. Faculty Senate). • TPF faculty serve in leadership roles within DU's Faculty Senate (37 TPF on Faculty Senate and 5 on the Faculty Senate Executive Committee). Challenges: • Conversely, 1/3 report being unable to fully participate at institutional level. • Lacking data about participation in departmental level governance; this is

		needed to address shared governance concerns.
Professional Growth	Promotion and evaluation; professional development; mentoring	Strengths: • Majority receive professional development funds (85% of those surveyed) • Approved AP documentation for all units have been created. Challenges: • Not all units provide mentoring for TPF – new initiatives with VPFA and MOARS but not routinized and mandatory for all new TPF. • All faculty should have AP in writing as part of their contracts and experiences; however approximately 40% of survey respondents state they did not receive them in writing from the Faculty Senate report. • The promotion process for TPF is relatively new at DU (less than five years) and as such, the experience varies greatly by unit and department. There is no common experience except that the process is described as unclear and inconsistent at times (Sponsler et al., in process).
Collegiality	Regularize hiring; systematic socialization; involvement in governance	Strengths: • 85% reported being able to serve on hiring committees for TPF faculty; about half for TT hiring committees (Faculty Senate Report). • COACHE data identified supportive colleagues and quality of colleagues as the best parts of working at DU. This is not divided by TT/NTT however, this is a key finding of the COACHE data. Challenges: • Again, different experiences based on unit for participation in governance and department activity; some units report full

		participation and in others, some TPF are not allowed to vote, etc. • Some units report mentoring and strong faculty cultures (e.g., Morgridge College of Education and Daniels College of Business) and some units report no formal mentoring programs exist.
Respect	all policy recommendations relate to this area	

Overall, there is an inconsistency across units/departments in the experiences of FTNTTF at DU. This is in line with the current higher education literature and is not surprising as DU moves from implementation to institutionalization (Kezar & Sam, 2012). DU has made great strides to create a more sustainable and equitable experience for Teaching and Professional Faculty. The data shows that these policies and procedures are in the process of implementation across the institution but are being implemented differently and inconsistently. This finding speaks to the decentralized nature of organizational structures in higher education. The next steps are to create a more institutionalized and routinized approach to supporting Teaching and Professional Faculty.

Scorecard for Supporting Teaching and Professional Faculty

The following chart acts as a "scorecard" to help understand DU's strengths and areas for growth and improvement in supporting Teaching and Professional Faculty. This scorecard was developed by combining Gappa et al. (2007) and Kezar's (2012) faculty work framework with Kezar & Sam (2012) work on institutionalization. The author of this report has reviewed the areas of faculty work necessary for a respectful culture (employment equity, academic freedom and autonomy, flexibility, professional growth, and collegiality) to determine how institutionalized these efforts are at the University of Denver. Institutionalization is defined as the institution being stabilized with its new changed state – in this case, we would see consistent policies across the campus and the faculty acting as a single body (Kezar & Sam, 2012). Institutionalization is our goal and this scorecard measures this metric with the following codes:

- Green – Consistent institutionalization across the university
- Yellow – Inconsistent Institutionalization across the university
- Red – Not institutionalized at the university

Two key reminders:

1. DU has made a commitment to supporting Teaching and Professional faculty by creating these lines with opportunities for advancement and promotion, long-term contracts, and fair employment standards. In this context, the scorecard should be read as a way to improve and enhance the experiences of Teaching and Professional Faculty and as a reminder that most institutions have little to no supports, resources, opportunities for non-tenure track faculty.
2. It is important to remember that the Teaching and Professional Faculty lines are relatively new at DU and were finalized in 2015. This scorecard serves as a checkpoint to examine the work that has happened in the past five years as we operationalize these roles and to move us forward to set new goals to further institutionalize the change efforts for Teaching and Professional Faculty to create a more inclusive, collegial, and respectful academic culture.

Scorecard		
Key Elements		**Ratings**
Framework for Rethinking Faculty Work and Workplaces		🟢 Consistent Institutionalization 🟡 Inconsistent Institutionalization 🔴 Not Institutionalized
Employment Equity	Regularize hiring	🟡
	Clear role definitions	🟡
	Clear contracts	🟡
	Compensation and benefits	🟡
	Appropriate office space; clerical support and equipment	🟡
Academic Freedom and Autonomy	Protection and Academic Freedom	🟢
	Involvement in Governance University Level	🟢

	Involvement in Governance Department/Unit	🟡	
Flexibility	Involvement in Governance (Ability to participate in campus life)	🟡	
Professional Growth	Promotion and evaluation	🟡	
	Professional Development and Mentoring	🟡	
Collegiality	Systematic socialization	🟡	
	Involvement in governance (attending meetings and participating on committees)	🟡	
Respect	all policy recommendations relate to this area	🟡	

The scorecard is overwhelmingly "yellow" and highlights inconsistent institutionalization efforts across campus. This scorecard could and should be adapted for units/colleges with additional data for more granular analysis and results. There might be areas that certain units are excelling or need additional supports; this is not known at this time as additional data are needed from units to understand the micro-cultures of academic work for DU's faculty.

Recommendations

The recommendations for DU Academic and Administrative Leaders and TPF are grounded in literature and best practices – many of are grounded in the work of the Pullias Center Delphi Project. From their website:

"The Delphi Project was initiated in 2012 to support a better understanding of factors that led to a majority of faculty being hired off the tenure track and the impact of these circumstances on teaching and learning, as well as to identify potential strategies for addressing issues of rising contingency together."

The Delphi Project has research, articles, resources and awards funds for institutions who strive to improve the working conditions for their faculty off the tenure track. The work of the Delphi Project guides these recommendations.

These recommendations will undoubtedly vary by unit. These recommendation are meant to serve as conversation starters and guidance for units to consider how and when to change policies or structures, and add programming to support Teaching and Professional Faculty. As units and faculty review these recommendations, it is hoped that this begins a process of better data collection and conversation around the roles, responsibilities, and privileges of faculty work. The VPFA and Resident Scholar are available to partner with units and serve as resources to implement and adapt these recommendations for departments, units, schools, and colleges.

Employment Equity: Develop or modify tools and collect data routinely on TPF
- Further Study the Experience of TPF: The main finding was that the experience of TPF varies greatly by unit. Institutional Research, the Office of the Vice Provost for Faculty Affairs, and perhaps Associate Deans by Unit should work to disaggregate data as much as possible as the experiences of TPF are very different than that of the T/TT faculty. It might not be possible to disaggregate in COACHE but this limits our ability to understand the experiences of these unique faculty lines. IR and the VPFA should review what data exists and decide what data should be collected moving forward.
- Conduct a College Level Audit: The Provost's Office, led by the office of the VPFA, should conduct a departmental/unit audit to examine issues like sabbatical availability, support, and compensation in collaboration with Deans and Associate Deans in each area.
  - o Particular focus should be applied to compensation and teaching loads. Teaching loads and expectations vary by unit and department. Workload and compensation were referenced the most by TPF as challenges in their roles.

Employment Equity: Department Chair Training and Development
- Enlist Department Chairs as Partners: One of the key leverage points for academic culture is at the unit or department level. Department Chairs should be enlisted as partners in creating a more respectful culture for TPF. Ongoing professional development for department chairs is needed to educate chairs on the role of Teaching and Professional Faculty.
- Support Department Chairs to Conduct a Departmental Self-Assessment: It is recommended that all department chairs conduct a self-assessment using the Pullias Center's (2015) tool - *Departmental Cultures and Non-Tenure-Track Faculty: A Self-Assessment Tool for Departments*.
  - o Ideally, the data from the departmental audits would be shared with the VPFA for deeper analysis and provide better contextual data across the institution.

This assessment would also relate to employment equity and workload and give department chairs better data about the expectations of their faculty.
- o Based on the findings of the audit, additional training for department chairs and mentoring is recommended to help clarify job descriptions and the expectations for TPF based on AP documents.

Academic Freedom and Autonomy/Flexibility: Improve Shared Governance
- Develop Standing Committee on Faculty Senate: To ensure a consistent opportunity to participate in shared governance, there should be a standing Teaching and Professional Committee as a formal part of Faculty Senate.
- Ensure Departmental/Unit Shared Governance: Based on the departmental self-assessment reports and unit audits, there should be a clearer picture about who and how TPF are participating in decision making at the department level. There should be uniform participation amongst all faculty lines and encouragement from both Faculty Senate and the VPFA.

Collegiality: Increase Connections and Mentoring
- Enhance and Increase Access to Mentoring through MOARS Initiative: The new and ongoing work of the MOARS group should be supported and continued through the Office of the VPFA. One possible extension would be to assign a mentor to every Teaching and Professional Faculty member for the first three years of employment. The Morgridge College of Education and Daniels College of Business both have protocols for mentoring programs and process and a similar university-wide program is needed to support all faculty.
- Create a Faculty Learning Community (FLC) for TPF*: To increase support and connections between TPF across the institution, there should be a FLC created specifically for TPF for connection, socialization, mentoring, support, and professional development. The FLC could be hosted through the OTL as part of their FLC offerings.
    - o * A FLC was launched in Fall 2020 – Faculty Learning Community: Teaching and Professional Faculty Tools for Success. Tools for Success is a year-long FLC designed for teaching and professional faculty in the assistant rank at the University of Denver. The FLC will explore areas essential to the success of teaching faculty including community building, effective instruction, wellness, DU culture, promotion, national trends, inclusive excellence, and university resources.

Professional Growth: Revisit Promotion and Advancement
- Review and Update AP Departmental Guidelines: It has been 5 years since the Advancement and Promotion Guidelines were approved by Faculty Senate and the University; it is time to review and update if necessary. This could be undertaken by a committee of TPF with support from the Office of the Vice Provost for Faculty Affairs in collaboration with Faculty Senate. This is an opportunity to revisit original expectations, revise and share ideas and best practices across units.

- o The process for promotion needs standardization within units/departments and as such, additional training/development is necessary for institutional leaders.
  - One possible example might be to review the changes by the Morgridge College of Education (MCE) and the Daniels College of Business faculty that both have separate committees. For example, in Spring 2020, MCE faculty voted to create two separate committees: Advancement, Promotion, and Tenure Committee from the Advancement and Promotion Committee. The guidelines for Advancement and Promotion were rewritten specifically for the Teaching and Professional Faculty.
- Foster Leadership Opportunities for TPF: There is a tension and disagreement among some units that TPF should not be able to hold department chair or other leadership positions at the university; this should be clarified by VPFA and Provost. Similarly, some other administrative positions are not open to TPF; these policies should be clarified and revisited.

Respect: Creating an Inclusive, Respectful Culture

- Share Best Practices in a University-Wide Summit: Similar to the [Provost Conference: Shared Governance Summit](#) and as an extension of its work last year, it is recommended that the university consider a Summit on/for Teaching and Professional Faculty. This daylong workshop could be a place to share and discuss this white paper, share findings and results from the departmental self-assessments and unit audits, and share best practices for supporting TPF. The summit would bring together stakeholders from across the university and model the inclusive, collaborative, respectful culture we strive to create.

All of the policy recommendations in this paper relate to the idea of respect – or how we can create a more inclusive, equitable, and democratic academic culture. This goal will be ongoing but there are actionable steps to move us forward by collecting more information through institutional audits, sharing data, information, and best practices, and working collaboratively. The recommendations in this white paper would improve faculty work for TPF but would also improve the culture for *all* faculty. As part of DU's mission for inclusive excellence, academic, faculty, and administrative leaders must consider how we can work together to improve faculty work, academic culture, and ultimately student learning by improving conditions for Teaching and Professional Faculty.

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