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Pattern of Administration

Introduction and Purpose

This document provides a description of the School of Education and Human Development (SEHD) and its policies and procedures. It supplements the policies and procedures of the University to which the School and its faculty and staff are subject. The rules, policies and procedures, and changes in the above-mentioned documents take precedence over statements in this document.

The primary intended purpose of the Pattern of Administration (POA) is to serve as a current record of SEHD organization and SEHD standard operating procedures. It is a reference intended for administrators, staff, and faculty, as well as an orienting guide for new hires. As a repository of current SEHD policies and practices, it also may inform additional audiences.

This Pattern of Administration is subject to continuing revision. At a minimum, it must be reviewed and either revised or reaffirmed on appointment or reappointment of the Dean. However, revisions may be made at any time. Proposed changes and updates, which will be made in consultation with the School faculty and staff, will be located under the Policies tab in the SEHD Impact. Although the Bylaws do not require a formal vote by the faculty to accept the POA, the Dean will attempt to reach consensus on the developed POA. All revisions are subject to approval by the Dean.

Overview of the SEHD

School’s Mission and Vision

The mission of the School of Education and Human Development is ‘Leadership for Educational Equity’. This mission is realized through our goal to “prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement and success in urban and diverse communities.

The vision of the SEHD is to be, “A leading school of education providing national expertise on educational issues and socially-just solutions for urban and diverse communities. Through innovative research and partnerships, we strive to be passionate agents of change, inspiring upcoming generations to learn from the past and shape the future.”

SEHD Programs, Degrees, Licenses and Endorsements

See the // SEHD Faculty Handbook. //

Organization of the SEHD

An 'organizational chart 'illustrating the roles and relationships within the structure of the SEHD is included in Appendix A. In what follows, we provide a description of the roles and responsibilities of the various individuals and groups included.

Dean – Rebecca Kantor

The Dean is responsible for matters at the school level including but not limited to enforcement of admission requirements; the efficiency of departments and other divisions within the college or school; budgetary planning and allocation of funds; faculty assignments and workload recommendations on personnel actions; curriculum planning; academic advising; accountability and reporting (from the Laws of the Regents Article 4.A.2.C).

Associate Deans

Associate Deans are responsible for internal and external operations of the SEHD and represent the Dean as appropriate. There are currently three Associate Dean positions in the SEHD: *Associate Dean for Academic Programs and Undergraduate Experiences*, **Barbara Seidl**; *Associate Dean for Faculty Affairs, 'Dorothy Garrison-Wade; **and //Associate Dean of Advanced Education & Doctoral Programs*,**Scott Bauer//'. See the Organizational Chart in Appendix A for the specific responsibilities of each Associate Dean.

Executive Staff

Aswad Allen, *Assistant Dean of Diversity and Inclusion*	'315-0135, 'LSC 706	**Patricia Ball**, *Director of Human Resources*	'315-4947, 'LSC 1142	**Kelly Ragland**, *Assistant to the Associate Deans*	'315-0086, 'LSC 604	**Julia Cummings**, *Director of Marketing*	'315-6339, 'LSC 1141	**Christine Feagins**, *Assistant Dean for Budget and Finance*	'315-6341, 'LSC 1143	**Cindy Gutierrez**, *Office of Partnerships*	'315-4982, 'LSC 621	**Shannon Hagerman**, *Executive Director of Continuing and Professional Education*	'720-639-9229, 'DP 144	**Marlinda Hines**, *Director of Recruitment and Outreach*	'315-4977, 'LSC 711	**Brad Hinson**, *Assistant Dean for Information and Academic Technology*	'315-0131, 'LSC 726	**JaNet Hurt**, *Assistant to the Dean*	'315-6343, 'LSC 1145	**Julie Oxenford O'Brian**, *Executive Director of Assessment and Program Improvement*	**315-6352, **LSC 723** | |Sandy Mondragon**, *Asst. Dean, Student Success and Enrollment Management*	'315-4979, 'LSC 712

SEHD Service Areas

Academic Services

The mission of Academic Services (AS) is to provide support and assist students and faculty to promote the highest standard of learning, teaching, research, and service at the School of Education and Human Development.

Academic Services provides, among other services, information about degree programs and related processes, admissions, maintains records, and ensures that students meet requirements to graduate.

Academic Services supports students at all levels, including undergraduates, graduate students, and certificate, endorsement, and licensure students.

Please see the following page for a listing of the Academic Services Staff.

Academic Services Staff Contact Information

General Information
Chinar Aldawoodi
303-315-6300

Admissions

Bridget Sabo\\
\\
303-315-6308

Jessica Gomez-Garcia
Admissions Associate
303-315-6308

Academic Advising

Miriam Cummings
Undergraduate Advisor
303-315-6308

Shelley Gomez\\
Academic Advisor – All Curriculum and Instruction Master's programs\\
303-315-6310\\
shelley.gomez@ucdenver.edu

Rosalinda Martinez
Undergraduate Advisor
303-315-6308

Geneva Sarcedo\\
Academic Advisor – SPSY, COUN, ECE, EPSY\\
303.315.6351\\
geneva.sarcedo@ucdenver.edu

'Rebecca Schell '\\
Academic Advisor – ALPS, ILT\\
303.315.4978\\
rebecca.schell@ucdenver.edu

Sandy Mondragon\\
Asst. Dean, Student Success and Enrollment Management\\
Academic Advisor - MAT, PhD\\
303.315.4979\\
sandy.mondragon@ucdenver.edu

Academic Services Staff

Accreditation and Program Effectiveness

The SEHD Office of Assessment and Program Improvement is responsible for activities related to accreditation and reauthorization requirements of the SEHD and for developing and maintaining coordination of accreditation and outcomes assessment work within the SEHD; between the SEHD and other University offices; and between the SEHD, Colorado Department of Education (CDE), and Colorado Department of Higher Education (DHE).

The Office was created to address both the short-term needs of the 2013 national and state accreditation reviews and the longer term goals of promoting and nurturing a culture of formative evaluation within the SEHD in terms of using outcomes data to drive programmatic and operational decision-making. The office develops and oversees the systems infrastructure necessary to allow and encourage faculty participation in research associated with School outcomes, namely the impact of our graduates on P-12 student learning, our graduates' knowledge of content and content pedagogy, our graduates' performance as educators, the persistence of our graduates in the education profession, and the leadership roles assumed by our graduates.

Related to state and national accreditation activities, it is also responsibility of this Office to communicate and coordinate SEHD activities for the annual University Higher Learning Commission (HLC) report and to write the annual SEHD HLC report based on student learning outcomes.

This office fulfills all external data reporting requirements for federal, national, and state agencies. Internally, the Office maintains the official assessment records for current and former students, academic program assessments and management of databases that track relevant assessment data across all programs.

Assessment and Program Improvement Contacts

Julie Oxenford O'Brian, *Executive Director of Assessment and Program Improvement*	'315-6352, 'LSC 723	**Tony Romero, ***Assessment Coordinator & Data Analyst*	'315-6346, 'LSC 724

Finance and Budget

Fiscal support staff

Hiromi Agena, *Assistant Director of Finance*	'315-6320, 'LSC 1121	'Bolormaa (Bogi) Begzsuren, '' *'Assistant Director for Grants and Contracts* |'315-4927, 'LSC 606| |'Christine Feagins, '' *'Assistant Dean for Budget and Finance*	'315-6340, 'LSC 1143	'Timothy Halliday, '' *'Accountant* |**315-4921**, LSC 1122 | |'Tracy Lee, '' *'Senior Fiscal Manager*	'315-6318, 'LSC 611

Services and Employee Expenses

All personnel hiring, services and scope of work purchases must be pre-approved BEFORE the work has started. Please contact **Tim Halliday** for general fund and professional development account purchases, **Hiromi Agena** for payroll related hiring and additional pay, **Bolormaa Begzsuren** for grant related purchases and 'Tracy Lee ' for Extended studies purchasing and services. If prior approval has not been obtained before the work or service begins, the University may deny reimbursement and this could become a personal expense to you.

Expense Reimbursement

All purchases must have prior approval from the budget authority (generally a faculty member's program representative or their Associate Dean or the Dean) before reimbursements will be processed. This is best done through email with the approval copied or sent to the finance team. Original receipts should be submitted to Tim Halliday with the SEHD finance office with expense account information. Reminder: CU Denver is a tax exempt institution, so any sales tax incurred may not be reimbursable. Be sure and use the University tax exempt number when purchasing. The tax-exempt number appears on your Procurement Card (P-card).

General Purchasing and Supplies

When making a general purchase (see below for Technology Purchasing) using professional development funds or program funds:

- **FIRST**, contact Tim Halliday to ensure the funds are available; this must be done prior to purchase. TIMOTHY.HALLIDAY@UCDENVER.EDU
- **SECOND**, submit a purchase/procurement request to by filling out the form found here: https://goo.gl/59eUaO.

Supplies must be ordered through the state vendor. Reminder: Supplies ordered outside the state vendor may not be reimbursable.

Business cards should be ordered using the following link:
http://www.ucdenver.edu/about/departments/printing/Pages/OnlineOrdering.aspx

The School does not have a general account to pay for these items; expense approval by a budget authority (Program representative or Associate Dean) must be obtained prior to ordering. Program or Professional Development (PD) funds can be used for this purchase.

event purchasing

All event purchasing is made using a faculty member PCARD or through personal funds. Reimbursements are to be made through Tim Halliday.

Travel Procedures

Faculty members are responsible for making their own travel arrangements. Faculty and staff need to FIRST check with their Program Leader or supervisor to determine if planned travel is covered by the program budget, or Tim Halliday if covered by their own professional development funds. In the case of externally funded projects, the Principal Investigator (PI) should be consulted. It should NEVER be assumed that travel will be covered through the university without first checking with the appropriate source.

Following is a link to the Procurement Service Center website which answers all questions about travel including a step by step guide: https://www.cu.edu/psc/payables/travel.htm.

If additional assistance is needed, please email SEHDHELP@UCDENVER.EDU.

Main Points to Remember

- You must receive authorization from your Program Leader, Supervisor or Associate Dean **before** incurring travel expenses. If you are using PD funds, please check with Tim Halliday to ensure you have adequate funds.
- Travel on sponsored program (grant) money requires approval from the SEHD Office of Grants and Contracts – contact Bolormaa Begzsuren with any questions.

- If you plan on traveling frequently, apply for the corporate liability travel card (See US Bank Travel Card below). Training must be completed before this card is issued.
- You must book your travel through the online Concur system (accessed through UCD Access) or directly through Christopherson Travel.
- You 'CANNOT 'use your travel card to pay for conference registration. Please use your P-card. The travel card should be used for hotel and all other travel related expenses WHILE IN TRAVEL STATUS (e.g. meals, transportation, etc.)
- You may use your travel card for meals but you should not exceed the applicable per diem rate for the locale in which you are traveling. If you exceed this amount, you will have to reimburse the University for the difference. If you pay for food using personal funds, you will be reimbursed up to or for the applicable per diem rate for the locale in which you are traveling. If the meal expense exceeds this amount, this is a personal expense to you and you will not be reimbursed.
- **Keep itemized receipts for ALL expenses.**
- When you return, please immediately submit all receipts to your Concur delegate (Tim Halliday, Tracy Lee or Bolormaa Begzsuren).
- You should reimburse CU for any personal expenses on your travel card at the time when you turn in your receipts, or if you have enough per diem to cover these expenses, your per diem will be reduced by this amount.
- **Your travel expenses MUST be reallocated within 90 days of the end of your trip or this becomes taxable income to you. This is a firm deadline that cannot be changed. Please allow your Concur delegate 2-3 weeks before the 90 day deadline to submit reimbursements on your behalf.**

US Bank Travel Card

The U.S. Bank Travel Card is the State Travel Card. All University employees who travel on business

for the University should apply for the card and use it for all travel-related expenses. Please note that this card is a University card and the traveler is responsible for retaining all receipts and turning them in to your Concur delegate for reallocation as soon as possible once your travel is complete. These expenses do not generate email reminders the same way the P-card does and will sit in the system and not hit a speedtype until reallocated. This may result in budgets being inaccurate and additional work at year end for the finance staff. Please see Tim Halliday if you wish to request this card.

There is a **very handy Concur smartphone application** that will allow you to take a photo of and upload receipts directly to the Concur system as you travel. You can also initiate travel with this application. Once you have downloaded the application, your user ID will be your Employee ID @cu.edu (for example 123456@cu.edu). Before you can login to this app, you must go to the concur system on your computer and take the following steps:

* Once logged in, click the profile link and let the whole screen come up or choose mobile registration. If the whole screen comes up –go the bottom left and choose mobile registration.
* Click the blue link that says “create a mobile PIN”- this will be the PIN that you use to login to the app.
* Again your user ID will be your EID@cu.edu.
* If you have any problems with the app, please call the help desk at 303-837-2161.

Conference Registration

University travelers often find that they need to prepay registration fees for a conference or meeting they plan to attend. How the expense is submitted—for direct payment to the vendor, or for reimbursement to the traveler—varies according to the timing of the payment and the needs of the vendor. The possible vehicles for payment are (1) the Procurement Card (P-Card), or (2) fill out a purchasing request here: https://goo.gl/59eUaOo so that an on-line payment for you or (3) pay for the registration yourself and submit the receipt to Tim Halliday for reimbursement.

Maximum Meal Reimbursement

Meal reimbursement is for the actual cost of the traveler’s meals. To ensure these costs are reasonable, actual costs are limited to a Maximum Meal Reimbursement amount specific to the geographic travel location. The State of Colorado’s Maximum Allowable Meal Per Diem Rates represent the University’s Maximum Meal Reimbursement amount; for maximum allowable rates, refer to https://www.cu.edu/psc/payables/travel.htm and go to Per Diem Meal Rate on the right side of the webpage.

Part of daily M & I (Meals and Incidental Expenses) is per diem. Dollar limits for breakfast, lunch, and dinner, are determined by the traveler’s destination. The meal per diem represents the maximum reimbursable amount for eligible meals during the course of a university business trip. Meal reimbursement is not allowed if adequate meals are included with lodging, as part of conference/registration fees, or otherwise provided to the traveler at no cost. Amounts in excess of meal per diems are not reimbursable unless part of a required official function.***NOTE****: Tips on meals are included in these amounts and cannot be claimed separately.* Receipts are not required when claiming per diem.

On days of travel, the final destination for the day determines the traveler's per diem rate all day. On the day traveler returns home, the city from which the traveler leaves determines the per diem rate. On begin and end travel days, reimbursement cannot exceed 75% of the daily M&I per diem rate.

Meals During Single-Day Trip

If travel is wholly within a single day and the trip lasts 12 hours or more, then meal reimbursement is allowed. Reimbursement cannot exceed 75% of the daily M&I per diem rate. Per IRS regulations, meal reimbursements for single-day trips are reportable as income for CU employees.

In-State Travel Procedures

All travelers on University business—faculty, staff, students, and non-employees—will follow these procedures when in travel status within the state and in the immediate area outside Colorado that is a necessary part of an otherwise in-state trip: The traveler must always obtain prior approval to travel; for in-state travel, this approval may be verbal.

In accordance with Internal Revenue Service requirements, the following reimbursements will be reported to the IRS as income:

* Reimbursements that were not submitted through Concur within 90 days after the last day of travel completion; and,
* Advances issued by the University if the subsequent Travel Voucher reconciling the advance was not submitted within 30 days of trip completion. (If the traveler needs to repay the University for a too-large advance, then this repayment must be made by personal check at the time that the Concur travel report is submitted.)

Out-of-State Travel Procedures

Please refer to https://www.cu.edu/psc/payables/travel.htm for information on vehicle rental, lodging deposits, mileage reimbursements and travel advances and International travel.

Reimbursement is NOT appropriate for:

* On-campus parking (Be sure to apply for re-entry privileges if you come & go to prevent payment more than once a day.)
* Parking tickets from the police
* Driving off-campus to have lunch with other professionals, even for purposes of business
* Lunch with SEHD/University colleagues
* Other expenses that are denied by a dean (Please check in advance if you think there will be any concerns or questions!)

Frequently Addressed Travel Issues

Alcoholic Beverages: Not reimbursable in general; only covered when part of an official function, when entertainment account funds are available, and when proper University signatures have been obtained IN ADVANCE! This requires an Official Function form regardless of dollar amount. Not to be paid with sponsored project funds unless authorized by the sponsor.	**Lodging-Staying with Friends**: Travelers who arrange private lodging (staying with friends/family) can be reimbursed up to $25/day for associated costs.	`Mileage-Personal Vehicle: 'Reimbursable, using the current State rate of $0.51 per mile, $.54 a mile for 4-wheel drive vehicles (when necessary for road conditions at the time of travel).	**Mileage vs. Airfare-Traveler's Option**: Travelers will be reimbursed for driving cost (mileage, lodging, meal per diems) up to actual total flight cost (transportation to/from DIA, airfare, destination ground transportation). Calculation of airfare cost is based on lowest obtainable 14-day advance fare. Traveler must declare annual leave for any additional days required as a result of alternative travel.	`Parking: 'Reimbursable when it is a necessary part of the trip, e.g., parking at traveler's destination, parking at DIA.	**Personal Expenses**: Expenses incurred for traveler's benefit—e.g., magazines, dry cleaning, movie rentals, other entertainment—are NOT reimbursable.	**Procurement Card**: University Visa. Not used for travel expenses. Exception: Can be used for conference/event registration, if accepted by vendor.	`Receipts: 'Travelers must submit original itemized receipts (credit card receipts/statements are not acceptable) for all individual charges exceeding $25. Exceptions: All rental vehicle gas receipts are required regardless of dollar amount. All receipts are required for lodging expenses incurred except Lodging-Staying with Friends. No receipts are needed to claim meal per diems. *NOTE*: The University is requesting an exemption from this rule. We will keep you updated on the status of the request.	`Rental Car Expense: 'Rental Cars must be rented using the University travel card because it automatically provides insurance coverage. The following is a link to the State's rental car policy which lists approved automobile rental vendors and other information about each vendor. http://www.colorado.gov/cs/Satellite/DPA-DCS/PA/1201542229336	Receipts are always required for reimbursement of car rental costs and for rental car gasoline purchases regardless of dollar amount. (Note: If travel is covered by sponsored project funds, rental vehicle use will be determined by sponsor policies and may not be allowed).	**Tax Implications**: Per IRS regulations, the Concur expense reallocation and all supporting documentation must be received in the PSC Travel Office within 90 days of trip completion to avoid having reimbursement reported as income.	**Telephone/Fax/Modem Line Charges**: Charges for University business are reimbursable. You will receive $5.00 per day in incidentals – which includes any personal telephone charges.	**Tips**: Reasonable tips given to bellhops, porters, maids, and ground transportation personnel are reimbursable. Exception: Tips on meal service already included in the meal allowance and cannot be claimed separately. University Policy limits tips up to 20%.	`Toll Road Charges: 'These charges are a reimbursable expense.

Program and Administrative Unit Spending and Budgets

Administrative managers and program representatives will receive a program budget template at the beginning of the fiscal year for use in planning their budget for the year. Zero-based budgeting is used in the formulation of both these budgets (i.e. starting from scratch). The requested budget will then be reviewed by the Assistant Dean and the Dean. Approved budgets will then be entered into the PeopleSoft system and spending should be monitored by the program or administrative unit manager. At fiscal year-end (6/30/XX) remaining funds for administrative units do NOT roll forward to the next year.\\
Remaining program funds roll forward year after year. Program budgets should only include items that pertain to the program as a whole and not expenses for individual faculty. For example, a retreat or marketing expense for the benefit of the program would be an appropriate program expense. A faculty member's conference travel, registration fee or membership dues to various organizations would not be an appropriate program expense but would be an appropriate expense for faculty professional development funds.\\
Please call **Tim Halliday** to obtain your professional development fund balance prior to making purchases.\\
If you have any additional questions about the SEHD financial system or processes, please feel free to call any of the fiscal staff for assistance. And if you are unsure about the how, why or who for anything please start with the fiscal staff listed above.

Human Resources and Payroll

SEHD HR and Payroll Staff

Workgroup Members & Major Responsibilities	**Patricia Ball** *Human Resources Director*	**Hiromi Agena** *Assistant Director of Finance*	**Jessica Coon** *HR and Payroll Coordinator*

Human Resources, Payroll and Benefits: A-Z

Auraria Early Learning Center

The childcare center is for the entire Auraria campus community:
http://www.ahec.edu/for-campus-faculty-staff/early-learning-center

The child must be one year old and walking to be enrolled at the center. Open spots are filled by a lottery system, with students having the first choice for those spots. If after the student lottery there are spots left, faculty & staff have a lottery, and finally if there are still spots available they open them up to a lottery for the community.

Benefits

The university's benefits plan year runs from July 1 to June 30, with open enrollment in May. All questions regarding benefits should be directed to the University of Colorado Employee Services at 303.860.4200, option 3 or Toll Free 1-855-216-7740 (employeeservices@cu.edu).

If you are in a benefits-eligible position, you MUST submit an enrollment form within 31 days following date of hire, even if you DECLINE coverage. Otherwise, you will be automatically enrolled in default coverage. Refer to the campus Human Resources web site to register for New Employee Orientation, where they will explain all of your benefits options. New faculty members receive this information in the fall New Faculty Orientation.

Definitions of Employee Titles

Regent Policy 5.L: Policy on Approved Faculty Titles

University Professional and Non-Professional Job Codes, Career Families, and Definitions

Job Classification Descriptions and Minimum Qualifications

TENURE AND TENURE TRACK FACULTY (Regent Policy L)

A tenured appointment can normally be held only by a person in the academic rank of Professor or Associate Professor. Tenure may be awarded only to faculty members who are employed by the University and who have demonstrated meritorious performance in each of the three areas of teaching, research/creative work, and leadership and service, and demonstrated excellence in either teaching or research/creative work. (Footnote: In the School of Medicine, tenure may be awarded only to faculty members with national or international reputations who have also demonstrated excellence in scholarship and teaching. See Regent Law 5.B.4.) Once attained, tenure remains in effect regardless of promotion to higher rank. Administrative positions do not carry the possibility of tenured appointments and, unless under a properly authorized term contract, are at will positions, but an administrator holding an eligible academic rank may be granted a tenured appointment as a faculty member. All tenured and tenure-track faculty members with appointments of 50% or more are members of the system-wide Faculty Senate.

Faculty members in the tenure track have limited term contracts. In the School of Medicine, tenure-eligible faculty members in the tenure track, may have limited, indeterminate or at will appointments. Once tenured, a faculty member holds a continuous appointment until retirement or resignation unless the faculty member leaves the university or is removed under provisions of the Laws of the Regents or Regent policy.

Assistant Professor: Assistant Professors appointed to tenure track positions should have the terminal degree appropriate to their field or its equivalent, plus some teaching experience. They should be well-qualified to teach at the undergraduate or graduate levels and possess qualifications

for research or scholarship in a special field or clinical discipline.

Associate Professor: Associate Professors should have the terminal degree appropriate to their field or its equivalent, considerable successful teaching experience, and promising accomplishment in scholarship or in research. Normally the award of tenure accompanies appointment to or promotion to associate professor, except at the School of Medicine where tenure may be granted at any point in the faculty member's career when he/she meets the School's standards for tenure.

Professor: Professors (also called "Full Professors") should have the terminal degree appropriate to their field or its equivalent, and; (a) a record that, taken as a whole, may be judged to be excellent; (b) a record of significant contribution to graduate and/or undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and © a record since receiving tenure or promotion to Associate Professor that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research/creative work, and leadership and service.

Non-Tenure Track Faculty

All non-tenure track faculty members are at will employees.

Lecturer: Lecturer is the title given to individuals hired to teach on a course-by-course basis. Lecturers are qualified to teach the particular course or courses for which they have been hired. They should have graduate degrees and/or advanced experience in their profession or field of expertise. Lecturers are hired on a part-time basis to teach one or more courses per term. Lecturers within SEHD may teach up to six credits per term. There are no research or service activities expectations for lecturers.

Instructor: Instructors usually have their master's degree or its equivalent and should be otherwise well-qualified to teach. Full-time instructors within SEHD teach 8 courses (4 courses per semester). Instructors within SEHD are expected to engage in service activities (20% of load) within the program and school community.

Senior Instructor: The rank of Senior Instructor permits higher recognition and salary than that of Instructor. Within the SEHD, senior instructors usually have a doctoral degree or its equivalent when hired. Instructors who receive their doctoral degree after being hired in SEHD may be promoted to Senior Instructor upon completion of a doctoral degree. Full-time senior instructors within SEHD teach 8 courses (4 courses per semester). Senior instructors are expected to engage in service activities (20% of load) within the program and school community.

Clinical Teaching Track

The Clinical Teaching Track is intended for non-tenure track faculty who participate in a broad range of teaching, service, and scholarly activities. Clinical Teaching Track (CTT) appointees have comparable ranks to tenured faculty (i.e. Assistant, Associate and Full Professor). The teaching load for SEHD-funded CTT faculty members is 8 courses or 23-25 credit hours of instructional activity, depending on assigned workload.

Assistant Professor, Clinical Teaching Track

Assistant professors, clinical teaching track hold a doctoral degree in a relevant field, have deep experience in the area in which they will teach in the SEHD, and have experience teaching at the

college level as well. There must be evidence of teaching effectiveness at the university level as well as potential for service and research/scholarship that supports the program and the School

Associate Professor, Clinical Teaching Track

In addition to the qualifications of an assistant professor, clinical teaching track, an associate professor, clinical teaching track is expected to have had substantial relevant and successful teaching and professional experience in the field. In addition, they must demonstrate the potential to meet the service and research/scholarship criteria for associate professor, clinical teaching track in the SEHD.

Professor, Clinical Teaching Track

In addition to the qualifications of an associate professor, a professor, clinical teaching track, is expected to have a record of excellence in teaching and in service, including evidence of leadership, and demonstrate the potential to meet the research/scholarship criteria for professor, clinical teaching track in the SEHD.

For more information, please see:
'Regent Laws and Policies: '5L Policy on Approved Faculty Titles

'Office Faculty Affairs and Undergraduate Enrichment: 'School Primary Unit Criteria

Employee Discount Offers

State of Colorado’s Work-Life Discount Program, UniverCity Key Program:

http://www.ucdenver.edu/about/departments/HR/EmployeeDiscount/Pages/index.aspx

Employee Tuition Benefit

To view policies, eligibility, procedures, forms, and deadlines, please visit CU Employee Services website: https://www.cu.edu/employee-services/tuition-benefit-denver-anschutz-campus

Flex-Place and Flex-Time

The SEHD’s policy requires that flex-place and flex-time agreements be resubmitted for review/approval annually, when supervision has changed, or when circumstances change (e.g. different summer schedule). Normal office hours are 8:00 am to 5:00 pm with a one hour lunch. If your schedule varies from these hours, you must submit a flex-time agreement to your supervisor.

Please keep in mind that participation in flex-place and flex-time agreement is not an employee right or benefit, and may need to be modified or discontinued for business reasons. Flex-place and flex-time are merely alternative work arrangement options that may be available to you as business allows. If an employee wants to request a flex-place or flex-time agreement for just a day or a certain week, it must be pre-approved in writing by the supervisor (email is fine), but a formal agreement is not required.

If your supervisor approves your proposed arrangement, agreement forms should be signed by the employee and supervisor, then submitted to 'Patricia Ball 'to complete routing for approvals.

Hiring Paperwork

New employees must submit a complete hiring packet and social security card (or copy of a paid receipt for a temporary replacement social security card) by the first day of employment, or Campus Human Resources has the authority to terminate employment. The hiring packet must be turned in to the SEHD HR and Payroll Coordinator, **Jessica Coon**, in the Lawrence Street Center, Room 1147 (or to Patricia Ball in LSC 1142).

HR Policies and Guidelines

For Campus HR polices and guidelines, please visit:
http://www.ucdenver.edu/about/departments/HR/HRPoliciesGuidelines/Pages/index.aspx

For State Classified Staff policies and information, please visit: https://www.colorado.gov/dhr

Holiday Schedule

Please visit: https://sehd.ucdenver.edu/impact/files/Holiday-Schedule-FY18.pdf

Injured on the Job (Worker's Compensation)

You must notify your supervisor and/or SEHD HR IMMEDIATELY of any injury on the job. //The supervisor will need to notify the SEHD HR Director as soon as possible.

//If an emergency, employee is taken by ambulance to the hospital and follow-up care must be through a Designated Medical Provider (DMP).

If not an emergency, employee is taken or takes themselves to the DMP of their choice. The employee or supervisor completes online University Claim Form.

To view policies, procedures, forms, and list of DMPs, please visit:
https://www.cu.edu/content/workerscompensation

Leave/Time Off (9-Month Faculty)

Full-time nine-month faculty earn ½ month (11 business days) of sick leave at the completion of each

academic year. This is tracked manually by SEHD HR. Please notify the SEHD HR and Payroll Coordinator (Jessica Coon) if you must take any sick leave. If you will miss a week or more of work, please contact the SEHD HR Director (Patricia Ball) for FMLA information or parental leave information.

Leave/Time Off (Staff and 12-Month Faculty)

You must submit vacation/sick leave/family sick leave requests to your supervisor as far in advance as possible for pre-approval (except when you are ill, in which case you should submit immediately upon your return to the office). Sick leave is to be used when you are ill, for scheduled doctor/dentist appointments, or for taking your immediate family member to a doctor/dentist appointment. Medical certification will be requested for any sick leave of more than 3 consecutive calendar days, for compliance with FML and/or Parental Leave (faculty/university staff only) policies. ***Medical certification may also be requested if leave abuse is suspected. Abuse of the leave policies will result in disciplinary action.*** *

Annual Leave Earned

Years of service	**Hours earned per month**	**Maximum accrual**
Classified Staff 1st-5th year	8 hours (1 day)	192 hours (24 days)
Classified Staff 6th -10th year	10 hours (1 ¼ day)	240 hours (30 days)
Classified Staff 11th -15th year	12 hours (1 ½ days)	288 hours (36 days)
Classified Staff 16th - on	14 hours (1 ¾ days)	336 hours (42 days)
University Staff	14.66 hours (22 days/year)	352 hours (44 days)

Please note that annual leave (vacation) hours in excess of the maximum accrual allowed as of July 1st of each fiscal year are forfeited and “swept” from the system.

Resources for University Staff (F.K.A. Exempt Professionals):\\
Regent Policy 11.E - Leave Policies for Officers, Exempt Professionals, and Faculty

Resources for State Classified Employees:

State Personnel Rules and Administrative Policies

Leave requests are submitted to your supervisor through the UCD Access employee portal. See 'Submitting Leave Requests and Monthly Time Record 'below, under 'UCD ACCESS PORTAL 'section.

Per CU System rules, ***supervisors of employees earning vacation and sick leave must record usage and verify leave balances on a monthly basis.*** *

Payroll

Faculty and staff are paid on the last business day of each month, except for the month of June. Per state legislation, June payday is the first business day of July.

See the following Employee Services web pages to quickly access payroll-related information specific to each employment group:

● Faculty

- University Staff
- Classified Staff

Faculty Appointments and Pay

Standard faculty appointments (tenure track and non-tenure track) are for one academic year, nine months, beginning September 1 and ending May 31. It is important to note that payroll is spread over these nine months, but faculty contracts include the stipulation that they will begin work one week prior to the first day of each semester.

Faculty may elect to have their nine-month salary spread over twelve months, September 1 to August 31. SEHD HR will send out a Pay Election Form every spring if you want your pay spread changed for the following year. Once the choice has been communicated and payroll entered for the year, it cannot be changed until the next academic year.

Faculty Summer Pay

Employees who are appointed for 12 months (deans, 12 month research faculty, professional exempt staff and classified staff) are paid during the summer as they are during the academic year. Faculty with separate summer appointments are paid on varying schedules according to their assignments. The basis of summer pay is the number of credit hours of the course at the Dean's discretion. Currently, a faculty member will receive $6,000 per three credit hour course (up to two courses) that meets minimum enrollment. Please note that under-enrolled courses may be canceled and pay is prorated for under-enrolled courses that have not been canceled. Faculty may earn up to 3/9ths (33.33%) of their previous academic year salary in the summer, through teaching, administrative, and grant pay. Pay is usually distributed equally across June, July and August, no matter when the class starts and ends. Per the campus faculty compensation policy, faculty are allowed to receive up to 1/9th (11.11%) of their AY salary each month in the summer.

SUMMER PAY & PRO-RATE CALCULATIONS FOR TENURED/TENURE-TRACK FACULTY

For undergraduate & graduate level courses:

* $6,000 (Full pay)
* $4,000 (8-11 students enrolled)
* $3,000 OR CANCEL (7 or fewer students enrolled)

For doctoral level courses:

* $6,000 (Full pay)
* $4,000 (6-9 students enrolled)
* $3,000 OR CANCEL (MINIMUM of 5 students enrolled)

Faculty Additional Remuneration

Faculty members must submit a completed Additional Pay Pre-Approval form to the SEHD Payroll Liaison (Hiromi Agena) **at least two weeks prior** to starting the work (we request as much lead time

as possible). Please contact Hiromi for the current form, which requires signatures from the Program Leader, the Assistant Dean, and the Dean. Please keep in mind that additional pay during the academic year is limited to 10% of your academic year salary. For more detail on this University policy, please see the University of Colorado Faculty Handbook. You may also obtain the campus rules regarding additional remuneration in the faculty compensation policy.

Faculty Additional Remuneration for Consultative Services

From Regents Policy 5E: With prior written approval by the dean or appropriate campus authority, faculty members shall be permitted to receive additional remuneration from sources outside the university so long as the activities generating the income do not exceed one-sixth of their time and effort (one-sixth rule FAQs). Outside work during leaves of absence shall be of concern only to the individual and the entity by which he/she is employed.

SEHD HR will send out a Declaration of Outside Consulting Form every fall for pre-approval of your outside consulting pay. If other consulting opportunities arise during the academic year, please submit a new form prior to starting the work.

Performance Management Planning and Annual Evaluation (Staff)

See Campus HR website for forms and information related to performance, such as evaluations, plans, disputes, etc., for Classified Staff, Exempt Professionals and Faculty.

New employees must email their initial university staff professional plan or classified staff Performance Management Plan (PMP) to Jessica Coon (jessica.coon@ucdenver.edu) within the first 31 days of employment or job change (professional plans for university staff employees are submitted electronically via Formstack). Supervisors should be copied on the email so we know it has been approved. Keep in mind, professional plans are not developed entirely by the employee – in fact, they could be developed entirely by the supervisor – but most use a collaborative process between the employee and supervisor, addressing current initiatives and clear expectations.

***Faculty and University Staff performance cycle runs January 1 – December 31, with annual performance evaluations due February 28th . Annual professional plans are due February 28th . ***

***Classified Staff performance cycle runs April 1 – March 31, with annual performance evaluations due April 30th . PMPs are due May 31st . ***

Please try to incorporate SMART goals in your Professional Plan/PMP as much as possible.

SMART goals are:

Specific *(Who is involved, what should be accomplished, where will this occur?)*

Measurable *(Establish criteria for measuring outcomes and how to determine if objective is achieved*'. '*E.g. how much, how many, how do you know when it is accomplished?)*

Ambitious/**A**ttainable *(Motivating but realistically attainable)*

Results-Oriented/**R**elevant/**R**ealistic*(Aligns with the bigger picture. What is the expected result?)*

Timely *(Includes a specific time-frame for achieving objectives)*

Please contact the SEHD HR and Budget Director (Patricia Ball) for guidance regarding performance issues and progressive discipline.

Professional Learning and Development

The university provides a number of professional development opportunities for staff. Please see http://www.ucdenver.edu/about/departments/HR/training/Pages/index.aspx. There are also many courses offered through SkillSoft in your UCDAccess Portal.

Searches, Promotions, Position Changes

To submit a request form to initiate a search, new hire, promotion, position changes, etc., please go to https://forms.ucdenver.edu/secure/sehd_hr_search. Contact the SEHD HR and Budget Director (Patricia Ball) for assistance (e.g. with job descriptions and pay rates) or with any questions or comments.

Student Employment

For information on student employment - hiring process, definitions of employee types, job descriptions, pay rates, and user-friendly template forms - please view the Student Hiring Guide on Impact. A complete Hire Request form must be submitted PRIOR to any offer of employment or initiation of work. Contact the SEHD HR and Payroll Coordinator (Jessica Coon) for assistance.

Effective July 1, 2015, the Student Employee Work Hours Administrative Policy limits the amount of hours students may work each semester across the CU system (Anschutz, Boulder, Denver, and Colorado Springs) to:

Fall (August 15 - January 1) – 25 hours/max (or 50 hours per biweekly pay period)

Spring (January 1 – May 15) – 25 hours/max (or 50 hours per biweekly pay period)

Summer (May 15 – August 15) – 40 hours/max

Student employees who exceed the work hour limits (across all jobs, across all campuses) may become eligible for employee health benefits under the Affordable Care Act.

* Please note, that the 25-hour limit does not apply to Graduate Research Assistants working directly on a funded research project that is directly connected with and part of their progress towards earning a master’s or PhD***

Supervisor Responsibility:

Supervisors are responsible for communicating this policy to their student employees. Students are also responsible for communicating with their supervisor if they are no longer students or are scheduled to work more than the maximum total work hours allowed for all jobs.

Consequences:

In the event a student employee becomes eligible for benefits under the Affordable Care Act, employer benefits contributions will be proportionately charged to the department(s) where the student was employed when the limits were exceeded, regardless of where the student is currently employed.

Departments may also be subject to additional administrative charges as a violation of this policy subjects the University to additional exposure under the Affordable Care Act.

Termination of Employment

When employees terminate employment, an official written notification (which specifies the employee's last day of employment) to the supervisor and the HR and Budget Director is required. The employee will also need to schedule an exit meeting with the HR and Payroll Coordinator for final business such as turning in keys, procurement/travel cards and identification. SEHD server/email access will be terminated at the end of the last date of employment.

UCD Access Portal

Leave Requests and Monthly Time Record (Staff and 12-month faculty)

Instructions (OT Exempt)

Instructions (OT Eligible; Hourly)

How to access the leave reporting system:

* Log-in to the UCD Access Employee Portal using campus username and password
* Go to the CU Resources tab at the top of the page, if not your default home page
* Click on "Request Leave/Record Time" on the My Leave tile

Contact Jessica Coon for assistance with the leave reporting system. Please submit your monthly timesheet as soon as possible after the last day of the month, but no later than the 5th business day of the following month.

Online Trainings (Mandatory for ALL faculty and staff)

The university requires all employees to take the following mandatory online trainings within three months of hire:

CU: Discrimination and Harassment

CU: Information Security and Privacy Awareness

How to access the training courses:

- Log-in to the UCD Access Employee Portal using campus username and password
- Go to the CU Resources tab at the top of the page, if not your default home page

- Click on the NavBar in the top right corner of the screen, a pop-out menu will appear
- Click on CU Resources>Training>Start SkillSoft
- In the “Search for” field, enter the desired course title to launch or add to your training plan
- You may be required to take additional training, depending on your role (e.g. supervising classified staff, grants & contracts, fiscal code of ethics, etc.)

Updating Emergency Contacts, Mailing or Physical Address

Log in to your UCD Access portal with your computer account username and password. Under the CU Resources tab (if not your default home page), click on My Info on the employee information tile. From here you will be able to update your mailing/home address, phone numbers, emergency contacts and email addresses.

Viewing Your Pay Advice

Log in to your UCD Access portal with your computer account username and password. Under the CU Resources tab (if not your default home page), click on My Compensation on the Last Confirmed Check tile, then Pay Advice. You can also update your W-4 and Direct Deposit info here as well.

====== Information & Academic Technology ======

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\\  ====== Diversity and Inclusion ======
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The overall mission of the SEHD Office of Diversity and Inclusion (ODI) is to promote and support an equitable learning climate which attracts diverse students in order to enhance educational excellence. In general, initiatives designed to support student outreach and student success serve as our general mission. These may involve not only working with our student, but also cultivating a healthy workplace for staff and faculty community. The following offers examples of the many ways this is accomplished with students:

Persistence & Success

* Student Peer & Professional \Mentorship * Leadership in Human \Development * Educator & Mental Health Career \Exploration * Special \Programs * Alumni \Network * Undergraduate Career Connections

These initiatives are in collaboration with the SEHD student and professional communities, as well as external community partnerships. The SEHD Diversity Committee has guided ODI in identifying four primary goals designed to promote access and affordability, cultivate a climate for learning and working, support academic achievement, promote student persistence, and enhance professional success.

Objective 1: Facilitate & Support Inclusion

Objective 2: Improve Access & Support

Objective 3: Increase Retention of Faculty & Staff

Objective 4: Acquire New Financial & HR Program Support

Please contact Aswad Allen PhD, Assistant Dean of Diversity and Inclusion

Aswad.Allen@ucdenver.edu 303- 315-0135

The Office of Recruitment & Outreach

SEHD aspires to attract a diverse, highly qualified, and critically engaged student body. Through proactive engagement of local, national and international communities, ORO provides general information about our school's academic offerings, research, financial aid resources, and student support services. We accomplish this through superior customer service, proactive outreach and follow-up, information sessions, fairs, and pipeline programs offered throughout the calendar year. Faculty, staff, students and alumni participate regularly in all recruitment initiatives.

Examples of events include:

* High School Outreach Programs (i.e. Future Teacher Expo, PTeach Visits), Program Information Sessions and/or Webinars, Recruitment Fairs and Conferences

Please contact Marlinda Hines to partner on any of these events or if you have ideas for other recruitment or outreach activities.

Marketing

Julia Cummings is the Marketing Director for SEHD. She is responsible for collaborating with SEHD faculty, staff, students and alumni as well as University Communications and the CU Foundation to advance SEHD's image and standing among wide-ranging target audiences. Her work includes marketing plans and strategy, advertising, photography, publications, videos, mass email communications, promotional items, brochures, fliers, managing our faculty's interaction with the news media, proofing all SEHD items that include SEHD/CU Denver branding. Please don't hesitate to contact JuliaCummings if you'd like to know more about what she can do for you.

Partnerships

The SEHD Office of Partnerships is directly responsible for facilitating and coordinating partnerships with districts, schools and the broader community to support all clinical experiences for undergraduate and graduate teacher candidates across multiple teacher education pathways. The SEHD has one of the longest standing partnership preparation models of teacher education dating back to 1993 through an established network of **Professional Development Schools (PDSs)** where current teacher candidates experience early clinical block field experiences and year-long, intensive, clinically-rich residency internships supported by teams of university and P-12 faculty. Each PDS hosts a cohort of 6-12 teacher candidates each year; a university-based site professor and school-based site coordinator work closely together each week to support the candidates as well as support professional development of the practicing clinical teachers who mentor teacher candidates as well as align partnership resources with school improvement priorities. Our network of schools spans four metro area districts and is jointly negotiated by the Partnership Director and district leaders based on

common needs and a shared cost model. In addition, the Office of Partnerships manages and facilitates unique 'Undergraduate Residencies ' with Denver Public Schools (DPS) called NxtGEN and a unique rural residency called T-PREP with Otero Junior College and local school districts in southeastern Colorado.

The Office of Partnerships also facilitates a **Community-based Partnership Network** with over 20 non-profit and community-based organizations. These partnerships support both the community-based clinical block for teacher candidates as well as the capstone internships for the undergraduate Human Development & Family Relations program.

The Office of Partnerships facilitates several structures to support meaningful collaboration among university faculty and P-12 partners to facilitate simultaneous renewal of teacher education and P-12 schooling as well as provide opportunities for faculty to build relationships for professional development, research, and innovation with our P-12 partners. These include robust Teacher Education Collaborative Councils with our PDS networks, undergraduate residencies and community-based partners. Additionally, innovative professional development for clinical teachers is also provided.

Lastly, the Office of Partnerships provides extensive logistical and management support for all teacher education administrative processes including managing master calendars, facilitating communication with teacher education faculty and school/community partners, facilitating admissions processes with faculty and school partners, scheduling courses, and coordinating events for our undergraduate learning communities. Both the director and the coordinator serve on the Teacher Education Leadership Team.

Office of Partnership Staff include:

• Cindy Gutierrez, \Director

• Rachel Cornelius, Coordinator & Teacher Education \Manager

• Antwan Jefferson, Faculty Liaison for Community-based Partnership Network

SEHD Initiatives for Education, Research, and Evaluation

Center for Transforming Learning and Teaching (CTLT)

***Julie Oxenford O'Brian, Director ***

CTLT was established within the School of Education & Human Development in 2003. Today, CTLT works with educators across the U.S. to catalyze and co-create the transformation of learning environments using assessment so that all are engaged in learning and empowered to contribute constructively in a global society. CTLT supports states, districts, schools and individual educators as they engage in efforts to improve practice and student learning outcomes, providing the following services: learning experiences for educators and educational leaders, consultation with leaders on the development of local and implementation of federal and state policy, practice-based research,

convening practitioners, and developing/customizing resources to support practice improvement. CTLT provides services across a variety of topics, including the following: formative assessment, educator evaluation, quality classroom assessment, data-driven decision-making, improvement planning, interpreting and using “growth” data, standards implementation and competency-based education.

Continuing and professional Education

**_Shannon Hagerman, Executive Director_ **

The office of Continuing and Professional Education (CPE) supports the mission and vision of the School of Education and Human Development by managing the School’s cash-funded courses and programs. CPE annually offers over 400 off-campus courses, either free-standing or as part of a certificate, endorsement, or master’s degree. CPE also offers and online alternative teacher licensure program, ASPIRE to Teach. CPE supports professional learning needs of individual school teachers, administrators, and mental health professionals by offering credit- and non-credit based courses, modules, book studies and events to individuals, schools, and districts through CPE and EDU, CPE’s online professional learning division. Depending on the program, our credit transfers toward district and Colorado Department of Education (CDE) requirements for re-licensure, salary increase, and/or career advancement, as well as CDE endorsements and university degree programs.

The Evaluation Center

**_Bonnie Walters, Executive Director_ **

The Evaluation Center offers a full range of evaluation services to clients internal and external to the SEHD, including designing and conducting evaluations, integrating qualitative and quantitative analyses, and disseminating findings in a useful and meaningful way. Staff work to develop comprehensive plans which meet the unique needs of clients with a focus on helping individuals and organizations learn about and improve their programs, as well as providing a rigorous and objective analysis of respective program progress and effectiveness. The Evaluation Center is unique among program evaluation groups because it operates as an autonomous not-for-profit entity embedded within the SEHD at the University of Colorado Denver.

Para2a Center

**_Ritu Chopra, Executive Director & Assistant Research Professor_ **

PAR²A promotes optimum learning for all students through research and training on the roles, responsibilities, career development, preparation, supervision and employment of paraprofessionals and is designed for paraprofessionals, school professionals and administrators in public education.

Positive Early Learning Experiences (PELE) Center

**_Phil Strain, Director and Professor_ **

PELE Center develops, implements and evaluates comprehensive, early intervention systems to address developmental needs of young children at risk for school failure or with special needs, including severe behavioral disorders.

Center for evidence-based education research (C-PEER)

Center for Evidence-Based Practices in early Learning (CEBPEL)

**_Barbara Smith, Research Professor_ **

CEBPEL aims to develop, implement and evaluate comprehensive early intervention systems that address the developmental needs of young children with special needs, their families and the personnel who serve them. CEBPEL raises awareness and increases implementation of positive, evidence-based practices for the prevention and remediation of challenging behavior with a database to support those practices.

Faculty Research Support Center

The School of Education & Human Development Faculty Research Support Center was designed to respond to the research and funding needs of faculty. It brings coherence, support and continuity to research efforts by creating a space and a place for research development and services. The Faculty Research Support Center's mission is to assist in establishing a strong research record for each SEHD faculty member in a disciplined, sustained and focused approach to inquiry that has the potential to impact knowledge in the field and practice in the educational community. The center accomplishes this by (1) providing a space in which research activities are highlighted, supported and nurtured and (2) being responsive to faculty research interests.

Administration of the SEHD

Dean's Team

The Dean's Team consists of the Dean and Associate Deans and the Assistant Deans (with other participants on an invited basis). This team meets weekly year-round. The purposes of the team are: to coordinate the programmatic activities of the School; to coordinate and facilitate strategic growth; to update the Dean on internal matters; to problem solve issues that arise across the School. Regular updates of the Dean's Teamwork are posted on the SEHD Impact.

Administrative and Management Team

The Administrative and Management (A&M) Team consists of the Dean, the Associate Deans, and the following staff positions: Assistant Dean for Finance, Assistant Dean of Diversity, and Inclusion, Assistant Dean for Information and Academic Technology, Administrative Assistant to the Dean, Administrative Assistant to the Associate Deans, Human Resources and Budget Director, Marketing Director, Director of Academic Services, Director of Recruitment and Outreach, Executive Director of Accreditation and Program Effectiveness, Executive Director of Continuing and Professional Education and Business Manager for Continuing and Professional Education. The main focus of the A & M Team is operational efficiency and cross-functional communication.

The scope of issues this group works with is wide, including: keeping track of and producing, when needed, many kinds of information, ranging from the availability of classrooms for a given course to budget allocations for the entire School; interacting with those outside the School and guiding them to the appropriate member of the School; problem-solving in order to help achieve School goals; and ensuring that decision-makers (e.g. Dean, members of committees, individual faculty members) have information required for decisions. The Dean monitors the effective functioning of these positions and reconfigures staff assignments as needed. This team meets bi-weekly on a year-round schedule.

Leadership and Finance Team

The committee will be convened by the Dean and elected by the faculty (see by-laws for composition) to promote implementation of the SEHD’s mission and strategic plan through broad-based strategic leadership. The team meets bi-weekly; faculty can submit agenda items for the Leadership and Finance Team to discuss and can find minutes of all meetings on the SEHD Impact page.

Program Leaders Team

Each program nominates a faculty member to serve as program representative. The Program Leaders Team meets bi-monthly to coordinate across program areas, to develop strategic goals across the School, and to raise issues of concern to their faculty colleagues. In addition, the Program Leaders serve as main contacts for the Academic Services staff, as conveners of their program faculty and as distributors of the administrative work of the area.

Staff Advisory Council

The Staff Advisory Council (SAC) provides a means for the exchange and dissemination of information among staff, and to promote unity and cooperation among all employees of the SEHD. SAC members are elected by SEHD staff, and membership of the council shall strive to include a representative selection of SEHD staff at all geographic locations (ideally one staff member from each floor and the Denver Place location and two at-large members). The SAC Vice Chairs also serve as rotating members of the Leadership Team with additional SAC board members attending other leadership and management team meetings on a rotating basis as requested by the dean. Additional information can be found at http://sehd.ucdenver.edu/staffadvisorycouncil/

Faculty and Staff Committees

**See SEHD Bylaws and Faculty Handbook **

Operations

Calendar-Related Activities

University Calendar-Related Terms

1.**Academic year (AY)** comprises the fall and spring terms. Each term typically runs for 16 weeks.

2.**Maymester,** a three-week campus-wide summer session usually begins mid-May and ends three weeks later. This is considered as part of summer session and complies with summer rules.

3.**Summer term** is the 8-week term that begins after Maymester and ends in early August. There are a variety of patterns for SEHD course offerings during the summer.

4.'Fiscal year (FY), 'used for budgeting purposes, the fiscal year begins July 1 and ends the following June 30. For example, FY 14 would start on July 1, 2013 and end on June 30, 2014.

5.**Annual Performance Review Year** for faculty follows the calendar year, January 1 – December 31. For staff, the annual performance review year is April 1 – March 31.

SEHD Meeting Calendar

Annually, the SEHD puts forth a schedule for SEHD-related meetings which occur throughout each month on designated Mondays and Wednesdays. This calendar is sent electronically to all faculty and staff at least one month prior to the beginning of an academic year and is also listed under the Calendar tab in the SEHD Impact. The calendar illustrates meeting times/ patterns/ locations for the following SEHD group meetings: Faculty, Doctoral Program, UCTE, Program Leaders, Administrative and Management Team, Leadership and Finance Team, SEHD Committee meetings and SEHD Program Meetings. The current meeting calendar is available on the SEHD Impact.

Types of Courses

Definitions Pertaining to Courses

- 'Type A: 'Most courses offered by the School of Education & Human Development fall into CDHE's “Type A, Lecture” category. “Type A, Lecture” courses must provide 750 minutes of instructional time per credit hour, per semester. Thus, a 3-credit-hour course is 2250 minutes of instructional time

during the semester it is taught. Typically, this equates to 15 weeks of instruction with one time per week meeting patterns of three hours in length. - **Type B:** Other courses such as practica, internships, independent studies, and doctoral dissertations, fall into the “Type B” category. Each of these requires a minimum amount of student effort/time. For internal purposes these are designated as type “O”.

Course Location and Delivery

- Auraria campus at least part of the time, or they are fully online courses. Courses can also be located off-campus. - **Continuing and professional education** (CPE) courses are offered off-campus or online. - 'Online courses 'can be main campus or CPE. When applicable, program fees are charged in addition to tuition. In addition, there is an online course fee of $100. - **Hybrid courses** are courses which have at least one class online and face-to-face sessions and can be main campus or CPE. Where applicable, program fees are charged in addition to tuition. In addition, there is a hybrid course fee of $50.

'NOTE: 'Students have the right to experience the format for which they registered. Faculty cannot change formats after the course is advertised and scheduled.

Teaching Assistants/Secondary Instructors

- Faculty teaching on-campus will qualify for a teaching assistant (TA) if they have a class enrollment of over 32. Faculty will qualify for a TA for an online class (not hybrid) or doctoral class if it reaches 25 or more students. Teaching assistants will be hired according to the number of credit hours in the course having more than 35 students and will be paid 1/3 of the current per-credit-hour lecturer rate. For example, if the lecturer rate is $4,350 for a three credit course, the TA would be paid $1,450 to support that three credit hour course. A three hour course requires the TA to work 100 hours, while effort for courses with different loads is prorated accordingly. Please refer to the TA Handbook on the SEHD Impact site for further information. - Teaching assistant (TA)/secondary instructor will be hired using the following guidelines: Teaching assistantships are offered first to graduate students. If there are no graduate students available to assist with a course, a secondary instructor may be hired into a lecturer position but at the TA pay rate. This appointment must otherwise be consistent with lecturer policy. - To hire a TA, submit online request form through the SEHD Impact site. The instructor will submit a brief written plan of the duties the TA will perform, including the number of hours required for those duties. Lower credit-classes should require fewer hours than 3-credit classes and the pay is prorated. If this is the first online class in which the instructor has used a TA, the instructor is encouraged to obtain the advice of online experts from the Faculty Development Center in order to figure out how to best use a TA in an online class.

Regular Faculty: Academic Year Workload

Type A Instruction

**_(See page 32 for a definition of Type A)_ **

- If a course is team-taught by two faculty members, 3 credit hours are needed for each faculty member (or, a total of 6 CHs) in order to justify the one course load for each faculty member. - A regular faculty member may be reassigned to research grant activities at 10% of his/her Academic Year Full-Time Equivalent (AY FTE) for one course reduction, and in increments of 15% for each additional course reduction. For all cases, effort must be included on the project or projects that is equal to or exceeds the required course reductions percentage. Actual changes in teaching, service and research responsibilities are negotiated individually between the faculty member and the designated Associate Dean. Plans for course reduction should be included in the original or revised professional plan. - A regular faculty member may occasionally teach a CPE course during the academic year as part of teaching load if the CPE revenues and allocations cover 10% of the faculty member's salary and proportional benefits, or if negotiated with the Dean. These allocations must be transferred from the Continuing and Professional Education account to the SEHD general budget account. - It is expected that regular faculty members will work with their program colleagues to develop teaching schedules that meet the needs of the students and the faculty members. The primary factors in scheduling will be program coherence and service to students, including day and time of offering. In addition, attention should be paid to the equitable rotation among faculty who wish to teach the same course. Attention should also be paid to the need for untenured faculty to build a research dossier (e.g. not assigning a new prep each year). The Associate Dean for Faculty Affairs is available to help resolve these issues when they arise. - When the SEHD budget allows, it may be possible to award course releases for administrative duties, special research or service projects, and other contributions to the School. These reductions are intended as investments in the professional development of the faculty and the reputation of the SEHD. Reductions for administrative duties will be given at the discretion of the Dean. - Tenure track faculty take precedence for teaching courses to meet their workload. If a course cancellation creates a workload shortage for a tenure track faculty member, the faculty member will assume responsibilities for a course assigned to a lecturer, instructor or clinical professors. In this case, a new assignment would be made for the instructor/clinical faculty. If that is not possible, the faculty member will teach an additional course in the following semester. If that semester is during the summer, the faculty member will teach the course without additional pay. - Faculty are responsible for finding a substitute instructor if there is a last minute change to their load.

Type B Instruction

- Practicum and internship courses (Type B instruction) can count as a 3-credit-hour course if the course generates at least 30 student credit hours in a single semester. The typical internship has 10 students who have each registered for 3 credits. However, other possibilities might include 5 students each registered for 6 credits; 15 students each registered for 2 credits, and so on. It is preferred that these 30 credits constitute a single class registration in one semester. However, if necessary, a faculty member may accumulate 30 credits across two concurrent semesters and earn a course credit with pre-approval from the designated Associate Dean.

Overloads

- Under certain circumstances, faculty may have the opportunity to teach an additional course during the academic year for overload pay at the lecturer rate; this rate is the same whether the course originates from main campus or CPE instruction (although in CPE, pay may be prorated if enrollment is insufficient to support the full lecturer rate). In main campus and CPE, usually no more than one overload course will be approved for a faculty member during any one FY and the overload pay is at

the lecturer rate for additional academic year remuneration. Overloads must be part of a faculty member's professional plan and be approved through the additional remuneration process as well. Overloads are strongly discouraged for tenure-track faculty members who have not yet earned tenure; occasional exceptions may be made with the Dean's approval.

Regular Faculty Summer and Maymester Teaching and Pay

Type A Instruction

1. Class size requirements are consistent across semesters. The basis of summer pay* is the number of credit hours of the course at the Dean's discretion. A faculty member will receive $6000 for a three credit hour course that meets minimum enrollment (this applies to both main campus and CPE courses). If a course is two credit hours, the pay will be $4000. Pay will be distributed equally across June, July and August, no matter when the class starts and ends. Please note: Payment may vary for CPE courses. Per university policy, faculty are allowed to receive only 1/9th of their AY salary each month in the summer. See the following faculty pay policy: http://www.ucdenver.edu/about/departments/HR/HRPolicesGuidlines/Documents/Faculty%20Compensation%20-%20Downtown%20Campus%20updated%202-18-10.pdf

If the course is team-taught by two regular faculty members, 3 credit hours are needed for each faculty member (or, a total of 6 CHs) in order to justify the $6000 pay rate for each faculty member.

2. If tenure track faculty teaches a CPE in the summer, s/he *may* be paid up to the amount as stated in the appropriate main campus summer pay policy. As with all CPE courses, minimum student numbers apply and in some cases, the amount paid out will vary by total number of students registered for the class.

3. Faculty supported by grants may earn up to 3/9ths (or 33.33%) of their annual salary on grant funds in the summer months with all pay coming from the grant or with a combination of teaching and grant work that falls within the summer teaching policies.

4. Teaching in the summer is accompanied by responsibility to the program and School for service. The minimum amount of time that the faculty member is expected to be available for service is 6 weeks of the 8-week summer term.

Type B Summer Instructional Activity

- To count as a 3 credit course for pay, practica and internships need to generate 30 SCHs during the summer semester and meet best practice criteria. - Assuming that 30 SCHs are generated, to earn the designated summer course salary the faculty member must meet the service commitments outlined in their professional plan. - Administrative Duties: Faculty who assume administrative duties, such as an Associate Dean of the SEHD, operate on a differentiated workload which will vary according to the specific duties of each Associate Dean.

Term Faculty: Academic Year (AY) Teaching Loads

SEHD-funded Term Faculty (Instructor, Sr. Instructor, Clinical Teaching Track)

- The teaching load for SEHD-funded term faculty members is 8 courses or 23-25 credit hours of instructional activity, depending on assigned workload. Term faculty have the option of proposing course equivalent activity for one to two courses for Dean’s approval. - The ways in which Type B instructional activities (see page 32) can count as a course for tenure track faculty members also apply to term faculty members. - Term faculty may be partially supported on grant projects. Course reduction will be provided when grant funds at minimum 10% of the faculty member’s AY salary per course release. Grant-funded term faculty appointments include expectations specific to the grant(s) that provide the funds. The principal investigator for the grant and the designated Associate Dean will determine the teaching load for a term faculty member who is entirely or partly supported by grant funds. - Term faculty may be assigned administrative responsibilities as a percentage of their assigned workload. The Dean must approve such assignments.

Teaching Pay

For Research Faculty, Exempt Professional Staff, Professional Research Assistants (PRAs), and Post-Doctoral Fellows teaching for Additional Pay (Overload)Under certain circumstances, the opportunity may arise to teach an additional course for overload pay. If teaching will be in addition to full-time FTE duties, then the pay will be at the lecturer rate, as is the case for all faculty. Usually no more than one overload course will be approved during any one FY and total overload pay is limited to 10% of the individual’s annual salary each FY for faculty. Overloads must be part of a faculty member’s professional plan and be approved through the additional remuneration process as well.

Teaching Buy-Out

The opportunity may arise for a full time 100% grant-funded faculty or staff member to teach a course during the academic year as part of their regular load. These rates are based on the assumption that teaching will be a part of the full-time FTE duties and not in addition to them. The rates listed below reflect a 9-month equivalent salary, not a 12-month salary:

- The buy-out amount for an employee with a Master’s degree will be the current lecturer rate, and they will have no expectations for service. - The buy-out amount for an employee who is a doctoral student will be 10% of their 9 month-equivalent academic salary with an expectation for service to the SEHD during the academic year. Summer pay will be the same as the current lecturer rate. - The buy-out amount for an employee with a doctoral degree will be 10% of their 9 month-equivalent academic salary (unless the grant stipulates otherwise) with an expectation for service to the SEHD during the academic year. Summer pay will be the same as the current lecturer rate.

Retired Faculty

Retired faculty teaching is $6000 per course.

Term Faculty: Summer Teaching Loads and Pay

Term Faculty with Academic Year Appointments

A term faculty member (SEHD-funded or grant-funded) 'with a 9-month appointment 'who wishes to teach during the summer term will be paid under the same conditions as regular faculty members (as described on page 35-36). Thus, full summer pay is an option only for faculty members who are regular participants in program and, at a minimum, School/service activities.

Term Faculty with Fiscal Year (FY) Appointments

If a term faculty member (SEHD-funded or grant-funded) has a Fiscal Year (12-month) appointment, and wishes to teach an overload course during any term, he/she will be paid the same as other 12 month faculty and staff.

Lecturer Pay for Academic Year and Summer Courses

Payment is made only for individuals who are listed in the School of Education's database with load credit for a course.

Occasionally, a SEHD lecturer is a regular faculty member in another department, school, or college in the CU system. The usual practice is to pay these instructors at the same rate as other SEHD lecturers. The non-SEHD faculty member will need to receive approval through the additional remuneration form from his/her home department.

For on-campus courses, lecturers will be paid at the current lecturer rate which is set by the Dean during the annual merit process.

Under enrolled courses may be canceled, and pay is prorated for under enrolled courses that have not been canceled.

Practica/Internship for all Faculty

Information on load policies for university supervisors/coaches is contained in the Practicum and Internship Policies. The following highlights some of what is contained in that document.

* It is expected that regular faculty will serve as the university supervisor/coach if at all possible. All university coaches/supervisors are paid on a per credit hour basis. * Credits assigned to practica/internships should be appropriate for the workload required for the student and faculty member. * To count as a 3-credit course load, each practicum/internship generates a minimum of 30 credits and meets best practice criteria. The typical internship has 10 students who have each registered for 3 credits. * Regular faculty (or counseling staff) may only serve as practicum/internship supervisors/coaches, not as assistant supervisors/coaches. That is, they will be responsible for supervising/coaching a minimum of 30 credits in order to be credited for teaching a 3-credit course as

well as teaching the seminar affiliated with the course. In professional development schools, the load needs to be a minimum of 90 credits in order to earn credit for three 3-credit courses. Regular faculty will take a full load of students prior to a lecturer. (See exception in next item below.) For example, if 16 students register for internship and the load that constitutes that practicum or internship is 10, the regular faculty must take 10 students rather than share the 16 students equally with a part time instructor. If a student in the regular faculty member's load drops after the semester begins, s/he will take one of the part time faculty's students to add to his/her load and the part time faculty member's load and payment will be adjusted accordingly. * University supervisors/coaches who are coordinating the same-semester work of two or more other supervisor/coaches or assistant supervisors/coaches may request a reduced supervision/coaching load (1-2 student reduction), depending on the coordination requirements with advanced approval from the designated Associate Dean in order to coordinate the practicum/internship work of assistant supervisors/coaches and to assist assistant supervisors/coaches with difficult situations. * All those serving as university assistant supervisors/coaches must be listed on SIS in order to be paid. The Coordinator for Faculty Services assists with this process. * When a group of registered students are producing less than 30 credits, lecturers may be paid on a percentage (of 30 credits) of lecturer pay to serve as assistant supervisors/coaches. For example, if the lecturer is assigned to work with 5 students, each of whom is registered for 3 credits, the assistant supervisor/coach will be paid 50% of the current lecturer pay rate for a 3 credit course. * University assistant supervisors/coaches are paid for practicum and internship as determined by the School of Education; faculty may not decide on a different payment. If there is a problem with the standard payment, it should be brought to the attention of the Deans for resolution. This will ensure that pay issues are resolved in ways that remain equitable across all programs and part time faculty.

CPE - Partnership Coordination Compensation Guidelines Background

When SEHD faculty partner with school districts or agencies on major CPE professional development initiatives to provide certificate, endorsement or degree programs in a district, they may qualify for a partnership coordination stipend if 1) the initiative has the financial capacity to produce funds to cover a stipend, and 2) the faculty member's service is significantly beyond normal expectations. Compensation is considered only for extraordinary work involving a comprehensive certificate, endorsement or degree program that involves an on-going continuing partnership. Because coordination needs are typically greater at the beginning of a partnership, stipends may vary as the work requirements change in ongoing partnerships.

Financial Capacity

D2 must be run as an enterprise fund; that is, it must be self-supporting. Therefore, an essential consideration regarding partnership coordinator compensation is whether it has been included in the budgeting process.

Partnership Coordination Responsibilities

Faculty who coordinate partnerships carry out a number of different activities. Following is a list of typical duties:

* *Secure the partnership*. In many cases it is the initiative of the faculty member that secures the partnership with the district or organization. A coordination stipend can partly serve to recognize the outreach and coordination efforts it takes to secure a partnership with a district or agency. * ''Assist with the development and implementation of a Memorandum of Understanding (MOU). ''It is becoming increasingly common to develop an MOU with the partnering district or agency. Although CPE manages the MOU development, the faculty project coordinator generally participates in the annual review of these agreements. * Coordination of other SEHD faculty who are involved in oversight, coaching and/or consulting with the partner district or agency. * Recruitment, oversight, and support of on-site district instructors who are teaching courses for \SEHD * Alignment and modification of on-site courses that are being offered as part of a certificate or endorsement \partnership * *Curriculum development. C*ourses that are being offered as part of a certificate or endorsement partnership may require modification, including in the delivery system, and/or alignment to meet the needs of the partner and/or to permit students to complete a course of study on campus.

Compensation

* Compensation would ordinarily only be for extraordinary work involving a comprehensive certificate, endorsement or degree program that involves an on-going continuing partnership. Also, coordination needs may be greater at the beginning of a partnership than in subsequent years. In order to have some rational basis for compensation, it seems that it must be related to time spent. Faculty is generally expected to be on campus from mid-August until the end of May. Calculating that as a work year of 185 days would equate to about a half-percent of salary for every full day spent coordinating a partnership above and beyond full year workload expectations. Utilizing this formula, ten additional days of work (two full weeks) would equate to an additional 5% of compensation. Following are some examples of compensation level**s** based on the time spent to carry out one or more of the coordination roles listed above, remembering that all coordination must be paid out of available CPE *program* funds and that the Dean must approve any extra compensation.

Example One – One or more of the above duties, but not enough extra time that the coordination is significantly impacting more than 100 percent of the yearly expectations for faculty workload. In this case the partnership coordination should be listed as part of the faculty member’s professional plan for service but additional compensation should not be involved.

Example Two – One or more of the above duties that will result in an impact to time and responsibility that will significantly exceed 100 percent of expected yearly workload. Compensated coordination would only be available for certificate, endorsement, degree or other programs that include a series of courses and semesters. Oftentimes this work will be carried out in the summer. Each additional full day of work planned for the partnership should result in a half-percent of additional compensation. For example, if the partnership will likely require six full days, or twelve half-days, the faculty member would earn an additional 3%, eight days 4%, etc.

Example Three – Where most of the above duties fall upon a faculty member and he or she is primarily responsible for a large program, one with a large number of participants', 'cohorts, courses or instructors, then significant impact would be anticipated. Program coordination might result in up to two additional weeks of work (or 80 hours) within each of the fall and spring semesters resulting in additional compensation of 5% for each semester and a full month of additional work in the summer that would result in another 10%. At this level, the faculty member could choose to buy out an in-load course to earn the 20% without working additional time or keep their regular course load and be compensated for the additional work.

* Although it is helpful to plan and articulate the work of faculty as coordinator of CPE programs in terms of number of days, in reality this coordination is not neat and clean. Problems arise that need immediate attention and result in focused minutes or hours of emailing and/or phone calling, all of which occur during the “regular” work day in order to solve or follow up on a problem. So while some of the work is definitely scheduled as half day or whole day on one’s work calendar, other responsibilities are attended to on top of an already full schedule during the academic year. It is best to utilize the number of days anticipated for coordination as a basis for planning. Faculty will not be expected to log hours or days spent on coordination. * Additional compensation beyond 20% will not be provided. If the coordination requires more time than 20%, it should become part of an in-load assignment. Also, these guidelines are solely for coordination, faculty who teach beyond their expected course load would, of course, be compensated for their teaching as well. * Request for compensation for partnership coordination, whether in-load support or through a stipend, must be made initially to the Executive Director of Continuing and Professional Education. The request must be in writing and include estimates of time and duties. If the faculty member and CPE director agree on an amount of additional remuneration, the faculty member must submit the additional remuneration request to the Assistant Dean for Finance to be ultimately approved by the Dean of SEHD. Pay agreed upon for the faculty member will be issued only after the revenues and expenditures for the program have been reconciled on a semester and/or annual basis and a sufficient program balance exists. Each year the Finance Committee will review all coordination compensation to insure that these guidelines are working as planned.

Course Schedule Submission Deadlines

Main campus course scheduling is managed by the Course Coordinator in Academic Services, and off-campus (extended studies) course scheduling is managed by CPE staff. Course scheduling is developed in conjunction with the program and the Associate Deans. The process begins 8-9 months before the term begins.

For main campus courses: The Course Coordinator initiates the process by sending out a Call for Schedules to Program Representatives. Program Representatives consult with faculty to determine schedule, including courses being offered, meeting patterns, instructor assignment, course format, and other required information.

There are two schedule edits for each term (preliminary and final edits), and ongoing discussions between Program Representatives and the Associate Dean to finalize the schedule for each term. An Excel spreadsheet will be provided to program representatives during the request for schedules, and an CU-SIS report will be provided during the decision making stage.

The following is a general timeline for the main campus course scheduling process:

Approximate Timeline:

* **8-9 months before classes start:** Request for schedules sent to program \representatives * **7-8 months before classes start:** Schedules vetted with advisers and program representatives. * **6 months before classes start:** Finalized schedule due to Course \Coordinator * '2 months before classes start: 'Registration is open to students. All instructors must be identified and going through the hiring process with HR (if needed). * **6 weeks before classes start:** Low enrollment watch begins. Access to CU-SIS production is cut off to Course \Coordinator * '3 weeks before classes start: 'Low enrollment watch #2 – program representative and Associate Dean for Teaching and Learning determine if any low-enrolled courses will be allowed to \run * **1 week before**

classes start: Cancellation decisions are made for low-enrolling sections by program representative in consultation with Associate Dean for Teaching and \Learning *'1 week after classes start:' Waitlists are purged; online registration closed; student registration by schedule adjustment form only

Enrollment and Scheduling Policies

**_Face-to-Face and Hybrid Classes:_ **

1. Set caps at 35, start a \waitlist

2. At 40, split into two sections of 20—sections must be same time and \format

3. 32 enrolled triggers \TA

4. No blanket minimum enrollment but courses with enrollments of 8-14 require approval to \run

5. Lecturer Pay: 15-35 students = $4350; < 15 = Pro-rate = # of students/15 x $4350

**_Online Classes:_ **

- Set caps at 30, start a \waitlist - At 35, consider split into two sections. New section must be on-line. - 25 enrolled becomes eligible for \TA - No blanket minimum enrollment but courses with enrollments of 8-14 require approval to \run - Lecturer Pay

15-35 students = $4350

< 15 = Pro-rate = # of students/15 x $4350

Doctoral-Level Classes (7000s):

- Set caps at 30, start a \waitlist - At 35, consider split into two sections—sections must be same time and \format - 25 enrolled becomes eligible for \TA - No blanket minimum enrollment but courses with enrollments of 8-14 require approval to \run - Lecturer Pay

15-35 students = $4350

< 15 = Pro-rate = # of students/15 x $\4350

For CPE Courses: CPE staff members initiate the course scheduling process in consultation with program faculty each term. Each program is unique, but in general, CPE certificate programs are planned out a year at a time, with the specific course schedules (dates, meeting patterns, course locations) to be determined after instructors have been identified, at least two months before the course is scheduled to begin. CPE course schedules frequently do not align with campus term schedules.

Room Requests

Room requests for courses must be given to the Course Coordinator at the time the schedule is submitted **6 months prior** to the start of the semester. The Course Coordinator will do his/her best to accommodate requests. All non-course room requests (for meetings, workgroups, etc.) should be emailed to SEHDHELP@UCDENVER.EDU with the following information: Date, start and end time,

number of attendees, any specific equipment needs. University policy prohibits main campus courses from meeting at faculty homes.

Changes to Schedule After Registration Has Begun

Once students have begun to register for classes, changes to the schedule can negatively impact a student's schedule and cause frustration. Therefore, changes to the schedule can only be made if EVERY student in the course agrees to the time and/or day change.

Wait Lists

Because many courses fill quickly, students are encouraged to sign up for wait lists during registration when they find a course is full. Faculty are encouraged to allow waitlisted students to attend class until waitlists are dropped at midnight on the Monday of the second week of classes. This practice allows students who get enrolled from the waitlist to be in sync with the class. Consult the Academic Calendar for published deadlines each term. Note: CPE does not set up wait lists for most CPE courses, instead maintaining contact with CPE student groups and making adjustments to course caps as appropriate.

Assessments and Surveys: Data Collection and Reporting

All programs have identified key common assessments (or performance-based assessments, PBA) that reflect important student learning in their courses. The Office of Accreditation and Program Effectiveness provides student learning results on these PBAs to various audiences and upon request. Please contact Carolyn Haug and/or Tony Romero to obtain student learning summary data and for general faculty LiveText support.

The Office provides all SEHD students (and CLAS students with licensure subplans) with Livetext accounts. For initial licensure students, including the BA students, LiveText licenses will be provided in the semester they enroll in UEDU 4/5020. Students are now paying each semester for LiveText licenses through an increase to the SEHD Student Assessment Fee, which enables SEHD to provide licenses to students directly. This means that students no longer need to purchase LiveText accounts on their own. Each semester, students needing licenses will receive the ability to activate their license after the census date.

Also new is that Canvas has been fully integrated with LiveText. This means you can link to your LiveText rubrics directly from your Canvas shell, students can submit assignments in one place, you can grade them in one place, and grades will appear in both LiveText and Canvas. This is easy to set up and we have a support material to show you how. Faculty who used this process last year and report that it works very well. Along with this, the University Office of Information and Technology has integrating LiveText with CU-SIS, which means that all course enrollment changes and updates will appear in LiveText within 1-2 days of when they appear in CU-SIS. For example, when a student adds a course, that change will also be reflected in LiveText very quickly. This will assist with keeping LiveText as up-to-date as Canvas.

To honor this increase in the fees of all our students, it is important that all faculty use LiveText for PBAs. (As a reminder, PBAs are program-agreed-on common assessments used to measure key student learning outcomes and PBAs are embedded in specific courses.) Students will expect to be able to submit assignments into LiveText using Canvas and will expect to see this used in their courses. This means that faculty will need to make the necessary links for this to happen. The office has prepared short video clips (https://www.youtube.com/watch?v=f14tS6IVFvk&feature=youtu.be) and a document with screen shots (http://sehd.ucdenver.edu/assessment/files/2015/08/Canvas-to-LiveText-SSO-and-Grade-Return-CU-Denver.pdf) to show you how to do this.

For purposes of the Higher Learning Commission (HLC), Carolyn Haug and Tony Romero support program faculty by providing in the LiveText Exhibit Center the critical data from PBAs associated with each program. Carolyn Haug serves as the liaison to the University Assessment Office and sits on the campus Assessment Committee. Please contact Carolyn if you have questions or suggestions for the University Assessment Committee.

To assess student dispositions and the SEHD impact on change with regard to this, Carolyn Haug and Tony Romero administer the Intercultural Development Inventory (IDI) to all students upon entry and exit from their programs. In conjunction with Academic Services, the Office uses new student orientation meetings and communications to ensure compliance with the entry IDI. Program faculty are notified of non-completers about two weeks into the semester. Upon program completion, the IDI post-test appears on the graduation checklist and Academic Services reminds students they must take it before their completion is transcribed by the Registrar's Office.

The Accreditation and Program Effectiveness office administer and maintain ongoing SEHD internal surveys, including the student exit and follow-up surveys for each program. Exit surveys are administered each semester (fall, spring and summer) and follow-up surveys are administered annually for some programs and in multi-year cycles for others. Additionally, pre-program surveys are administered to initial licensure students. Results are available in the LiveText Exhibit Center. Carolyn is the SEHD representative on the University Survey Working Group. Please contact Carolyn or the Assessment Coordinator with questions about the existing SEHD or University surveys, or ideas for additional surveys. *(New University policy requiring Sales Force use for alumni surveys may affect the point of contact, but continue to contact Carolyn or Tony until further notice.)*

A wide variety of program data is provided to program faculty and staff on a regular schedule, including PBA results, Place/Praxis results, application/admission/matriculation data, enrollment trend data, student exit and graduate survey data, IDI data, client satisfaction data, demographics of professional development schools, and graduate placement and persistence data; graduate performance data will be provided as well when they are available from the state (availability date is TBD). The delivery mechanism for these data is the LiveText Exhibit Center, although there will be a gradual transition to a new dashboard platform that could be introduced this academic year. Additionally, data discussions are part of regular scheduling for the Program Leaders meetings.

Internal Data Requests

If faculty or staff needs data for a report or general operating decisions, please contact Carolyn Haug. She may already have the information you are seeking and, if not, she is likely to know who to contact in various other campus offices (such as campus Institutional Research or the Registrar's Office) to

ask for assistance. Be prepared to discuss the purpose, specific data elements, timeframe, and reporting format with Office staff so that the resulting data fit your need. Whenever possible, allow sufficient lead time, particularly with large requests.

Supplemental Compensation and Financial Conflict of Interest

https://www.cu.edu/regents/Policies/Policy5D.htm

The University will not pay for such extra services [performed by full-time faculty members] except in cases where an unusual amount of time is required outside the faculty member's regular duties and then only [if] arrangements have been made in advance for the work and an understanding arrived at concerning the amount of pay to be received. Arrangements for additional remuneration for extra work must be approved in writing by the dean of the faculty member's school or college.

In addition to their payment for normal faculty workloads, full time faculty members may receive additional remuneration for the following:

- Overload teaching in either main campus or \CPE - University service, such as department chair or other significant workload increase, leadership, or supervisory \responsibility - \Awards - Summer school \teaching - Summer sponsored \research - Intersession \teaching - Institutional agreements

In the case of additional remuneration for extra work by administrators (including deans), arrangements must be approved in accordance with Policy 2-K. [For officers and exempt professionals, see 11.F.1.] writing by the President as defined in Regent Policy 3-J (A).

Additional Remuneration for Consultative Services

https://www.cu.edu/regents/Policies/Policy5E.htm

Faculty consultation work is a desirable and legitimate function, serving to keep faculty abreast of their professions and should be encouraged. Such work must not interfere with the educational processes of the University. (See Regent Policy 3 B and 3 D) With prior written approval by the dean or appropriate campus authority, faculty members shall be permitted to receive additional remuneration from sources outside the university so long as the activities generating the income do not exceed one-sixth of their time and effort. Outside work during leaves of absence shall be of concern only to the individual and the entity by which he/she is employed.

Normally, university facilities shall not be used for faculty members’ outside work. However, faculty members may make contractual arrangements to rent university facilities at fair-market rates using campus-approved procedures. Faculty members shall not use university resources to advertise their availability for private consultation practice.

Separate policies may apply to faculty members in Chancellor-approved practice plans.

One-Sixth Rule activities shall not involve large amounts of consecutive time, but shall be limited to reasonably short periods of consultation.

Conflicts of Interest

https://www.cu.edu/regents/Policies/Policy1C.html

As a state institution, it is imperative for both legal and ethical reasons that university employees do not improperly benefit from their positions of trust at the university. University employees are expected to avoid actual and perceived conflicts of interest related to their work and position. Actual or potential conflicts must be appropriately disclosed in accordance with university conflict of interest and conflict of commitment policies, so that such conflicts may be reviewed, and as appropriate, managed or eliminated. Employees are responsible for identifying potential conflicts and seeking appropriate guidance.

Conflicts of interest may also arise in the context of gifts, travel, and entertainment.

University employees are expected to conduct themselves so as to ensure that their positions are not misused for private gain with respect to the acceptance of gifts and the undertaking of university-related travel or entertainment. University employees may not solicit, accept, or agree to accept any benefit that is intended to influence the employee in the performance of his or her university duties.

Grievances

http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Pages/default.aspx

Faculty Grievances

Faculty members have access to school processes and procedures. In addition, the Ombudsmen Officeand the Faculty Council Privilege and Tenure Committee offer avenues for faculty members to seek advice and/or file grievances.

Salary Grievances

Faculty members have access to school/college/library processes and procedures. In addition, the Ombudsmen Officeand the Faculty Council Privilege and Tenure Committee offer avenues for faculty members to seek advice and/or file grievances. On the Denver Campus, Institutional Research (IR) conducts a salary equity regression analysis annually to identify women and minority faculty members who may have inequitable salaries. The results of the analyses are given to the Deans, who make decisions about salary adjustments.

Faculty Misconduct

http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Documents/misconduct%20in%20research,%20scholarship.pdf

Faculty Promotion and Tenure Appeals

http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/RTP.pdf

In the case of a negative decision, the candidate may—within ten working day of receipt of written notice of a recommendation for denial of tenure—request review by the president. This review shall be made only on the grounds that the process had 1) procedural errors; 2) substantive errors; or 3) evidence of discrimination. (''Standards, Processes, and Procedures for Comprehensive Review, Tenure and Promotion: '' https://www.cu.edu/policies/aps/academic/1022.pdf

After the final decision, the candidate may choose to file a grievance with the university's Privilege and Tenure Committee. There is an allowable time frame for such a grievance. (See Regent Policy 5-H: https://www.cu.edu/regents/Policies/Policy5H.htm)

Sexual Harassment

https://www.cu.edu/policies/aps/hr/5014.pdf

Regent Policy 2-J, adopted on June 23, 2003, established that consistent with the *Laws of the Regents, Article 10*, Non-Discrimination, the University will not tolerate acts of sexual harassment or related retaliation against or by any employee or student in its educational programs and activities.

Student Complaints

Students should refer to the Student Academic Appeal Process on the Current Student Resources web page at http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx.

Grievances by Staff Members

For Classified Staff: Refer to the State of Colorado website at https://www.colorado.gov/pacific/dhr/dispute.

University Staff (F.K.A. Exempt Professional Staff): Contact Human Resources.

Lecturer Hiring and Appointments

Guiding principles:

*Diversify lecturer pool

*Hire people who can teach ***when*** students and program need them

*Need to demonstrate that we have a fair and open hiring process

*Meet requirements put forth by campus HR, Records (CU-SIS)

Program: Maintain list of courses for which you may need instructors.

As you are making plans for summer-fall-spring courses, please begin to create a list of courses for which you anticipate needing lecturers.

SEHD HR will submit postings each term with specific content areas/courses in need of instructors. ***Program:*** IF you plan to hire someone new OR who has not taught for us within the last three years**, please submit the "Job Posting – Lecturer" form on** **Impact****by selecting it from the drop-down menu. (NEW!)**

SEHD HR: Jessica will provide the program area with login information so they can screen applicants. If you have a candidate in mind for the posting you can send them a link to apply online at www.jobsatcu.com.

Program: Keep SEHDHR@ucdenver.edu informed of where you are in your search process:

1) Review applications

2) Identify finalists

3) Conduct interviews

4) Request reference letters – instructions included in email with posting login information

5) Hire

Please do not make any verbal or written job offers until lecturer candidates have applied through Jobs at CU. *

- ***Program:*** Notify SEHDHR@ucdenver.edu when any of the candidates should be sent a regret notice (see **Appendix B** for sample). Please indicate one of the following reasons for non-selection for ***each*** candidate (most common reasons are in **bold**):

1) -Applicant Not Interested

2) -Employment Conditions

3) -Less Relevant Skills

4) -Less Relevant Education

5) -Less Relevant Experience

6) -Unsatisfactory Employment \Record

- ***Program:*** **When you have selected your new hire(s)/rehire(s), complete the "Lecturer Hire" request form on** **Impact****. (NEW!)**

a. You will need to upload a letter of support (see **Appendix C** for samples) and an external reference letter (through CU Careers – see **Appendix D** for instructions) when submitting the online form.

b. A caution – please do not promise anything – ***make sure finalists are clear that changes can happen up to the last moment or the class could be canceled, so we cannot ever guarantee that they will teach in a particular semester. ****

- ***SEHD Admin:*** New lecturers can expect approximately EIGHT different emails.

- **Initial forms** – background check (BG), personal data (PD), and Lecturer Handbook.

* What to expect – multiple emails and from \whom * Upon receipt of PD form, SEHD HR generates the email/portal account, usually within 24-48 hours (unless a large lead time is given and there is no urgency – then it may take longer).SEHD HR submits BG to UCD Campus HR. * Campus HR will email the new employee regarding background check results.

- 'Email/portal access – 'Jessica sends account claiming instructions (cc: Shakira Anderson for CU-SIS access and Rachel Cornelius for Live Text access)

- **CU-SIS request form**

Shakira sends the electronic CU-SIS request form (cc: Jessica Coon) to the employee who then signs electronically and returns. Shakira submits the form to Dorothy Garrison-Wade for her approval.

Dorothy, Shakira, and Jessica receive notice that the new Lecturer has CU-SIS approval (can take up to 30 days). Shakira can then add the new Lecturer to the schedule.

- **Online new faculty orientation** (ADA, assessment and alignment)

- **Online training** (discrimination and harassment)

- 'Welcome email with payroll paperwork '– Jessica makes an appointment with the new hire/rehire to collect payroll paperwork.

- 'Offer letter – 'About five to six weeks before the start of each term, SEHD HR generates lecturer contracts and sends them via email to the lecturer's university email account (see **Appendix E** for Lecturer Appointment/Offer Letter Administrative Process.)

8)**Academic Services welcome and resources** – All new lecturers are required to attend the lecturers orientation which is offered in the fall and spring of each year. Jessica Coon will welcome new lecturers and notify lecturers of the orientation date and time. The orientation is facilitated by Dorothy Garrison-Wade, Associate Dean for Faculty Affairs. It will include the lecturer handbook, teaching strategies, technology tips, canvas support, assistance in navigating CUSIS & grading, and LiveText login and training. New lecturers should meet with program leaders for assistance with book orders. FCQs will be closely monitored by the Dorothy Garrison-Wade, Associate Dean of Faculty Affairs; lecturers will be contacted by the program leaders if there are concerns. If lecturers have questions and/or need additional support, please contact your program representative or Dorothy Garrison-Wade at DOROTHY.GARRISON-WADE@UCDENVER.EDU.

- ***Course Coordinator:*** At the same time that HR sends the initial forms to the new Lecturer, Shakira will submit the GFA paperwork to the Curriculum Committee (CV, letter of recommendation, faculty letter of support).* Shakira will update the GFA Master Spreadsheet with new Lecturer information once approvals are received from the Curriculum Committee and Associate Dean.

- ***SEHD HR:*** Jessica will follow up on mandatory trainings and new faculty orientation, and fully signed offer letters.

**The CV and external support letter will be pulled from the candidate's CU Careers application, and uploaded with the faculty letter of support to Box for Curriculum Committee review.*

Lecturer Appointment/Offer Letter Administrative Process

6 WEEKS BEFORE START OF TERM	Shakira	Hilary	Hiromi	Jessica	**5 WEEKS BEFORE START OF TERM**	Tricia & Jessica	**2-6 WEEKS BEFORE START OF TERM**	Shakira	**4 WEEKS BEFORE START OF TERM**	Shakira	Program Leaders	Jessica	**2 WEEKS BEFORE START OF TERM**	Shakira, Rebecca & Dorothy	Program Leaders	**1-2 WEEKS BEFORE START OF TERM**	Jessica	**START OF CLASSES!**	**CENSUS DATE**	Shakira	Hiromi

APPENDIX A: Pattern of Organization

http://sehd.ucdenver.edu/impact/files/SEHD-Org-Chart-2017.pdf

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