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Pattern of Administration

While editing the handbook, if you experience any issues or need to roll-back a revision please email sehdhelp@ucdenver.edu

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." In the School of Education and Human Development, inclusive excellence refers broadly to our commitment to serving and supporting all members of the SEHD Community: students, staff, faculty, partner organizations, and members of the broader community who are involved in SEHD's efforts 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. More specifically, we are guided by an Inclusive Excellence Plan that is guided by a set of principles (below), includes 7 specific goals, and is assessed through systematic inquiry and evaluation via university and SEHD metrics.

Inclusive Excellence

In the School of Education and Human Development, inclusive excellence refers broadly to our commitment to serving and supporting all members of the SEHD Community: students, staff, faculty, partner organizations, and members of the broader community who are involved in SEHD's efforts 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. More specifically, we are guided by an Inclusive Excellence Plan that is guided by a set of principles (below), includes 7 specific goals, and is assessed through systematic inquiry and evaluation via university and SEHD metrics.

Inclusive Excellence Principles

The inclusive excellence efforts of SEHD are guided by a set of principles adopted in fall 2022. These principles state:

We are a community of humans–diverse in identities, roles, experiences, expertise–committed to the difficult work of educational and social equity. In this work, we maintain a radical vision for our own individual and collective well-being. We do this through:

- Forms of learning evident in scholarship, partnership, and leadership that thoughtfully engages with children and youth, families, schools, higher education institutions, businesses and nonprofits with diverse perspectives and backgrounds.
- Continuous collective reflection and self-reflection on the ways in which race, ethnicity, economic resources, languages, abilities, histories, geography, first-generation status, age, gender, sexual identities, veteran status, and cultural and faith practices surface and inform our shared commitments and interactions.
- Prioritizing psychological, emotional, and physical safety.
- Prioritizing the sense of belonging for all members of our community.
- Courage in our commitments to risk, reflect, and improve.

Inclusive Excellence Programming Areas

SEHD initiates, supports, and offers a wide array of engagement opportunities for faculty, staff, and students. Such opportunities aim to accomplish the following:

- Supporting student and employee success and retention
- Providing professional learning opportunities
- Advancing inclusive, research-based teaching practices
- Promoting accessibility in both physical and digital spaces
- Fostering a culture that values diverse perspectives and identities

- Supporting inclusive excellence in education and community partnerships

Office of Inclusive Excellence Contact Information

- *person*: antwan jefferson, Associate Dean for Instructional and Inclusive Excellence
- *phone*: 720-593-8575
- *email*: antwan.jefferson@ucdenver.edu
- *office*: Lawrence Street Center, 711
- *web*: https://education.ucdenver.edu/about-us/inclusive-excellence

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

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 two Associate Dean positions in the SEHD: *Associate Dean for Academic Programs and Undergraduate Experiences*, **Barbara Seidl**; ***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

Patricia Ball, *Assistant Dean of Finance and Human Resources*	**315-4947,** LSC 1143

Julia Cummings, *Director of Marketing*	**315-6339,** LSC 1141
Cindy Gutierrez, *Assistant Dean of Teacher Education and Clinical Partnerships*	**315-4982,** LSC 621
Shannon Hagerman, *Executive Director of Continuing and Professional Education*	**720-639-9229,** LSC 611
Marlinda Hines, Assoicate *Director of Recruitment and Outreach*	**315-4977,** LSC 709
Brad Hinson, *Director of Technology & Learning*	**NA,** LSC 726
JáNet Hurt, *Operations & Events Manager*	**315-6343,** LSC 1145
Nicole Holland, *Director of Accreditation and Assessment*	**315-6352,** LSC 723
Sandy Snyder-Mondragon, *Asst. Dean of 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 certificates, endorsement, and licensure students. The Academic Services Manager, Rebecca Schell, serves as the senior graduate academic advisor in the SEHD. The Academic Services Manager leads the team of SEHD graduate academic advisors and graduate program coordinators with creating, implementing, and executing student and faculty support related policies and procedures. For example, the Academic Services Manager oversees graduate student academic probation, eligible to enroll lists and student email listservs, comprehensive exam results reporting, confirmed graduation lists, and current/historical department processes.

Academic Services Staff Contact Information

General Information
303-315-6308

Admissions

Natalie Schaffer
Admissions Manager
Natalie.Schaffer@ucdenver.edu
303-315-6308

Academic Advising

Julie Gomez
Senior Undergraduate Academic Advisor
Julie.Gomez@ucdenver.edu
303-315-4989

Shelley Gomez
Academic Advisor – Master's programs
303-315-6310
shelley.gomez@ucdenver.edu

Rosalinda Martinez
Manager of Teacher Education & Undergraduate Advising
Rosalinda.Martinez@ucdenver.edu
303-315-6308

Geneva Sarcedo
Program Director callmemister@ucdenver.edu
Academic Advisor – grad programs
303.315.6351
geneva.sarcedo@ucdenver.edu

Rebecca Schell
Academic Services Manager
Academic Advisor – grad programs
303.315.4978
rebecca.schell@ucdenver.edu

Batol Swade
Academic Advisor
Batol.Swade@ucdenver.edu
303-315-6303

Carol Wahby
Doctoral Programs Coordinator
Carol.Wahby@ucdenver.edu
303-315-6375

Sandy Mondragon
Asst. Dean, Student Success and Enrollment Management
303.315.4979
sandy.mondragon@ucdenver.edu

Assessment and Program Improvement

The SEHD Assessment and Program Improvement (API) Office promotes and nurtures a culture of formative evaluation and continuous improvement within the School of Education and Human Development through supporting high-quality assessment practices.

The SEHD API team members are subject matter experts providing leadership, consultation, collaboration, and support to SEHD faculty, staff, students, and leadership, other CU Denver units, and external partners related to outcomes assessment, surveys, data systems, professional accreditation, state authorization, and other external reporting.

The major areas of responsibilities of the SEHD API office are:

Quality Assessment and Continuous Improvement

- Lead and develop policies, procedures, and strategic plans that enhance accreditation and assessment readiness and excellence, collaborating with SEHD and CU Denver roles / teams.
- Lead and collaborate with SEHD leadership, faculty, staff, students, and other partners to integrate assessment results into curriculum development, program planning, and strategic initiatives, supporting on-going data-driven discussions.
- Lead and consult with SEHD leadership, faculty, staff, students, and other partners regarding how to leverage existing data for continuous improvement and explore new data collection opportunities.
- Consult with faculty/instructors in creating, validating, and implementing high quality assessment and scoring instruments (e.g., rubrics).
- Collaborate with SEHD faculty, staff, students, and external partners to develop and maintain SEHD's systems and documentation that assure quality program-level assessment and program improvement efforts, using universal design principles to ensure usable and accessible design, administration, collection, and reporting of assessment and program improvement.
- Support the design, administration, analysis, and reporting of research studies related to assessment and program improvement.

Assessment Data Collection and System Management

- Support the development of Program Outcomes and Assessment P
- Administer and support use of the SEHD assessment management system, understanding the technical requirements of the software being used and integration with other systems.
- Develop processes and supervise the administration of faculty and staff accounts.
- Facilitate the creation of assessments, rubrics, and the alignment to state and professional standards within the SEHD assessment management system.
- Develop and generate assessment reports for program improvement and for regular accreditation needs.
- Work with campus partners to plan and maintain course and student data stored in the SEHD assessment management system.
- Establish, revise, and monitor standard operating procedures, agreements and documentation related to the SEHD secure data management infrastructure.
- Train and support SEHD faculty, staff, students, and external partners (e.g., site supervisors, mentor teachers) on how to use the SEHD assessment management system.

Survey Data Collection and Management

- Manage the annual administration of school-wide surveys of students, alumni, and other stakeholders.
- Create and manage reporting of school-wide surveys of students, alumni, and other stakeholders.
- Consult with SEHD faculty, staff, students and partners to develop and pilot new or revised surveys; for students in particular, reviewing surveys intended to collect data from other SEHD students.
- Develop processes and supervise the maintenance of the SEHD online survey software, including administration of SEHD faculty, staff, and student
- Respond to requests for data, information, and research (e.g., for grants and program monitoring).

Data Management and Reporting

- Develop, implement, and/or manage the collection and warehousing of SEHD's repository of program improvement and student learning data.
- Develop, implement, and/or manage reporting to support both external (e.g., federal, state, professional accreditation) and internal data needs, using statistical software as needed and various reporting mediums (e.g., dashboards, queries, PPT, Word, Excel) that are suited to the audience.
- Manage response to ad-hoc data requests from SEHD leadership, faculty, staff, students, and external partners.
- Lead efforts to partner with colleagues including SEHD IT, CU Denver OIT, and CU Denver OIRE teams in the collection, warehousing, and reporting of SEHD data.

Accreditation, Authorization, and Other External Reporting

- Co-lead preparation for state and accreditation self-studies and site visits with other SEHD leaders (e.g., Dean, Associate Deans, Assistant Deans, Directors, Program Leaders).
- Manage annual and ad hoc federal, state, accreditation, and media-related reporting (e.g., Title II, WIOA, VA, SURDS, DADC, TEACH Colorado, HLC, CACREP, COAMFTE, NASP, APA, US News).
- Serve as liaison with external accrediting bodies, federal and state regulatory agencies, and other external organizations to facilitate processes and ongoing compliance.
- Develop and maintain a comprehensive portfolio of accreditation requirements, deadlines, and documentation for all SEHD programs; monitoring changes in accreditation standards and regulatory requirements and advising others including leadership on necessary adjustments.

SEHD API Office Contacts

Nicole Holland

Director of Accreditation and Assessment

sehdhelp@ucdenver.edu

Mary Lovit

Assessment Office Program Manager

sehdhelp@ucdenver.edu

Julie Walden

Assessment and Grants Principal Professional

sehdhelp@ucdenver.edu

Marketing and Communications Office/School of Education & Human Development

Primary Purpose of the Office – Support SEHD strategic goals to enhance reputation, awareness, enrollment and equity. Promote campus researchers, diverse students and alumni, and key university initiatives. Manage marketing budget, personnel, and contractors. Responsible for developing, managing, and implementing marketing, communications, and public relations strategies and plans to support the mission and strategic plan of the SEHD. Additionally, this position oversees events promotion/coverage and assists the Dean with fundraising activities.

Major Responsibilities – Planning consultations; enrollment marketing (print, digital and web); overseeing communications to SEHD faculty, staff, students, alumni, partners in CU Denver and CU System units and external audiences; leadership positioning; e-publication oversight; public relations and events programming; and special projects.

Contact – **Julia Cummings**
Director of Marketing and Communications Director for the School of Education & Human Development
303-315-6339

julia.cummings@ucdenver.edu

Julia reports to the Vice Chancellor of University Communications with a dotted line to Dean Lynn. She is a member of SEHD's Strategic Enrollment Management team.

Please reach out to her with any marketing/communications questions.

Links to external resources:

- About University Communications: https://www.ucdenver.edu/offices/ucomm
- Communicator directory for CU Denver: https://www.ucdenver.edu/offices/ucomm/resources/campus-communicators-directory
- Media Relations: https://www.ucdenver.edu/offices/ucomm/media-relations
- School of Education & Human Development newsroom: https://education.ucdenver.edu/about-us/newsroom
- CU Denver branding website: https://www.ucdenver.edu/brand
- Ordering business cards: *http://www.ucdenver.edu/about/departments/printing/Pages/OnlineOrdering.aspx*

Finance, Budget, and Human Resources

The SEHD Budget and Finance Team provides services such as budget development, financial reporting, purchasing support, and travel expense reimbursement. Additionally, our grants and contracts team supports externally funded projects (grants, gifts, fee-for-service contracts), assisting with proposal submissions and post-award budget implementation, tracking and reporting. Daisy Salazar provides similar support for internal grants or awards from other university departments. All personnel hiring, services and scope of work purchases must be pre-approved BEFORE the work has started. 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. Please see the SEHD Wiki Budget & Finance Resources page for guidance.

The SEHD HR & Payroll Team provides services such as facilitating the recruiting and hiring process for SEHD faculty, staff and student employees, onboarding and offboarding processes, coordinating with CU Employee Services on payroll and leave, and employee performance and relations. Please see the SEHD Wiki Human Resources pages for guidance: https://wiki.cu.studio/human/start

Finance, Budget, and Human Resources Staff Responsibilities and Contact Information

Patricia Ball
Assistant Dean, Finance and HR

Oversees Budget & Finance services, Grants & Contracts support, and Human Resources functions for the School of Education & Human Development.
303-315-4947
Patricia.Ball@ucdenver.edu

Hiromi Agena
Associate Director of Finance and Budget
Handles faculty payroll, including faculty additional pay and coordinating summer pay. Other duties include position budgeting and tracking faculty workload.

303-315-6320
Hiromi.Agena@ucdenver.edu
Daisy Salazar
Finance/Accounting Program Manager
303-315-4921
Daisy.Salazar@ucdenver.edu

Keiko Goldman
Finance & HR Business Services Coordinator

HR duties include forms and recordkeeping, hiring paperwork and onboarding activities, and hr-related processes for faculty.
Keiko.Goldman@ucdenver.edu

Grants and Contracts

Sophie Eggert
Grants & Contracts Program Manager
Sophie.Eggert@ucdenver.edu

Erdenechukhal (Jamie) Purevsuren
Grants & Contracts Business Services Coordinator
jamie.purevsuren@ucdenver.edu
303-315-6318

Julie Walden, *Assessment and Grants Principal Professional*

julie.walden@ucdenver.edu

Katie Halpern, *Human Resources and Payroll Manager*

katie.halpern@ucdenver.edu

Handles personnel actions including recruiting, hiring, promotions, staff additional pay, progressive discipline, staff performance management, coordinating D1 lecturer pay, leaves, and immigration.

Joseph Magoffe, *HR and Payroll Coordinator*

Handles onboarding/off-boarding of all employees; student hiring (including D1 TAs, GAs/RAs and Graduate Part-time Instructors), payroll and time reporting; email/portal and sponsored user accounts.

303-315-6631
Joseph.Magoffe@ucdenver.edu, SEHDHR@ucdenver.edu

Human Resources

Who to contact about edits needed in this section of the PoA: SEHD HR

Definitions of Employee Titles

Administrative Policy Statement 0560 Appendix A: Faculty Titles

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

Job Classification Descriptions and Minimum Qualifications

Faculty Titles (Administrative Policy Statement 0560 Appendix A)

Regent Laws and Policies: Regent Policy 5: Faculty

Office Faculty Affairs and Undergraduate Enrichment: School Primary Unit Criteria

SEHD Policy on Faculty Qualifications

The School of Education and Human Development adheres to the requirements of the Higher Learning Commission (HLC) with respect to qualifications for faculty teaching in its degree programs. This policy sets forth the minimum requirements for faculty academic credentials in SEHD and faculty experience equivalent in the event a proposed instructor does not possess the required degree credentials. Other criteria may apply to specific faculty positions and thus are outlined elsewhere in those job descriptions.

Academic Credentials

Academic credentials are the primary basis SEHD uses for determining faculty quality. In general, SEHD courses are taught by faculty who possess an EdD, PhD, or other terminal degrees with experience and training in the relevant subject areas.

The Higher Learning Commission (HLC) credentials refer to the degrees that faculty have earned. HLC common expectations for faculty credentials in higher education include the following:

- Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield* (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor's depth of subject matter knowledge and is easily identifiable.
- Faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. If a faculty member holds a master's degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.
- Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.
- Faculty guiding doctoral education should have a record of scholarship and preparation to teach at the doctoral level. Research and scholarship should be appropriate to the program and degree offered.

Refer to The Higher Learning Commission (HLC) for specific HLC information on faculty roles and qualifications, https://www.hlcommission.org/Policies/assumed-practices.html

SEHD policy adheres to the HLC guidelines. See minimum qualifications for each academic level below.

Undergraduate Faculty/Lecturer Minimum Qualifications

- M.A. or M.S. in Education, Human Development, Family Relations, or a closely related discipline, or
- B.A. or B.S. in Education, Human Development, Family Relations, or a closely related discipline, AND a M.A. or M.S. in any field in addition to at least 18 graduate level credit hours in Education or a closely related discipline, or
- If the Master's Degree is in an unrelated field, the candidate must have a minimum of 5 years of

successful experience in the field related to the course documented on the CV. Candidates need to supply some evidence (e.g., subject matter expertise or leadership expertise) of experience.

Graduate Faculty/Lecturer Minimum Qualification

MA Degree Programs

- PhD, EdD, PsyD in Education, Counseling, Human Development, Family Relations, or closely related disciple field area.
- If the terminal degree is in an unrelated field, the candidate must demonstrate experience in the field related to the course documented on the CV Candidates need to supply some evidence of experience (e.g., subject matter expertise or leadership expertise).
- If the candidate does not have a terminal degree, the candidate must have a M.A. or M.S. AND a minimum of 5 years of successful experience in the field related to the course documented on the CV. Candidates need to supply some evidence (e.g., teaching experience, school principal, board certified counselor, etc.) of experience

PhD, EdD, PsyD

- PhD, EdD, PsyD in Education, Counseling, Human Development, Family Relations, or closely related disciple field area.
- If the doctorate degree is in an unrelated field, the candidate must demonstrate at least 18 graduate level credit hours in related discipline and/or 5 years' experience in the field related to the course documented on the CV. Candidates need to supply some evidence (e.g., subject matter expertise or leadership expertise) of experience.

Minimum Tested Experience/Professional Qualifications

HLC states, "Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position".

SEHD considers the instructor's professional experience in real-world situations relevant to the degree and the specific course, and must possess both breadth across a variety of circumstances and depth in terms of progressive responsibilities. Relevant types of qualifying professional experience will differ depending upon the nature of the program and course, but generally will include one or both of the following:

- Subject matter expertise: the person possesses extensive professional skills and expertise related to the field of the degree program and the subject of the course, demonstrated through the holding of substantive professional positions in the field and a record of professional accomplishment showing the mastery of topics and skills taught in the course.
- Leadership expertise: the person demonstrates exceptional leadership ability in the relevant domain, established by current and past positions with seniority, responsibility, importance, impact, and title. Titles indicating leadership expertise, depending on the course taught, including, but not limited to: principal, assistant principal, superintendent, associate superintendent, director president, chief executive officer, director, associate director, manager, chief, founder, and elected official titles.

Determining Faculty Qualifications through Tested Experience

Each program leader, or his/her designee, is responsible for evaluating the qualifications of lecturer candidates who wish to teach in the program, based on the criteria listed above. In the case of lecturers who do not possess the required academic credentials, the program leader will consult with an associate dean to ensure that the lecturer is otherwise qualified in terms of professional experience. The Curriculum Committee and Associate Dean of Faculty Affairs reviews and approve applications for faculty appointment. The following items are required:

- 2 letters of recommendation and
- Current resume/CV
- FCQs or similar student evaluations of past teaching (if available)

Initial appointments are approved for one year. In order to be approved for a 3-year appointment, the instructor must have a proven success record (FCQs). The professional resumes/CV and any other required documentation for all approved lecturers shall be maintained by SEHD Human Resources and Curriculum Committee.

Process for Documenting Equivalent Experience

Instructors who do not have the appropriate degree or 18 credits in the specific content area can meet requirements through documenting 'tested experience' as defined below.

1) Documentation from the candidate that establishes experience in the content area (professional

development)

- Presentations made in professional contexts
- Continuing education credits
- Workshops attended
- Workshops presented
- Evidence of products created that are relevant to the field
- Other

2) Evidence of relevant field experience

- Years of experience in the specific area
- Years of leadership in the area (instructional coach, curriculum expert, etc.)

3) Professional letters of recommendation speaking directly to experience in the specified content area and experience as outlined in 1 and 2 above

4) If relevant, evidence of student satisfaction in working with adult learners (such as FCQ scores of 4.0 or higher for renewal candidates).

Payroll

Faculty and staff are paid on the last business day of each month. 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. As of August 2022, appointment contract dates will align with the academic year. For example, for academic year 2022-2023, pay dates will be August 15, 2022 through May 12, 2023. It is important to note that 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 nine months or over twelve months:

- 9 pay 9: Partial paycheck in August (start date is week before classes begin), equal paychecks between September and April, partial paycheck in May (end date is commencement).
- 9 pay 12: Partial paycheck in August (start date is week before classes begin), equal paychecks between September and July, partial paycheck in August (end date is the Friday before the new AY contract starts)

Faculty contract payment schedule election runs annually in May, June, and part of July for each coming academic year. (This is a separate process from benefits enrollment in the UCD Access portal.) Once the choice has been communicated and payroll entered for the year, it cannot be changed until the next academic year. Please contact SEHDHR@ucdenver.edu if the form is not available in your employee portal, or if you have any questions.

Faculty Summer Pay

Please refer to: https://wiki.cu.studio/handbooks/faculty_handbook?#summer_payroll

Faculty Additional Remuneration

Please refer to: https://wiki.cu.studio/handbooks/faculty_handbook

Faculty Additional Remuneration for Consultative Services (One-Sixth Rule)

Please refer to: https://wiki.cu.studio/handbooks/faculty_handbook

Technology & Learning

The SEHD Technology & Learning Team is responsible for Employee Computing, Data Security, Web Services, Classroom/Workroom Technology, and peripheral infrastructure relative to SEHD operations. The Tech Team also offers instructional design and online course supports relative to Canvas, Panopto, Hypothes.is, Zoom, and any other digital teaching and learning tools - as well as digital-accessibility consultations to ensure all materials are ADA compliant. The Tech Team is wholly responsible for technology selection, purchasing, support, and disposal within the SEHD.

The Tech Team serves as a liaison with the University Office of Information Technology (OIT), CU

Denver Facilities, CU Procurement Service Center, and external vendors or partners connecting with SEHD systems. We are here to consult, guide, and advise.

Dan Aldrich
IT Specialist
Employee Computing & Classroom AV/IT
dan.aldrich@ucdenver.edu

Rosanna Miiller-Salas
Instructional Designer
Course Development / Digital Accessibility
rosanna.miillersalas@ucdenver.edu

Matt Mitchell
Program Director
Web & Data Services
matt.mitchell@ucdenver.edu

Paul Zastrocky
Jr. Web Developer / Support Specialist
Content Management Administration
paul.2.zastrocky@ucdenver.edu

Brad Hinson
Director of Technology & Learning
Technology Services, Procurement, and Teaching
brad.hinson@ucdenver.edu

Consulting

Help, Questions, Purchasing

Send all technology requests to **SEHDHELP@UCDENVER.EDU** or come visit in LSC724. We connect the dots between ways and means; people, places, and things relative to the SEHD. Uncertain? - email **SEHDHELP@UCDENVER.EDU**and we'll do it or find who does.

Data Security

Guidance with information security protocols, best-practices, and adherence across all technology purchases and implementations. The SEHD Technology Team will assist with security assessment, university approvals, and FERPA/HIPPA compliance.

Employee Computing

Full time employees are provided a baseline laptop and software setup at the point of hire with options for Mac or Windows; with an SEHD investment at the going-market-rate. The university maintains formal agreements with hardware/software vendors as well as specific hardware/software configurations that guide technology purchasing and selection. Costs or configurations that exceed the going-market-rate can be accommodated with program/department/PD funds and approval from the employee’s program/department.

Employee computers are on a replacement cycle of approximately 4 years, as resources allow. Costs or configurations that exceed the going-market-rate can be accommodated with program/department/PD funds and approval from the employee’s program/department. Additional devices purchased with professional development funds, program funds, grant monies, or other sources outside of the SEHD Technology Team are not on the replacement cycle.
- The term computers includes devices running an operating system purchased with university funds. Laptops, desktops, tablets, etc.

1. Computers purchased, provided, and supported for regular full-time employees only, i.e. employees over a 50% load. Not students. Not student employees. Not adjunct faculty. Not etc.
2. Computers purchased through the university are property of the university. Not the individual.
3. Computers are tracked and maintained through OIT device management systems.
4. Individual users are not allowed to install their own software. Administrative access is reserved for approved IT personnel or personnel exceptions. Contact the SEHD Tech Team to coordinate installations.
5. Computers are to be returned to the SEHD Tech Team upon request of the SEHD Tech Team and or the CU Office of Information Technology. In an efficient and timely manner.
6. Computers cannot be purchased or donated by employees. They must be returned, where data will be wiped before retirement via the university’s electronic waste program.
7. Computers should be returned to the SEHD Tech Team at end of life. Employees are responsible for the safe care and timely return of any computer equipment assigned, purchased, or borrowed.

Employee Printing

Network copiers/printers are provided in common areas throughout the SEHD. A program-code is required to make copies - charges will be billed to your program. Repair and supplies are provided for network copier/printers; this is a shared resource, please consume responsibly. If you do not know your program code, please contact Daisy.Salazar@ucdenver.edu

Facilities - Classroom Technologies

All classrooms and conference rooms have standard presentation components, including a data projector or monitor, computer, and laptop input (minimum). Additional equipment is available in some rooms or available for check-out. Use your University username/pass to login to all CU computers.

- Classrooms (LSC 600, LSC 648, LSC 700, LSC 745, LSC 1150, LSC 1100)
- Conference Rooms (LSC 620, LSC 1148)
- Learning Commons Lab (7th Floor)
- Counseling Clinic TeleHealth Systems (Tivoli)

Student Computing & Printing

Hardware, software and printing are available to all students in the 7th Floor Learning Commons.

Technology Purchasing & Selection

All technology derived via employment at the university, is property of the university. This includes items purchased with professional development (PD) funds, grant funds or contracts with external funding sources. All technology purchases must be pre-approved and routed through the SEHD Technology Team - who will assist with procuring campus approvals before purchase.

Procurement Process

- Contact the SEHD Tech Team at SEHDHELP@UCDENVER.EDU with details or questions. We can assist with quotes, resources, and guidance.
- Submit the Purchase Request form.
- If not yet reviewed, SEHD Tech Team will submit to the OIT Risk & Compliance (RAC) team for review and approval. (Data Security Check)
- If not yet reviewed, SEHD Tech Team will submit to the CU System Procurement Services Center (PSC) for review and approval. (Licensing & Terms)
- Once approved, SEHD Tech Team will assist with purchase, delivery, and setup.

All technology purchases must be approved and made via the SEHD Technology Team.

All technology purchases are considered university property and will be inventoried, tagged, updated, tracked and returned to the university upon request.

No more than 3 computing devices (desktops/laptops/tablets) may be attributed to one individual in the tech inventory.

Use of any university technology is mandated to follow appropriate-use as defined by law and university policy.

Web Services & Content Management

Consult with us to build/find/integrate all of your web needs. We can guide, assist, and partner with your digital content production and publication. The SEHD Tech team manages a variety of digital content systems on behalf of the SEHD.

- SEHD Web Site
- SEHD IMPACT
- SEHD Wiki
- SEHD Cloudron - Supplemental web sites on WordPress or Ghost
- Digital Signage (6th floor, 7th floor, 11th floor)

Technology Tools & Resources

Canvas

CU's online and blended learning platform; strictly for CU Denver courses, faculty and students. Courses and accounts are automatically created in Canvas for all courses, faculty, and students formally listed in the University class schedule (CU-SIS). http://ucdenver.instructure.com

Equipment Checkout

Laptops (Win, Mac, Chromebook), data projectors, tablets, web cams, and audio/video equipment are available for employee check-out.

hypothes.is

Web and PDF annotation for class and team discussions. https://web.hypothes.is/

MS Office 365

Available for all staff, faculty and students at no charge on up to 5 devices; Email/Calendar, Word, Excel, PowerPoint. http://bit.ly/cu-msoffice

Network Storage (on-campus)

Secure file storage with backups is available on-campus or with VPN; only available to CU employees - via the Q:\ or T:\ drives. Storage space is a shared and limited resource, please use with professional discretion. See ShareFile for cloud based file storage.

Q drive SEHD shared file storage

T drive Grants & projects shared file storage

Network Storage (OneDrive)

Individual employees and students are provisioned 1TB of file storage via their Microsoft 365 Account, i.e. OneDrive. This may be accessed online or via the OneDrive app installed on a work computer.

Remote Access (VPN)

A Virtual Private Network (VPN) is a network connection allows you to securely access resources such as email, network storage, etc., from off-campus. http://bit.ly/cu-vpn

Voicemail

Unified messaging will send voicemail messages to your email account. On campus, call 5-6245. Off campus, call 303-315-6245. When you hear the greeting, hit the * key. Enter your CU ID and password. http://bit.ly/cu-voicemail

Zoom

Desktop video conferencing for all CU employees and students. All users have Zoom Pro accounts that allow unlimited video conferencing and screen sharing. http://ucdenver.zoom.us

Contacts

- Brad Hinson BRAD.HINSON@UCDENVER.EDU | Director of Technology & Learning
- Matt Mitchell MATT.MITCHELL@UCDENVER.EDU | Assistant Director & Infrastructure Ops
- Dan Aldrich DAN.ALDRICH@UCDENVER.EDU | Information Technology Specialist
- Paul Zastrocky PAUL.ZASTROCKY@UCDENVER.EDU | Instructional Designer & Systems Administrator
- Rosanna Miiller-Salas ROSANNA.MILLERSALAS@UCDENVER.EDU | Instructional Designer & Accessibility Specialist

Diversity and Inclusion

The majority of faculty members in the School of Education & Human Development (SEHD) have K-12 teaching or counseling experience, often in settings with members from diverse racial, language, gender, and socioeconomic backgrounds. Those experiences have drawn them to this urban university and have shaped our organizational and moral commitment to respecting diversity and pursuing equity. SEHD faculty believes that lives are forever changed with access to excellent education and quality mental health services. As a public university, we are committed to increasing educational opportunities among underserved populations.

The Denver metro area population, indeed the population in the state and nation, is rapidly becoming more racially, culturally and ethnically diverse. It is our responsibility and commitment to prepare educators and counselors who represent diverse groups. It is also our responsibility to prepare all educators and counselors to provide culturally responsive educational and mental health services for the increasing diversity of our society.

Finally, diversity of action, research and viewpoints (ways of knowing and expressing knowledge) is fundamental in universities. This type of diversity keeps our democracy alive. Diversity gives rise to new knowledge and new ways of thinking, a key function of a university. Thus, we believe that diversity is fundamental to the university and to our School.

In partnership with SEHD faculty and the SEHD Diversity Committee, we strive to promote a climate of equity and enhance diversity and inclusiveness initiatives internally. SEHD also seeks assistance and support from the university's Office of Diversity and Inclusion, (for more information see the Office of

Diversity and Inclusion).

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, H.S. Pathways Visits)
- Program Information Sessions and Webinars
- Recruitment Fairs & Conferences

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

Marketing and Communications

SEHD's marketing office is responsible for collaborating with SEHD faculty, staff, students and alumni as well as University Communications, CU Online and the CU Foundation to advance SEHD's image and standing among wide-ranging target audiences. Julia Cummings is the marketing director. Please reach out to her if you have a marketing need or question at Julia.Cummings@ucdenver.edu / 303-315-6339. The marketing office creates and help supports:

- Marketing plans and strategy
- Advertising
- Branding
- Electronic communications
- Event websites and RSVPs
- Graphic design
- Photography
- Press releases and PR (media inquiries and pitches)
- Print materials (information sheets, flyers, SEHD publications)
- Purchasing of promotional items
- Social media
- Sponsorships
- Story ideas and writing of stories for Edge magazine, CU Denver News, CU Connections
- Videos
- Website content (Please email SEHDHelp@ucdenver.edu with your web needs/suggestions. SEHD's tech team will involve marketing as needed for the drafting of web copy, approvals, coordination with academic services, copyedits, etc.)

Office of Partnerships

Partnerships are the heartbeat of the School of Education & Human Development (SEHD). They bring life and purpose to the preparation of our students, the research of our faculty and graduate students, and enable us to engage with schools, districts, community and human service organizations in ways that simultaneously renew and transform our work and the lives of children, families and adults alike. Our partnerships are grounded in deep relationships with each school, district and organization, seeking to understand their context and co-construct possibilities for how our work together can positively impact everyone involved. The Office of Partnerships primarily supports the complex infrastructures of clinical experience for pre-service teacher education students across multiple pathways as well as the undergraduate clinical experiences of the Human Development and Family Relations program.

SEHD Office of Partnerships Role & Responsibilities

- Pursue and foster strong collaborative relationships with schools, districts, and the broader community to support excellent clinical preparation for pre-service teachers across multiple pathways.
- Facilitate the ongoing development and refinement of Teacher Education Clinical Experience Curriculum, Tools and Assessments in collaboration with the Teacher Education Leadership Team (TELT).
- Lead the CU Denver Professional Development School (PDS) network across metro and rural areas where schools in the network serve as partnership sites for teacher preparation. Office of Partnership staff work closely with district and school leaders, and university liaisons to ensure exceptional support for teacher preparation, from early field experience through year-long residency internships.
- Develop and facilitate collaborative infrastructures with school & district partners, such as the Teacher Education Collaborative Council, to support co-construction of clinical experiences, opportunities for mutual learning and renewal between schools and teacher prep, and strong coordination between preparation coursework and clinical experiences.
- Develop and maintain infrastructures for supporting mentor teachers to increase their capacity for high quality mentoring of preservice teacher candidates, including the facilitation of the Graduate Clinical Teacher Certificate that leads to the CDE Mentor Added Endorsement.
- Develop and facilitate a vibrant community-based partnership network to support community-based clinical experience opportunities in teacher education and other SEHD programs.
- Develop and implement systems for all preservice teacher clinical practice coordination including background checks, clinical experience matching and placement, data tracking, professional year residency admission, etc.
- Implement tools and processes for working with challenging issues in the field (e.g. supporting struggling candidates, leadership changes, subbing guidelines/policies, etc.)
- Collaborate with faculty liaisons from ECE/ECSE and HDFR programs to support clinical practice coordination in their programs.
- Collaborate with other SEHD leaders engaged in partnership work to bring synergy and innovation to the broader partnership efforts within SEHD

Office of Partnership Contacts

- Rachel Cornelius, M.S., Office of Partnerships & Teacher Education Manager | rachel.cornelius@ucdenver.edu
- Kani Murad, Teacher Education Pathways Support Coordinator | kani.murad@ucdenver.edu

- Cindy Gutierrez, Ph.D., Assistant Dean, Teacher Education & Partnerships | cindy.gutierrez@ucdenver.edu

SEHD Initiatives for Education, Research, and Evaluation

Assessment and Program Improvement

The SEHD Office of Assessment and Program Improvement is responsible for activities related to supporting high-quality assessment practice among faculty, building a culture of continuous improvement across SEHD, managing and reporting program performance data, and accreditation and reauthorization of the SEHD programs. The Assessment Office promotes and nurtures a culture of formative evaluation and quality improvement within the SEHD and provides support for supports institutional, state, and national accreditation/authorization reviews. The office also develops and oversees the infrastructure to 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 the Assessment Office to communicate and coordinate SEHD activities for the annual University Higher Learning Commission (HLC) report.

The Assessment Office also coordinates assessment, data collection, program improvement and accreditation activities between the SEHD and other University offices; and between the SEHD and Colorado Department of Education (CDE) and Colorado Department of Higher Education (DHE). This includes managing SEHD accounts for the Qualtrics survey tool which is available to faculty, staff and students conducting approved research projects.

The Assessment 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*	**303-315-6352,** LSC 723
Tony Romero, *Senior Data Analyst and Assessment System Manager*	**303-315-6346,** LSC 726

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.

PARA Center

Ritu Chopra, Executive Director & Assistant Research Professor

PAR^{2}A 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.

Center for Practice Engaged Education Research (C-PEER)

Kent Seidel, Founding Co-Director & Associate Professor; Julie Oxenford O'Brian, Co-Director & Assistant Research Professor

The Center for Practice Engaged Education Research (C-PEER) is a network focused on re-imagining the relationship between researchers, educators, and community members to support schools and communities in improving their work on behalf of learners. We identify and investigate promising education practices to address challenging problems in education and to learn from promising research findings.

Our education research network matches educators and researchers with shared interests and complementary abilities to encourage collaboration on locally relevant research. We share results across the network in order to understand what works in education and to improve supports and outcomes for learners.

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

Leadership Team

The Leadership Team consists of the Dean, Associate Deans, Assistant Deans and the Executive Director of Continuing & Professional Education (with other participants on an invited basis). This team meets 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.

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, EdD Program, PhD Program, Teacher Education Leadership Team (TELT), 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.

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 9-12 months before the term begins.

For main campus courses: The Course Coordinator works with the registrar’s office 9-12 months before the semester begins, to initiate the term roll. The term roll copies over courses offered the previous semester. For example, course offered during the fall 2019 semester will roll into fall 2020 in CU SIS. An Excel spreadsheet with the tentative schedule will be emailed to program leaders to review. Program leaders will consult with faculty to determine courses being offered, meeting patterns, instructor assignment, course format, and other required information.

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

Approximate Timelines:

- **9-12 months before classes start:** Courses are rolled in CU SIS, program representatives review the schedule with faculty.
- **9 months before classes start:** Finalized schedule due to Course Coordinator
- **3 months before classes start:** Classrooms are published in CU SIS, Course Coordinator will send out the finalized schedule to program representatives, academic advisors and Associate Deans to review for accuracy before student registration begins.
- **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.

- 4 **weeks before classes start:** Low enrollment watch #2 – program representative and Associate Deans determine if any low-enrolled courses will be allowed to run.
- **2 weeks before classes start:** Cancellation decisions are made for low enrolled sections, by program representative in consultation with Associate Deans.
- **1 week after classes start:** Waitlists are purged; online registration closed; student registration by schedule adjustment form only

Approximate Schedule Due Dates:

- Spring – due in May at the end of the spring semester
- Summer – due in September at the start of the fall semester
- Fall – due in November before fall break

Enrollment and Scheduling Policies

Face-to-Face and Hybrid Classes:

1. Set caps at 35, start a waitlist
2. At 40, consider 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: Minimum of 15 students = $5,000; <15 = Pro-rate = # of students/15 x $5,000; Minimum pay is $2,850

Online Classes:

1. Set caps at 30, start a waitlist
2. At 35, consider split into two sections. New section must be on-line.
3. 25 enrolled becomes eligible for TA
4. No blanket minimum enrollment but courses with enrollments of 8-14 require approval to run
5. Lecturer Pay: Minimum of 15 students = $5,000; <15 = Pro-rate = # of students/15 x $5,000; Minimum pay is $2,850

Doctoral-Level Classes:

1. Set caps at 30, start a waitlist
2. At 35, consider split into two sections—sections must be same time and format
3. 25 enrolled becomes eligible for TA
4. No blanket minimum enrollment but courses with enrollments of 8-14 require approval to run
5. Lecturer Pay: Minimum of 15 students = $5,000; <15 = Pro-rate = # of students/15 x $5,000; Minimum pay is $2,850

Type O (Practicum & Internship Courses):

1. Under 30 SCH, course will be pro-rated based off 30 SCH.

For CPE (D2) 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 their best to accommodate requests. All non-course room requests (for meetings, workgroups, etc.) should be requested through the EMS Web App https://schedule.ucdenver.edu/emswebapp/Default.aspx.

Changes to Schedule After Registration Has Begun

Once students have registered for classes, changes to the schedule can negatively impact a student's schedule and cause frustration. Any change to the schedule once students are enrolled requires the course to be cancelled, and rebuilt with the new time, day, dates or format. Students are automatically dropped when a course is cancelled and students will need re-register in the new section. Therefore, changes to the schedule can only be made if approved by the Associate Dean overseeing the program area.

Wait Lists

Many courses fill up quickly, students are encouraged to sign up for waitlists 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.

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

1. D1 courses are located on Auraria campus at least part of the time, or they are fully online courses. D2 courses can also be located off-campus.
2. **Continuing and professional education** (CPE) courses are offered off-campus or online.
3. **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.
4. **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 and will be paid $1,890 (beginning in January 2025) to support a 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.
- 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, the program leader should submit the SEHD Hire Request Form. Please submit a brief written plan of the duties the TA will perform, including the number of hours required for those duties. Less than 3 credit hour-classes, pay and work hours are 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 #types_of_courses9 in the section above for a definition of Type A)

1. 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.
2. 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.

3. 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.
4. 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.
5. 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.
6. 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.
7. 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.

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 (pay may be prorated if enrollment is insufficient to support the full lecturer rate). For the current Lecturer rate, see this section: https://wiki.cu.studio/handbooks/pattern_of_administration#enrollment_and_scheduling_policies

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 terms. 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. Teaching more than two courses requires Dean's approval and will be paid at the Lecturer rate. Your summer pay spread will be stated on your summer contract. 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:
2. Required Class Size: The minimum class size requirement for courses is generally 15 students. The Dean’s Team will monitor each semester’s enrollments, starting six weeks prior to the semester start date. Two weeks before classes start, you will be notified if your course is on low-enrollment watch. Cancellation decisions are made by the Dean’s Office no less than one week before classes start. You may be offered the opportunity to teach at a pro-rated amount, rather than cancelling the course. Once you accept a pro-rated pay amount, it may be increased based on census date enrollment numbers, but will not be decreased, even if enrollment drops below the enrollment number used to calculate the pro-rate.
3. If tenure track faculty teaches a CPE course 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.
4. 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.
5. 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

1. To count as a 3 credit course for pay, practica and internships need to generate 30 SCHs during the summer term and meet best practice criteria.
2. 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.

Non-Tenure Track Faculty: Academic Year (AY) Teaching Loads

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

1. The teaching load for SEHD-funded Non-Tenure Track faculty members is 8 courses or 23-25 credit hours of instructional activity, depending on assigned workload. Non-Tenure Track faculty have the option of proposing course equivalent activity for one to two courses for Dean's approval.
2. The ways in which Type B instructional activities (see page 32) can count as a course for tenure track faculty members also apply to Non-Tenure Track faculty members.
3. Non-Tenure Track faculty may be partially supported on grant projects. Course reduction will be provided when grant funds at minimum 12.5% 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 Non-Tenure Track faculty member who is entirely or partly supported by grant funds.
4. Non-Tenure Track faculty may be assigned administrative responsibilities as a percentage of their assigned workload. The Dean must approve such assignments.

Teaching Pay

For 12-month 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 outside of normal work hours 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 AY and total overload pay is limited to 10% of the individual's annual salary each FY. 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 12-month 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:

1. 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.
2. 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.
3. 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.

Retired Faculty

Teaching rate for retired faculty with Emeritus status is $6000 per course.

Non-Tenure Track Faculty: Summer Teaching Loads and Pay

Non-Tenure Track Faculty with Academic Year Appointments

A Non-Tenure Track 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.

Non-Tenure Track Faculty with Fiscal Year (FY) Appointments

If a Non-Tenure Track Faculty member (SEHD-funded or grant-funded) has a Fiscal Year (12-month) appointment, and wishes to teach an overload course during the summer, he/she will be paid the lecturer rate.

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. Please note that AMC has different policies that prevent our ability to pay regular faculty additional pay when teaching courses on another campus.

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. See the prorated pay details in the section below, “Course Schedule Submission Deadlines.”

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 Scheduling and Curriculum Manager 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.

Assessments and Surveys: Data Collection and Reporting

ASSESSMENT

All SEHD programs have identified key assessments (sometimes called performance-based assessments, PBAs) and scoring rubrics that provide evidence of valued student learning objectives as part of course offerings and clinical experiences. Program faculty members are responsible for using their programs' key assessments and ensuring that adjunct faculty members do as well. Key program assessments are managed through the SEHD Assessment management system, LiveText by Waternark. Faculty can link the assessment tasks and scoring rubrics for their key assessments to their Canvas course shells so that student results are automatically entered into the SEHD Assessment management system. Program faculty are expected to regularly review the key program-level assessments and rubrics to ensure they are current and appropriate. The Office of Assessment and Program Improvement provides training, support videos and job aides to assist faculty with the development, scoring and administration of key program assessments as needed and upon request. The Assessment Office also administers LiveText by Watermark accounts for faculty and students.

Assessment Office staff members participate in the campus Assessment Committee; staff serve as the SEHD liaison to the University Assessment Office, providing a communication mechanism for faculty and staff to this group.

DATA COLLECTION

The Assessment Office administers surveys to all students as they graduate/complete including items common across all programs (related to their experiences at SEHD and a social justice scale) and items specific to their experiences within their program. The Office administers additional surveys to students one, two and three years after the graduate/complete and to employers of SEHD students. In addition, the office surveys initial licensure students when they begin their program.

The Assessment Office manages SEHD accounts for the Qualtrics on-line survey tool that is available to faculty, staff and students. Please email sehdhelp@ucdenver.edu if you require access.

Assessment office staff members also participate in the University Survey Working Group serving as a liaison for faculty and staff to this group.

PROGRAM IMPROVEMENT, DATA DASHBOARDS/INTERNAL REPORTING

The SEHD Assessment office works in coordination with the Institutional Research office to provide access to a wide variety of program-level data to program faculty and staff to support on-going improvement efforts. This includes program assessment results, Praxis results, application/admission/matriculation trend data, enrollment trend data, completion trend data, student-exit-survey results, alumni-satisfaction-survey results, and graduate placement and persistence data (as available). Faculty and staff can access data reports through the following resources:

- Student application, enrollment and completion dashboards are available at https://tableau.ucdenver.edu/ ; note to access you must be on-campus or using VPN, sign on using standard login and password; select the “university” site, and then the School of Education and Human Development dashboards.
- Student program assessment results/reports are available through LiveText by Watermark (you must sign-in to your account).
- Survey data collected by SEHD Assessment office are available through the SEHD section of https://tableau.ucdenver.edu.

Assessment Office staff members facilitate periodic analysis/interpretation of school-wide performance data as part of Program Leader and Faculty and Staff meetings. Program faculty or administrators who would like additional consultation or assistance related to program improvement/evaluation can contact the Office of Assessment and Program Improvement.

ACCREDITATION/REAUTHORIZATION and EXTERNAL REPORTING

To meet the statutory requirements for the Higher Learning Commission (HLC), the University requires each program area and the SEHD to submit reports for each degree major on student outcomes assessment and program improvement annually (in the fall). The Assessment Office supports program faculty in this process by facilitating access to reports on student performance on key program-level assessments during the previous 12-month period, and other program enrollment and completing reports through the above dashboards and reporting systems. The Assessment Office is also the liaison for SEHD to the university-wide HLC accreditation visit preparation and reporting, scheduled for Spring 2021.

The Assessment office supports and coordinates the external reauthorization process for SEHD K-12 licensure and endorsement programs with the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (CDHE). The Assessment Office also supports program faculty in quality assessment practice, data collection and reporting as required by other national accrediting agencies (e.g., CACREP, COAMFTE, and APA).

The office also fulfills all external data reporting requirements for federal, national, and state agencies and other national performance reports (e.g., U.S. News Annual Graduate Program Rankings).

SPECIAL DATA REQUESTS

Faculty or staff with additional data reporting needs should contact the Office of Assessment and Program Improvement. Be prepared to discuss the purpose, specific data elements, timeframe, and reporting format with Office staff so that the resulting data fit your needs. Whenever possible, allow sufficient lead time for staff to meet your data request, particularly with large requests. The Assessment Office works closely with campus Institutional Research and Registrar’s Office staff to coordinate the completion of data 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

See Regents Policy 1C: https://www.cu.edu/regents/policy/1

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 in research, scholarship.pdf

Faculty Promotion and Tenure Appeals

http://www.ucdenver.edu/faculty_staff/employees/policies/Policies Library/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 administration

Curriculum Committee Deadline Requirements: To ensure that the Curriculum Committee has time to review the credentials for each new Lecturer before the start of classes, please use the following deadline dates to help you plan ahead for the hiring process:

- Teaching in **Summer or Fall** semester – submit Hire Request Form details by **April** (one week prior to the last curriculum committee of the academic year).
- Teaching in **Spring** semester – submit Hire Request Form details by **November** (one week prior to the last curriculum committee of the semester)**.**

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 maintain a lecturer pool posting through CU Careers. All new lecturers must apply to this posting.
- Please do not make any verbal or written job offers until lecturer candidates have applied through CU Careers

and have been approved by SEHD HR .

SEHD HR will provide the program area leaders as requested with login information so they can screen applicants using CU Careers. If you have a candidate in mind for the posting you can send them a link to apply online at CU Careers:

- On-Campus (D1) courses (Please send this link to any candidates you are considering: https://sehd.link/D1)
- Continuing & Professional Education (D2) courses (Please send this link to any candidates you are considering: https://sehd.link/D2)
- Partner school Site Professors: (Please send this link to any candidates you are considering: https://sehd.link/D1)

Program-specific postings are possible as well, for recent examples School Psychology, Couple & Family Therapy. If you're interested to work with SEHD HR to create a program-specific posting, please complete the HR Search Form: Job Posting – Lecturer Request

Candidates will need to move through the review and interview process like everyone else and SEHD HR will need the date of interview for audit purposes.

1. Review applications
2. Identify finalists
3. Conduct interviews **(keep track of the Date you interviewed, for HR audit purposes)**
4. Request reference letters
5. Hire

Notify SEHDHR@ucdenver.edu when candidates should be sent a regret notice. Please indicate a suitable reason for each applicant that was not selected, such as:

- Less Relevant Skills
- Less Relevant Education
- Less Relevant Experience

When you have selected your new hire or rehire (someone who has not taught for us within the last 3 years), complete the Human Resources Hire Request formstack. You will need to upload a letter of support and an external reference letter when submitting the online form. External reference letters must come directly from the reference provider to the Program Lead.

Please make sure finalists are aware that changes can happen up and the class could be canceled, so we cannot guarantee that they will teach in a particular semester.

PLEASE NOTE: All new Lecturers must apply online before being hired. Those who teach in a "Graduate Part-Time Instructor" title can either apply to the student-facing GPTI posting on Handshake or to our Lecturer posting on CU Careers.

SEHD HR will reach out to the new colleague about new hire paperwork including background check. New hires cannot start their position until the background check is completed and they have received notification from campus HR that they have passed. This process can take anywhere from 1 to 3 weeks.

New hires can expect several different emails and may need to check junk clutter folders as some emails seem to land there.

1. **Initial forms** –
    - Upon receipt of New hire's personal data form, SEHD HR generates the email/portal account, usually within 2 business days (unless a large lead time is given and there is no

urgency – then it may take longer).
  - Applicant submits background check authorization. Campus HR will email the new employee regarding background check results.
2. **Email/portal access –**SEHD HR sends account claiming instructions (cc: Shakira Anderson for CU-SIS access)
3. **CU-SIS request form**
   - Shakira sends the electronic CU-SIS request form to the employee who then signs electronically and returns. Shakira submits the form to Dorothy Garrison-Wade for her approval.
   - Dorothy and Shakira 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.
4. **Online trainings:** Discrimination and Sexual Misconduct, Information Security and Privacy Awareness
5. **Welcome email with payroll paperwork** – SEHD HR makes an appointment with the new hire/rehire to collect payroll paperwork.
6. **Offer letter & Handbook –**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 D** for Lecturer Appointment/Offer Letter Administrative Process.)

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.

Following the completion of the background check, Shakira will work on the CU SIS/CANVAS setups. It may take the Course Registrar several weeks to grant this access.

"Future pool" Lecturers

It is possible to complete all of the paperwork for a new hire in anticipation of a class being offered to them in a future semester. This would allow the hiring requirements to be completed and saved on file. SEHD HR will work through all the onboarding steps and set up the employee ID and email address. Then we wait to see if a class is available for them to teach before setting up the payments. If you are interested in this option, please select this button underneath "Term" on the Hire Request Form: "No immediate teaching assignment right now. Please add to pool for teaching in future terms"

Retirees have some additional special policy and timing considerations.

If the person you are interested to welcome as a Lecturer is a PERA or CU retiree, or intends to retire soon, please review the related policy, APS 5054 here: https://www.cu.edu/ope/aps/5054

Please contact SEHD HR (sehdhr@ucdenver.edu) with questions about the hiring process.

Samples Letter of Support from Program

Sample 1 – Initial Request for GFA Approval

Members of the Curriculum and Program Committee:

[Insert program name] is requesting that the following person be given an initial Graduate Faculty Appointment to teach the indicated courses at CU Denver for the following academic year:

Candidate Name: Field of Expertise: _ Course(s) to be taught: _

The CV submitted on verifies that the candidate has a Master's degree in a relevant field, and the program has reviewed the candidate's qualifications and determined that the candidate has the necessary skills, knowledge and pedagogy with adult learners to be successful. The candidate has demonstrated qualifications for this limited graduate faculty appointment based upon her scholarship and through **[provide brief narrative presenting basis for recommending this candidate for GFA status]**.

[FOR PERSONS SEEKING GFA STATUS FOR COURSES RELATING TO LICENSURE, ENDORSEMENT, CERTIFICATION OR DEGREE. An additional letter of recommendation has been submitted by _ in support of this candidate.]

This candidate has a demonstrated record of student satisfaction through **[please provide narrative showing evidence of effective work with adult learners (through leading professional development, seminars, etc.)].**

Sincerely,

Sample 2 – Renewal of GFA Appointment

Members of the Curriculum and Program Committee:

[Insert program name] is requesting that the following person be given a renewal Graduate Faculty Appointment to teach the indicated courses at CU Denver during the following three academic years:

Candidate Name: Field of Expertise: _ Course(s) to be taught: _

The CV submitted on verifies that the candidate has a

Master's degree in a relevant field, and the program has reviewed the candidate's qualifications and determined that the candidate has the necessary skills, knowledge and pedagogy with adult learners to be successful. The candidate has demonstrated qualifications for this limited graduate faculty appointment based upon her scholarship and through **[provide brief narrative presenting basis for recommending this candidate for GFA status].**

[FOR PERSONS SEEKING GFA STATUS FOR COURSES RELATING TO LICENSURE, ENDORSEMENT, CERTIFICATION OR DEGREE. An additional letter of recommendation has been submitted by _ in support of this candidate.]

This candidate has a demonstrated record of student satisfaction through course and instructor FCQs ratings of 4.0 or greater for previous courses. **(If this is not true, program should provide narrative explaining how the issue of student satisfaction is being addressed)**

Sincerely,

Lecturer Appointment/Offer Letter Administrative Process

(this format is changing from a table to a list in spring 2025 for digital accessibility and to head off wiki formatting snafus)

One week before the last curriculum committee meets (Summer and Fall deadline is April, Spring deadline is Nov)

- Program leads (PLs) complete the Hire Request formstack for each new hire. Jenna and SEHD HR works on hiring steps for new hires.

8 weeks before start of term

- Enrollment Report – Shakira sends enrollment reports to each of the Program Leaders and Associate Deans (AD's), and copies SEHD HR

- Program Leads complete the Hire Request formstack for each TA hire, as courses reach the approved student enrollment count.

- Jenna provides D2/CPE appointment list to Hiromi and sends offer letters.

- SEHD HR creates master spreadsheet for D1 offer letters (from Shakira's enrollment reports and new hire formstacks) and works with Shakira and Tricia on any discrepancies and questions. SEHD HR cross-checks information with list of CPE employees for anyone over the two-course limit and then notifies Jenna and Program Leader. SEHD HR works on hiring steps for brand new hires.

5 weeks before start of term

- Enrollment Report – Shakira sends enrollment reports to each of the Program Leaders and Associate Deans, and copies SEHD HR.

- SEHD HR reviews hiring requests with the Dean, then generates D1 Lecturer/GPTI/TA contracts (offer letters/LOOs) using mail merge and sends them via email to the employee's university email account.

2-6 weeks before start of term

- Shakira emails students of canceled courses and copies advisor and program lead.

- Jenna sends D2 pay information to Hiromi each month leading up to and during the semester.

4 weeks before start of term

- Enrollment Report – Shakira notifies Program Leaders, ADs, Sandy and SEHD HR of possible cancellation (fall, spring, summer) and prorate status updates (summer only).

- Program Leaders need to respond to Shakira whether to cancel (fall, spring, summer) or to accept possible prorates (summer only).

2-3 weeks before start of term (depending on holidays) - Final Decisions Due

- Shakira notifies Program Leaders, ADs, Sandy, and SEHD HR of cancellation and prorate status. Shakira works with Dean & Dorothy for final decisions on cancellations and prorates. SEHD HR sends a reminder email to PLs about prorates going out soon, and to review Shakira's emails for the details. Program Leaders will communicate with employees regarding course cancellations/prorates (no later than 1 week before start of term).

SUMMER ONLY - SEHD HR sends prorate list to Dorothy & Dean for final review. After receiving approval, SEHD HR emails each employee prorate notice 1 of 2, with CC to: PL, Hiromi, Tricia, Shakira.

Start of term - Classes Begin!

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\\  - Shakira sends final enrollment report (previously census report) to SEHD HR, Dorothy & the Dean.  \\    \\  - Jenna sends D2 pay information to Hiromi. Hiromi and Kelley adjust pay to prorate amounts.  \\    \\  //SUMMER ONLY - SEHD HR sends prorate notice 2 of 2 ONLY to those whose prorate will increase based on final enrollment report , CC: Tricia, Hiromi, PL.//
```

After term is underway - SEHD HR follows up with D1 employees who have not returned signed offer letters. - Jenna follows up with D2 employees who have not returned signed offer letters

<table>
<tr>
<td>Summer and Fall deadline is Apr 30 \\ \\ Spring deadline is Nov 30| \\ Program Lead, \\ \\ Jenna & SEHD HR| \\ Program leads (PLs) complete the Hire Request formstack for each new hire. \\ \\ Jenna and SEHD HR works on hiring steps for new hires.|</td>
<td>8 weeks before start of term| \\ Shakira| \\ Enrollment Report – Shakira sends enrollment reports to each of the Program Leaders and Associate Deans (AD’s), and copies SEHD HR.|</td>
<td></td>
<td>Jenna| \\ Jenna provides D2/CPE appointment list to Hiromi & sends offer letters.|</td>
<td>SEHD HR</td>
<td>SEHD HR creates master spreadsheet for D1 offer letters (from Shakira’s enrollment reports new hire formstacks) and works with Shakira on any discrepancies and questions (copy Tricia).|</td>
<td>SEHD HR</td>
<td>SEHD HR cross-checks information with list of CPE employees for anyone over the two-course limit and then notifies Jenna and Program Leader.|</td>
<td>Program Lead & \\ \\ SEHD HR & Jenna| \\ Program Lead completes the Hire Request formstack for each TA hire, as courses reach the approved student enrollment count. HR works on hiring steps for new hires for D1 & Jenna works on hiring steps for D2 as usual.|</td>
<td>5 weeks before start of term| \\ Shakira| \\ Enrollment Report – Shakira sends enrollment reports to each of the Program Leaders and Associate Deans, and copies SEHD HR.|</td>
<td>SEHD HR| \\ SEHD HR generates D1 Lecturer/GPTI/TA contracts (letters of offer) using mail merge and sends them via email to the employee’s university email account.|</td>
<td>2-6 weeks before| \\ Shakira| \\ Shakira emails students of canceled courses and copies advisor and program lead.|</td>
<td>Jenna sends D2 pay information to Hiromi each month leading up to and during the semester.|</td>
<td>4 weeks before| \\ Shakira & Program Leaders| \\ Enrollment Report – Shakira notifies Program Leaders, ADs, Sandy and SEHD HR of possible cancellation and prorate status updates. Program Leaders need to respond to Shakira whether to cancel or accept possible prorates.|</td>
<td>2 weeks before| \\ Shakira & ADs & Program Leaders & SEHD HR| \\ Final Decisions – Shakira notifies Program Leaders, ADs, Sandy, and SEHD HR of cancellation and prorate status. Shakira works with Dean & Dorothy for final decisions on cancellations and prorates. HR sends a reminder email to PLs about prorates going out soon, and to review Shakira’s emails for the details. Program Leaders will communicate with employees regarding course cancellations/prorates (no later than 1 week before start of term). \\ \\ SUMMER ONLY - SEHD HR sends prorate list to Dorothy & Dean for final review. After receiving approval, SEHD HR emails each employee prorate notice 1 of 2 based on information from Shakira, CC: PL, Hiromi, Tricia, Shakira.|</td>
<td>Jenna sends D2 pay information to Hiromi each month leading up to and during the semester.|</td>
<td>Classes Begin!</td>
</tr>
<tr>
<td>Census date \\ \\ Census report to HR| \\ Shakira, SEHD HR| \\ Shakira sends census enrollment report to SEHD HR, Dorothy & the Dean. \\ \\ Jenna sends D2 pay information to Hiromi. Hiromi and Kelley adjust pay to prorate amounts. \\ \\ SUMMER ONLY - SEHD HR sends prorate notice 2 of 2 to those whose prorate will increase based on census, CC: Tricia, Hiromi, PL.|</td>
<td></td>
<td>SEHD HR & Jenna| \\ SEHD HR follows up with D1 employees who have not returned signed offer letters. \\ \\ Jenna follows up with D2 employees and TAs who have not returned signed offer letters.|</td>
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APPENDIX A: Pattern of Organization

sehd-org-chart.pdf