

UNIVERSITY OF COLORADO DENVER
 College of Liberal Arts and Sciences (CLAS)
Masters of Humanities/Masters of Social Science Program
 BY-LAWS

I. PREAMBLE¹

The Masters of Humanities/Masters of Social Science Program (“Program”) is organized and its affairs conducted in accordance with the Laws and Policies of the Board of Regents of the University of Colorado, and the policies of the University of Colorado system, of the University of Colorado Denver, Denver campus, and of the College of Liberal Arts and Sciences.

II. MISSION

Our mission is to teach and mentor graduate students, helping them to find and refine their intellectual vision. Toward that end, we offer the “Best of CU Denver under One Roof.” Our mission is grounded in the traditional liberal arts and sciences, with emphasis on analytical, creative, and critical problem-solving skills, but bridges the traditional disciplinary domains. Our interdisciplinary graduate degrees equip students with knowledge, skills, and abilities required for a meaningful and successful life in the 21st century.

Specifically, the Program is structured (a) to foster excellent graduate education and intellectual opportunities in a culture of discovery, diversity, equality, inquiry, and respect; and (b) to provide training in critical and analytical thinking that equips graduates to engage their communities and the world in ethical, intellectual, productive, and professional practices; (c) to meet students’ individualized needs and interests in the humanities and social sciences; (d) to build bridges and understanding among and between different academic departments and disciplines; (e) and to enable part-time and full-time students whose professional and personal obligations require a program that is flexible to maximize their opportunity for a quality graduate education.

III. FACULTY²

- A. *Constitution*: The Program shall consist of the MHMSS faculty, defined as the rostered members of the Program, i.e., those that hold academic rank and whose

¹ Laws of the Regents: <https://www.cu.edu/regents/Laws/laws.html>; Regent Policies: <https://www.cu.edu/regents/Policies/>; College of Liberal Arts and Sciences, CU Denver, Bylaws: <http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/Documents/policies/CLASbylaws.pdf>.

² Faculty: <https://www.cu.edu/regents/Laws/article-05.html>; Organization of Academic Units: <https://www.cu.edu/regents/Laws/article-04.html>.

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names appear in the annual personnel budget roster. This includes persons appointed with titles of *professor*, *associate professor*, *assistant professor*, (the TTF); *professor C/T*, *associate professor C/T*, *assistant professor C/T*, (the CTF); *instructor* and *senior instructor* who serve on appointments totaling fifty percent or more. The CTF and instructor ranks make up the rostered non tenure-track faculty (NTTF). Lecturers are not rostered faculty, but are part of the NTTF.

- B. *Authority*: Any member of the Program, as defined above, may bring policy questions or proposals to the Program for consideration. Formal proposals are submitted to either Director, who will then schedule discussion at a Program meeting.
- C. *Voting Rights*: Voting membership of the Program shall comprise all members of the rostered faculty as defined above.
 1. A quorum shall consist of those voting members present at any scheduled meeting of the Program to which all have been invited, as long as that number does not dip below half the number of rostered faculty.
 2. All members of the Program will be informed in advance of all voting matters.
 3. The TTF are eligible to vote on all matters in the Program; the rostered NTTF may vote on all matters except for personnel matters such as hiring, tenure, and promotion, or policies pertaining to personnel matters.
 4. Only faculty with the appropriate rank may vote on tenure and promotion decisions: full professors for promotion to full professor; full and associate professors for all other tenure and promotion decisions.
 5. All TTF may vote on CTF matters, including applications for, and promotion of, CTF. CTF may vote on CTF personnel procedures.

IV. PROGRAM ADMINISTRATION

- A. *Program Directors*: The Program has two directors who work closely together on behalf of all MHMSS students, although one director is the primary contact for MH students and the other director is the primary contact for MSS students.
 1. *Appointment, Term, Removal, and Replacement*. Each Director is an “at-will” position that serves at the discretion of the CLAS Dean. Therefore, each Director shall be appointed and may be removed and replaced by the Dean for any reason. The Director(s) shall serve for an initial term of five years, unless otherwise removed as permitted in these bylaws, but

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may be re-appointed for additional terms. Any vacancy among the Directors will be filled by the CLAS Dean.

2. *Duties.* The Directors shall report to the CLAS Dean and perform all duties assigned by the Dean. These duties include but are not limited to (1) general and active control of their Program's affairs and business, including oversight of the educational directions of their respective Programs; (2) general and active supervision of the agents and employees of the single or combined Programs; (3) supervision of the individual annual budget for each Program; and (4) performance of other duties as assigned by the CLAS Dean. The Directors shall also consult with the Graduate School as needed.
- B. *Assistant Director:* An Assistant Director may be appointed to assist the Directors and shall be a full-time faculty member, tenured or tenure track, clinical teaching faculty member, or senior instructor.
1. *Appointment, Term, Removal, and Replacement.* The Assistant Director is an "at-will" employee who serves at the discretion of the Directors and the Dean. The Assistant Director may be removed and replaced by any Director with reasonable cause at any time, in consultation with the CLAS Dean.
 2. *Duties.* The Assistant Director will report to the Directors and will perform all duties pertinent to the position as assigned, including advising, teaching, serving on student committees and service to the Program.

V. PROGRAM DECISION MAKING³

- A. *Process.* The Program shall operate on the bases of consensus of all eligible faculty who will take into consideration the voices of the nonvoting members of the Program.
- B. *Faculty Meetings.* Faculty meets once a month during the academic year according to a regular schedule. Agenda items will be collected during the month and disseminated prior to the meeting. Agenda items and notes from the meeting (made by the Program Assistant) will be stored in the Program files.
- C. *Standing Committees*

³ References: Organization of Academic Units: <https://www.cu.edu/regents/Laws/article-04.html>

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1. Standing committees can be created by either Director based upon Program need.
2. Current Standing Committees:
 - a. *Graduate Committee (GC)*. The graduate committee is comprised of both Directors and the Assistant Director, with input from one or two members of the Program Advisory Board (PAB) (see d. below) as needed. The GC is responsible for developing and implementing policy related to graduate admissions. This committee will also make admission decisions, select recipients for scholarships and any available awards, and make any Graduate GA, RA, or TA appointments that become available. This committee shall meet three times a year in conjunction with the review of new applicant files, as soon after admission deadlines as files are available for consideration.
 - b. *Grievance Committee*: This committee consists of both Directors and the Assistant Director. The committee hears all grievances pertaining to students. If the complaint is against one of the committee members, that person is automatically recused from hearing the grievance. Whenever a student has a complaint, he or she is asked first to try to resolve the issue with the instructor or professor in question via a face-to-face conversation. If that attempt fails, the student meets with the committee, which strives to resolve the matter. If that intervention fails, then the student writes a formal report, which is reviewed by the committee. The committee then consults with the faculty member in question before it attempts to reach a resolution. If needed, a member of the PAB will be asked to join the committee. In cases where the student is not satisfied with the findings of the committee, then he or she may appeal the decisions of the committee to the Academic Standards Committee of the College of Liberal Arts and Sciences.
 - c. *Outcomes Assessment Committee*. The Outcomes Assessment Committee shall be comprised of the Directors and the Assistant Director with input from the PAB as needed. The committee shall meet in late May to conduct and review assessment of the Program. This committee is charged with updating the Program's Outcomes Assessment Plan (Plan) annually, implementing the Plan by collecting and evaluating student data as specified in the Plan throughout the year, and drafting and submitting the Program's annual outcomes assessment report to the college. A crucial function of this committee is to facilitate program-wide

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conversations about how to use annual outcomes-assessment data to inform both broad curricular revision and/or pedagogical aspects of specific classes. Besides compliance with university rules, the goal of Program assessment is to create feedback loop wherein outcomes assessment drives commitment to better teaching.

- d. *Program Advisory Board (PAB)*. This group is made up of 8-12 members constituted primarily of faculty from CLAS but may include others by invitation. The PAB shall be constituted of interested individuals with a proven commitment to interdisciplinary studies who respond to a call issued each August and will serve 3-year, staggered terms. PAB members can volunteer for subsequent terms. Any member of the PAB can be removed by consensus among the Directors. The PAB as a whole will meet at least twice a year (fall and spring), or as called by any Director. Beyond our formal meetings, members of the Board are consulted as needed for guidance on particular issues.

D. Ad Hoc Committees

1. Can be created on an “as needed” basis by either Director. They may be staffed by members of the Faculty or may include members of the PAB.

E. Fiscal and Other Matters

1. Fiscal decisions are made by both Directors in consultation with each other and with the Program Assistant.
2. *Travel Policy*. The Program encourages faculty to attend conferences as part of an on-going process of professional and/or programmatic development. At the beginning of each academic year, faculty members will be asked to provide the Directors with their travel projections for attending scholarly conferences. The requests should include projected costs, reason for attending, and other potential funding (e.g., YUMPS in the case of TT junior faculty). As a result of this information, the Directors will determine a total amount to be spent on travel for the year to be drawn from the Program’s budget. Requests for travel funding that arrive after the announced due date will be considered on a case-by-case basis but are not guaranteed funding. To qualify for travel funding, a faculty member must be presenting a paper or serving in some professional capacity directly related to the Program (e.g., serving as a respondent, participating in a job search, serving at a recruiting fair, or other professional service).

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3. *Illness/Emergency.* In case of an illness or an emergency that prevents a faculty member from meeting a class, the faculty member is responsible for finding someone to teach the class or, if the time is too short to make such an arrangement, for notifying the Program Assistant and the Directors so that the class can be cancelled. Given the email functions of learning management systems or similar technology, the teacher is expected—except for grave emergencies—to contact students before they come to campus. In case of an extended health problem or a family emergency that will include more than one class, all faculty are responsible for consulting with the Directors to assist in finding someone to cover their classes. In such cases, the Program will compensate the replacement teacher according to negotiations with the CLAS Dean.
4. *Teaching Schedules.* Teaching schedules are assigned by the Directors in consultation with the faculty. Individual faculty members' preferences will be taken into account, but they are constrained by the needs of the Program, the requirements of its degree programs, the availability of appropriate space, conflicts among offerings, and university requirements for distribution of classes across hours and days of the week. To minimize conflict in this regard and to maximize faculty comfort with the teaching schedule, all faculty will submit two-year teaching rotation requests, which are then coordinated via consultation with the Directors.
5. *Summer Scheduling Policy.* Dependent upon funding, expertise, and student interest, all tenured, TTF, and senior instructors have equal opportunity to teach such summer courses. Any unfilled courses will be offered to instructors and/or lecturers. All such opportunities will be taught off-load, at normal summer compensation, unless negotiated with the Program Directors and approved by the CLAS Dean.

VI. ANNUAL EVALUATIONS, RATINGS, AND SALARY RECOMMENDATIONS⁴

- A. During each spring semester, faculty members are required to record their teaching, research, and leadership and service efforts for the year. This is known as the Faculty Report of Professional Activities (FRPA). In addition,

⁴ References: Faculty Salary: <https://www.cu.edu/regents/Policies/Policy11B.htm>; Faculty: <https://www.cu.edu/regents/Laws/article-05.html>; Performance Ratings for Faculty: <https://www.cu.edu/policies/aps/hr/5008.pdf>; Multiple means of teaching evaluation: <https://www.cu.edu/policies/aps/academic/1009.pdf>; Organization of Academic Units: <https://www.cu.edu/regents/Laws/article-04.html>; Roles and Responsibilities of Chairs: <https://www.cu.edu/policies/aps/academic/1026.pdf>.

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teach faculty will provide a short (1-3 page) explanatory, qualitative narrative to contextualize their record.

- B. For each Director, their FRPA will be provided to the CLAS Dean who will review the material and reach a conclusion about an overall annual evaluation using the standard designations: outstanding, exceeding expectations, meets expectations, below expectations, or failing to meet expectations.
- C. The CLAS Dean's review is aided with a review of the FRPA by a designated faculty member in the college who provides input for the Dean.
- D. All other faculty will have their FRPA evaluated by the Program Directors.
 - 1. *Teaching.* The Program places its highest priority on teaching excellence and on the philosophy that students come first. The Program strives for excellence in teaching as measured through multiple methods of assessment, including but not limited to Faculty Course Questionnaire (FCQ) scores and qualitative student comments, regular peer observations, unsolicited and solicited student letters, teaching portfolios, participation in teaching-enrichment activities, and mentoring of other faculty. All faculty will strive to offer courses that include multiple forms of learning materials and processes, multiple and rigorous modes of grading, and instructional methods consistent with widely accepted best pedagogical practices. Scoring categories for teaching are defined as
 - a. *Meeting Expectations:* Teaching will be considered meeting expectations when the faculty member achieves the minimum expectation for high-quality instruction. Faculty members are expected to demonstrate a commitment to sound, relevant, and up-to-date instructional practices. Demonstration of meeting expectations in instruction includes (a) commitment to regular on-time class attendance, (b) demonstration of sensitivity to student concerns and needs, (c) staying current with course content and making regular course revisions, (d) remaining accessible to students through office hours, and (e) being responsive to student questions and inquiries through personal or electronic means of communication. This rating will also involve, but not overly rely upon, FCQ ratings that reflect a balance among numerous factors such as class size, course rigor, required course versus an elective, subject matter, and other qualitative elements that impact the quantitative score. In addition, faculty who meet expectations will demonstrate competence in Program governance as it relates to the Program's teaching mission. Demonstration of competence in Program governance includes, as needed, (a) serving as a member of thesis committees; (b) serving as

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an advisor to graduate students; and (c) active curriculum development contributions.

- b. *Exceeding Expectations*: Teaching exceeds expectations when the faculty member fulfills many of the meeting expectation requirements (above), plus additional efforts in teaching to include a combination of (a) frequent and significant independent study supervision, (b) chairing of large numbers of thesis committees or projects, (c) substantial course-revision work, (d) significant informal student advising with demonstrative impact on students, (e) frequent guest lecturing in other courses, (f) engaging in pedagogical development activities such as teaching-related presentations, workshops, and public appearances, and (g) publishing textbooks or other writings on pedagogy. This rating will also involve, but not overly rely upon, FCQ ratings that reflect a balance among numerous factors such as class size, course rigor, required course versus elective, subject matter, and other qualitative elements that impact the quantitative score.

- c. *Outstanding*: Teaching will be considered outstanding when the faculty member demonstrates exceptional contributions to instructional excellence. Evidence of instructional excellence will be demonstrated through, in addition to the previous categories, a combination of (a) engaging in frequent and cutting-edge new course development, (b) serving as a chair of multiple thesis committee(s), (c) helping students with research projects (to include original research, conference paper submissions and presentations, or publications), (d) offering formal mentoring to new CU Denver faculty, doctoral students, or post-doctoral employees, (e) serving as coordinator of certificate programs or interdisciplinary minors and/or programs involving direct interaction with students. This rating will also involve, but not overly rely upon, FCQ ratings that reflect a balance among numerous factors such as class size, course rigor, required course versus an elective, subject matter and other qualitative elements that impact the quantitative score.

- d. *Below Expectations*: Teaching will be considered below expectations when the faculty member fails to meet the minimum expectation for high-quality instruction. Faculty members are below expectations when their instruction practices are out-of-date or otherwise incompatible with effective pedagogy. Evidence of this deficiency includes (a) difficulty in meeting class and/or office hour obligations, (b) a lack of sensitivity to student concerns and needs, (c) lack of due diligence in revising courses, (d) difficulties in communicating with students, (e) unavailability to chair or serve on student's

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thesis/project committees, (f) weakness in advising graduate students, and (g) weak contribution to curriculum development. A below expectations rating can occur with a combination of the above deficiencies.

- e. *Fails to Meet Expectations*: Teaching will be considered failing to meet expectations when the evaluation process determines that the faculty member engages in teaching practices that are inappropriate or counterproductive to effective pedagogy and student satisfaction. The types of behaviors deemed inappropriate or counterproductive may include (a) disrespectful instructional behaviors such as derogatory communication, discriminatory practices, or other behavior demeaning or disrespectful to students, (b) frequent absences or tardiness from class meetings, (c) disregard for office hours, (d) failure to advise students and/or unwillingness to assist students with class assignments and projects, (e) failure to address concerns related to low FCQ scores and student comments, and (f) other violations of Program expectations and norms as outlined herein. A fails to meet expectations rating can occur with a combination of the above deficiencies.

- 2. *Research and Creative Activities*. Tenured and tenure-track faculty are expected to engage in research and creative activities that amount to 40 percent of their professional time (unless otherwise specified in a differentiated workload agreement). Such research and creative activities should result in conference presentations, journal articles, book chapters, books, edited books, and textbooks, as well as the many other modes of production such as encyclopedia entries, book reviews, review essays, and similar professional and/or peer-reviewed academic contributions. Also counting as research and creative activities are journal or book editing and work done in collaboration with local or national art galleries or other public intellectual spaces. The Program also recognizes and rewards grant writing and the pursuit of external funding. All research and creative activities will be judged based upon the project's length, quality of work, amount of work in any co-authored publication, and quality of outlet, and any other relevant factors, such as creativity, risk involved, longitudinal nature of project, and interdisciplinary impact. *No one factor will be determinative*. Scoring categories for research and creative activities are defined as

- a. *Meeting Expectations*: Is actively and demonstrably working on a research agenda involving multiple projects at different stages of development, leading to publications within a 2-3 year time span.

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- b. *Exceeding Expectations*: Has a robust and consistent publication output.
 - c. *Outstanding*: Has a robust and consistent publication output of superlative quality and impact.
 - d. *Below Expectations*: Has completed, or is in the process of completing and/or submitting, one or more significant research projects but has been unable to garner a publication in more than 3 years.
 - e. *Fails to Meet Expectations*: Has not engaged in discernible research or creative activity and has expressed little or no documented interest in doing so, eschews academic conferences or other types of public scholarly interaction, and has expressed indifference or hostility to the academic project.
3. *Leadership and Service*. The Program expects its faculty to strive for excellence in leadership and service across a range of different experiences and levels, such as Program, college, university, professional communities, and the communities in which they live. We also value faculty developing emphasis and depth in areas that allow them to do their best work. All leadership and service will be judged based on the relative labor, values, prestige, and significance of the work involved. The following are nonexclusive examples of each category: Program level: Leadership and service on faculty standing committees, search committees, and official outreach activities as provided by the college (i.e., graduate school fairs and the like). College level: Leadership and service on the CLAS Council, Dean's Advisory Council, scholarship or ethics committees, diversity committees, and CLAS EPPC committee. University level: Leadership and service on the chancellor's advisory committee, faculty assembly, privilege and tenure committee, sponsorship of student organizations, attendance at fall and spring graduation in regalia, graduation marshal. Professional level: RTP reviewer for faculty at another university, leadership and service to government agencies, reviewing journal or book manuscripts, conference respondent, conference paper reviewer. Community level (public outreach): Museum advisory boards, help at primary and secondary schools, partnerships with local civic organizations, volunteering at battered women's shelters.
- a. *Meeting Expectations*: Is actively engaged in leadership and service for his or her rank and position status and generally does what is needed to contribute her or his fair share to the Program, college, and university.

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- b. *Exceeding Expectations*: Has a robust and consistent leadership and service record on multiple levels.
- c. *Outstanding*: Has a robust and consistent leadership and service record of superlative quality and impact and which qualitatively advances key Program, college, or university agendas.
- d. *Below Expectations*: Is haphazardly involved in leadership and service across the Program, college, and university and whose contributions are lackluster and marginally helpful.
- e. *Fails to Meet Expectations*. Has not engaged in any leadership and service activities, or participated so little as to be inconsequential, or has neglected to perform leadership and service activities satisfactorily, and has expressed little or no interest in completing leadership and service work.

VII: DIFFENTIATED WORKLOADS⁵

1. At the time these bylaws are adopted, the ordinary teaching assignment for tenured and TTF is two courses per semester. Teaching workloads may be subject to adjustment by the dean, depending on the instructional needs of the unit and the resources available. Each tenured or tenure-track faculty is expected to serve the university over a full range of instructional, scholarly, and leadership and service responsibilities as allocated under the 40/40/20 evaluation model, where 40 percent of efforts and evaluation are directed to teaching, 40 percent to research, and 20 percent to leadership and service. These allocations can be negotiated, however, with the Directors and the CLAS Dean.
2. At the time these bylaws are adopted, Clinical Teaching Track faculty usually have 4/4 teaching assignments plus 10% research and 10% service responsibilities.
3. At the time these bylaws are adopted, Instructors will have a 5/5 teaching load or a 5/4 teaching load with service.
4. In no case will a differentiated workload be approved which will negatively impact the Program's educational mission.

⁵ Differentiated Workloads: <https://www.cu.edu/policies/aps/academic/1006.pdf>