

Recommendations of the CCAF Task Force

Spring 2021

Executive Summary

The CCAF Task Force on the status of continuing, contract and adjunct faculty met in Spring 2021 to follow up on the work of the NTTF Task Force in 2019-2020. Provost Mary Pedersen commissioned a reconvening of the CCAF Task Force for the 2020-2021 academic year and the recommendations in this report are compiled primarily for consideration by the Provost and Executive Vice President with some exceptions that also involve recommendations to the Committee on Non-Tenure-Track Faculty (CoNTTF) and Faculty Council (FC).

The recommendations are organized according to the sense of prioritization. The full report of the Task Force also includes recommendations from the NTTF Task Force that have not been fully addressed including service expectations, salary compression, and other miscellaneous issues. The CCAF Task Force recommendations are outlined below and prioritized based on designation of most urgent to least urgent or “lower priority”:

Urgent

1. New budget model:

The *Faculty Manual* (FM) codifies CSU’s commitment to Continuing and Contract Faculty (i.e., “career path” faculty). The need for teaching faculty in particular is dependent on enrollment and SCH production. To better align the decentralized nature of department needs for faculty with CSU’s commitment to CCF we recommend exploring alternative budget models.

2. Expectations for appointment types:

The FM provides the basic framework for distinguishing appointment types but there are aspects of the appointment types that require further clarification from the Provost. We make recommendations on the Adjunct appointment type and in particular that it should not be utilized as a probationary appointment. We lay out the confusion that exists around the Continuing and Contract appointments and make recommendations on how these could be more consistently utilized as well as recommending that CoNTTF and FC consider how to either make changes to these in the FM or propose other solutions.

3. Teaching load and service consistency:

The decentralized administrative model at CSU has meant that there is a lot of variation across campus in teaching and service loads for **all faculty** (not just CCAF). The Task Force recommends that the Provost working in conjunction with College Deans conduct an audit of teaching loads and service loads with the goal of finding opportunities to create more consistency, recognizing that some variation is going to be appropriate.

4. Strategic Communications Plan on CCAF issues:

We recommend that a plan be developed for Provost Office communications on CCAF issues - including more policy information that would help centralize information and ensure that information on CCAF issues are communicated consistently across campus. Similar plans at the College level would also be helpful including providing links to the Provost page on CCAF.

High Priority:

5. Definition of “faculty” and representation of CCAF in Faculty Governance:

An issue was raised with the Task Force that pertains to a proposal to convert some extension appointments from AP to faculty appointments. This raises a number of questions such as what actually defines a faculty position, what is a suitable “academic home” for CCAF, and how can

we ensure representation of all CCAF on FC. We recommend that FC work with the Provost on answering these questions in the context of evaluating the extension proposal.

6. Expectations for joint AP/Faculty appointments:

There are a large number of appointments that involve some “faculty” work in addition to the work of an AP. Deficiencies in how these appointments are tracked and administered make understanding this group exceedingly difficult. We recommend conducting an audit on this group to better understand these appointments and bring greater consistency.

7. Expectations for the Instructor vs. Professor tracks:

There is confusion about the difference between the instructor track and the professor track for CCAF. We recommend that the Provost provide explicit expectations for these two tracks including such things as terminal degree. *We recommend that CoNTTF and FC consider the possibility of a single-track* recognizing (a) the challenge of providing faculty without a terminal degree a career path and (b) the benefits of a simplified system.

8. Accountability of Department Codes:

We recommend that the Vice Provost for Faculty Affairs conduct an audit of all department codes to ensure they include all of the requirements from the changes in the FM for CCAF.

9. University goal for balance between T/TTF and CCAF:

We recommend that the Provost in conjunction with the President and the Deans establish a goal for CSU as an R01 university for the appropriate balance of faculty when it comes to meeting the university’s needs recognizing that the ratio of TTF to CCAF need not be the same in each college/department.

Lower Priority:

10. Faculty onboarding and HR tracking of CCAF:

We recommend extending and expanding onboarding to include all faculty. New faculty orientations, mentoring programs, etc. should be available to all faculty. Furthermore, we recommend improving systems for tracking CCAF in the HR system. An important aspect of this is to make sure the job descriptions in TMS are up-to-date. This may rise to a higher level of urgency with Colorado’s new Equal Pay for Equal Work Act (SB 19-085). This would, of course, rely on consultation with HR.

Respectfully submitted by Professors Sue James and Alex Bernasek, Co-chairs of the CCAF Task Force.

Main Report of the CCAF Task Force

Urgency:

In this document we set out recommendations from the 2020-2021 CCAF Task Force as well as some recommendations from the 2019-2020 NTTF Task Force that still need to be addressed. It was clear from the two open forums sponsored by the CCAF Task Force in Spring '21 that many of the questions and concerns raised are the same questions and concerns that have been raised for *many years*. We have taken that sense of urgency into account in organizing these recommendations and prioritizing those that need immediate attention.

We have indicated in our recommendations a classification based on the degree of urgency; urgent, high priority, and lower priority.

Guiding Philosophy:

- Departments have needs for faculty that are Short Term/Uncertain and needs that are Long Term/Stable.
- Some CCAF are interested in an appointment with a career path and others are not.
- Alignment of expectations for appointment types in principle can be represented as follows, with the goal of achieving alignment in as many appointments as possible:

	Department needs are LT/stable	Department needs are ST/uncertain
Faculty are interested in a career path	CONTRACT AND CONTINUING APPOINTMENTS	
Faculty are not interested in a career path		ADJUNCT APPOINTMENTS

Recommendation 1: A new budget model is needed (*urgent*)

A new budget model is needed such that departments have the budget capacity to make and maintain their commitment to career path NTTF/CCAF. If it is an institutional commitment to provide greater security to career path faculty then the funding should align with that commitment. In addition to improving morale and culture, developing a new budget model has the capacity to improve curricula, instruction, and student success, as explained below.

There is no way of reconciling/aligning department needs with ongoing commitments to career path faculty without some kind of change in the budget model of the university. Therefore, we recommend investigating the budget models used by other institutions that have provided a career path, security, and a long-term commitment to CCAF colleagues. And although we recognize that any sustainable budget model will have to consider enrollment and SCH production, the investment in providing greater job security for CCAF colleagues, if implemented thoughtfully, can contribute to increased retention, persistence, and graduation rates that could help to fund the investment.

As part of the consideration for a new funding model we recommend conducting a budget audit across colleges and specifically looking into the “true” costs of contingency, taking into account the negative effects on the quality of student learning.

Note: Recommendation 4 below regarding teaching load consistency across campus is related to this recommendation.

The Task Force brainstormed some ideas about a new budget model. If CCAF were funded by FTE, not course section, we could create a pool of CCAF talent for use across the university. The CCAF FTE pool could be funded by a combination of department/college and central funds. This would create a mechanism to deal with *local* fluctuations in enrollments and course sections. We recognize that when CSU enrollments decrease overall, we still need flexibility for budget reductions and the current CCA appointment types still provide that flexibility.

However, in the case of CCAF who want long term career employment, we could hire them into one of these CCAF talent pool FTE positions. Then when there are enrollment drops in their department and they do not have enough course sections to teach, rather than drop them below a 100% appointment, X% of their effort could be deployed in another unit, for another purpose in their unit, or for cross-unit efforts. This approach would require some standardization/consistency in understanding of percent effort across units, as described in recommendation 4 below. Examples of other assignments might include:

- Teaching for another unit.
- Doing research on another project or in another unit.
- Doing service to support our teaching and research missions such as:
 - Developing frameworks for and managing the delivery of multiple course sections to ensure consistency between course sections;
 - Working with the *Assistive Technology Resource Center* and *Student Disability Services* to make course materials more accessible;
 - Developing new courses;
 - Curriculum management (making curricula more inclusive, overhauling curriculum for new accreditation requirements, developing new courses, eliminating unintended redundancy, and ensuring curricular learning objectives are met);
 - Aligning curricula across key course pairs, such as introductory chemistry and biology or calculus and courses requiring it as a prerequisite;
 - Working on internal program review or external accreditation review.

Recommendation 2 (see Background on Recommendations 2, 3 below): Clarifying Expectations for Adjunct Appointments (*urgent*)

1. The purpose of adjunct faculty appointments is to hire people who have particular expertise to teach or conduct research for a specific purpose and on a limited basis (this could be a one-time need, an occasional need, or an ongoing need at less than half time).
2. An illustrative example of an adjunct appointment for a teaching faculty position is one where a practitioner of a specialized skill with suitable credentials is retained to conduct a course (or courses within the time limitation already specified in this document) that is determined by the hiring unit to provide unique value to university students (either undergraduate or graduate).
3. An illustrative example of an adjunct appointment for a research faculty position is one where a practitioner of a specialized skill with suitable credentials is retained to permit execution of research work that is determined by the hiring unit to provide unique value to the university research enterprise.
4. Adjunct faculty appointments shall be used for teaching or research faculty positions that are only

(a) less than half-time on an on-going basis (< 50% FTE each and every semester), and (b) limited-term (no more than two consecutive semesters at ≥ 50% FTE) or occasional (i.e. not employed every semester)¹².

5. Adjunct faculty appointments shall not be used as probationary appointments leading to continuing or contract appointments of either teaching or research faculty positions. If a probationary period is to be required for faculty hired with a continuing or contract appointment then the terms of the probationary period including duration of the probationary period, specific evaluation metrics and specific evaluation method must be included in the position offer letter.
6. Adjunct faculty positions shall not be used as “flexible” work arrangements where faculty are employed on an on-going basis and their adjunct status is maintained by regular switching of FTE below and above 50%.
7. Hiring of Adjunct faculty is typically done through open pools rather than through a search process. In terms of distinguishing between Adjunct and Continuing/Contract appointments we recommend that the latter be hired through a search process rather than through an open pool.
8. We recommend that CoNTTF revisit the language in the FM that automatically converts an Adjunct appointment into a Continuing appointment if an adjunct faculty member’s FTE is at 50% or more for two consecutive semester and considers other ways of distinguishing Adjunct appointments from Continuing/Contract appointments (i.e. such as how the hiring takes place).

Recommendation 3 (see Background on Recommendations 2, 3 below): Clarifying Expectations for Contract and Continuing Appointments (*urgent*)

1. The distinction between these appointments is problematic, and we believe little can be done to provide meaningful recommendations or expectations for when to utilize one or other of these appointments with the current FM language. Therefore, we recommend that CoNTTF revisit the language in the FM regarding contracts and clarify how contracts should be operationalized, including when a contract can be ended.
2. We will however offer some suggestions for how these two appointment types may be used that is in line with certain expectations regarding the security of the appointment, and point out the most troublesome FM language that we recommend CoNTTF and FC consider revising.
3. The best that we think we can do is to explain as clearly as possible how these appointment types differ.
4. A perception exists that a contract provides more security to faculty than a continuing appointment. That perception comes from the fact that the CO legislature passed a bill in 2012 that made it possible to offer 3-year contracts to teaching faculty. The intention was to provide teaching faculty with more security since they are not “at will” during the period of the contract.
 - a. A continuing appointment is “at-will” in CO law which means that a continuing appointment can be terminated at any time without cause as long as the reason for termination is not illegal, such as discrimination based on a protected identity.
 - b. At CSU the process for terminating an “at-will” employee involves a request to terminate a faculty member not on the tenure path that goes to the Office of General Counsel and the Provost and that ultimately requires the approval of the President. Despite CO law that

¹ The definitions of terms are as follows:

- Less than half-time: < 50% FTE (not benefits eligible)
- Part-time: ≥ 50% FTE < 100% FTE (benefits eligible)
- Full-time: 100% FTE (benefits eligible)

² The *Faculty Manual* states: “This appointment type may not be used for a faculty member employed full-time or part-time every semester for more than two semesters.”

- termination can happen without cause that is not how termination works at CSU and “cause” is required in a request that is made to OGC, the Provost and ultimately the President.
- c. If termination is based on poor performance or behavior, OGC will ask the department to demonstrate the faculty member was informed of the challenges and given an opportunity to correct performance or behavior that has been identified as problematic.
 - d. A contract appointment is not “at-will” which means that termination before the expiration of the contract must fall within one of the criteria established in the appointment letter and involves a request to terminate that goes to OGC and the Provost and that ultimately requires the approval of the President.
 - e. The process for termination of a contract is similar as the process for termination of a continuing appointment in that it involves OGC, the Provost and the President. However, the contractual period and the appointment letter do create a difference in the termination of a contract faculty member from a continuing appointment. The contract faculty member enjoys stronger protections for the period of the contract as the grounds for termination would have to be stronger.
 - f. The contract “appears” more secure over the term of the contract (2 or 3 years for teaching faculty), but without an end date the continuing appointment “appears” more secure precisely because it is ongoing and doesn’t have an end date.
 - g. A complication of the contract appointment adding to the confusion is the requirement in the FM that if a contract is not renewed it automatically converts to a continuing appointment.
 - h. Further complications that can make contracts feel less secure than continuing appointments are these sections of the FM:
 - *E.6: A multi-year contract does not carry any guarantee or implication that the contract will be renewed, even though the duties of the employee may have been discharged satisfactorily.*
 - This language goes against the spirit of point 6 under this recommendation, directly below. CoNTTF should consider recommending changes to this language to recognize the probationary period suggested in point 6 below.
 - *E.2.1.3: At least one (1) year prior to the expiration of the contract, the faculty member shall either be given a new contract or informed that the current contract **may** [bolded for emphasis] be allowed to expire.*
 - The word “may” can lead units to tell all faculty with a contract one year from expiration that they may not be renewed, especially in times of significant budget uncertainty. Further, when a person is not notified but then a year later their contract is not renewed, what are the consequences? We recommend each contract be considered on an individual basis and that the faculty member be informed a year in advance that their contract will be renewed (budget permitting), will not be renewed but they will be retained as continuing, or that it will not be renewed and their contract will be terminated. This still leaves budget flexibility for uncertain times, but also delivers a more specific, individualized message. CoNTTF should consider recommending changes to this FM language.
 - i. The contract is not really a contract in the sense that non-renewal is not a simple option at the end of the contract period. At CSU if a contract is not renewed, the two options are to let it roll over into a continuing appointment or go through the process to terminate the faculty member at the expiration of the contract.
5. The principle of giving faculty who meet LT/stable needs of departments a career path and some security associated with that is obfuscated by the confusion around these two appointment types. To clear up that confusion, we thus recommend re-thinking how best to create an appointment type(s) that is (are) true to the intent behind career paths for faculty expected to be employed on

an ongoing basis to meet LT needs of departments teaching and research but not on tenure-track or tenured appointments.

6. One suggestion for how to utilize these two appointment types that seems consistent with the intent that contracts provide more job security and a greater commitment to career path faculty is the following:
 - a. Faculty off the tenure-track can be hired onto continuing appointments with an explicit probationary period of no more than 2 years.
 - b. Faculty who complete their probationary period with satisfactory performance will remain on their continuing appointment subject to enrollment and budget considerations. Faculty may be terminated for unsatisfactory performance or for enrollment/budgetary reasons after the probationary period. Note: Even during the probationary period a faculty member who is “at-will” may be terminated for enrollment or budgetary reasons.
 - c. Faculty who are promoted either on the Instructor track (to Senior Instructor) or the Professor track (to Associate Teaching/Research Professor) should be offered three- (up to five- for research faculty) year contracts with the expectations of contract renewal over time. These faculty who have successfully gone through a promotion process can be considered “vested.” Faculty should have the choice of accepting a contract or remaining on a continuing appointment.
7. We also note that for CCAF who are currently on contracts, not having a contract renewed even if the appointment becomes continuing sends a message to the faculty member that their position is now less secure. Whether that is the intent or not, that tends to be how non-renewal of a contract is perceived.

NOTE: Background on Recommendations 2 and 3: Expectations about appointment types:

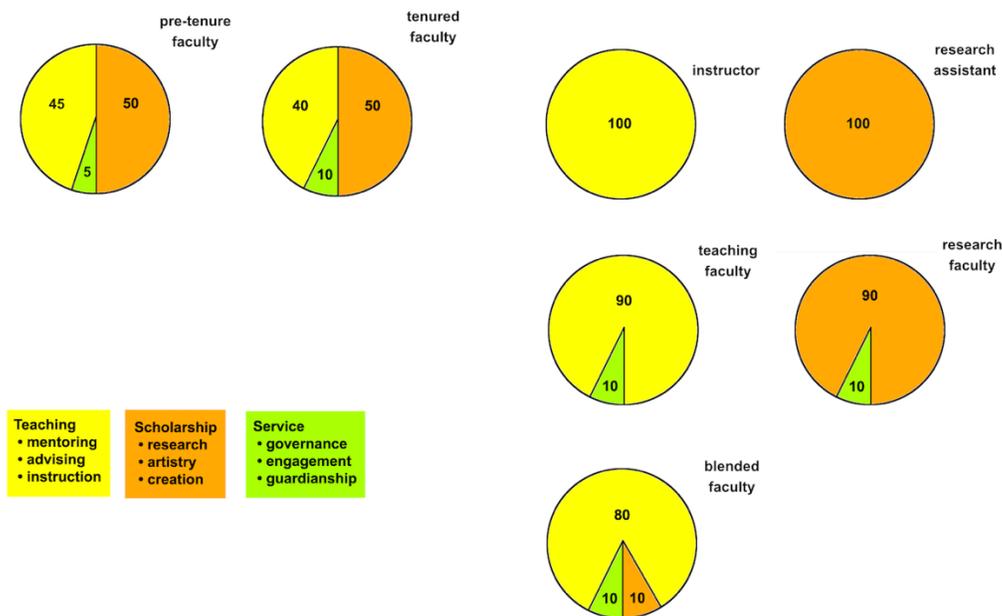
- The Faculty Manual describes appointment types for faculty as contract, continuing and adjunct.
- The distinction between adjunct and contract/continuing is a distinction between an appointment without the expectation of a career path and appointments with the expectation of a career path. The point of contract and continuing appointments was to give more security to faculty who meet LT/stable department needs.
- The major impediment to this alignment of expectations in practice is the funding model at CSU. Decisions about faculty appointments are decentralized; they are typically made at the department level. Hiring faculty on contract and continuing appointments involves an ongoing financial commitment on the part of departments. Department operating budgets have become very lean and many departments rely on “enterprise funds” or enrollment-based funding from the Provost to cover the costs of faculty appointments. Fluctuations in “enterprise funds” or enrollment-based funds make it difficult for departments to meet their long-term commitments to faculty. The requirements for contract and continuing appointments in the FM establishes a financial commitment on the part of individual departments to faculty on those appointments, but department budgets are not always sufficient to meet those financial commitments.
- One of the unintended consequences of the FM language on appointment types is that departments will offer faculty the “minimum” FTE they think they can support on an on-going basis (50%) and the actual FTE of faculty may fluctuate between 50 and 100%. The department’s need for “flexibility” to ensure they can cover their financial commitments to faculty ends up hurting faculty who are either permanently kept at part-time or who face uncertainty in their income as their FTE changes.

Recommendation 4: Ensuring greater teaching load consistency across campus (*urgent*)

One of the issues that emerges for teaching faculty is the lack of a university standard for teaching loads. In the decentralized culture at CSU, it will be challenging to get to a university standard before understanding college-level differences. As such we recommend that the Provost’s Office work collaboratively with College Deans to establish a framework for ensuring teaching load consistency across campus, that also allows for appropriate department/college-level differences. This is an issue that will need to be addressed when considering alternative budget models for funding CCAF positions (see Recommendation 1 above).

Questions submitted in the two open forums sponsored by the Task Force this spring indicate the need for more clarity when it comes to workload distributions for CCAF and whether faculty workload distribution is related to whether a faculty member is on the tenure track. Examples of workload distributions for CCAF would be helpful in driving a discussion of this issue. We also recommend FC discuss the definitions of CCAF/NTTF and TTF in terms of workload distribution and other relevant parameters. As one forum question highlighted, are CCAF and TTF with the same effort distribution and similar performance abiding by Colorado’s new Equal Pay for Equal Work Act (SB 19-085).

Examples of Faculty Effort Distribution



Note: Related to this recommendation is also the consideration of service in faculty workloads. This is one area that needs attention as the recommendations of the NTTF Task Force in this area have not yet been addressed (see list at the end of this document).

It is noted here that issues like teaching load consistency, service, and salary compression are issues that have been raised across campus as affecting all faculty, not only CCAF.

Recommendation 5: Communications from the Provost’s Office (*urgent*)

We recommend the development of a strategic communication plan for the CCAF issues and regular communication from the Provost’s Office to campus regarding CCAF issues. Establishing easy access to information in something like a policy handbook that is updated regularly, is also recommended. Communication on CCAF issues should also include things like communications to/from the BOG. *This was also a recommendation of the NTTF Task Force.*

Recommendation 6: Definition of “faculty” and representation of CCAF in Faculty Governance (*high priority*)

In the context of a proposal to turn extension appointments into CCAF appointments we urge caution in treating CCAF differently from TTF/TF in terms of having an academic home and representation on Faculty Council. This is clearly an important issue for Faculty Council to be involved with. If extension professionals do become CCAF we recommend that CoNTTF consider modifiers in the Professor track such as Assistant Extension Professor, Associate Extension Professor and Extension Professor. If Extension Faculty are defined uniquely from other CCAF and have less faculty council representation than other CCAF this raises concerns about increasing the overall contingency of the CSU faculty.

Furthermore, there are currently CCAF (not Extension) who do not have an academic department as a home (e.g., Graduate School, Honors Program) and thus lack Faculty Council representation. Also related to this is the broader question of what defines a “faculty” position and how that is related to academic freedom. In respect to this we recommend that FC work with the Provost to consider how this should be included in the FM.

Recommendation 7: Clarifying Expectations for Joint AP/Faculty Appointments (*high priority*)

Administrative Professional appointments often include teaching or research activities that are typically carried out by faculty. These are difficult to track through the HR system (“falling below the radar”), but preliminary analysis suggests that these are quite common, particularly with regard to teaching. How that work is included in a person’s workload distribution seems to vary widely, with a number of people teaching in addition to their existing full-time AP work. In that case, the teaching is remunerated through supplemental pay. There is much more tracking and analysis of these joint positions needed, particularly in the area of research, before any solid recommendations can be made.

Our recommendation is that this group of employees, APs who also teach or do research, should be brought “above the radar” and their situations understood. In particular, among the APs, who teach a distinction needs to be made between: (1) those for whom teaching is a part of their job description and hence included in their workload and salary, and (2) those for whom teaching is addition to their job description and remunerated through supplemental pay. Further, we recommend that the university establish guidelines for when it is appropriate for a faculty member to teach when that is in addition to a 100% FTE AP appointment.

Recommendation 8: Instructor vs. Professor track (*high priority*)

1. There is a need for consistency across the campus regarding appointments in the Professor track. It would be helpful for there to be more consistency with titles across campus as well. In terms of naming in the Professor track we recommend as appropriate (Teaching vs. Research focus): Assistant Teaching/Research Professor - Associate Teaching/Research Professor - Teaching/Research Professor.

2. The current requirement for an appointment in the Professor track is a terminal degree. That makes sense with the two tracks for teaching faculty. Faculty in the Instructor track are not required to have a terminal degree. If there were to be a single Professor track there would need to be consideration of practices in certain disciplines where considerable professional experience is considered a substitute for a terminal degree. On the advice of OEO, if a terminal degree is not required for the Professor track then the language needs to be very specific in terms of what “equivalent professional experience” actually means.
3. We recommend that CoNTTF *consider* eliminating the Instructor track altogether and have a single track that uses the modifiers mentioned in the first point of this recommendation (Teaching or Research depending on the job description). For example:

Instructor	This will typically be for Adjunct appointments but may also be an entry point for Career Path faculty with a first level of promotion from Instructor to Assistant Teaching/Research Professor*
Assistant Teaching/Research Professor	This may be an entry point for Career Path faculty with the expectation that the effort distribution for an Assistant Professor would be different from that of an Instructor.
Associate Teaching/Research Professor	
Teaching/Research Professor	

**Note: This is purely illustrative. It may make sense to add another rank such as “Lecturer” that would provide a promotion opportunity for faculty without terminal degrees who may not be eligible for the professor track.*

Recommendation 9: Accountability of Department Codes *(high priority)*

Many of the questions and concerns of CCAF have to do with issues that should be clearly spelled out in department codes. It does not appear that all departments have the required information as laid out in the FM in their codes and considerable variation exists across departments. We recommend that VPFA conduct an audit of all department codes to (1) ensure that the codes include information required by the FM and (2) to see what variation exists across departments and colleges regarding what distinguishes faculty who are in the Instructor track from those in the Professor track and how an individual moves from the Instructor track to the Professor track.

Recommendation 10: Institutional goal for balance between T/TF and CCAF *(high priority)*

We recommend that the Provost in conjunction with the President and Deans determine a strategic goal for CSU when it comes to the balance between T/TF and CCAF. Recognizing CSU’s status as a R01 university there is a need to be deliberate when it comes to how best we can meet both the teaching and scholarship needs and aspirations of the university, recognizing that the ratio of T/TF to CCAF need not be the same in each college/department.

Recommendation 11: An onboarding process for all faculty *(lower priority)*

An onboarding process does exist for TTF at the university level and it appears that such a process exists also at the college and department levels in some cases. Including CCAF in those onboarding processes is

highly recommended. Information about HR, the university, the college and the department, including such things as information on the Ombuds and Grievance Process are recommended.

In addition, some form of mentorship for new faculty is also recommended, and TILT would be an excellent partner in that project.

Recommendation 12: Refresh of job descriptions (*lower priority*)

We recommend that not only in the event of promotions but when there is any significant change in the workload distribution of CCAF, this should be reflected in: (1) a new offer letter, (2) and updated job description in TMS. Minor changes with teaching assignments for a semester as well as small changes in the workload distribution should not require this and the use of memos should be sufficient to deal with such changes. This may rise to a higher level of urgency with Colorado's new Equal Pay for Equal Work Act (SB 19-085).

Recommendations from the 2019-2020 NTTF Task Force:

Here we include a summary of recommendations (the details are in the final report of the NTTF Task Force) that, to the best of our knowledge, have either not been addressed consistently and are connected to recommendations made above:

1. Implementing best practices in the promotion process for NTTF (*high priority*)
2. Implementing the service component for continuing and contract NTTF (*urgent*)
 - o Conducting a university-wide service audit
 - o Creating service rubric templates
3. Creating a plan to address salary compression for NTTF (*urgent*)
4. Establishing a more effective method for tracking NTTF in the HR system (*lower priority*)
5. Accurately representing FTE in the HR system (*lower priority*)
6. Establishing expectations for concurrent assignments (*urgent*)
7. Establishing expectations for how teaching online classes is counted in FTE (*urgent*)
8. Conducting an audit of NTTF appointments across campus (*urgent*)

2020-2021 CCAF Task Force Membership:

- **Alex Bernasek**, Professor of Economics, CLA, co-chair of the CCAF Task Force
- **Sue James**, Vice Provost for Faculty Affairs, co-chair of the CCAF Task Force
- **Jen Aberle**, Associate Professor of Human Development and Family Studies, CHHS
- **Denise Apodaca**, Senior Instructor of Music, Honors Faculty, Affiliate Faculty in Women's Studies, CLA
- **Sam Bechara**, Associate Professor of Practice of Mechanical Engineering, COE
- **Sarah Blessinger**, Human Resources Officer, CLA
- **Matt Camper**, Assistant Dean of Teaching Practice and Academic Programs; Senior Teaching Instructor of Agricultural Biology, CAS
- **Jonathan Carlyon**, Chair of Languages, Literatures and Culture, Associate Professor of Spanish, CLA
- **Nick Cummings**, Associate Director of Human Resources Information Systems, HR
- **Karolien Deneff**, Interim Chair of Analytical Resources Core (ARC), Director of the Center for Materials and Molecular Analysis (ARC-MMA), **Research CCAF**, CNS
- **Joseph Diverdi**, Associate Professor of Chemistry, CNS.
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- **Pam Jackson**, Associate Vice Provost for Communications
- **Lisa Kutcher**, Chair and Professor of Accounting, Deloitte Faculty Fellow, **COB**
- **Jannine Mohr**, Deputy General Counsel
- **Diana Prieto**, Vice President for Equity, Equal Opportunity, and Title IX, OEO