

University of Colorado Denver  
College of Architecture and Planning

Hiring, Reappointment,  
Promotion and Evaluation Guidelines  
for  
Clinical Teaching Faculty  
Clinical Faculty  
Instructors/Senior Instructors  
Lecturers

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| <b>Addendum A: Regent Policy Faculty Titles – General Definitions</b>   | <b>A1- A7</b> |
| <a href="https://www.cu.edu/regents/Policies/Policy5L.htm">https://www.cu.edu/regents/Policies/Policy5L.htm</a> |               |

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| <b>Addendum B: Clinical Teaching Track Faculty – Guidelines for the Denver Campus</b> | <b>A8</b> |
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**Also see Regent Policy:** Standards Processes and Procedures for Appointment, Reappointment, Tenure and Promotion (Appendix A of the Laws of the Regents)  
[https://www.cusys.edu/policies/policies/A\\_Standards-Tenure-Promotion.html](https://www.cusys.edu/policies/policies/A_Standards-Tenure-Promotion.html)

**Various resources on policy and processes available through CU Denver Center for Faculty Development** [http://www.ucdenver.edu/faculty\\_staff/faculty/center-for-faculty-development/Pages/default.aspx](http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Pages/default.aspx)

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# I. Introduction

The College of Architecture and Planning (CAP) delivers a rich mix of professional and academic programs at the bachelors, masters, and doctoral levels, in the disciplines of architecture, landscape architecture, urban and regional planning, urban design, and historic preservation. It also undertakes extensive research and community service efforts in these fields.

To deliver these programs with distinction, the college faculty must be drawn from a variety of backgrounds, including academic scholars, practitioners of the professional disciplines, researchers, community organizers, experts in pedagogy for professional education, etc.

The Laws of the Regents and the Academic Policy Statements on the University of Colorado Denver campus provide an extensive list of faculty titles and definitions that can be used by colleges and departments on this campus. Only the titles on the list can be used, but not all titles have to be used. Each college and department can select those titles that will most effectively match its programmatic needs and hiring plan. (See Addenda: V.A. Regent Policy, Faculty Titles)

After an extensive review of its faculty needs, CAP has chosen to use the following faculty titles for any faculty hired with a teaching obligation: **Tenure Track** at the levels of Assistant, Associate and Full Professor; **Clinical Faculty** at the levels of Assistant, Associate and Full Professor; **Clinical Teaching Faculty** at the levels of Assistant, Associate and Full Professor; **Instructors and Senior Instructors**; and **Lecturers**. The addition of Clinical Teaching Track (A non tenured position where faculty focus on bringing practical experience to the classroom) and Clinical Track faculty (A non tenured position of less than .5 FTE(F) focusing on connecting applied research or practice to the classroom.) will enrich our community and provide the flexibility to engage students in a multi-layered and relevant educational experience. Clinical Faculty are primarily practitioners or researchers that also engage in teaching activities. The document also clarifies the criteria for Senior Instructor, Instructor, and Lecturer positions, all of which are based on more conventional norms of teaching and service within the academic setting of the University of Colorado System.

This document explains how CAP uses the non-tenure track faculty titles and serves as a guide for each department's hiring plan. Its central purpose is to foster consistency across departments for non-tenure track hiring. Section I provides an overview of the faculty titles; Section II describes the processes used to hire, promote, transfer, and evaluate faculty. Section III describes the workload expectations for each of these titles. Section IV provides the criteria that are used for hiring, promotion and performance evaluation.

The processes and performance criteria for tenure track faculty are defined in other documents in the university and college. However, in order to understand the larger picture of how all faculty titles including tenure track relate to each

other, this document includes in some places descriptions of tenure track positions alongside the non-tenure track positions. In the event of a conflict between information in this document and university policies, the later supersede this one document.

## II. Overview of Faculty Titles

This section summarizes the faculty titles used in CAP, showing their distinctive characteristics and differences. This table shows all ranks allowed per Regent Policy; those in **bold** are the ones used in CAP. The categories are taken from Regent Policy 5: "Faculty -- 5.L: Policy on Approved Faculty Titles." Although other categories of faculty titles are covered in the Regent Policy, including Research Faculty, the comparison here deals with the four most relevant to these guidelines. This table also references the policy statement "Faculty Track Comparison: T/TT, CTT, Non-Tenure Track" from Human Resources, dated November 2009.

|                         | Non-Tenure Track  |  |  |   |   |
|-------------------------|---|--|--|---|---|
|                         | TENURED/TENURE TRACK  | CLINICAL TEACHING TRACK  | CLINICAL FACULTY<br>(Less than .5 FTE)   | OTHER NON-TENURE TRACK  |   |
| TITLES/RANKS            | <ul style="list-style-type: none"> <li>▪ <b>Assistant Professor</b></li> <li>▪ <b>Associate Professor</b></li> <li>▪ <b>Full Professor</b></li> </ul>   | <ul style="list-style-type: none"> <li>▪ Instructor, CTT</li> <li>▪ Sr. Instructor, CTT</li> <li>▪ <b>Assistant Professor, CTT</b></li> <li>▪ <b>Associate Professor, CTT</b></li> <li>▪ <b>Professor, CTT</b></li> </ul>                      | <ul style="list-style-type: none"> <li>▪ Instructor, Clinical</li> <li>▪ Sr. Instructor, Clinical</li> <li>▪ <b>Assistant Professor, Clinical</b></li> <li>▪ <b>Associate Professor, Clinical</b></li> <li>▪ <b>Professor, Clinical</b></li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Instructor</b></li> <li>▪ <b>Senior Instructor</b></li> <li>▪ <b>Visiting</b></li> </ul>        | <ul style="list-style-type: none"> <li>▪ <b>Lecturer</b></li> <li>▪ Scholar in Residence</li> <li>▪ Artist in Residence</li> </ul>  |
| GENERAL CHARACTERISTICS | <ul style="list-style-type: none"> <li>▪ Emphasis on moving the discipline forward through innovative scholarship and research; and bringing this into the classroom</li> <li>▪ Service</li> <li>▪ May serve as a Principal Investigator</li> </ul> | <ul style="list-style-type: none"> <li>▪ Emphasis on teaching related to professional practice</li> <li>▪ Research/creative work to enhance professional growth</li> <li>▪ Service</li> <li>▪ May serve as a Principal Investigator</li> </ul> | <ul style="list-style-type: none"> <li>▪ Professional practitioner bringing current practice into the classroom</li> <li>▪ Expected to continue with professional practice/creative work</li> <li>▪ Service</li> </ul>                             | <ul style="list-style-type: none"> <li>▪ Teaching</li> <li>▪ Service</li> </ul> <p>Note: Visiting faculty may have a research component</p> | <ul style="list-style-type: none"> <li>▪ Teaching</li> </ul> <p>Applicants for new hire should be reviewed and approved by departmental faculty prior to appointment.</p> |

|                                    |   | <b>Non-Tenure Track</b>   |   |   |   |
|------------------------------------|---|---|---|---|---|
|                                    | <b>TENURED/TENURE TRACK</b>   | <b>CLINICAL TEACHING TRACK</b>  | <b>CLINICAL FACULTY</b><br>(Less than .5 FTE)   | <b>OTHER NON-TENURE TRACK</b>   |   |
| PERCENT OF TIME                    | <ul style="list-style-type: none"> <li>Typically full-time</li> </ul>   | <ul style="list-style-type: none"> <li>Typically full time; no less than 50% time (0.5 FTE)</li> </ul>                        | <ul style="list-style-type: none"> <li>Must be less than 0.5 FTE) or on a volunteer basis</li> </ul>  | <ul style="list-style-type: none"> <li>Typically full-time</li> </ul>   | <ul style="list-style-type: none"> <li>Per course appointment</li> </ul>  |
| GENERAL RE: APPOINTMENT AND REVIEW | <p>See Campus Administrative Policy: Reappointment, Tenure, and Promotion July 2010 - Downtown Denver Campus<br/> <a href="http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Documents/VCAC%20Policy%20Denver%20Campus%207.1.10.pdf">http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Documents/VCAC%20Policy%20Denver%20Campus%207.1.10.pdf</a></p> | <ul style="list-style-type: none"> <li>Not eligible for tenure</li> <li>Appointment is at will, with annual review</li> </ul> | <ul style="list-style-type: none"> <li>Not eligible for tenure</li> <li>Appointment is at will, with annual review.</li> <li>Must confirm current involvement in professional practice</li> </ul> | <ul style="list-style-type: none"> <li>Not eligible for tenure</li> <li>Appointment is at will, with annual review</li> </ul> | <ul style="list-style-type: none"> <li>Lecturers can be reappointed only after review of performance</li> </ul> |

### III. Processes for Hiring, Reappointment, Promotion and Evaluation

#### A. Initial Hire

| TENURED/TENURE TRACK<br>All Titles   | NON-TENURE TRACK<br>CLINICAL TEACHING TRACK --All Titles   | NON-TENURE TRACK<br>CLINICAL TRACK<br>All Titles   | NON-TENURE TRACK<br>Instructors and Senior Instructors  | LECTURERS  |
|--|--|--|---|--|
| <p><u>Search</u><br/>Levels of approval responsibility:</p> <ul style="list-style-type: none"> <li>▪ Department and Chair</li> <li>▪ Dean</li> <li>▪ Provost</li> <li>▪ Chancellor</li> <li>▪ Regents (for a hire with Tenure)</li> </ul> <p><u>General Search Process</u><br/>Follows standard search process as defined by Campus Administrative Policy<br/><a href="http://www.ucdenver.edu/about/departments/HR/HRPoliciesGuidlines/Documents/Hiring%20Process%20for%20Full%20Time%20Faculty%202-10.pdf">http://www.ucdenver.edu/about/departments/HR/HRPoliciesGuidlines/Documents/Hiring%20Process%20for%20Full%20Time%20Faculty%202-10.pdf</a></p> <p><u>Materials Required</u><br/>See RTP Process (“Strategies for Success” and College Guidelines)<br/><a href="http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/reports/Documents/Final%20SfS%20print2.pdf">http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/reports/Documents/Final%20SfS%20print2.pdf</a></p> | <p><u>Search</u><br/>Levels of approval responsibility:</p> <ul style="list-style-type: none"> <li>▪ Department and Chair</li> <li>▪ Dean</li> <li>▪ Provost</li> </ul> <p><u>General Search Process</u><br/>Follows standard search process as defined by Campus Administrative Policy.<br/><a href="http://www.ucdenver.edu/about/departments/HR/HRPoliciesGuidlines/Documents/Hiring%20Process%20for%20Full%20Time%20Faculty%202-10.pdf">http://www.ucdenver.edu/about/departments/HR/HRPoliciesGuidlines/Documents/Hiring%20Process%20for%20Full%20Time%20Faculty%202-10.pdf</a></p> <p><u>Materials Required</u><br/>Same as tenure/tenure track faculty.</p> | <p><u>Search</u><br/>Levels of approval responsibility:</p> <ul style="list-style-type: none"> <li>▪ Department and Chair</li> <li>▪ Dean</li> <li>▪ Provost</li> </ul> <p><u>General Search Process</u><br/>Follows standard search process as defined by Campus Administrative Policy.<br/><a href="http://www.ucdenver.edu/about/departments/HR/HRPoliciesGuidlines/Documents/Hiring%20Process%20for%20Full%20Time%20Faculty%202-10.pdf">http://www.ucdenver.edu/about/departments/HR/HRPoliciesGuidlines/Documents/Hiring%20Process%20for%20Full%20Time%20Faculty%202-10.pdf</a></p> <p><u>Materials Required</u><br/>Same as tenure/tenure track faculty.</p> | <p><u>Search</u><br/>Levels of approval responsibility:</p> <ul style="list-style-type: none"> <li>▪ Department and Chair</li> <li>▪ Dean</li> </ul> <p><u>General Search Process</u><br/>Follows standard search process as defined by Campus Administrative Policy.<br/><a href="http://www.ucdenver.edu/about/departments/HR/HRPoliciesGuidlines/Documents/Hiring%20Process%20for%20Full%20Time%20Faculty%202-10.pdf">http://www.ucdenver.edu/about/departments/HR/HRPoliciesGuidlines/Documents/Hiring%20Process%20for%20Full%20Time%20Faculty%202-10.pdf</a></p> <p><u>Materials Required</u></p> <ul style="list-style-type: none"> <li>▪ Letter of interest</li> <li>▪ Current résumé</li> <li>▪ Portfolio of work (for design positions)</li> </ul> | <p><u>Search</u><br/>Lecturers are hired as part-time, at will employees to teach on a course by course, semester by semester basis, typically one or more classes per term. Lecturers can be reappointed only after review of performance. They may have graduate degrees and/or advanced experience in their profession or field of expertise.</p> <p><u>Materials Required</u></p> <ul style="list-style-type: none"> <li>▪ Letter of interest</li> <li>▪ Current résumé</li> <li>▪ Portfolio of work (for design positions)</li> </ul> |

| TENURED/TENURE TRACK<br>All Titles   | NON-TENURE TRACK<br>CLINICAL TEACHING TRACK --All Titles | NON-TENURE TRACK<br>CLINICAL TRACK<br>All Titles | NON-TENURE TRACK<br>Instructors and Senior Instructors | LECTURERS |
|--|--|--|--|-----------|
| <p>See Campus Administrative Policy: Reappointment, Tenure, and Promotion July 2010 – Downtown Denver Campus --</p> <p><a href="http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Documents/VCAC%20Policy%20Denver%20Campus%207.1.10.pdf">http://www.ucdenver.edu/faculty_staff/faculty/faculty-affairs/policies-forms/Documents/VCAC%20Policy%20Denver%20Campus%207.1.10.pdf</a></p> |  |  |  |           |

## B. Lateral Appointment to Parallel Title in Different Track/Series

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| Any faculty in one track/faculty series would be able to move into a different track only through an approved hiring plan and a search. (See guidelines above for initial hire and below for promotion.) | N/A |
|--|-----|

## C. Reappointment and Promotion

| TENURED/TENURE TRACK<br>All Titles  | NON-TENURE TRACK<br>CLINICAL TEACHING TRACK --All Titles   | NON-TENURE TRACK<br>CLINICAL TRACK<br>All Titles   | NON-TENURE TRACK<br>Instructors and Senior Instructors   | LECTURERS   |
|---|--|--|--|---|
| <p><u>RTP</u></p> <ul style="list-style-type: none"> <li>Department (Primary Unit) and Chair</li> <li>Dean level RTP committee</li> </ul> | <p><u>Reappointment</u></p> <p>At will appointments continue to be in effect until either employer or employee makes a decision to terminate with annual</p> | <p><u>Reappointment</u></p> <p>At will appointments continue to be in effect until either employer or employee makes a decision to terminate with annual reviews often guiding</p> | <p><u>Reappointment</u></p> <p>At will appointments continue to be in effect until either employer or employee makes a decision to terminate <b>with annual reviews often guiding this decision.</b></p> | <p><u>Reappointment</u></p> <p>Lecturers are hired as part-time, at-will employees to teach on a course</p> |

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|---|---|---|---|---|
| <ul style="list-style-type: none"> <li>▪ Dean</li> <li>▪ Vice Chancellor for Academic Affairs for RTP Committee</li> <li>▪ Provost</li> <li>▪ Chancellor</li> </ul> | <p>reviews often guiding this decision. Therefore, reappointment would not apply to Clinical Teaching Track. The conditions outlined in an original Letter of Offer can be changed via addendum with the Dean's approval, but there is no specific time limit for an appointment to a Clinical Teaching Track position.</p> <p><u>Promotion</u></p> <p><b>Request for Promotion:</b> A request for promotion must be formally submitted to the chair of the department where the faculty member is rostered. Faculty members may apply for promotion when they meet the requirements of the new rank. Generally, requests are made in the fourth year at rank, however individuals can request early consideration if substantive productivity has been achieved in teaching, research, service or a combination of these within a shorter time period. Requests for promotion must be made at the beginning of the fall semester each year, with a decision being made by the end of the spring semester of that same academic year.</p> | <p>this decision. Therefore, reappointment would not apply to Clinical Track. The conditions outlined in an original Letter of Offer can be changed via addendum with the Dean's approval, but there is no specific time limit for an appointment to a Clinical Track position.</p> <p><u>Promotion</u></p> <p><b>Request for Promotion:</b> A request for promotion must be formally submitted to the chair of the department where the faculty member is rostered. Faculty members may apply for promotion when they meet the requirements of the new rank. Generally, requests are made in the fourth year at rank, however individuals can request early consideration if substantive productivity has been achieved in teaching, research, service or a combination of these within a shorter time period. Requests for promotion must be made at the beginning of the fall semester each year, with a decision being made by the end of the spring semester of that same academic year.</p> | <p>Therefore, reappointment would not apply to Instructors, Senior Instructors and other titles in the Non-Tenure Track. The conditions outlined in an original Letter of Offer can be changed via addendum the Dean's approval, but there is no specific time limit for an appointment to a Non-Tenure Track position.</p> <p><u>Promotion</u></p> <p><b>Request for Promotion:</b> A request for promotion must be formally submitted to the chair of the department where the faculty member is rostered. Faculty members may apply for promotion when they meet the requirements of the new rank. Generally, requests are made in the fourth year at rank, however individuals can request early consideration if substantive productivity has been achieved in teaching, research, service or a combination of these within a shorter time period. Requests for promotion must be made at the beginning of the fall semester each year, with a decision being made by the end of the spring semester of that same academic year.</p> | <p>by course, basis. Not subject for reappointment. However, a performance review is necessary to remain in the pool of potential CAP lecturers.</p> <p><u>Promotion</u></p> <p>N/A</p> |
|---|---|---|---|---|



|  |  |   |   |  |
|--|--|---|---|--|
|  | <p><b>Process:</b> After the formal request is made and teaching portfolio submitted to the department chair. Each department votes to support or deny the request of a candidate. If the department approves, portfolio and letter of support is forwarded to dean for approval. Final approval by the Provost. Monetary compensation for promotion will be commensurate to achievement and follow university policy and pay scale.</p> <p><b>Assessment Material:</b> Submission materials should consist of a current CV, teaching portfolio, FCQ's and other means of teaching evaluations. Results of Research activities and/or outstanding practices can be included if relevant to candidate's assessment.</p> <p><b>Assessment Criteria:</b> Please refer to hiring criteria in section IV of this document for the specific criteria of assessment for promotion for each specific title. Promotion will be based on the candidate's</p> | <p><b>Process:</b> After the formal request is made and teaching portfolio submitted to the department chair. Each department votes to support or deny the request of a candidate. If the department approves, portfolio and letter of support is forwarded to dean for approval. Final approval by the Provost. Monetary compensation for promotion will be commensurate to achievement and follow university policy and pay scale.</p> <p><b>Assessment Material:</b> Submission materials should consist of a current CV, teaching portfolio, FCQ's and other means of teaching evaluations. Results of Research activities and/or outstanding practices can be included if relevant to candidate's assessment.</p> <p><b>Assessment Criteria:</b> Please refer to hiring criteria in section IV of this document for the specific criteria of assessment for promotion for each specific title. Promotion will be based on the candidate's ability to show meritorious achievement in teaching and service specific to rank and title. In certain</p> | <p><b>Process:</b> After the formal request is made and teaching portfolio submitted to the department chair. Each department votes to support or deny the request of a candidate. If the department approves, portfolio and letter of support is forwarded to dean for approval. Final approval by the Provost. Monetary compensation for promotion will be commensurate to achievement and follow university policy and pay scale.</p> <p><b>Assessment Material:</b> Submission materials should consist of a current CV, teaching portfolio, FCQ's and other means of teaching evaluations. Results of Research activities and/or outstanding practices can be included if relevant to candidate's assessment.</p> <p><b>Assessment Criteria:</b> Please refer to hiring criteria in section IV of this document for the specific criteria of assessment for promotion for each specific title. Promotion will be based on the candidate's ability to show meritorious achievement in teaching and service specific to rank and title. In certain cases, research and practice activities may also be considered.</p> <p><u>Materials Required</u><br/>See section IV in this document.</p> |  |
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|  |  |   |  |  |
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|  | <p>ability to show meritorious achievement in teaching and service specific to rank and title. In certain cases, research and practice activities may also be considered.</p> <p><u>Materials Required</u></p> <p>See section IV in this document.</p> | <p>cases, research and practice activities may also be considered.</p> <p><u>Materials Required</u></p> <p>See section IV in this document.</p> |  |  |
|--|--|---|--|--|

**D. Annual Performance Review**

| <b>TENURED/TENURE TRACK<br/>All Titles</b>              | <b>NON-TENURE TRACK<br/>CLINICAL TEACHING TRACK --All Titles</b> | <b>NON-TENURE TRACK<br/>CLINICAL TRACK<br/>All Titles</b> | <b>NON-TENURE TRACK<br/>Instructors and<br/>Senior Instructors</b> | <b>LECTURERS</b>   |
|---|--|---|--|--|
| Submit Faculty Report of Professional Activities (FRPA) | Submit Faculty Report of Professional Activities (FRPA)          | Submit Faculty Report of Professional Activities (FRPA)   | Submit Faculty Report of Professional Activities (FRPA)            | A performance review after each course/ semester taught is necessary to remain in the pool of potential CAP lecturers. Departments are responsible for review criteria |

## IV. Hiring, Promotion and Evaluation Expectations and Evidence

The following expectations serve as a guide for promotion and evaluation decisions. Each academic department is responsible for more specific criteria and evidence appropriate to their area, particularly in distinguishing “meritorious” and “excellent” performance for each title. The criteria will be applied and weighed appropriately based on the specific title, required standards and educational qualifications established by Regent Policy. This section is organized in three parts by faculty track (Clinical Teaching Track, Clinical Track, and Instructor/Sr. Instructor).

### A. Clinical Teaching Track

|  | <b>Assistant Professor, CTT</b>  | <b>Associate Professor, CTT</b>   | <b>Professor, CTT</b>  |
|--|--|---|--|
| <b>Hiring Qualifications</b>             | Assistant Professors in the clinical teaching track must have a terminal degree or equivalent and have some successful teaching experience. They are expected to teach and may also provide professional services.                               | Associate Professors in the clinical teaching track must have a terminal degree or equivalent, be well qualified to teach and may also provide professional services with considerable demonstrated evidence of successful teaching and demonstrated service.   | Full Professors in the clinical teaching track must have a terminal degree or equivalent, outstanding accomplishments in teaching, and may also provide professional services, a record of leadership in the school, and at least a meritorious service record.  |
| <b>Teaching: Quality of Instruction*</b> | <p>Demonstrates successful teaching*.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ FCQs</li> <li>▪ Syllabi</li> <li>▪ Assignments</li> <li>▪ Evaluation of student performance through learning outcomes</li> </ul> | <p>Demonstrates sustained record of successful teaching*.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ FCQs</li> <li>▪ Syllabi</li> <li>▪ Assignments</li> <li>▪ Evaluation of student performance through learning outcomes</li> <li>▪ Teaching awards, e.g., college, university, and/or professional association recognition for teaching excellence</li> </ul> | <p>Demonstrates sustained record of outstanding teaching*.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ FCQs</li> <li>▪ Syllabi</li> <li>▪ Assignments</li> <li>▪ Evaluation of student performance through learning outcomes</li> <li>▪ Teaching awards, e.g., college, university, and/or professional association recognition for teaching excellence</li> </ul> |

\*University policy requires multiple means of teaching evaluation; the FCQ data are required.

|  | <b>Assistant Professor, CTT</b>   | <b>Associate Professor, CTT</b>  | <b>Professor, CTT</b>   |
|--|---|--|---|
| <b>Teaching: Curricular Development</b>                              | <p>Actively participates in program decision-making and planning.</p> <p>Contributes to program accreditation and assessment efforts.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ Quality of course design and instruction (materials, organization, presentation, and evaluation)</li> <li>▪ Quality of curriculum and program development/design</li> <li>▪ Effectiveness of learning assessment techniques (e.g., assignments, papers, projects, exams, etc.)</li> </ul> | <p>Assumes responsibility for program area roles and activities.</p> <p>Participates in aspects of accreditation and development of performance-based assessments.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ Quality of course design and instruction (materials, organization, presentation, and evaluation)</li> <li>▪ Quality of curriculum and program development/design</li> <li>▪ Effectiveness of learning assessment techniques (e.g., assignments, papers, projects, exams, etc.)</li> </ul> | <p>Assumes leadership roles for program area roles and activities.</p> <p>Provides program assistance in accreditation, and outcomes and assessments efforts.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ Quality of course design and instruction (materials, organization, presentation, and evaluation)</li> <li>▪ Quality of curriculum and program development/design</li> <li>▪ Effectiveness of learning Assessment techniques (e.g., assignments, papers, projects, exams, etc.)</li> </ul> |
| <b>Teaching: Integration of Teaching with Research/Creative Work</b> | <p>Integrates relevant experiences from practice, research and/or creative work with well-executed pedagogical approaches.</p>  | <p>Demonstrates sustained record of integrating relevant experiences from practice, research and/or creative work with well-executed pedagogical approaches.</p>   | <p>Demonstrates sustained and outstanding record of integrating relevant experiences from practice, research and/or creative work with well-executed pedagogical approaches.</p>  |

|   | <b>Assistant Professor, CTT</b>  | <b>Associate Professor, CTT</b>  | <b>Professor, CTT</b>  |
|---|--|--|--|
| <b>Teaching: Mentoring and Advising</b> | <p>Demonstrates sustained record of providing reasonable accessibility and maintaining collegial, supportive and respectful relationships with all students.</p> <p>Demonstrates sound knowledge and makes time to advise students on course of studies.</p> <p>Demonstrates ability to supervise independent studies, internships and theses.</p> <p>Provides guidance and assists with student recruitment.</p> <p>Provides leadership in advising student associations.</p> | <p>Demonstrates sustained record of providing reasonable accessibility and maintaining collegial, supportive and respectful relationships with all students.</p> <p>Demonstrates sound knowledge and makes time to advise students on course of studies.</p> <p>Demonstrates ability to supervise independent studies, internships and theses.</p> <p>Provides guidance and assists with student recruitment.</p> <p>Provides leadership in advising student associations.</p> | <p>Demonstrates sustained and outstanding record of providing reasonable accessibility and maintaining collegial, supportive and respectful relationships with all students.</p> <p>Demonstrates sound knowledge and makes time to advise students on course of studies.</p> <p>Demonstrates ability to supervise independent studies, internships and theses.</p> <p>Provides guidance and assists with student recruitment.</p> <p>Provides leadership in advising student associations.</p> |
| <b>Teaching: Reflective Teaching</b>    | Engages in activities that contribute to personal growth and enhancement of teaching and learning.   | Applies information gained through professional development to teaching and make adjustments when needed for the advancement of teaching and learning.   | Synthesizes and applies information gained through professional development for the enhancement of individual, collaborative and organizational improvement in teaching and learning.  |
| <b>Research: Overall Expectations</b>   | Where relevant, demonstrates a clear agenda for research/scholarly activity/creative work.   | Where relevant, demonstrates consistent and productive pursuit of research/scholarly activity/creative work.   | Where relevant, demonstrates excellence (per departmental criteria/ 10 to 20% contract time to be considered in determination of excellence) in research/scholarly activity/creative work.   |

|  | <b>Assistant Professor, CTT</b>   | <b>Associate Professor, CTT</b>  | <b>Professor, CTT</b>   |
|--|---|--|---|
| <b>Research: Qualitative Measures</b>  | Evidence of impact on the field, discipline, interdisciplinary scholarship, or community by the faculty member. Examples include: Citations and norms for the field or discipline; memberships on editorial boards or review panels; keynote addresses; book awards; other awards; number of downloads of open-access publications and other products; impact on practice; significant professional collaborations; success of student collaborators; unfunded projects that had impacts on the field; and indicators of the quality of journals, such as their rankings. |  |   |
| <b>Research: Quantitative Measures</b> | Publications or productions in other media, including refereed journal articles, refereed presentations at professional conferences, non- refereed articles, books, book chapters, published proceedings, etc.<br><br>If appropriate for the discipline, amount of external funds obtained for research, and sources of the funds, and other external validation such as, design awards, honors, and professional recognition.  |  |   |
| <b>Service</b>                         | Participates at the department level.<br><br>Represents the college and/or university through participation in civic or professional organizations/activities.  | Serves in a leadership role at the department level, e.g., committee chair.<br><br>Participates in college and university committees.<br><br>Serves in a leadership role as committee chair or task force member. Represents the college and/or university through participation in civic or professional organizations/ activities. | Serves in responsible positions within the university.<br><br>Serves in a leadership role as committee chair or head of task force. Represents the college and/or university through participation in civic or professional organizations/activities. |

## B. Clinical Track

|  | <b>Assistant Professor, CT</b> | <b>Associate Professor, CT</b> | <b>Professor, CT</b> |
|--|--------------------------------|--------------------------------|----------------------|
|--|--------------------------------|--------------------------------|----------------------|

|   | <b>Assistant Professor, CT</b>  | <b>Associate Professor, CT</b>   | <b>Professor, CT</b>  |
|---|---|--|---|
| <b>Hiring Qualifications</b>  | Clinical Assistant Professors must have a terminal degree or equivalent and demonstrated professional experience to include teaching, professional activity and service   | Clinical Associate Professors must have a terminal degree or equivalent and demonstrated success in teaching, professional activity and service.   | Clinical Professors must have a terminal degree or equivalent and a record that, taken on the whole, is judged to be excellent and indicates substantial, significant and continued growth and development and accomplishment in teaching, professional activity and service.   |
| <b>Teaching: Quality of Instruction*</b><br><br>*University policy requires multiple means of teaching evaluation; the FCQ data are required. | Demonstrates successful teaching*.<br><br>Evidence in Teaching: <ul style="list-style-type: none"> <li>▪ FCQs</li> <li>▪ Syllabi</li> <li>▪ Assignments</li> <li>▪ Evaluation of student performance through learning outcomes</li> </ul> | Demonstrates sustained record of successful teaching*.<br><br>Evidence in Teaching: <ul style="list-style-type: none"> <li>▪ FCQs</li> <li>▪ Syllabi</li> <li>▪ Assignments</li> <li>▪ Evaluation of student performance through learning outcomes</li> <li>▪ Teaching awards, e.g., college, university, and/or professional association recognition for teaching excellence</li> </ul> | Demonstrates sustained record of outstanding teaching*.<br><br>Evidence in Teaching: <ul style="list-style-type: none"> <li>▪ FCQs</li> <li>▪ Syllabi</li> <li>▪ Assignments</li> <li>▪ Evaluation of student performance through learning outcomes</li> <li>▪ Teaching awards, e.g., college, university, and/or professional association recognition for teaching excellence</li> </ul> |

|  | <b>Assistant Professor, CT</b>  | <b>Associate Professor, CT</b>  | <b>Professor, CT</b>  |
|--|---|---|---|
| <b>Teaching: Curricular Development and Design</b>                 | <p>Actively participates in program decision-making and planning.</p> <p>Contributes to program accreditation and assessment efforts.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ Quality of course design and instruction (materials, organization, presentation, and evaluation)</li> <li>▪ Quality of curriculum and program development/design</li> <li>▪ Effectiveness of learning assessment techniques (e.g., assignments, papers, projects, exams, etc.)</li> </ul> | <p>Actively participates in program decision-making and planning.</p> <p>Participates in aspects of accreditation and development of performance-based assessments.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ Quality of course design and instruction (materials, organization, presentation, and evaluation)</li> <li>▪ Quality of curriculum and program development/design</li> <li>▪ Effectiveness of learning assessment techniques (e.g., assignments, papers, projects, exams, etc.)</li> </ul> | <p>Actively participates in program decision-making and planning.</p> <p>Participates in aspects of accreditation and development of performance-based assessments.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ Quality of course design and instruction (materials, organization, presentation, and evaluation)</li> <li>▪ Quality of curriculum and program development/design</li> <li>▪ Effectiveness of learning assessment techniques (e.g., assignments, papers, projects, exams, etc.)</li> </ul> |
| <b>Teaching: Integration of Teaching and Professional Practice</b> | <p>Integrates relevant experiences from active professional practice and creative work with well-executed pedagogical approaches.</p>   | <p>Demonstrates sustained record of integrating relevant experiences from active professional practice and creative work with well-executed pedagogical approaches.</p>   | <p>Demonstrates sustained and outstanding record of integrating relevant experiences from active professional practice and creative work with well-executed pedagogical approaches.</p>   |
| <b>Teaching: Mentoring and Advising</b>                            | <p>Demonstrates reasonable accessibility and maintains collegial, supportive and respectful relationships with all students.</p> <p>There is evidence of ability to supervise independent studies, and internships.</p>   | <p>Demonstrates sustained record of providing reasonable accessibility and maintaining collegial, supportive and respectful relationships with all students.</p> <p>Demonstrates ability to supervise independent studies, and internships.</p>   | <p>Demonstrates sustained and outstanding record of providing reasonable accessibility and maintaining collegial, supportive and respectful relationships with all students.</p> <p>Demonstrates ability to supervise independent studies, and internships.</p>   |



|                                      | <b>Assistant Professor, CT</b>   | <b>Associate Professor, CT</b>  | <b>Professor, CT</b>  |
|--------------------------------------|--|---|---|
| <b>Teaching: Reflective Teaching</b> | Engages in activities that contribute to personal growth and enhancement of teaching and learning.   | Applies information gained through professional development to teaching and makes adjustments when needed for the advancement of teaching and learning. | Synthesizes and applies information gained through professional development for the enhancement of individual, collaborative and organizational improvement in teaching and learning. |
| <b>Service</b>                       | If assigned as part of expectations, same as in Clinical Teaching Track above; but with expectations reduced due to reduced time available for service in this faculty type. |   |   |

## C. Instructors and Senior Instructors

|   | <b>Instructor</b>   | <b>Senior Instructor</b>   |
|---|---|--|
| <p><b>Teaching: Quality of Instruction*</b></p> <p><small>*University policy requires multiple means of teaching evaluation; the FCQ data are required.</small></p> | <p>Demonstrates successful teaching*.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ FCQs</li> <li>▪ Syllabi</li> <li>▪ Assignments</li> <li>▪ Evaluation of student performance through learning outcomes</li> </ul>  | <p>Demonstrates sustained record of successful teaching*.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ FCQs</li> <li>▪ Syllabi</li> <li>▪ Assignments</li> <li>▪ Evaluation of student performance through learning outcomes</li> <li>▪ Teaching awards, e.g., college, university, and/or professional association recognition for teaching excellence</li> </ul>  |
| <p><b>Teaching: Curricular Development</b></p>  | <p>Actively participates in program decision-making and planning.</p> <p>Contributes to program accreditation and assessment efforts.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ Quality of course design and instruction (materials, organization, presentation, and evaluation)</li> <li>▪ Quality of curriculum and program development/design</li> <li>▪ Effectiveness of learning assessment techniques (e.g., assignments, papers, projects, exams, etc.)</li> </ul> | <p>Assumes responsibility for program area roles and activities.</p> <p>Participates in aspects of accreditation and development of performance-based assessments.</p> <p>Evidence in Teaching:</p> <ul style="list-style-type: none"> <li>▪ Quality of course design and instruction (materials, organization, presentation, and evaluation)</li> <li>▪ Quality of curriculum and program development/design</li> <li>▪ Effectiveness of learning assessment techniques (e.g., assignments, papers, projects, exams, etc.)</li> </ul> |
| <p><b>Mentoring and Advising</b></p>  | <p>Provides reasonable accessibility and maintains collegial, supportive and respectful relationships with all students.</p>  | <p>Demonstrates sustained record of providing reasonable accessibility and maintaining collegial, supportive and respectful relationships with all students.</p>   |

|                            |  |   |
|----------------------------|--|---|
|                            | Demonstrates ability to supervise independent studies, internships and theses.                     | Demonstrates ability to supervise independent studies, internships and theses.  |
| <b>Reflective Teaching</b> | Engages in activities that contribute to personal growth and enhancement of teaching and learning. | Applies information gained through professional development to teaching and makes adjustments when needed for the advancement of teaching and learning. |
| <b>Service</b>             | Participates at department level, and may serve at the college or university level.                |   |

## V. ADDENDA

### A. Regent Policy Faculty Titles – General Definitions



University of Colorado

Boulder · Colorado Springs · Denver · Anschutz Medical Campus

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Board of Regents Policy

#### Policy 5: Faculty

##### 5.L: Policy on Approved Faculty Titles

#### INTRODUCTION

The purpose of this policy is to provide an accurate description of all official, Regent-approved faculty titles. All faculty appointments must include an official faculty title. Faculty appointments shall be made according to Regent Policy 2-K, Delegation of Authority. Eligibility for benefits may vary by title; refer to the Benefits Eligibility Matrix available on the Payroll and Benefit Services website.

#### FACULTY TITLES

##### A. TENURE AND TENURE TRACK FACULTY

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

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

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

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

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

## **B. NON-TENURE TRACK FACULTY**

The Faculty Senate Constitution determines participation in the System Faculty Governance. Eligibility for participation in campus faculty governance activities will be at the discretion of the individual campus faculty assemblies. Eligible participation in school faculty governance activities will be at the discretion of the individual school.

**Instructor:** Instructors usually have their master's degree or its equivalent and should be otherwise well-qualified to teach. Instructors are not tenure-eligible and their service as Instructor does not count toward the award of tenure. Instructors are usually employees at will. Only Instructors who engage in 50% or more clinical activity may be appointed to limited or indeterminate appointments. All other Instructors are at will employees by law. Individual schools and colleges may require Instructors to perform scholarly and/or service activities, but must make clear distinctions between Instructors/Senior Instructors and tenure-track Assistant Professors in terms of job qualifications, work assignments or expectations.

**Senior Instructor:** The rank of Senior Instructor permits higher recognition and salary than that of Instructor. Senior Instructors are not tenure-eligible and their service as Senior Instructor does not count toward the award of tenure. Senior Instructors are usually employees at will. Only Senior Instructors who engage in 50% or more clinical activity may be appointed to limited or indeterminate appointments. All other Senior Instructors are at will employees by law. Individual schools and colleges may require Senior Instructors to perform scholarly and/or service activities, but must make clear distinctions between Instructors/Senior Instructors and tenure-track Assistant Professors in terms of job qualifications, work assignments or expectations.

**Lecturer:** Lecturer is the title given to individuals hired to teach on a course-by-course basis. Lecturers are qualified to teach the particular course or courses for which they have been hired. They may have graduate degrees and/or advanced experience in their profession or field of expertise. Lecturers are employees at will and are hired on a part-time basis to teach one or more courses per term.

**Scholar in Residence:** This title is given to individuals whose combination of academic background and career expertise in areas of business, industry, law, K-12 education, the arts or government makes them valuable contributors to the undergraduate or graduate curriculum of their primary unit. Scholars in Residence usually hold the terminal degree in their discipline but have spent much or all of their careers outside academia. They are employees at will.

**Artist in Residence:** This title is given to individuals whose career experience as an artist makes them valuable contributors to the undergraduate or graduate curriculum of their primary unit. Artists in Residence usually hold the terminal degree in their discipline but have spent much or all of their careers outside academia. They are employees at will.

### **C. CLINICAL TEACHING TRACK (C/T TRACK) FACULTY**

Faculty members who hold Clinical Teaching Track titles are not eligible for tenure. Clinical Teaching Track faculty are usually employees at will. If Clinical Teaching Track faculty members are engaged in greater than 50% clinical activity, then they can be on a limited appointment. Faculty on the Clinical Teaching Track participate in a broad range of teaching and/or clinical activities and provide service to the university and the community, based upon their clinical obligations. They participate in research and scholarly activities to a limited degree. Clinical Teaching Track faculty are expected to demonstrate continued professional growth in their fields. Each school with Clinical Teaching Track faculty titles may have additional requirements for faculty holding these titles.

**Instructor, Clinical Teaching Track:** Instructors in the clinical teaching track usually have their master's degree or equivalent in their field and should be well qualified to teach.

**Senior Instructor, Clinical Teaching Track:** This title permits higher recognition for higher qualifications or experience and, where applicable, salary than that of instructor.

**Assistant Professor, Clinical Teaching Track:** Assistant Professors in the clinical teaching track are expected to have the terminal degree and have some successful teaching experience. They are expected to teach and/or provide clinical care.

**Associate Professor, Clinical Teaching Track:** Associate Professors in the clinical teaching track must have the terminal degree, be well qualified to teach and/or provide clinical care with considerable demonstrated evidence of successful teaching and demonstrated service.

**Professor, Clinical Teaching Track:** Full Professors in the clinical teaching track must have the terminal degree, outstanding accomplishments in teaching, and/or provide clinical care, a record of leadership in the school, and a meritorious service record.

### **D. CLINICAL FACULTY**

Clinical faculty members include practitioners or other professionals who perform teaching, research or clinical services on a part-time (less than 0.5 FTE) or volunteer basis. Those who provide clinical care and maintain an independent health care practice must carry their own malpractice insurance which covers both their university work as well as their private practice. Clinical faculty are expected to demonstrate continued professional growth in their fields. Each school with clinical faculty titles may have additional requirements for faculty holding those titles. Clinical faculty are not eligible for tenure. These positions are at will.

**Clinical Instructor:** Clinical Instructors usually have their master's degree or equivalent and should be otherwise well qualified to teach and have evidence of either clinical or research experience.

**Clinical Senior Instructor:** Clinical Senior Instructors permits higher recognition and salary than that of Clinical Instructor.

**Clinical Assistant Professor:** Clinical Assistant Professors must have a terminal degree or equivalent and demonstrated professional experience to include teaching, clinical activity or research.

**Clinical Associate Professor:** Clinical Associate Professors must have a terminal degree or equivalent and demonstrated success in teaching, clinical activity or research.

**Clinical Professor:** Clinical Professors must have a terminal degree or equivalent and a record that, taken on the whole, is judged to be excellent and indicates substantial, significant and continued growth and development and accomplishment in teaching, research, clinical activity and service.

## **E. RESEARCH FACULTY**

Faculty members whose primary duties are to conduct research will be given a title within the Research Associate or Research Professor series. Faculty members who are not involved in the instructional program will be appointed within the research associate series; those who are involved in the instructional program will be given a title within the research professor series. All faculty members who carry research titles will be supported by non-general funds.

Faculty appointments to the Research Professor series must be sponsored by an academic primary unit or by research institutes that have been authorized by the campus chancellor to make such appointments. Appointments sponsored by research institutes must be co-sponsored by an academic primary unit that will be a beneficiary of the instructional contributions of the research faculty member. Faculty appointed to the research associate or research professor series are employees at will, and they are not eligible for tenure.

### **E.1 RESEARCH PROFESSOR SERIES**

**Research Professor, Research Associate Professor, Research Assistant Professor, Research Senior Instructor and Research Instructor:** These titles are used for persons with qualifications similar to the Professor, Associate Professor, Assistant Professor, Senior Instructor and Instructor respectively. (See Section A for descriptions of the academic qualifications for these titles.) These faculty are involved in research and have limited involvement in the instructional programs at the University.

### **E.2 RESEARCH ASSOCIATE SERIES**

Individuals holding titles in this series are not involved in an instructional program at the University.

**Professional Research Assistant (PRA):** This title is held by individuals competent to carry out research or scholarly work of a quality comparable to that produced by a graduate student research assistant. Other persons eligible to be considered for appointment to the PRA title would be individuals, such as Graduate Student Teaching Assistants, who possess professional skills and competencies that can be applied to assist the professor directly in the support of the research program. A PRA works in a collaborative role with the principal investigator and contributes substantively to the investigation and analysis of the project. As a collaborator on the project, the PRA may receive full credit as co-author of publications and technical reports, and shares responsibilities in the research setting. A bachelor's degree or equivalent experience is required for appointment to the Professional Research Assistant title.

**Senior Professional Research Assistant:** This title is held by individuals competent to carry out research or scholarly work of a quality comparable to that produced by an advanced Graduate Student Research Assistant. Appointment to this title is regarded as a promotion above the rank of PRA. The master's degree or equivalent experience is required for appointment as a Senior PRA.

**Research Associate:** This title is granted to persons holding the doctor's degree or its equivalent and whose academic qualifications may be comparable to the regular faculty ranks of Associate Professor or Assistant Professor.

**Senior Research Associate:** This title is granted to persons who, because of demonstrated superior service and performance, are recognized by the University as outstanding researchers in their field. Appointment to this position is to be regarded as a promotion above the existing rank of Research Associate, and may be comparable to the regular faculty rank of Professor.

**Faculty Research Associate:** Faculty members in the University who are temporarily assigned as "Research Associates" are given this title.

## F. MUSEUM FACULTY

**Museum Curator:** This title refers to regular faculty rostered in the Museum, serving as heads of sections or subsections to oversee collections about which they have scholarly expertise. A Museum Curator is jointly appointed by the Museum and an academic department.

**Museum Associate Curator:** This title is used for regularly appointed members of the University of Colorado faculty in a department (other than the Museum) whose research interests would normally associate them with the Museum or who have expertise necessary for the proper identification of collections. This title provides no additional remuneration.

**Museum Curator Adjoint:** This title is granted to individuals not employed by the University of Colorado. This title provides no additional remuneration. Holders of this title have doctoral degrees or experience that provides equivalent proficiency. Retired faculty from other universities or professionals in industry with competence in areas relevant to the museum may be appointed. Holders of this title are more involved with collections than instruction.

**Museum Associate:** This title is granted to individuals who have developed competence in some area of the Museum's interest and who are not eligible for other University titles. Museum Associates have the competence sufficient to be at the instructor rank. This title provides no additional remuneration.

## G. TITLE PREFIXES

**Adjoint:** The titles Professor Adjoint, Associate Professor Adjoint, or Assistant Professor Adjoint are used to designate individuals, such as employees of the National Institute of Standards and Technology, the National Center for Atmospheric Research, or other agencies or institutions who offer courses or supervise academic programs without compensation above their regular salary. Adjoint Professors have the usual privileges and responsibilities of members of the regular



faculty, except that these positions are not tenure eligible and are at will. Their academic qualifications should be similar to those of regular faculty in full Professor, Associate, or Assistant ranks.

**Adjunct:** Adjunct faculty status of Professor Adjunct, Associate Professor Adjunct, and Assistant Professor Adjunct is awarded to an individual who previously held the rank of full Professor, Associate, or Assistant at a comparable higher education institution. Adjunct faculty members are hired on a course-by-course, part-time, non-tenure track basis (similar to Lecturers). The title of full Professor, Associate, or Assistant Professor Adjunct will be dependent upon the last rank held by the individual in a comparable institution. If the permanent faculty believes an individual's qualifications and experience warrant an adjunct appointment even though the individual has not previously held a professorial rank, the title of Assistant Professor Adjunct normally would be recommended.

**Visiting:** The designation "visiting" before an academic title indicates that the faculty member has a temporary appointment for a defined period such as an academic year, semester, or summer term. The visiting title should indicate the faculty member's rank at his/her home institution or planned for at this university.

**Special Visiting Professor:** This title may be recommended for distinguished persons who are not regular faculty members but who serve the University in some instructional capacity.

**Attendant Rank:** Attendant rank titles are Professor Attendant, Associate Professor Attendant, Assistant Professor Attendant, Senior Instructor Attendant, Instructor Attendant, Museum Curator Attendant, Museum Associate Curator Attendant, Museum Associate Attendant and may be granted to persons holding University administrative or service positions. Those approved for this rank are expected to possess the same scholarly qualifications in a discipline as regular faculty members and to engage in instructional activities without compensation over and above their regular salary. Those attaining this title have the same rights and privileges available to regular faculty members, except that they are not eligible for consideration for tenure.

## H. PRESTIGE TITLES

**Distinguished Professor:** This title is extended by the Board of Regents to recognize the outstanding contributions of tenured CU faculty members to their academic disciplines. The faculty awarded this title must demonstrate accomplishments in accordance with the following University-wide criteria: (1) a record of excellence in both classroom teaching and supervision of individual learning; (2) a record of distinguished performance in research or creative work; and (3) a record of outstanding service to the profession and to CU and/or affiliate institutions. The title "distinguished" implies that there will be limited number of faculty members holding this title.

**Endowed Chair/Endowed or Named Professor:** This title is awarded to a faculty member who has been selected, by virtue of an outstanding record in an academic field, to fill a position that is endowed or funded by a donor. Holding an endowed or named chair/professorship, that is being an endowed or named professor, does not affect the faculty member's existing University appointment. Endowed or named chairs/ professorships convey honor to their holders and provide a source of funding.

**Emeritus:** This distinction is awarded those faculty, in the ranks of full Professor, Associate Professor, Assistant Professor, Senior Instructor, or Instructor, upon retirement, who are nominated by their department for this distinction and whose nomination is supported through the usual personnel review process.

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Last Amended: September 8, 2005

## B. Clinical Teaching Track Faculty – Guidelines for the Denver Campus

Introduction: As defined in Regent Policy 5L: *Faculty members who hold Clinical Teaching Track titles are not eligible for tenure....Faculty on the Clinical Teaching Track participate in a broad range of teaching and/or clinical activities and provide service to the university and the community, based upon their clinical obligations. They participate in research and scholarly activities to a limited degree. Clinical Teaching Track faculty are expected to demonstrate continued professional growth in their fields. Each school with Clinical Teaching Track faculty titles may have additional requirements for faculty holding these titles.*

### Guidelines for the Denver Campus:

Clinical Teaching Track (CTT) faculty members should be engaged in at least 10% time/effort in each area – teaching; service; and research/creative or scholarly activities. A “typical” appointment would consist of 80% teaching; 10% service; and 10% research/creative or scholarly activities.

- Each school/college will develop a written document that describes the processes for appointment and promotion within the CTT titles series. The document, which needs the Provost’s approval, should include:
  - o Procedures for initial appointments into the CTT series. A search committee, including faculty members, makes recommendations to the Dean. The Dean forwards the recommendation to the Provost, who (if in agreement with the Dean) sends the recommendation to the Chancellor for final approval.
  - o Procedures for promotions within the CTT series. The appropriate faculty committee(s) within the school/college reviews requests for promotions and makes recommendations to the Dean. The Dean forwards the recommendation to the Provost, who (if in agreement with the Dean) sends the recommendation to the Chancellor for final approval.
  - o Procedures for changes in time/effort distributions. Changes in the initial time/effort distributions, as described in letters of offer, need approval by the Dean.
- Each primary unit will develop a written document that describes the standards and criteria for appointment to each of the CTT ranks, as well as promotions to higher ranks. The primary unit criteria need approval by the Dean and the Provost.

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Guidelines Approved by Provost June 2010

**Instructor:** Instructors usually have their master’s degree or its equivalent and should be otherwise well-qualified to teach. Instructors are not tenure-eligible and their service as Instructor does not count toward the award of tenure. Instructors are usually employees at will. Only Instructors who engage in 50% or more clinical activity may be appointed to limited or indeterminate appointments. All other Instructors are at will employees by law. Individual schools and colleges may

require Instructors to perform scholarly and/or service activities, but must make clear distinctions between Instructors/Senior Instructors and tenure-track Assistant Professors in terms of job qualifications, work assignments or expectations.

**Senior Instructor:** The rank of Senior Instructor permits higher recognition and salary than that of Instructor. Senior Instructors are not tenure-eligible and their service as Senior Instructor does not count toward the award of tenure. Senior Instructors are usually employees at will. Only Senior Instructors who engage in 50% or more clinical activity may be appointed to limited or indeterminate appointments. All other Senior Instructors are at will employees by law. Individual schools and colleges may require Senior Instructors to perform scholarly and/or service activities, but must make clear distinctions between Instructors/Senior Instructors and tenure-track Assistant Professors in terms of job qualifications, work assignments or expectations.

**Lecturer:** Lecturer is the title given to individuals hired to teach on a course-by-course basis. Lecturers are qualified to teach the particular course or courses for which they have been hired. They may have graduate degrees and/or advanced experience in their profession or field of expertise. Lecturers are employees at will and are hired on a part-time basis to teach one or more courses per term.

***Regent Policy 5: Faculty -- 5.L: Policy on Approved Faculty Titles***