

Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty

Department of Counseling, Higher Education and Special Education

University of Maryland, College Park, Maryland

Approved by CHSE Assembly on May 5, 2017

This document provides guidelines for the first-level review of professional track (PTK) faculty being considered for appointment, evaluation or promotion in the Department of Counseling, Higher Education, and Special Education. The guidelines are based on the *University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty* (II-1.00(A)),¹ and the College of Education policy on Appointment, Evaluation, and Promotion (AEP) for Professional Track Faculty.

See Table 1 for a list of the PTK faculty titles and ranks governed by these guidelines. All members of the department faculty who do not have a tenured or tenure-track faculty appointment are considered PTK faculty, and are governed by this policy. PTK faculty members with preexisting titles not included in this document shall work with the department chair to identify the appropriate title within the policy and undergo a process in which their title is changed in accordance with the policy.

Appointment

The department may search for PTK faculty at any rank. The department may determine the proportion of time (0-100%) for the positions PTK faculty hold. Initial appointments of PTK faculty may be made for any time period between one (1) to five (5) years, depending on funding, departmental needs, and rank (only appointments at the higher ranks may be for a duration of 5 years). Unless otherwise noted below, initial PTK faculty appointments are made at the discretion of the Department Chair. For some titles and ranks, an Appointment, Evaluation and Promotion (AEP) committee also must be constituted. A description of Professional Track Faculty ranks, titles and minimum qualifications can be found in Appendix A.

PTK faculty at junior ranks will be assigned a mentor upon appointment. A professional development plan will be established to guide evaluation and advancement toward promotion. Peer teaching evaluations (at least one per year) will be conducted on an annual basis, preferably in the fall semester.

Evaluation

Each PTK faculty member will receive an annual performance review by a committee designated by the Department Chair to conduct that review, the CHSE Appointment, Evaluation, and Promotion Committee (AEP). Membership on the AEP committee will include at least one TTK faculty member and when possible include a majority of PTK faculty members at rank. The purposes of the review will be to provide an evaluation of productivity and recommendations

¹ The link for the *University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty* (II-1.00(A)) is <http://www.president.umd.edu/policies/docs/II-100A.pdf>.

about (a) if the faculty member is eligible to receive a merit salary increase, (b) eligibility and conditions of reappointment, and (c) progress toward promotion. See CHSE policy on Annual Performance Review for PTK faculty for additional details regarding the process and procedures for the review, as well as membership of the committee.

Professional track faculty members will receive on-going mentoring by an appropriate senior faculty member, who may be either PTK faculty or TTK faculty. Mentors shall encourage, support, and assist PTK faculty members and be available for consultation on matters of professional development.

Promotion

All promotions (and some appointments) require review at the first level (i.e., department). First-level reviews for professional-track (PTK) faculty vary by title and rank, in accordance with campus policy (see Table 1). As shown in the table, first-level review for all titles and ranks involves an evaluation by the Department Chair. In some cases, the department chair has sole responsibility for this review. In other cases, the process requires review by both the first-level (i.e., department) review committee and the department chair (see Table 1 for these distinctions).

First-Level Review by Committee and Department Chair

Composition of and voting by the first-level review committee. The purpose of the first level review committee is to review and evaluate materials submitted for appointment and promotion by PTK faculty. The CHSE AEP committee will include 5 voting representatives from the department, a majority of whom should be from the highest ranks of the PTK faculty (when possible). These faculty members will be selected by the Department Chair with the consultation of the Department Advisory Council (DAC). In cases where the department has no PTK faculty at the highest rank, the Department Chair shall appoint PTK faculty members from another Department or College who are at rank and can represent the Department on the AEP committee. The Committee will elect a chair. A simple majority of committee members constitutes a positive committee vote.

Subcommittee, materials, timeline, and process of the review. An AEP sub committee will be established for those PTK candidates for whom it is required. Professional-track AEP sub committees shall be appointed by the Department Chair, with a minimum of two committee members from the candidate's program whenever possible. Every effort will be made to choose committee members whose work aligns as closely as possible with that of the PTK faculty member who is being reviewed.

The AEP Subcommittee is comprised of three individuals from the PTK and TTK faculty who hold appropriate titles and are at or above the rank of those seeking promotion, except when PTK faculty members are not present or available. Consistent with College policy at least one TTK faculty member will serve on the AEP committee. If there are no PTK faculty members at rank in the candidate's program, the PTK voting representatives may come from other programs, departments, or colleges. The Department Chair has the discretion to appoint one or more

individuals from the ranks of the TTK faculty as necessary when PTK faculty members at rank are not present or available to serve on an AEP subcommittee.

Eligible voting faculty members may include PTK and TTK faculty members at or above the rank being sought by the candidate being considered for promotion.

Candidate notification to seek promotion. Candidates should seek guidance from the Department Chair and their mentor in advance of officially requesting an evaluation for promotion. They must notify the Department Chair, in writing, of their intention to seek promotion by April 15 of the calendar year they plan to seek review. The Department Chair will notify the Dean's office of cases that require College-level review at the beginning of the Fall semester.

Candidate materials. Candidates must provide an up-to-date curriculum vitae (CV), personal statement, and list of five (5) potential external evaluators (i.e., name, title, affiliation, contact information, short professional bio). The personal statement must describe their accomplishments in the areas of scholarship, instruction, and service/leadership relevant to the title and rank they seek, as described subsequently in this document. The department chair will provide a summary of duties excerpted from the contract(s) and position description(s) of the candidate. Deadlines for these materials will be established by the subcommittee.

External evaluators. The AEP subcommittee assists in the development of the candidate's dossier, including the solicitation of external evaluations. The subcommittee selects three (3) individuals to serve as external reviewers, ensuring that, as a group, the evaluators are positioned to speak to the accomplishments of each candidate. The evaluators receive the departmental criteria for promotion to rank for the position title in question, along with the candidate's CV, personal statement, and other relevant materials attesting to the candidate's accomplishments. Deadlines for receipt of the external evaluations will be set by the subcommittee chair.

Letters of support. Candidates may also elect to submit up to two (2) additional letters from others whose testimony clarifies or augments their case, such as mentors, collaborators and colleagues. Deadlines for letters of support shall be established by the subcommittee chair.

Summative Report of the AEP Subcommittee. The AEP subcommittee reviews the candidate's materials and summarizes the candidate's accomplishments appropriate to the title and rank being sought in the areas of instruction, service/leadership, and scholarship/creative activity that will be presented to the eligible voting faculty. The deadline for this report will be a minimum of two weeks prior to the meeting of the eligible voting faculty.

Meeting of the eligible voting faculty. The Chair of the AEP committee will convene a meeting of the committee. All five of the voting faculty committee members on the AEP committee must be present to hold the meeting and to register an official vote. Electronic attendance is permissible by telephone or videoconference. In circumstances when one or more members of the AEP committee cannot participate in the final review and vote, the department chair may assign up to two alternate members to fulfill the role of absent members. A member of the AEP subcommittee presents the candidate's materials and accomplishments in instruction,

service/leadership, and scholarship. Following a discussion of the candidate's case, a secret ballot will be taken (see Appendix B, Ballot). The Department Chair (or designee) may be present to observe the meeting of the eligible voting faculty.

Evaluative Report of the AEP Committee. Upon completion of these deliberations, the AEP committee prepares and submits a written assessment to the Department Chair that specifically addresses the candidate's accomplishments, the outcome of the vote of the eligible faculty, and a recommendation regarding promotion to the rank that the candidate seeks. The report must also include a general explanation of any negative votes that were cast or abstentions. Evaluations of individual PTK faculty shall be based on CHSE's written criteria for appointment and promotion to the various professional track titles and ranks, and the duties and expectations associated with the specific faculty rank and as described in the appointment contract.

Chair's review. Upon receipt of the AEP committee's evaluative report, the Department Chair shall complete an independent review of the candidate and write a report to be submitted for second-level review (if one is required). The Department Chair shall communicate the first-level decision to the candidate in writing, as soon as possible following the department vote.

Notification and Appeals Process

The Department Chair provides the candidate written notification of the first-level review decisions. The faculty member may appeal a negative decision based on alleged violations of procedural due process that would have had a material effect on the decision. All appeals shall be handled according to the procedures established by the Provost's Office of Faculty Affairs and shall be initiated within the period defined in those procedures.

Criteria for Appointment and Promotion to Professional Track Titles and Ranks

A summary of the criteria and required materials for each title and rank is provided in this section of the document. Periodically, these criteria shall be reviewed by the AEP committee for potential revision, as deemed necessary, but no less frequently than once every five years. PTK faculty shall be given voting representation on the committees responsible for the creation, adoption, and revision of department policies and procedures related to appointment, evaluation, and promotion. Note that the definitions of each title are specified in campus policy and may not be altered. Further note that titles and ranks employed in the CHSE Department at the time of this policy's approval are included, specifically Clinical Professor, Research Professor, Lecturer, Faculty Specialist and Faculty Assistant. Should appointments for additional PTK titles and ranks be considered in the future, this policy shall be amended.

Clinical Faculty

Clinical faculty at all ranks are expected to be engaged in the following activities: (1) instruction, (2) scholarship, and (3) service/leadership; however, the relative weight of these activities in the processes of evaluation and promotion will vary on a case-by-case basis, depending on the particular load and responsibilities that have been included in the contract and position

description. This weighting shall be reflected in the faculty member's annual contract and position description (PD), which must be used as guides in determining the criteria for evaluation and promotion. At each rank, clinical faculty will be judged on their productivity, the quality of their work, and the degree to which they meet the overall goals commensurate with rank.

Instruction: Clinical faculty members at all ranks are expected to embody the best in innovative instructional practices across a variety of contexts (e.g., course development, program development, authoring training materials) with strong evidence of quality and effectiveness. Clinical faculty may supervise, advise, or mentor students, all of which also constitute instructional activities. Clinical faculty may become members of the UMD Graduate Faculty, and may serve as members of thesis and dissertation committees. Evidence of quality teaching for clinical faculty members may include student course evaluations, peer evaluations from senior faculty colleagues, as well as evidence associated with course development activities, curriculum development within a departmental degree program, and the development of instructional materials that provide guidance and/or standards of practice for teaching within the department or field. Evidence may also include participation in professional development activities for the enhancement of the clinical faculty member's teaching effectiveness. Instructional workload shall be negotiated with the Department Chair at the time of appointment, during annual evaluations, and contract renewal.

Scholarship: Clinical scholarship is a form of inquiry that implies a willingness to scrutinize practices within the scope of a particular profession (Dreher, 1999). Clinical scholarship includes efforts to increase understanding of practice in professional communities (e.g., schools, agencies, organizations, professional associations). Thus, clinical scholarship may differ from the traditional definition of scholarship for TTK faculty at UMD (e.g., according to the University APT Guidelines, scholarship is defined as the discovery, integration, engagement and transmission of knowledge; and the quality of scholarship is assessed through peer review, impact, and significance). For clinical faculty, scholarship may include presentations at in-service trainings, workshops, professional meetings and conferences, and publications in mainstream higher education media outlets as well as scholarly journals, books, monographs, and edited volumes. The quality of scholarship for PTK faculty requires a qualitative assessment of the degree to which presentations or publications contribute meaningful guidance about professional practices to other members of the field.

Service/Leadership: At a level appropriate to their contract, clinical faculty members are expected to participate in faculty governance activities at the department, college, and/or campus levels. They should contribute to the administration of graduate and undergraduate programs in the department through participation in faculty meetings, service on committees, and administration of degree programs within their area. Engagement with state, federal government and professional associations are counted toward service/leadership effort, and contribute to opportunities for advancement.

Assistant Clinical Professor. Appointees shall hold a doctorate with training and experience in the area of clinical specialization, and professional or board licensure or certification when appropriate. There shall be clear evidence of ability in clinical practice and teaching in the departmental field. The appointee shall also have demonstrated the potential to engage in clinical

scholarship and/or program administration. Appointments to this rank are typically for one to three years and are renewable, at the discretion of the Department Chair.

All faculty at the rank of assistant clinical professor will be assigned a senior faculty mentor, preferably from within the PTK ranks, but the mentor may be a TTK faculty member by mutual agreement with the Department Chair. In collaboration with the department chair and the senior faculty mentor, assistant clinical professors shall have a professional development plan describing professional activities and accomplishments that will facilitate progress toward promotion to associate clinical professor and contract renewal. The professional development plan shall be communicated to program directors and coordinators with authority to make workload assignments to PTK faculty. The following criteria will be used for the purposes of annual productivity reviews and contract renewal at the level of Assistant Clinical Professor:

Instruction

- Fulfilling the departmental requirements to teach 6 courses per year as the default load, unless other responsibilities are assigned in lieu of the default workload.
- Using multiple forms of student assessment (e.g., examinations, papers, group projects).
- Satisfactory student teaching evaluations and peer observation evaluations.
- Clinical supervision, advising, and/or mentoring students at the undergraduate or graduate level as appropriate.

Scholarship

- Making program-level contributions through clinical scholarship activities (e.g., program manuals, evaluation reports).
- Offering professional development programs to an appropriate professional community.

Service/Leadership

- A record of service to the department, college, campus, and/or community.
- Participation in departmental faculty governance (e.g., attending assembly meetings).

Consideration for promotion to associate clinical professor is contingent upon a trajectory of increasing responsibility relevant to duties in the description of associate clinical professor described below. Assistant clinical professors should master the requirements at their own level and begin fulfilling some of the requirements associated with the next level before being recommended for promotion.

Associate Clinical Professor. Appointment or promotion to Associate Clinical Professor requires positive evaluation by the department and college level AEP committees, based on a dossier prepared by the candidate and submitted to and voted upon by the eligible faculty. In addition to the qualifications required of an Assistant Clinical Professor, the appointee shall also have demonstrated superior teaching ability, scholarly or administrative accomplishments, and have a reputation of respect among colleagues in the region (as evidenced by external evaluation letters). Appointments to this rank are typically for one to five years and are renewable at the discretion of the Department Chair with advisement from the annual review process. The

following criteria will be used for the purposes of annual productivity reviews and contract renewal at the level of Associate Clinical Professor:

Instruction (some combination of the following activities as reflected in the contract/PD)

- Fulfilling the departmental requirements to teach 6 courses per year as the default load, unless other responsibilities are assigned in lieu of the default workload.
- A record of using multiple forms of assessment to evaluate student performance (e.g., examinations, papers, group projects).
- Utilizing innovative instructional delivery.
- Satisfactory student teaching evaluations at or above average scores for the College of Education (when such data are available).
- Peer observation evaluations from senior colleagues that reflect high quality teaching practices and effectiveness.
- Leading or assisting in the development of a new course and/or curriculum.
- Clinical supervision, advising or mentoring students at the undergraduate or graduate level as appropriate.
- Supervision of undergraduate and/or graduate research (e.g., theses, dissertations) when appropriate to the position description.

Scholarship (some combination of the following activities as reflected in the contract/PD)

- Making program-level contributions through clinical scholarship activities (e.g., program manuals, evaluation reports).
- Offering professional development programs to an appropriate professional community.
- Presentation or publication of clinical scholarship in scholarly journals, professional conferences, professional development workshops, departmental colloquia, and other forms of dissemination.

Service/leadership (some combination of the following activities as reflected in the contract/PD)

- A record of service to the department, college, campus, and/or community.
- Participation in departmental faculty governance (e.g., attending assembly meetings).
- Demonstrated involvement in program/department administration (e.g., leadership on faculty committees, administrative role in program or department).
- Mentorship of junior colleagues in the department.

Consideration for promotion to clinical professor is contingent upon a trajectory of increasing responsibility relevant to duties in the description of clinical professor described below. Associate clinical professors should master the requirements at their own level and begin fulfilling some of the requirements associated with the next level before being recommended for promotion.

Clinical Professor. Promotion to Clinical Professor requires positive evaluation at the department, college and campus levels, based on a dossier prepared by the candidate that is voted upon by eligible faculty. In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have significant experience in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in

clinical activities in the field. The appointee shall have demonstrated a degree of excellence in the translation of research to practice, enhancing the quality of schools/organizations, mentoring of students, and teaching. The appointee shall also have demonstrated clinical scholarship, and leadership in the profession. Appointments to this rank are typically for one to five years and are renewable at the discretion of the Department Chair. The following criteria will be used for the purposes of annual productivity reviews and contract renewal at the level of Clinical Professor:

Instruction (some combination of the following activities as reflected in the contract/PD)

- Fulfilling the departmental requirements to teach 6 courses per year as the default load, unless other responsibilities are assigned in lieu of the default workload.
- A record of using multiple forms of assessment to evaluate student performance (e.g., examinations, papers, group projects).
- Utilizing innovative instructional delivery.
- A record of exemplary student teaching evaluations in a significant percentage of courses taught, as evidenced by above average scores for the College of Education (when such data are available).
- Peer observation evaluations from senior colleagues that reflect very high quality teaching practices and effectiveness.
- Leading or assisting in the development of a new courses and/or curricula.
- Clinical supervision, advising or mentoring students at the undergraduate or graduate level as appropriate.
- Supervision of undergraduate and/or graduate research (e.g., theses, dissertations) when appropriate to the position description.

Scholarship (some combination of the following activities as reflected in the contract/PD)

- Making program-level contributions through clinical scholarship activities (e.g., program manuals, evaluation reports).
- Offering professional development programs to an appropriate professional community.
- Presentation or publication of clinical scholarship in scholarly journals, professional conferences, professional development workshops, departmental colloquia, and other forms of dissemination.
- Seeking and obtaining external funding.

Service/Leadership (some combination of the following activities as reflected in the contract/PD)

- A record of service to the department, college, campus, and/or community.
- Participation in departmental faculty governance (e.g., attending assembly meetings).
- Demonstrated involvement in program/department administration (e.g., leadership on faculty committees, administrative role in program or department).
- Mentorship of junior colleagues in the department.
- Service as an academic program director/coordinator with administrative oversight of all programmatic aspects.
- Leadership/administrative roles in the college and the professional community (e.g., professional development, serving on organizational/school system advisory boards).

- Leadership in national professional associations or organizations (e.g., board member, team leader for NCATE or specialized program association review).
- Conceptualizing, designing, and implementing an academic program.
- Supervision of other clinical faculty and graduate assistants.

Research Faculty

Research faculty at all ranks are expected to be engaged in activities in the following core areas: (1) instruction, (2) research/scholarship/grants, and (3) service/leadership; however, the relative weight of these core areas in the processes of evaluation and promotion will vary on a case-by-case basis, depending on the particular load and responsibilities that have been included in the contract and position description. By definition, more than 50% of workload is assigned to empirical research, scholarship, and grants, and/or providing supervision or administrative oversight of research/grant activities. This weighting shall be reflected in the faculty member's annual contract and position description (PD), which must be used as guides in determining the criteria for evaluation and promotion. At each rank, research faculty will be judged on their productivity, the quality of their work, and the degree to which they meet the overall goals commensurate with rank.

Instruction: Research faculty members at all ranks are expected to embody the best in innovative instructional practices across a variety of contexts (e.g., course development, program development, authoring training materials) with strong evidence of quality and effectiveness. Research faculty may supervise, advise, or mentor students, all of which also constitute instructional activities. Research faculty should become members of the UMD Graduate Faculty, and shall serve as members of thesis and dissertation committees. Evidence of quality teaching for research faculty members may include student course evaluations, peer evaluations from senior faculty colleagues, as well as evidence associated with course development activities, and curriculum development within a departmental degree program. Evidence may also include the enhancement of the research faculty member's teaching effectiveness through participation in professional development activities. Instructional workload shall be negotiated with the Department Chair at the time of appointment, during annual evaluations, and contract renewal.

Research/Scholarship/Grants: Similar to tenure-track faculty members, research faculty at all ranks are expected to have an original research agenda that contributes to the national and international scientific literatures. Thus, scholarship should conform to the traditional definition of scholarship for TTK faculty at UMD (e.g., according to the University APT Guidelines, scholarship is defined as the discovery, integration, engagement and transmission of knowledge; and the quality of scholarship is assessed through peer review, impact, and significance). In addition, research faculty at all ranks are expected to pursue external funding opportunities for research designed to advance their scholarly agenda, with successful grant funding as a principal investigator (PI) and/or co-principal investigator (Co-PI) expected for promotion to higher ranks.

Service/Leadership: At a level appropriate to their contract, research faculty members are expected to participate in faculty governance activities at the department, college, and/or campus levels. They should contribute to the administration of graduate and undergraduate programs in the department through participation in faculty meetings, service on committees, and

administration of degree programs within their area. Engagement with state, federal government and professional associations are counted toward service/leadership effort, and contribute to opportunities for advancement.

Assistant Research Professor. Appointees shall hold a doctorate with training and experience in the area of specialization. There shall be clear evidence of ability to engage in empirical research, scholarship, and grant writing in the field of specialization. The appointee shall also have demonstrated the potential to engage in teaching and supervision of graduate student research. Appointments to this rank are typically for one to three years and are renewable, at the discretion of the Department Chair.

All faculty members at the rank of assistant research professor will be assigned a senior faculty mentor, who may be a PTK or TTK faculty member by mutual agreement with the Department Chair. In collaboration with the department chair and the senior faculty mentor, assistant research professors shall have a professional development plan describing professional activities and accomplishments that will facilitate progress toward promotion to associate research professor and contract renewal. The professional development plan shall be shared with program directors and coordinators with authority to make workload assignments to PTK faculty. The following criteria will be used for the purposes of annual productivity reviews and contract renewal at the level of Assistant Research Professor:

Instruction

- Fulfilling the departmental requirements to teach 2 courses per year as the default load, unless other responsibilities are assigned in lieu of the default workload.
- Using multiple forms of student assessment (e.g., examinations, papers, group projects).
- Satisfactory student teaching evaluations and peer observation evaluations.
- Research supervision, advising, and/or mentoring students at the undergraduate or graduate level as appropriate.

Research/Scholarship/Grants

- Seeking external funding.
- Authoring or co-authoring articles and reports submitted for publication in peer-reviewed, scientific journals.
- Peer-reviewed conference presentations.

Service/Leadership

- A record of service to the department, college, campus, and/or community.
- Participation in departmental faculty governance (e.g., attending assembly meetings).
- Periodic reviewing for funding agencies, major conferences, and/or journals.

Consideration for promotion to associate research professor is contingent upon a trajectory of increasing responsibility relevant to duties in the description of associate research professor described below. Assistant research professors should master the requirements at their own level and begin fulfilling some of the requirements associated with the next level before being recommended for promotion.

Associate Research Professor. Appointment or promotion to Associate Research Professor requires positive evaluation by the department and college level AEP committees, based on a dossier prepared by the candidate and submitted to and voted upon by the eligible faculty. In addition to the qualifications required of an Assistant Research Professor, the appointee shall also have demonstrated superior research, scholarly or grants/contracts experience, and have a positive reputation among colleagues in the field of specialization (as evidenced by external evaluation letters). Appointments to this rank are typically for one to five years and are renewable at the discretion of the Department Chair with advisement from the annual review process. The following criteria will be used for the purposes of annual productivity reviews and contract renewal at the level of Associate Clinical Professor:

Instruction

- Fulfilling the departmental requirements to teach 2 courses per year as the default load, unless other responsibilities are assigned in lieu of the default workload.
- Using multiple forms of student assessment (e.g., examinations, papers, group projects).
- Satisfactory student teaching evaluations and peer observation evaluations.
- Research supervision, advising, and/or mentoring students at the undergraduate or graduate level as appropriate.

Research/Scholarship/Grants

- Seeking and obtaining funding from external grant sources, preferably as a PI and/or Co-PI.
- External grant funded course buyouts, graduate assistantships, and/or salary savings.
- Published articles and reports in peer-reviewed, scientific journals.
- Peer-reviewed conference presentations.

Service/Leadership

- A record of service to the department, college, campus, and/or community.
- Participation in departmental faculty governance (e.g., attending assembly meetings).
- Ad hoc reviewing for funding agencies, major conferences, and/or journals.

Consideration for promotion to research professor is contingent upon a trajectory of increasing responsibility relevant to duties in the description of research professor described below. Associate research professors should master the requirements at their own level and begin fulfilling some of the requirements associated with the next level before being recommended for promotion.

Research Professor. Promotion to Research Professor requires positive evaluation at the department, college and campus levels, based on a dossier prepared by the candidate that is voted upon by eligible faculty. In addition to the qualifications required of a Research Associate Professor, the appointee shall have sustained success in obtaining external research grant funding, publication of empirical research findings in top-tier, peer-reviewed scholarly journals, experience in working with and/or directing others (such as professionals, faculty members,

graduate students, fellows, and residents or interns) in research activities in the field. The appointee shall have demonstrated a degree of excellence in research scholarship, mentoring of graduate student research, and teaching. The appointee shall also have demonstrated a national and/or international reputation for scholarship in the field of specialization. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract, at the discretion of the Department Chair. The following criteria will be used for the purposes of annual productivity reviews and contract renewal at the level of Research Professor:

Instruction

- Fulfilling the departmental requirements to teach 2 courses per year as the default load, unless other responsibilities are assigned in lieu of the default workload.
- Using multiple forms of student assessment (e.g., examinations, papers, group projects).
- Satisfactory student teaching evaluations and peer observation evaluations.
- Research supervision, advising, and/or mentoring students at the undergraduate or graduate level as appropriate.

Research/Scholarship/Grants

- Sustained record of obtaining funding from external grant sources in the role of a PI and/or Co-PI.
- Sustained record of external grant funded course buyouts, graduate assistantships, and/or salary savings.
- Sustained record of published empirical research articles in top-tier, peer-reviewed, scientific journals.
- Peer-reviewed conference presentations.
- Major invited addresses or keynote speeches.
- National awards or recognition for scholarship.

Service/Leadership

- A record of service to the department, college, campus, and/or community.
- Participation in departmental faculty governance (e.g., attending assembly meetings).
- Ad hoc reviewing for funding agencies, major conferences, and/or journals.
- Leadership in national professional associations or organizations (e.g., board member)
- Member of editorial board for national or international journal.

Lecturers

Evaluation shall be based on three core areas: (1) instruction, (2) scholarship, and (3) service/leadership. It is recognized that lecturers' primary focus is instruction, so at the lower ranks, evaluation is based primarily on this criterion. At each rank, candidates will be judged on their productivity, the quality of their work, and the degree to which they meet the overall goals commensurate with rank.

Instruction: Lecturers at all ranks are expected to embody the best in innovative instructional practices across a variety of contexts with strong evidence of effectiveness. Lecturers may supervise, advise, or mentor students, all of which constitute instructional activities. Evidence of quality teaching for lecturers may include student course evaluations, peer evaluations from senior faculty colleagues, as well as evidence associated with course development activities, curriculum development within a departmental degree program, and the development of instructional materials that provide guidance and/or standards of practice for teaching within the department or field. Evidence may also include participation in professional development activities for the enhancement of the lecturer's teaching effectiveness. Instructional workload shall be negotiated with the Department Chair at the time of appointment, during annual evaluations, and contract renewal.

Scholarship: Clinical scholarship is a form of inquiry that implies a willingness to scrutinize practices within the scope of a particular profession (Dreher, 1999). Clinical scholarship includes efforts to increase understanding of practice in professional communities (e.g., schools, agencies, organizations, professional associations). Thus, clinical scholarship differs from the traditional definition of scholarship for TTK faculty at UMD (e.g., according to the University APT Guidelines, scholarship is defined as the discovery, integration, engagement and transmission of knowledge; and the quality of scholarship is assessed through peer review, impact, and significance). For lecturers, scholarship may include presentations at in-service trainings, workshops, professional meetings and conferences, and publication in mainstream higher education media outlets as well as scholarly journals, books, monographs, and edited volumes. The quality of scholarship for PTK faculty requires a qualitative assessment of the degree to which presentations or publications contribute meaningful guidance about professional practices to other members of the field.

Service/Leadership: At a level appropriate to their contract and rank, lecturers are expected to participate in faculty governance activities at the department, college, and campus levels. They should contribute to the administration of graduate and undergraduate programs in the department through participation in faculty meetings, service on committees, and administration of degree programs within their area. Engagement with state, federal government and professional associations are counted toward service/leadership effort, and contribute to opportunities for advancement.

The relationships between the ranks of Junior Lecturer, Lecturer, Senior Lecturer, and Principal Lecturer are generally not linear. That is, the title Junior Lecturer is generally occupied by active degree-seeking graduate students enrolled in a CHSE graduate academic program, and does not automatically lead to promotion to the rank of Lecturer.

Junior Lecturer. In instances when a graduate student is given a faculty appointment to teach, the title Junior Lecturer shall be used. Upon completion of the graduate program, Junior Lecturers are eligible for promotion to Lecturer. Appointments to this rank are typically for terms of up to one year and are renewable for up to six years. Appointments at the Junior Lecturer are made by the Department Chair.

The criteria for satisfactory performance include:

- Demonstrating command of the subject matter.
- Utilizing innovative instructional delivery.
- Using multiple forms of assessment (e.g., examinations, papers, group projects).
- Satisfactory student teaching evaluations.
- Satisfactory evaluations from a faculty supervisor designated to oversee teaching effectiveness.

Junior lecturers are generally not required to participate in activities related to scholarship or service/leadership as part of their workload as a junior lecturer.

There are few instances when a Junior Lecturer would be directly promoted into a Lecturer rank, however, Junior Lecturers should master the requirements at their own level and be prepared to fulfill the requirements associated with the next level before being recommended for promotion.

Lecturer. The title Lecturer will ordinarily be used to designate appointments of persons who are serving in a teaching capacity for a limited time or part-time. The normal requirement is a Master's degree in the field of instruction or a related field, or equivalent professional experience in the field of instruction. Degree-seeking graduate students in any of the CHSE academic programs are not eligible for appointment as Lecturers, unless enrollment in the graduate degree program occurs subsequent to an existing appointment as Lecturer. Appointments to this rank are typically one to three years and are renewable. The Department Chair makes appointments at the Lecturer rank.

All faculty members at the rank of Lecturer will be assigned a senior faculty mentor, preferably from within the PTK ranks, but the mentor may be a TTK faculty member by mutual agreement with the department chair. In collaboration with the department chair and the senior faculty mentor, lecturers shall have a professional development plan describing professional activities and accomplishments that will facilitate progress toward promotion to senior lecturer and contract renewal. The professional development plan shall be communicated to program directors and coordinators with authority to make workload assignments to PTK faculty. The following criteria will be used for the purposes of annual productivity reviews and contract renewal at the level of Lecturer:

Instruction

- Fulfilling the contractual obligations to teach a specific number of courses per year as the default load (delineated in the contract, contract addendum, and/or position description), unless other responsibilities are assigned in lieu of the default workload.
- Using multiple forms of student assessment (e.g., examinations, papers, group projects).
- Satisfactory student teaching evaluations and peer observation evaluations.
- Advising or mentoring students at the undergraduate or graduate level as appropriate.

Scholarship (optional based on contract and position description)

- Making program-level contributions through clinical scholarship activities (e.g., program manuals, evaluation reports).
- Offering professional development programs to an appropriate professional community.

Service/Leadership

- A record of service to the department, college, campus, and/or community.
- Participation in departmental faculty governance (e.g., attending assembly meetings).

Consideration for promotion to Senior Lecturer is contingent upon a trajectory of increasing responsibility relevant to duties in the description of Senior Lecturer described below. Lecturers should master the requirements at their own level and begin fulfilling some of the requirements associated with the next level before being recommended for promotion.

Senior Lecturer. In addition to having the qualifications of a Lecturer, the appointee shall have an exemplary teaching record over the course of at least five years of full-time instruction or its equivalent as a Lecturer (or similar appointment at another institution) and shall exhibit promise in developing additional skills in the areas of research, service, mentoring, or program development.

Appointments to this rank are typically one to five years and are renewable, at the discretion of the Department Chair. Promotion to the Senior Lecturer rank requires positive evaluation at the department and college levels, based on a dossier prepared by the candidate that is voted upon by eligible department faculty. The following criteria will be used for the purposes of annual productivity reviews and contract renewal at the level of Senior Lecturer:

Instruction (some combination of the following activities as reflected in the contract/PD)

- Fulfilling the contractual obligations to teach a specific number of courses per year as the default load (delineated in the contract, contract addendum, and/or position description), unless other responsibilities are assigned in lieu of the default workload.
- Using multiple forms of student assessment (e.g., examinations, papers, group projects).
- Advising or mentoring students at the undergraduate or graduate level as appropriate.
- Above average to outstanding student teaching evaluations.
- Excellent peer observations of teaching.
- Leading or assisting in the development of a new course and/or curriculum.

Scholarship (some combination of the following activities as reflected in the contract/PD)

- Making program-level contributions through clinical scholarship activities (e.g., program manuals, evaluation reports).
- Offering professional development programs to an appropriate professional community.

- Presentation or publication of clinical scholarship in scholarly journals, professional conferences, professional development workshops, departmental colloquia, and other forms of dissemination.

Service/leadership (some combination of the following activities as reflected in the contract/PD)

- A record of service to the department, college, campus, and/or community.
- Participation in departmental faculty governance (e.g., attending assembly meetings).
- Demonstrated involvement in program/department administration (e.g., leadership on faculty committees, administrative role in program or department).

Consideration for promotion to Principal Lecturer is contingent upon a trajectory of increasing responsibility relevant to duties in the description of Principal Lecturer described below. Senior Lecturers should master the requirements at their own level and begin fulfilling some of the requirements associated with the next level before being recommended for promotion.

Principal Lecturer. Promotion to Principal Lecturer requires positive evaluation at the department, college, and campus levels, based on a dossier prepared by a departmental AEP committee that is voted upon by eligible department faculty. In addition to the qualifications required of the Senior Lecturer, appointees to this rank shall have an exemplary teaching record over the course of at least 5 years of full-time service or its equivalent as a Senior Lecturer (or similar appointment at another institution) and/or the equivalent of 5 years full-time professional experience as well as demonstrated excellence in the areas of research, service, mentoring, or program development. Appointments are typically made as five-year contracts, at the discretion of the Department Chair. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract. The following criteria will be used for the purposes of annual productivity reviews and contract renewal at the level of Principal Lecturer:

Instruction (some combination of the following activities as reflected in the contract/PD)

- Fulfilling the contractual obligations to teach a specific number of courses per year as the default load (delineated in the contract, contract addendum, and/or position description), unless other responsibilities are assigned in lieu of the default workload.
- Using multiple forms of student assessment (e.g., examinations, papers, group projects).
- Advising or mentoring students at the undergraduate or graduate level as appropriate.
- A record of exemplary student teaching evaluations in a significant percentage of courses taught, as evidenced by above average scores for the College of Education (when such data are available).
- Peer observation evaluations from senior colleagues that reflect very high quality teaching practices and effectiveness.
- Leading or assisting in the development of a new course and/or curriculum.

Scholarship (some combination of the following activities as reflected in the contract/PD)

- Making program-level contributions through clinical scholarship activities (e.g., program manuals, evaluation reports).
- Offering professional development programs to an appropriate professional community.

- Presentation or publication of clinical scholarship in scholarly journals, professional conferences, professional development workshops, departmental colloquia, and other forms of dissemination.

Service/leadership (some combination of the following activities as reflected in the contract/PD)

- A record of service to the department, college, campus, and/or community.
- Participation in departmental faculty governance (e.g., attending assembly meetings).
- Demonstrated involvement in program/department administration (e.g., leadership on faculty committees, administrative role in program or department).

Faculty Specialist

Faculty Specialist. The appointee shall hold a Bachelor's degree in a departmentally relevant area and show potential for excellence in the administration and/or management of academic or research programs. Faculty Specialists are expected to engage in activities such as developing curriculum and/or innovative means for delivering curriculum, supervising the non-research activities of graduate or post-doctoral students, serving as grant writers or authors of other publications for an academic or research program, conducting specialized research duties or other such duties that would generate intellectual property to which the faculty member shall retain the rights. Appointments to this rank are typically one to three years and are renewable. The Department Chair makes appointments at the Faculty Specialist rank.

All faculty at the rank of Faculty Specialist will be assigned a senior faculty mentor, preferably from within the PTK ranks, but the mentor may be a TTK faculty member by mutual agreement with the Department Chair. In collaboration with the department chair and the senior faculty mentor, faculty specialists shall have a professional development plan describing professional activities and accomplishments that will facilitate progress toward promotion to the rank of Senior Faculty Specialist and contract renewal. The professional development plan shall be communicated to program directors, coordinators, and faculty supervisors with authority to make workload assignments to PTK faculty. The following criteria will be used for the purposes of annual productivity reviews and contract renewal at the level of Faculty Specialist:

- Demonstrated competence in the skills required for assigned tasks.
- Prompt and accurate completion of assignments.
- Adherence to ethical guidelines.
- Professional conduct and communication.

Consideration for promotion to Senior Faculty Specialist is contingent upon a trajectory of increasing responsibility relevant to duties in the description of Senior Faculty Specialist described below. Faculty Specialists should master the requirements at their own level and begin fulfilling some of the requirements associated with the next level before being recommended for promotion.

Senior Faculty Specialist. In addition to showing superior ability to administer academic or research programs, as evidenced by successfully discharging responsibilities such as those of the Faculty Specialist, the appointee shall hold a Master's degree or have at least 3 years full-time

successful experience as a Faculty Specialist (or similar appointment at another institution), or its equivalent.

Appointments to this rank are typically one to five years and are renewable, at the discretion of the Department Chair. Promotion to the Senior Faculty Specialist rank requires positive evaluation at the department and college levels, based on a dossier prepared by a departmental AEP committee that is voted upon by eligible department faculty.

Consideration for promotion to Principal Faculty Specialist is contingent upon a trajectory of increasing responsibility relevant to duties in the description of Principal Faculty Specialist described below. Senior Faculty Specialists should master the requirements at their own level and begin fulfilling some of the requirements associated with the next level before being recommended for promotion.

Principal Faculty Specialist. In addition to a proven record of excellence in managing and directing an academic or research program, the appointee shall hold a Ph.D. or have at least 5 years of full-time experience as a Senior Faculty Specialist, or its equivalent. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract, at the discretion of the Department Chair. Promotion to the Principal Faculty Specialist rank requires positive evaluation at the department, college, and campus levels, based on a dossier prepared by a departmental AP committee that is voted upon by eligible department faculty.

Faculty Assistant. The appointee shall be capable of assisting faculty in any dimension of academic activity and shall have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement. Appointments to this rank are typically for terms of one to three years and are renewable for up to three years. After three years in rank, appointees who have performed satisfactorily should be eligible for appointment to an appropriate faculty position or encouraged to apply for a staff position. Appointments are made by the Department Chair.

The criteria for satisfactory performance include:

- Demonstrated competence in the skills required for assigned tasks.
- Prompt and accurate completion of assignments.
- Adherence to ethical guidelines.
- Professional conduct and communication

Table 1
Levels of Review for Various Titles and Ranks

	DEPARTMENT LEVEL		COLLEGE LEVEL		CAMPUS
	Department Committee	Chair	College Committee	Dean	Provost
Assistant Clinical Professor		X			
Associate Clinical Professor	X	X	X	X	
Clinical Professor	X	X	X	X	X
Assistant Research Professor		X			
Associate Research Professor	X	X	X	X	
Research Professor	X	X	X	X	X
Assistant Research Scientist		X			
Associate Research Scientist	X	X	X	X	
Research Scientist	X	X	X	X	X
Assistant Research Scholar		X			
Associate Research Scholar		X		X	
Research Scholar		X		X	
Junior Lecturer		X			
Lecturer		X			
Senior Lecturer	X	X		X	
Principal Lecturer	X	X		X	X
Faculty Specialist		X			
Senior Faculty Specialist	X	X		X	
Principal Faculty Specialist	X	X		X	X
Faculty Assistant		X			
Post-Doctoral Scholar		X			
Post-Doctoral Associate		X			
Assistant Adjunct Professor		X			
Associate Adjunct Professor		X			
Adjunct Professor		X			
Assistant Affiliate Professor	X	X			
Associate Affiliate Professor	X	X			
Affiliate Professor	X	X			
Visiting Professor		X			

Appendix A: Professional Track Faculty Ranks, Titles and Minimum Qualifications

Section I of the University of Maryland Policy on Appointment, Promotion and Tenure of Faculty II-1.00(A) describes the minimum qualifications for appointment or promotion the academic and academic administrative ranks. These descriptions provided below include the titles most relevant to PTK positions in the College of Education.

A. PTK Faculty with Duties Primarily in Research, Scholarship or Artistic Creativity

Faculty Assistant	The appointee shall be capable of assisting faculty in any dimension of academic activity and shall have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement. Appointments to this rank are typically for terms of one to three years and are renewable for up to three years. After three years in rank, appointees who have performed satisfactorily should be eligible for appointment to an appropriate faculty position or encouraged to apply for a staff position.
Post-Doctoral Scholar	The appointee generally shall hold a doctorate in a field of specialization earned within three (3) years of initial appointment to this rank. An exception to the time from degree requirement must be approved by the Office of the Provost. Appointment to this rank shall allow for continued training to acquire discipline- specific independent research skills under the direction of a faculty mentor. Appointments are typically for one (1) to three (3) years and are renewable, provided no appointee serves in this rank for more than three (3) years. After three (3) years in this rank, appointees who have performed satisfactorily are eligible for appointment to the rank of Post-Doctoral Associate.
Post-Doctoral Associate	The appointee generally shall hold a doctorate in a field of specialization earned within five (5) years of initial appointment or shall have satisfactorily completed an appointment to the rank of Post-Doctoral Scholar. An exception to the time from degree requirement must be approved by the Office of the Provost. The appointee shall have training in research procedures, be capable of carrying out individual research or collaborating in group research at the advanced level, and have the experience and specialized training necessary for success in such research projects as may be undertaken. Appointments are typically for one (1) to three (3) years and are renewable, provided the maximum consecutive length of service in both post-doctoral ranks shall not exceed 6 years. Exceptions may be approved by the Office of the Provost. After six years in the post-doctoral ranks, appointees who have performed satisfactorily are eligible for appointment to an appropriate faculty position other than in the post-doctoral series.

B. PTK Research Faculty Ranks

Assistant Research Professor	<p>This rank is generally parallel to Assistant Professor. Appointees shall have demonstrated superior research ability and potential for contributing to the educational mission through teaching or service. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other research personnel). An earned doctoral degree will be a normal minimum requirement for appointment at this rank. Appointments to this rank are typically one to three years and are renewable.</p>
Associate Research Professor	<p>This rank is generally parallel to Associate Professor. In addition to the qualifications required of the Assistant Research Professor, appointees shall have extensive successful experience in scholarly or creative endeavors, the ability to propose, develop, and manage major research projects, and proven contributions to the educational mission through teaching or service. Appointments to this rank are typically one to five years and are renewable.</p>
Research Professor	<p>This rank is generally parallel to Professor. In addition to the qualifications required of the Associate Research Professor, appointees shall have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should have a record of outstanding scholarly production in research, publications, professional achievements or other distinguished and creative activity, and exhibit excellence in contributing to the educational mission through teaching or service. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract.</p>

Assistant Research Scientist	<p>This rank is generally parallel to Assistant Professor. Appointees shall have demonstrated superior scientific research ability. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other research personnel). An earned doctoral degree will be a normal minimum requirement for appointment at this rank. Appointments to this rank are typically one to three years and are renewable.</p>
Associate Research Scientist	<p>This rank is generally parallel to Associate Professor. In addition to having the qualifications required of the Assistant Research Scientist, appointees shall have significant scientific research accomplishments, show promise of continued productivity, and have the ability to propose, develop, and manage research projects. Appointments to this rank are typically one to five years and are renewable.</p>

Research Scientist	This rank is generally parallel to Professor. In addition to having the qualifications required of the Associate Research Scientist, appointees shall have established a national and, where appropriate, international reputation for outstanding scientific research. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements, or other distinguished and creative activity. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract.
--------------------	--

Assistant Research Scholar	This rank is generally parallel to Assistant Professor. Appointees to this rank shall have demonstrated superior scholarly research ability and be qualified and competent to direct the work of others (such as technicians, graduate students, other research personnel). An earned doctoral degree will be a normal minimum requirement for appointment at this rank. Appointments to this rank are typically one to three years and are renewable.
----------------------------	--

Associate Research Scholar	This rank is generally parallel to Associate Professor. In addition to the qualifications required of the Assistant Research Scholar, appointees shall have extensive successful experience in scholarly or creative endeavors sufficient to have established a regional and national reputation among colleagues, and where appropriate, the ability to propose, develop, and manage research projects. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements, or other distinguished and creative activities. Appointments to this rank are typically one to five years and are renewable.
----------------------------	---

Research Scholar	This rank is generally parallel to Professor. In addition to having the qualifications required of the Associate Research Scholar, appointees shall have demonstrated a degree of proficiency sufficient to establish an excellent reputation among national and international colleagues. Appointees should provide tangible evidence of an extensive, respected record of scholarly production in research, publications, professional achievements, or other distinguished and creative activity. Appointments are typically made as five year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract.
------------------	---

C. PTK Faculty Engaged Exclusively or Primarily in Clinical Teaching

Assistant Clinical Professor	The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of clinical specialization, and professional or board certification, when appropriate. There shall be clear evidence of a high level of ability in clinical practice and teaching in the departmental field. The appointee shall also have demonstrated scholarly and/or administrative ability. Appointments to this rank are typically for one to three years and are renewable.
Associate Clinical Professor	In addition to the qualifications required of an Assistant Clinical Professor, the appointee shall ordinarily have had extensive successful experience in clinical or professional practice in the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee shall also have demonstrated superior teaching ability and scholarly or administrative accomplishments and have a reputation of respect among colleagues in the region. Appointments to this rank are typically for one to five years and are renewable.
Clinical Professor	In addition to the qualifications required of an Associate Clinical Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract.

D. Additional PTK Faculty Ranks

Instructor	An appointee to the rank of Instructor ordinarily shall hold the highest earned degree in his or her field of specialization. There shall be evidence also of potential for excellence in teaching and for a successful academic career. The rank does not carry tenure. As of November 14, 1995, this title may NOT be used for new appointments.
Assistant Instructor	The appointee shall be competent to fill a specific position in an acceptable manner, but he or she is not required to meet all the requirements for an Instructor. He or she shall hold the appropriate baccalaureate degree or possess equivalent experience.
Junior Lecturer	In instances when a graduate student is given a faculty appointment to teach, the title Junior Lecturer shall be used. Upon completion of the graduate program, Junior Lecturers are eligible for promotion to Lecturer.

	Appointments to this rank are typically for terms of up to one year and are renewable for up to six years.
Lecturer	The title Lecturer will ordinarily be used to designate appointments of persons who are serving in a teaching capacity for a limited time or part-time. The normal requirement is a Master's degree in the field of instruction or a related field, or equivalent professional experience in the field of instruction. Appointments to this rank are typically one to three years and are renewable.
Senior Lecturer	In addition to having the qualifications of a Lecturer, the appointee shall have an exemplary teaching record over the course of at least five years of full-time instruction or its equivalent as a Lecturer (or similar appointment at another institution) and shall exhibit promise in developing additional skills in the areas of research, service, mentoring, or program development. Appointments to this rank are typically one to five years and are renewable.
Principal Lecturer	In addition to the qualifications required of the Senior Lecturer, appointees to this rank shall have an exemplary teaching record over the course of at least 5 years full-time service or its equivalent as a Senior Lecturer (or similar appointment at another institution) and/or the equivalent of 5 years full-time professional experience as well as demonstrated excellence in the areas of research, service, mentoring, or program development. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract.

Faculty Specialist	The appointee shall hold a Bachelor's degree in a relevant area and show potential for excellence in the administration and/or management of academic or research programs. Faculty Specialists are expected to engage in activities such as developing curriculum and/or innovative means for delivering curriculum, supervising the non-research activities of graduate or post-doctoral students, serving as grant writers or authors of other publications for an academic or research program, conducting specialized research duties or other such duties that would generate intellectual property to which the faculty member shall retain the rights. Appointments to this rank are typically one to three years and are renewable.
Senior Faculty Specialist	In addition to showing superior ability to administer academic or research programs, as evidenced by successfully discharging responsibilities such as those of the Faculty Specialist, the appointee shall hold a Master's degree or have at least 3 years full-time experience as a Faculty Specialist (or similar appointment at another institution), or its equivalent. Appointments to this rank are typically one to five years and are renewable.

Principal Faculty Specialist	<p>In addition to a proven record of excellence in managing and directing an academic or research program, the appointee shall hold a Ph.D. or have at least 5 years of full-time experience as a Senior Faculty Specialist, or its equivalent.</p> <p>Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract.</p>
------------------------------	---

Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor	<p>The appointee shall be associated with the faculty of a department or non-departmentalized school or college, but shall not be essential to the development of that unit's program. The titles do not carry tenure. The appointee may be paid or unpaid. The appointee may be employed outside the University, but shall not hold another paid appointment at the University of Maryland at College Park. The appointee shall have such expertise in his or her discipline and be so well regarded that his or her appointment will have the endorsement of the majority of the members of the professorial faculty of the academic unit. Any academic unit may recommend to the administration persons of these ranks; normally, the number of adjunct appointments shall comprise no more than a small percentage of the faculty in an academic unit. Appointments to these ranks shall not extend beyond the end of the fiscal year during which the appointment becomes effective and may be renewed.</p>
---	--

Affiliate Assistant Professor, Affiliate Associate Professor, Affiliate Professor	<p>These titles shall be used to recognize the affiliation of a faculty member or other university employee with an academic unit other than that to which his or her appointment and salary are formally linked. The nature of the affiliation shall be specified in writing, and the appointment shall be made upon the recommendation of the faculty of the department with which the appointee is to be affiliated and with the consent of the faculty of his or her primary department. The rank of affiliation shall be commensurate with the appointee's qualifications.</p>
---	---

Visiting Appointments	<p>The prefix Visiting before an academic title, e.g., Visiting Professor, shall be used to designate a short-term professorial appointment without tenure.</p>
-----------------------	---

Professor of the Practice	<p>This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when</p>
---------------------------	--

	<p>appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having the stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title.</p>
--	---

APPENDIX B

BALLOT

[CANDIDATE'S NAME AND TITLE]

DEPARTMENT OF COUNSELING, HIGHER EDUCATION, AND SPECIAL EDUCATION

APPOINTMENT TO [RANK]

[DATE OF MEETING OF THE ELIGIBLE VOTING FACULTY]

STEP 1

Indicate whether [NAME] meets the expectations for appointment to [RANK] in each of the three areas. [NAME] must receive a positive vote <u>in each area</u> for an overall positive vote (in Step 2).		
INSTRUCTION	YES <input type="checkbox"/>	NO <input type="checkbox"/>
SCHOLARSHIP/CREATIVE ACTIVITY	YES <input type="checkbox"/>	NO <input type="checkbox"/>
SERVICE/LEADERSHIP	YES <input type="checkbox"/>	NO <input type="checkbox"/>

STEP 2

Overall, [NAME] meets the expectations for [RANK]:		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	ABSTAIN* <input type="checkbox"/>
If you abstained, please provide reason:		