

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

**Department of Human Development and Quantitative Methodology
University of Maryland, College Park, Maryland**

**Approved by HDQM Departmental Assembly via online vote on 3/1/2017
Revisions Approved by HDQM Departmental Assembly via online vote 5/8/2018**

This document provides guidelines for the first-level review of professional track (PTK) faculty being considered for appointment or promotion in the Department of Human Development and Quantitative Methodology. The guidelines, including definitions of titles and ranks, 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.²

Appointment

As is the case for tenure-track appointments, the department may search for PTK faculty at any level. The department may determine the proportion of time (0-100%) for the positions PTK faculty hold. PTK appointments may be made for up to five years depending on the title and rank, as described in the College of Education PTK AEP policy. Unless otherwise noted below, initial PTK faculty appointments are made at the discretion of the Department Chair. Subsequent, 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. For some titles and ranks, an Appointment, Evaluation, and Promotion (AEP) committee also must be constituted.

When making initial and when renewing appointments, the Department will use the online contract management system to ensure that all contracts contain necessary elements, including a clear description of assignments and expectations associated with the appointment, as well as information on how to access all PTK-related policies and professional resources.

Mentoring

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.

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>.

² All new PTK hires in the Department will receive a copy of this document.

First-level Review Process

Composition of the First-Level Review Committee

The First-Level Review Committee shall consist of all HDQM faculty (TTK and PTK) who are at the rank eligible for voting according to the campus policies and procedures for appointment, evaluation, and promotion of professional-track faculty. (See HDQM Plan of Organization for details.) For each professional-track candidate seeking promotion in a given year, an AEP subcommittee also shall be constituted from within this larger pool. For multiple candidates, separate subcommittees shall be constituted whenever feasible, at the Department Chair's discretion. Each such subcommittee shall consist of two tenured faculty members and one professional-track (PTK) faculty member, all of whom are at the rank eligible for voting.

Professional-track AEP subcommittees shall be appointed by the Department Chair in consultation with the Executive Committee, with a minimum of two subcommittee members from the candidate's program whenever possible. 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. Every effort will be made to choose a representative whose work aligns as closely as possible with that of the AEP candidate. Faculty members shall not serve concurrently on more than one professional-track AEP committee, whenever possible.

The chairperson of a professional-track AEP subcommittee must hold the highest rank for his or her title (e.g., Professor, Senior Lecturer, etc.). When a faculty member at a junior level is being considered for promotion to a more senior rank, only those holding that rank or higher may serve on a professional-track AEP committee or, consequently, a professional-track AEP subcommittee.

Responsibilities of the AEP Subcommittee

Professional-track AEP subcommittees shall carry out the procedures described in the campus policy for appointment, evaluation, and promotion of professional-track faculty. These include gathering and distributing the candidate's supporting materials, organizing a meeting of the faculty eligible to discuss and vote on the case, and writing a report of this meeting. The written report shall include a summary of the subcommittee's actions, as well as the deliberations of the full voting faculty and a general explanation for any negative or *in absentia* votes cast. The report should clearly delineate (1) the standards and expectations applied to the candidate and measures used to assess these, (2) the candidate's major contributions and the relevance of these contributions to the candidate's field, and (3) the full committee's assessment of whether the department's standards and expectations have been met and evidence in support of this assessment.

Voting

At the meeting of the full AEP committee (i.e., all eligible voters, as specified in the HDQM Plan of Organization), candidates shall be considered in random order within rank beginning with those considered for promotion to the associate level. There must be a quorum present, as defined in the HDQM Plan of Organization, for voting to proceed.

A simple majority vote of those present and voting (i.e., 51% or greater) constitutes recommendation by the faculty to promote. Ballots shall be written and every attempt will be made to preserve anonymity.

Professional-track AEP subcommittees shall maintain appropriate records and present such records, along with their recommendations, to the Department Chair.

Chair's Review

Upon receipt of the AEP committee's report, the Department Chair shall complete an independent review of each case and write a report. 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

Upon receipt of the Department Chair's notification regarding the first-level review, the faculty member may appeal a negative decision. The appeal must be based on alleged violations of procedural or substantive 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, Evaluation, and Promotion to Professional Track Titles and Ranks

As required by *University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty II-1.00(A)*, each department is responsible for developing brief, written criteria for appointment and promotion to the various professional track titles and ranks. Units may choose to set expectations related to appropriate time in rank between evaluations for promotion, but such expectations shall not preclude a faculty member from seeking to be reviewed early or from opting not to be reviewed. Except as specified in University and College policies, the application and review process, including the materials to be submitted by the faculty member to the Department Chair, shall be specified in the unit's evaluation and promotion guidelines. The application deadline is April 15th. Evaluations of individual PTK faculty shall be based on the unit'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.

Negative decisions for promotion do not preclude renewal of the existing PTK appointment. Promotions cannot be rescinded.

In cases where a PTK faculty member has an appointment in more than one unit, the unit that holds the greater share of the appointment (or primary contract) will conduct the promotion review. For example, if the faculty member holds a 51% or greater appointment in CHSE, then CHSE will conduct the first-level promotion review. In these cases, CHSE will ask for a letter from the department chair of the other unit(s). In cases

where the PTK faculty member's primary contract is with another department, the CHSE Chair will provide a letter to that unit.

Summaries of these criteria and guidelines for appointment, evaluation, and promotion in the HDQM department, for each title and rank, are provided below. These criteria shall be reviewed periodically, 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 only titles and ranks employed in the HDQM Department at the time of this policy's approval are included. Should appointments for additional PTK titles and ranks be considered in the future, this policy shall be amended. Finally, this policy does not include information regarding appointment and evaluation of teachers at the Center for Young Children, but this information can be found in the CYC Teachers' Handbook.

CLINICAL PROFESSOR

Evaluation at all ranks may be based on three criteria: (1) instruction, (2) scholarship, and (3) service/leadership; however, the relative weight of these criteria may vary on a case-by-case basis, depending on the particular load and responsibilities that have been negotiated with the Department Chair. This weighting shall be reflected in the faculty member's annual contracts, so these contracts should be used as a guide in determining the weighting of criteria to be used for evaluation and promotion. 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: Clinical professors at all ranks are expected to embody the best in innovative instructional practices across a variety of contexts with indisputable evidence of effectiveness. Clinical professors may supervise, advise, or mentor students. At all ranks, these activities should include mentoring undergraduate and master's students. At the rank of Clinical Professor, candidates are expected to be adjunct members of the Graduate Faculty and to serve on master's thesis and doctoral dissertation committees.

Scholarship: Clinical scholarship is defined as professional accomplishments that are respected, visible, and validated by the professional community (e.g., schools, professional associations). Clinical professors are not expected to have an original research agenda in the sense of a traditional tenure-track faculty member. However, consistent with the research mission of the university, candidates for Clinical Professor are expected to demonstrate accomplishments in both clinical/professional and research scholarship communities.

Service/Leadership: Clinical professors are expected to enhance and advance the educator preparation programs throughout the College of Education by way of programmatic evaluation and improvement, service to the college, campus, community, state, federal government and professional associations, and fulfill administrative responsibilities appropriate to the position. Candidates for promotion to the rank of Full Clinical Professor are expected to assume significant leadership roles in the College of Education and the professional community (e.g., hold positions as program directors/coordinators).

As part of the evaluation procedure for promotion to associate and full professor ranks, the departmental AEP subcommittee shall solicit letters of evaluation from both former students and external (i.e., outside the university) members of the candidate's professional community. The candidate should identify five individuals suitable for this external evaluation, from which the departmental AEP subcommittee shall select three referees to solicit, ensuring that both former students and professional colleagues are represented. In accordance with the campus APT procedures, the candidate may submit two additional letters from mentors, collaborators, or colleagues.

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, at the discretion of the Department Chair.

These rank-specific standards would be evidenced by activities such as:

Instruction

- Fulfilling the departmental teaching requirements as specified in the annual contract. Teaching load, if any, shall be negotiated with the Department Chair at the time of contract renewal.
- Demonstrating command of the subject matter.
- Utilizing innovative instructional delivery.
- Using multiple forms of assessment (e.g., examinations, papers, group projects).
- Advising or mentoring students at the undergraduate or master's level.
- Satisfactory student teaching evaluations.

Scholarship

- Making programmatic contributions (e.g., program manuals, evaluation reports).
- Assisting in the development of a new course and/or curriculum.
- Offering professional development to the PreK-12 (or appropriate professional) community.

Service/Leadership

- Demonstrating a record of service to the college, campus, and PreK-12 community.
- Participation in faculty governance (e.g., attending assembly meetings).

Associate Clinical Professor

Promotion to Associate Clinical Professor requires positive evaluation by at the department and college levels, based on a dossier prepared by a departmental AEP subcommittee that is voted upon by eligible department faculty (see HDQM Plan of Organization for voting eligibility). 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, at the discretion of the Department Chair.

These rank-specific standards would be evidenced by activities such as:

Instruction

- Teaching evaluations at or above satisfactory average scores for the College of Education.

- Supervision of undergraduate honors theses, when appropriate to the position description.

Scholarship

- Development of new courses based on programmatic data/contemporary needs.
- Preparation of program manuals and online material.
- Authorship or co-authorship of articles and books for the professional community.

Service/leadership

- Demonstrated involvement in faculty governance.
- Demonstrated involvement in program evaluation.
- Service as a consultant (paid or unpaid).
- Service as a program reviewer for a professional association.
- Service as a chair or co-chair for a college-level committee.

Clinical Professor

Promotion to Clinical Professor 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 (see HDQM Plan of Organization for voting eligibility). 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, at the discretion of the Department Chair.

These rank-specific standards would be evidenced by activities such as:

Instruction

- Teaching evaluations that are consistently above average, if not exceptional
- College or campus level awards for excellence in teaching
- Service as an adjunct member of the Graduate Faculty
- Service on master's thesis and doctoral dissertation committees.
- Supervision of master's students when appropriate to the position description

Scholarship

- Conceptualizing, designing, and implementing an academic program.
- Overseeing the preparation and "successful" submission of all programmatic reports (e.g., College Program Profile, SPA, NCATE/MSDE explication papers) as evidenced in the official response/recognition.
- Reviewing and analyzing annual program data and recommending programmatic changes as evidenced through a program profile or program report.
- Seeking and obtaining external funding.
- Authoring and co-authoring peer-reviewed papers or publications.

- Chairing or co-chairing a paper session at a national conference (e.g., SRCD, AERA, APA).
- Invited conference presentations at the national or state level, preferably outside of Maryland.

Service/Leadership

- 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).
- Service as a journal reviewer.
- Leadership in national professional associations or organizations (e.g., board member, team leader for NCATE or specialized program association review).
- Supervision of other clinical faculty and graduate assistants.
- Facilitation of collaborative partnerships within the PreK-12 community.

RESEARCH PROFESSOR

Evaluation at all ranks may be based on three criteria: (1) instruction, (2) scholarship, and (3) service/leadership; however, the relative weight of these criteria shall vary on a case-by-case basis, depending on the particular load and responsibilities that have been negotiated with the Department Chair. This weighting shall be reflected in the faculty member's annual contracts, so these contracts should be used as a guide in determining the weighting of criteria to be used for evaluation and promotion. 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: Research professors at all ranks are expected to embody the best in innovative instructional practices across a variety of contexts with indisputable evidence of effectiveness. Research professors may supervise or mentor students. At all ranks, these activities should include mentoring undergraduate and master's students. At the rank of Research Professor, candidates are expected to be adjunct members of the Graduate Faculty and to serve on master's thesis and doctoral dissertation committees.

Scholarship: Similar to tenure-track faculty members, Research Professors at all ranks are expected to have an original research agenda that contributes to the national and international scientific literatures.

Service/Leadership: Research professors are expected to provide professional service to the college, campus, government, and professional associations, as well as fulfill administrative responsibilities appropriate to the position. Candidates for promotion to the rank of Research Professor are expected to assume significant leadership roles in the College of Education and the professional community (e.g., hold positions as program directors/coordinators).

As part of the evaluation procedure for promotion to associate and full professor ranks, the departmental AEP subcommittee shall solicit letters of evaluation from both former students and external (i.e., outside the university) members of the candidate's professional community. The candidate should identify five individuals suitable for this external evaluation, from which the departmental AEP subcommittee shall select three referees to solicit, ensuring that both former students and professional colleagues are represented. In accordance with the campus APT procedures, the candidate may submit two additional letters from mentors, collaborators, or colleagues.

Assistant Research Professor

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.

Appointments to the Assistant Research Professor rank are made by the Department Chair.

These rank-specific standards would be evidenced by activities such as:

Instruction

- Fulfilling the departmental teaching requirements as specified in the annual contract. Teaching load, if any, shall be negotiated with the Department Chair at the time of contract renewal.
- Demonstrated command of the subject matter.
- Utilizing innovative instructional delivery.
- Using multiple forms of assessment (e.g., examinations, papers, group projects).
- Advising or mentoring students at the undergraduate or master's level.

Scholarship

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

Service/Leadership

- Service on departmental, college, and campus committees.
- Participation in faculty governance (e.g., attending assembly meetings).
- Adhoc reviewing for funding agencies, major conferences, and/or journals.

Associate Research Professor

This rank is generally parallel to Associate Professor. Promotion to Associate Research Professor requires positive evaluation at the department and college levels, based on a dossier prepared by a departmental AP committee that is voted upon by eligible department faculty (see HDQM Plan of Organization for voting eligibility). 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, at the discretion of the Department Chair.

These rank-specific standards would be evidenced by activities such as:

Instruction

- Teaching evaluations at or above satisfactory average scores for the College of Education.

Scholarship

- Indications of scholarly impact (e.g., invited addresses, invited chapters, numerous citations in high impact journals).

Service/Leadership

- Chair or co-chair of a departmental- or college-level committee
- Participation on standing grant review panels or conference program committees.

Research Professor

This rank is generally parallel to Professor. Promotion to Research Professor 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 (see HDQM Plan of Organization for voting eligibility). 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, at the discretion of the Department Chair.

These rank-specific standards would be evidenced by activities such as:

Instruction

- Teaching evaluations that are consistently above average, if not exceptional.
- College or campus level awards for excellence in teaching.
- Service as an adjunct member of the Graduate Faculty.
- Service on master's thesis and doctoral dissertation committees.
- Supervision of master's students when appropriate to the position description.

Scholarship

- Chairing or co-chairing a paper session at a national conference (e.g., SRCD, AERA, APA).
- Major invited addresses or keynote speeches.
- National awards or recognition for scholarship.

Service/Leadership

- Leadership in national professional associations or organizations (e.g., board member)
- Member of editorial board for national or international journal.

RESEARCH SCIENTIST

Evaluation at all ranks may be based on three criteria: (1) instruction, (2) scholarship, and (3) service/leadership; however, the relative weight of these criteria shall vary on a case-by-case basis, depending on the particular load and responsibilities that have been negotiated with the Department Chair. This weighting shall be reflected in the faculty member's annual contracts, so these contracts should be used as a guide in determining the weighting of criteria to be used for evaluation and promotion. 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: Research scientists do not engage in lecturing or course instruction. However, they may have opportunities to mentor undergraduate and graduate research assistants.

Scholarship: Similar to tenure-track faculty members, Research scientists at all ranks are expected to have an original research agenda that contributes to the national and international scientific literatures.

Service/Leadership: Research scientists are expected to provide professional service to the college, campus, government, and professional associations, as well as fulfill administrative responsibilities appropriate to the position. Candidates for promotion to the rank of Research Scientist are expected to assume significant leadership roles in the College of Education and the professional community (e.g., reviewing grants, serving on program committees for conferences, etc.).

As part of the evaluation procedure for promotion to associate and full scientist ranks, the departmental AEP subcommittee shall solicit letters of evaluation from both former students and external (i.e., outside the university) members of the candidate's professional community. The candidate should identify five individuals suitable for this external evaluation, from which the departmental AEP subcommittee shall select three referees to solicit, ensuring that both former students and professional colleagues are represented. In accordance with the campus APT procedures, the candidate may submit two additional letters from mentors, collaborators, or colleagues.

Assistant Research Scientist

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. Appointments to the Assistant Research Scientist rank are made by the Department Chair.

These rank-specific standards would be evidenced by activities such as:

Instruction

- Supervising students at the undergraduate or master's level in a research setting (e.g., students earning research credit in a lab).

Scholarship

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

Service/Leadership

- Service on departmental, college, and campus committees.
- Participation in faculty governance (e.g., attending assembly meetings).
- Adhoc reviewing for funding agencies, major conferences, and/or journals.

Associate Research Scientist

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, at the discretion of the Department Chair. Promotion to Associate Research Scientist requires positive evaluation at the department and college levels, based on a dossier prepared by a departmental AP committee that is voted upon by eligible department faculty (see HDQM Plan of Organization for voting eligibility).

These rank-specific standards would be evidenced by activities such as:

Instruction

- Meet the standards for Assistant Research Scientist

Scholarship

- Indications of scholarly impact (e.g., invited addresses, invited chapters, numerous citations in high impact journals).
- Seeking and obtaining external funding.

Service/Leadership

- Service on departmental, college, or campus committees.
- Participation on standing grant review panels or conference program committees.

Research Scientist

This rank is generally parallel to Professor. Promotion to Research Scientist 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 (see HDQM Plan of Organization for voting eligibility). 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, at the discretion of the Department Chair.

These rank-specific standards would be evidenced by activities such as:

Instruction

- Meet the standards for Assistant Research Scientist

Scholarship

- Chairing or co-chairing a paper session at a national conference (e.g., SRCD, AERA, APA).
- Major invited addresses or keynote speeches.
- National awards or recognition for scholarship.

Service/Leadership

- Leadership in national professional associations or organizations (e.g., board member)
- Member of editorial board for national or international journal.
- Service on a standing grant panel, including chairing such a panel.

LECTURER

Evaluation may be based on three criteria: (1) instruction, (2) scholarship, and (3) service/leadership, though not all criteria pertain to all ranks. It is recognized that lecturers' primary focus is instruction, so at the lower ranks, evaluation is based solely 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 indisputable evidence of effectiveness.

Scholarship: At advanced ranks, lecturers should be actively involved in scholarship around the enterprise of higher education and undergraduate instruction.

Service/Leadership: At advanced ranks, lecturers are expected to provide professional service to the college, campus, and professional associations, as well as fulfill administrative responsibilities appropriate to the position. Candidates for promotion to the rank of Principal Lecturer are expected to assume significant leadership roles in the College of Education and the professional community (e.g., editing journals related to undergraduate teaching, organizing professional meetings, etc.).

As part of the evaluation procedure for promotion to senior and principal lecturer ranks, the departmental AEP subcommittee shall solicit letters of evaluation from both former students and external (i.e., outside the university) members of the candidate's professional community. The candidate should identify five individuals suitable for this external evaluation, from which the departmental AEP subcommittee shall select three referees to solicit, ensuring that both former students and professional colleagues are represented. In accordance with the campus APT procedures, the candidate may submit two additional letters from mentors, collaborators, or colleagues.

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).
- Advising or mentoring students at the undergraduate or master's level.
- Satisfactory student teaching evaluations.

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. Appointments at the Lecturer rank are made by the Department Chair.

In addition to having the qualifications of a Junior Lecturer, Lecturers shall also have positive peer evaluations of teaching.

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 a departmental AP committee that is voted upon by eligible department faculty (see HDQM Plan of Organization for voting eligibility).

These rank-specific standards would be evidenced by activities such as:

Instruction

- Above average to outstanding student teaching evaluations.
- Excellent peer observations of teaching.

Scholarship

- Author or co-author publications related to undergraduate instruction.
- Development of new courses based on programmatic data/contemporary needs.
- Preparation of program manuals and online material.

Service/leadership

- Demonstrated involvement in faculty governance.
- Demonstrated involvement in program evaluation.
- Service as a chair or co-chair for a department and college level committees.

Principal Lecturer

Promotion to Principal Lecturer 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 (see HDQM Plan of Organization for voting eligibility). 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, at the discretion of the Department Chair.

These rank-specific standards would be evidenced by activities such as:

Instruction

- Teaching evaluations that are consistently above average, if not exceptional
- College or campus level awards for excellence in teaching

Scholarship

- Conceptualizing, designing, and implementing an academic program.
- Reviewing and analyzing annual program data and recommending programmatic changes as evidenced through a program profile or program report.
- Authoring and co-authoring peer-reviewed papers or publications related to teaching at the undergraduate level.
- Chairing or co-chairing a paper session at a national conference (e.g., SRCD, AERA, APA) related to teaching at the undergraduate level.
- Invited conference presentations at the national or state level, preferably outside of Maryland, related to teaching at the undergraduate level.

Service/Leadership

- Leadership/administrative roles in the college.
- Service as a professional journal reviewer.
- Leadership in national professional associations or organizations (e.g., board member).

FACULTY SPECIALIST

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. Appointments at the Faculty Specialist rank 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.

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, 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 AP committee that is voted upon by eligible department faculty (see HDQM Plan of Organization for voting eligibility).

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 (see HDQM Plan of Organization for voting eligibility).

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.

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. Appointments are made by the Department Chair.

The criteria for satisfactory performance include:

- Acceptable level of productivity, to be determined by the faculty mentor.
- Adherence to ethical guidelines.
- Professional conduct and communication.

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. Appointments are made by the Department Chair.

The criteria for satisfactory performance include:

- Acceptable level of productivity, to be determined by the faculty mentor.
- Provide leadership in the research group/lab (e.g., mentoring graduate and undergraduate students, designing studies).
- Adherence to ethical guidelines.
- Professional conduct and communication.

VISITING APPOINTMENTS

The prefix Visiting before an academic title, e.g., Visiting Professor, shall be used to designate a short-term professorial appointment without tenure. Appointments are made by the Department Chair.

Table 1
Levels of Review for Various Titles and Ranks
(Only the highlighted titles are currently employed in HDQM)

	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			

