

Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty¹

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This document provides guidelines for the first-level review of professional track (PTK) faculty being considered for appointment or promotion in the Department of Teaching and Learning, Policy and Leadership. The guidelines are based on the *University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty* (II-1.00(A)),² 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.

Appointment

As is the case for tenure-track (TTK) appointments, the Department may search for PTK faculty at any rank and determine the proportion of time (0-100%) for the appointment. 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. 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 Committee (AEP Committee) also must be constituted (see Table 1).

Evaluation

Professional track faculty members will receive ongoing mentoring by appropriate senior faculty, either PTK faculty or TTK faculty, in accordance with Department policies and practices. Each professional track faculty member will receive an annual performance review by a committee designated by the Department Chair to conduct that review. The purposes of the review will be to provide, based on productivity, an evaluation of and recommendation pertaining to salary adjustments and/or reappointment.

Promotion

All appointments and promotions 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).

First-level Review Process

All appointments and promotions require departmental, or first-level review. In some cases, the Department Chair has sole responsibility for this review. In other cases, the process requires review by both the first-level review committee and the Department Chair. In others, the review process may extend to a second-level review at the college level or to the Office of the Provost (Table 1).

Composition of the First-level Review Committee

The Department will establish a first-level review committee. The *Appointment, Evaluation and Promotion Review Committee* (hereafter referred to as the *AEP Committee* to distinguish it from the APT Committee³) consists of tenure-track, tenured and professional track faculty members who hold the appropriate titles at or above the rank sought by those seeking appointment or promotion (hereafter, *eligible voting faculty*). For example, the eligible voting faculty for a person seeking promotion to the second rank of a title (e.g., from Assistant to Associate Research Scientist) would include faculty holding appointments at the second and

¹ Filename: *TLPL AEP Guidelines 2017.docx*

² 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>.

³ Otherwise known as the Appointment, Promotion and Tenure Review Committee for tenured and tenure-track faculty.

third ranks in all other TTK and PTK titles.

A subcommittee of the AEP Committee, the *Appointment, Evaluation and Promotion Case Preparation Subcommittee* (hereafter, *AEP Subcommittee*) assists professional track faculty members who seek appointment and promotion to the professional track titles and ranks. The AEP Subcommittee is comprised of individuals elected to one-year terms by the Departmental Assembly. These individuals are selected from the PTK faculty who hold the appropriate titles at or above the rank sought by those seeking appointment or promotion.

The Department Chair has the discretion to adjust the size and composition of the AEP Subcommittee under the following conditions:

- The Department Chair may increase the size of the AEP Subcommittee when the number seeking promotion is greater than the Department's capacity to seat the appropriate number of people on the committee.
- The Department Chair may appoint one or more individuals from the ranks of the TTK faculty when PTK faculty members at rank are not present or available to serve on the AEP Subcommittee.
- The Department Chair may appoint tenured/tenure-track faculty of appropriate title and rank to the AEP Subcommittee when individuals seek appointment or promotion to the ranks of Research Scholar, Research Scientist and Research Professor.

Timeline for the First-Level Review Process

A timeline of activity associated with the appointment and promotion of PTK faculty can be found in Appendix A.

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

Candidate dossier. Candidates must provide an up-to-date curriculum vitae (CV), personal statement, and list of five (5) potential external evaluators (names, title, affiliation, short professional bio, contact information). In addition, they must provide sufficient evidence of accomplishments relevant to the title and rank they seek, as outlined in Appendix A.

External evaluators. The AEP Subcommittee assists in the development of the candidate's dossier, including the solicitation of external evaluations. Candidates identify five (5) individuals they deem suitable for this purpose. The AEP Subcommittee selects three (3) individuals from that list, ensuring that, as a group, the evaluators are positioned to speak objectively to the accomplishments of each candidate. The evaluators receive the departmental criteria for promotion to rank in question and the candidate's CV, Personal Statement, and other relevant materials attesting to the candidate's accomplishments (See Appendix B, sample email).

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.

Meeting of the AEP Committee. The AEP Subcommittee Chair convenes a meeting of the AEP Committee. The Chair may permit members to participate via video or phone link, when necessary. A quorum of two-thirds of the eligible voting faculty must be present to hold the meeting and to register an official vote. A member of the AEP Subcommittee presents the candidate's dossier and accomplishments in instruction, service/leadership, and scholarship/creative activity. Following a discussion of the candidate's case, a secret ballot will be taken (see Appendix C, *Ballot*).

Report of the AEP Committee. Upon completion of these deliberations, the AEP Subcommittee 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 the department'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.

Department Chair's review. Upon receipt of the AEP Committee's report, the Department Chair completes an independent evaluation of the candidate's case for appointment and promotion and prepares a letter that includes both a recommendation and the context of the candidate's work in the Department. The letter must address the following questions:

- What are the standards and expectations of the department or discipline with respect to the candidate as expressed in departmental criteria and how are they measured?
- What are the candidate's major contributions?
- Why are these contributions important in the candidate's field?
- Has the candidate met or surpassed the department's standards and expectations?
- What evidence supports the AEP Committee's evaluation?

The candidate's case shall go forward to the next level of review if 50% of the ballots cast by the eligible faculty support the candidate's bid and/or if the recommendation of the Department Chair is favorable.

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.

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TABLE 1

Levels of Review for Professional-track Faculty Titles and Ranks

	DEPARTMENT LEVEL First-level review		COLLEGE LEVEL Second-level review		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

Timeline of Activity

When	Activity
April 15	Eligible candidates notify the Department Chair of their intention to seek promotion
Prior to May TLPL Assembly	Department Chair completes slate of candidates to serve on the first-level review committees (AEP Committee)
May TLPL Assembly	TLPL Assembly votes on slate of candidates to serve on the AEP Subcommittee (size and composition based on number of PTK candidates seeking promotion in the next academic year)
May-June	AEP Subcommittee: <ul style="list-style-type: none"> ● Meets with the Chairs of the outgoing first-level review committees to set the agenda for the coming academic year ● Elects a member to serve as Chair of the AEP Subcommittee ● Meets with the candidates for promotion to present checklist, set deadlines and support the candidates' dossier preparation (e.g., provide access to sample dossier materials; start the process of thinking about external reviewers)
June – August	Candidates: <ul style="list-style-type: none"> ● Update their CVs ● Gather teaching data and other relevant materials ● Compose the first draft of their Personal Statements ● Develop a list of five (5) potential external reviewers
Late August	AEP Subcommittee: <ul style="list-style-type: none"> ● Sets and announces (via email) the meeting dates of the eligible voting faculty (first week of February) ● Meets with the candidates to: <ul style="list-style-type: none"> ○ Examine candidates' short list of external reviewers ○ Review CVs and Personal Statements and any other materials to be sent to external reviewers TLPL Department Chair: <ul style="list-style-type: none"> ● Notifies Dean's office of PTK candidates who seek promotion
Early September	Candidates submit final list of external reviewers (names, contact information and short bios) to the Chair of the AEP Subcommittee
Mid-September	AEP Subcommittee chooses three (3) external reviewers for each candidate Chair of the AEP Subcommittee makes initial contact with external reviewers
Early October	Candidate dossiers are due to the AEP Subcommittee AEP Subcommittee sends materials to external reviewers (departmental promotion criteria; CV; Personal Statement; other relevant materials)
Mid-November	Letters due from external reviewers
October – January	AEP Subcommittee: <ul style="list-style-type: none"> ● Produces the <i>Summary Report of the AEP Committee</i> for each candidate (which candidates read and sign) ● Begins preparation the <i>Evaluative Report of the AEP Committee</i>

APPENDIX A continues, next page

APPENDIX A (continued)

Early-January	Chair of the AEP Subcommittee: <ul style="list-style-type: none"> • Insures that all documents are in order (e.g., signed, converted to pdf files; etc.) • Makes relevant documents available to the AEP Committee (e.g., through Canvas and in Department Chair's office) • Distributes the responsibilities to present each candidate's case to the AEP Committee
Late-January	AEP Committee convenes to consider the case(s) for promotion
Early-February	AEP Subcommittee completes <i>Evaluative Report of the AEP Committee</i> ; all AEP Subcommittee members sign Chair of the AEP Subcommittee forwards draft of <i>Evaluative Report of the AEP Committee</i> to the Department Chair
Mid-February	Chair of the AEP Subcommittee: <ul style="list-style-type: none"> • Organizes and submits all documents for transmittal to the COE AEP Committee

APPENDIX B

Criteria for Appointment and Promotion to Professional Track Titles and Ranks

A summary of the criteria and required materials for the following titles is provided in this appendix: Clinical Professor, Research Professor, Lecturer, Faculty Specialist and Faculty Assistant.

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.

The titles and ranks employed in the TLPL Department at the time of this policy's approval are included, specifically. Should appointments for additional PTK titles be considered in the future, this policy shall be amended.

APPENDIX B.1

CLINICAL PROFESSOR

Evaluation at all ranks shall be based on three criteria: (1) instruction, (2) scholarship, and (3) service/leadership; however, the relative weight of these criteria will 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 contract, 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 strong evidence of effectiveness. Clinical professors may supervise, advise, or mentor students, all of which constitute instructional activities. At all ranks, these activities should include mentoring students at graduate and/or undergraduate levels. At the rank of Clinical Professor, candidates are expected to be adjunct members of the Graduate Faculty and to serve as members of 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 in the department and throughout the College of Education by way of programmatic evaluation and improvement, service to the department, 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 department, the College of Education and the professional community (e.g., hold positions as program directors/coordinators).

Assistant Clinical Professor

Appointees shall hold a doctorate with training and experience in the 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

- Fulfill the departmental requirements to teach 6 courses per year as the default load, unless other responsibilities are assigned (faculty load shall be negotiated with the Department Chair at the time of contract renewal)
- Demonstrate command of the subject matter
- Utilize innovative instructional delivery
- Use multiple forms of assessment (e.g., examinations, papers, group projects)
- Advise or mentor students at the undergraduate or master's level

- Satisfactory student teaching evaluations

Scholarship

- Make programmatic contributions (e.g., program manuals, evaluation reports)
- Assist in the development of a new course and/or curriculum
- Offer professional development to the P-12 (or appropriate professional) community

Service/Leadership

- Demonstrated record of service to the college, campus, and/or 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. 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

- Involvement in faculty governance
- 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. In addition to the qualifications required of a Clinical Associate Professor, the appointee should 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.

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

- Conceptualize, design, and implement an academic program
- Oversee 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
- Review and analyze annual program data and recommending programmatic changes as evidenced through a program profile or program report
- Seek and obtain external funding
- Author and co-author peer-reviewed papers or publications
- Chair or co-chair a paper session at a national conference
- 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

APPENDIX B.2

RESEARCH PROFESSOR

Evaluation at all ranks shall be based on three criteria: (1) instruction, (2) scholarship, and (3) service/leadership, recognizing that research professors emphasize research and teaching equally. The relative weight of these criteria may also 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).

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 graduate students, or 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 rank of Assistant Research Professor are made by the Department Chair.

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

Instruction

- Fulfill departmental requirements to teach 5 courses per year as the default load, unless other responsibilities are assigned (faculty load shall be negotiated with the Department Chair at the time of contract renewal)
- Demonstrate command of the subject matter
- Utilize innovative instructional delivery
- Use multiple forms of assessment (e.g., examinations, papers, group projects)
- Advise or mentor students at the undergraduate or master's level

Scholarship

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

Service/Leadership

- Serve on departmental, college, and campus committees
- Participate in faculty governance (e.g., attending assembly meetings)
- Serve as a reviewer for funding agencies, associations, 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. Appointments to this rank are typically one to five years and are renewable, at the discretion of the Department Chair. 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.

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
- Participate 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. 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, 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
- Serve as an adjunct member of the Graduate Faculty
- Serve on master's thesis and doctoral dissertation committees
- Supervise of master's students when appropriate to the position description

Scholarship

- Chair or co-chair paper sessions at a national conference
- 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

APPENDIX B.3

LECTURER

Evaluation shall 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.).

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 to Junior Lecturer are made by the Department Chair.

The criteria for satisfactory performance include:

- Demonstrate command of the subject matter
- Utilize innovative instructional delivery
- Use multiple forms of assessment (e.g., examinations, papers, group projects)
- Advise or mentor 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.

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
- Develop new courses based on programmatic data/contemporary needs
- Prepare of program manuals and online material

Service/leadership

- Demonstrate involvement in faculty governance
- Demonstrate involvement in program evaluation
- Serve 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. 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.

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

- Conceptualize, design, and implement an academic program
- Review and analyze annual program data and recommending programmatic changes as evidenced through a program profile or program report
- Author and co-author peer-reviewed papers or publications related to teaching at the undergraduate level
- Chair or co-chair a paper session at a national conference
- 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)

APPENDIX B.4

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. Appointments at the Faculty Specialist rank are made by the Department Chair.

The criteria for satisfactory performance include:

- Demonstrate competence in the skills required for assigned tasks
- Prompt and accurate completion of assignments
- Adhere to ethical guidelines
- Maintain 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.

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.

APPENDIX B.5**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 to Faculty Assistant are made by the Department Chair.

The criteria for satisfactory performance include:

- Demonstrate competence in the skills required for assigned tasks
- Prompt and accurate completion of assignments
- Adhere to ethical guidelines
- Maintain professional conduct and communication

APPENDIX C**EMAIL SOLICITATION TO EXTERNAL REVIEWERS**

[LETTERHEAD BANNER HERE]

[HEADING]

[DATE]

Dear [REVIEWER]:

Dr. [CANDIDATE] is seeking promotion to the rank of [RANK]. In making this decision, the review committee will be guided by the professional judgment of experienced professionals like you, who are in a position to comment on [HIS/HER] work.

Enclosed you will find materials associated with [CANDIDATE'S] professional qualifications—a Personal Statement and a current Curriculum Vitae. You will also find the official departmental criteria associated with the expectations for [RANK].

We would, in particular, appreciate a written evaluation (2-3 pages) that includes and addresses the following:

1. The nature of your professional relationship and interactions with the candidate;
2. Your assessment of one or more of the following:
 - a. [List the categories of criteria relevant to the candidate's title and aspirational rank]

Your letter will be treated in a confidential manner. We ask that you preserve the confidentiality of this request, as well.

We would appreciate having your evaluation and a copy of your CV, if at all possible, by [DEADLINE]. Please email the letter and your CV to me (see contact information, below). We will need the original, signed letter, as well. We realize the burden of time and effort that this request imposes. Please know that we appreciate the role you play as we consider [CANDIDATE'S] promotion.

If you have any questions or are in need of any assistance, please contact me.

Sincerely,

[INERST DIGITAL SIGNATURE]

[CHAIR OF THE AEP SUBCOMMITTEE]
[INSERT ALL CONTACT INFORMATION]

Enclosures: CV; Personal Statement; Department Promotion Criteria; [other materials]

APPENDIX D**AEP BALLOT****VOTE for APPOINTMENT or PROMOTION**

_____ YES

_____ NO

_____ ABSTAIN*

To aid the committee in writing the report of this meeting, please indicate key reasons for your overall assessment or abstention (*The committee must justify any abstentions).

Instruction

Comments:

Scholarship

Comments:

Service/Leadership

Comments: