



# COLLEGE OF EDUCATION



New Faculty Orientation

August 29, 2013

A **WORLD** OF  
**LEARNING**



# Table of Contents

1. Cover Page
2. Welcome From the Dean
3. Key Faculty
4. Fact Sheet
5. College Organizational Chart
6. College Senate
7. a-b. Advance
8. a-d. Mentoring
9. a-d. Educational Technology Services
10. New Faculty Resources



# UNIVERSITY OF MARYLAND

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[www.education.umd.edu](http://www.education.umd.edu)

COLLEGE OF EDUCATION  
OFFICE OF THE DEAN

August 2013

Dear New Faculty Members,

Welcome to our College of Education. We are so pleased that you have joined us and we look forward to getting to know you and working with you.

I know that you have met many of our outstanding faculty and have heard much about our programs but I would like to share a few more facts with you.

For nearly 100 years the University of Maryland has helped prepare the teachers for the awesome responsibility of educating our children. Over the last half century we have grown to become one of a handful of national leaders helping set the agenda for P-16 education, grounding the preparation of teachers in cutting-edge research, sending our graduates to schools and classrooms as teachers, counselors and administrators, and sending the graduates of our master's and doctoral programs to campuses and organizations across the nation and indeed, around the world.

In fall 2012, we enrolled 986 graduate students including 493 master's students and 457 doctoral students in various concentrations. There were also 36 graduate students who were enrolled in our certificate programs.

The College is home to various centers and institutes that address all aspects of education and human development and I encourage you to visit the website to see the many exciting initiatives. <http://www.education.umd.edu/institutesandcenters/>

Our faculty is very productive as evidenced by the breadth both internal and external scholarship. Our College has a Support Program for Advancing Research and Collaboration (SPARC), a competitive grant program that provides seed funding for faculty and graduate students. You can find the details of this program at <http://www.education.umd.edu/ResearchInfo/>.

One project the College is part of is the ADVANCE Program for Inclusive Excellence. Supported by a multi-million dollar NSF grant, the Program aims to transform the institutional culture of our University by improving the environment, visibility, and support for women faculty in all areas of academia. More information about the ADVANCE Program can be found at [www.advance.umd.edu](http://www.advance.umd.edu)

The College has been working with members from the University, the City of College Park, Prince George's County Public Schools and Connections Academy to establish the College Park Academy, an innovative college preparatory school. Students will have the opportunity to graduate with up to 60 college credits. The College's leadership role provided an opportunity for

our faculty to lend their expertise in the Academy's development and execution and I am pleased to report that the school opened on August 19, 2013 with the first cohort of 6<sup>th</sup> and 7<sup>th</sup> graders.

We also have an active international agenda, led by Dr. Steve Koziol and the International Initiatives website provides a host of activities they sponsor, such as sponsoring 15 Distinguished Fulbright Teachers this fall. Please review their website <http://www.education.umd.edu/international/>

The change will advance new synergy, enable more focused cross-disciplinary work, and promote interactions between faculty with overlapping areas of interest and expertise. Additionally, it will streamline administrative structures and department operations, and support collaboration in course and curriculum planning and scheduling.

We are committed to our new faculty and to ensuring that they receive the mentoring and support to enable them to have a productive start to their careers and to advance toward tenure and promotion. The College has a Faculty Development Committee composed of senior faculty who provide a variety of opportunities for faculty to develop their aspirations. In your binder you will find a list of all of the current College committees and their membership.

I am proud to be associated with the dynamic, productive and engaged faculty in our College and I know that you will feel the same. I want you to know that my door is always open and the Dean's Office is here to support you.

Have a wonderful year!

Sincerely,

A handwritten signature in cursive script that reads "Donna L. Wiseman".

Donna L. Wiseman, Dean  
College of Education



## COLLEGE OF EDUCATION

### 2013-2014 KEY ADMINISTRATIVE STAFF

#### DEAN'S OFFICE

**Donna Wiseman**  
Dean, College of Education

**Kathy Angeletti**  
Assistant Dean and Executive Director of Teacher Education

**Halima Cherif**  
Director of Communications and External Relations

**Stephen M. Koziol**  
Director of International Initiatives

**Margaret J. McLaughlin**  
Associate Dean for Research and Outreach

**Julie Phelps**  
Assistant Dean for Finance and Personnel

**Meredith Phillips**  
Director of Outreach

**Jennifer King Rice**  
Associate Director of Graduate Studies and Faculty Affairs

**Kelly Stevelt**  
Director of Development and Alumni Relations

#### DEPARTMENT CHAIRS

**Nathan Fox, Acting Chair**  
Human Development and Quantitative Methodology

**Francine Hultgren, Chair**  
Teaching and Learning, Policy and Leadership

**Robert Lent, Acting Chair**  
Counseling, Higher Education and Special Education

#### STUDENT SERVICES

**Jessica Bancroft**  
Director of Recruitment and Admission

**Janis Cornell-DeMoss**  
Director of Student Services

**Patti Dowdell**  
Associate Director of Graduate Studies

**Steve Prigel**  
Director of Educational Technology Services



## ABOUT THE COLLEGE OF EDUCATION

The College of Education at the University of Maryland provides research- and practice-oriented programs through its three departments: Teaching, Learning, Policy and Leadership; Counseling, Higher Education and Special Education; and Human Development and Quantitative Methodology.

College programs prepare students to be educators, counselors, psychologists, administrators, researchers and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, colleges and universities. Educational programs are accredited and approved by the following: National Council for Accreditation of Teacher Education, Maryland State Department of Education, American Psychological Association, Council on Accreditation of Counseling and Related Educational Professions, and Council on Rehabilitation Education. The college is ranked among the top schools of education in the nation by *U.S. News & World Report*. Donna L. Wiseman, Ph.D., was named dean of the College of Education in 2008.

## STATISTICS

- + **1,941** Enrollment (2011-12)
- + **876** undergraduates
- + **1,065** graduate majors
- + **101** Tenure-Tenure Track faculty
- + **41,320** Alumni
- + [www.education.umd.edu](http://www.education.umd.edu)

### OUR VISION AND MISSION

The College of Education will be a premier center for interdisciplinary research and innovation engaged with the most vital education issues of the 21st century. Our research, both basic and applied, will create new knowledge about all facets of education and human development—infancy through adulthood. Our students will be the next generation of scholars and transformative leaders: innovators in research and lifelong advocates of social justice and educational reform, dedicated to improving opportunities and outcomes in all areas of practice.

The college will:

- + **Promote equity through quality education and human services**, especially for individuals in traditionally underserved groups and communities.
- + **Collaborate across all areas of expertise** within the college and across the university to prepare teachers, researchers, school leaders, policymakers, and other education professionals to work in critical areas of need.
- + **Leverage our location near the nation's and state's capitals** to form strategic partnerships with school districts, government agencies and national community-based organizations to promote sustainable reforms in local, state, national and global contexts.

### PRODUCTIVE RESEARCH FACULTY & INNOVATIVE PROGRAMS

The college offers numerous opportunities for research with highly cited faculty in its many centers, institutes and laboratories. Faculty in the college are ranked among the most productive researchers in the nation. Fellowships are available in centers and laboratories conducting research in areas including exceptional children, troubling behavior, assessment and testing, literacy, urban and minority education, and family and child relationships. The college is home to the Maryland Institute for Minority Achievement and Urban Education, the Center for Young Children and the Mid-Atlantic Center for Mathematics Teaching and Learning, and numerous department-based centers and programs.

### DEPARTMENTS AND PROGRAMS Department of Counseling, Higher Education and Special Education

CHAIR: DENNIS KIVLIGHAN, PH.D.

Counseling, Higher Education and Special Education concentrates on the preparation of counselors, school leaders, teachers and student development and international leaders who work in a variety of educational environments in the U.S. and abroad. The department offers innovative leadership programs in higher education and disability studies

as well as offerings in programs preparing leaders and practitioners in PK-16 education.

#### Undergraduate programs

- BS/M.Ed. Five-Year Program in Early Childhood Special Education
- BS/M.Ed. Five-Year Program in Elementary Special Education
- BS/M.Ed. Five-Year Program in Secondary/Middle Special Education
- Minor in Leadership Studies

#### Graduate programs

- + **Ph.D. PROGRAMS**
  - Counseling Psychology
  - Higher Education
  - International Education Policy
  - School Psychology
  - Special Education with concentration areas in:
    - Behavior Disorders
    - Learning Disabilities
    - Early Childhood Special Education
    - Policy Studies
    - Secondary & Transition Services
    - Severe Disabilities
    - Student Affairs
- + **Ed.D. PROGRAMS**
  - Educational Leadership
  - Special Education
- + **M.A. PROGRAMS**
  - Behavioral Disorders and Learning Disabilities

Early Childhood Special Education  
(including Infants and Toddlers)  
Higher Education  
International Education Policy  
School Counseling  
Secondary/Transition Special Education  
Severe Disabilities, including Autism  
Student Affairs

**+ M.Ed. PROGRAMS**

Behavioral Disorders and Learning Disabilities  
Early Childhood Special Education  
(including Infants and Toddlers)  
School Counseling  
Secondary/Transition Special Education  
Severe Disabilities, including Autism  
Student Affairs

**+ Certification Options**

Early Childhood Special Education  
Elementary Special Education  
Secondary/Middle Special Education  
Early Childhood Special Education  
and Severe Disabilities  
Elementary Special Education  
and Severe Disabilities  
Secondary/Middle Special Education  
and Severe Disabilities  
Severe Disabilities (must be certified in Early  
Childhood, Elementary or Secondary/  
Middle Special Education)

**+ ADVANCED GRADUATE SPECIALIST CERTIFICATE**

Behavioral and Learning Disorders  
Counseling Psychology  
Early Childhood Special Education  
(including Infancy and Toddlers)  
School Psychology  
Secondary/Transition Special Education  
Severe Disabilities, including Autism

**+ GRADUATE CERTIFICATE PROGRAMS**

Applied Counseling and Human Services

**Department of Teaching and Learning,  
Policy and Leadership**

CHAIR: FRANCINE HULTGREN, PH.D.

Teaching and Learning, Policy and Leadership's programs prepare students to assume a variety of roles including: teachers, scholars, researchers, policy analysts, teacher educators, instructional specialists, curriculum developers, education leaders and advocates for children and youth. The department's graduate and undergraduate initial certification programs prepare students to assume positions as teachers in various content areas and specializations from PK-12. The department also offers education minors and classes for any undergraduates who have an interest in educational issues, but who may not pursue a career in teaching.

**Undergraduate programs**

Elementary Education  
Secondary Education:  
| Art (PK-12)  
| English  
| World Languages  
| Mathematics  
| Science  
| Social Studies  
Middle School Education:  
| Math & Science  
Minor in Secondary Education  
Minor in Second Language Acquisition

**+ Certification Options**

Four-Year Double Major  
Five-Year Integrated Master's with  
Certification (IMCP)

**Graduate programs**

**+ Ph.D. PROGRAMS**

Curriculum Theory and Development  
Education Policy  
English and Literacy Education  
Mathematics Education  
Minority and Urban Education  
Music Education  
Organizational Leadership and Policy Studies  
Professional Development/Teacher Education  
Reading Education  
Science Education  
Second Language Education and Culture  
Social Studies, Geography, History Education  
Socio-Cultural Foundations of Education

**+ M.A. PROGRAMS**

Curriculum Theory and Development  
Education Policy  
Mathematics Education  
Minority and Urban Education  
Organizational Leadership and Policy Studies  
Science Education  
Socio-Cultural Foundations of Education

**+ M.Ed. PROGRAMS**

Emphasis in Teacher Leadership in the Schools  
Reading Education with Reading Specialist  
Certification  
Second Language and Education Culture  
Mathematics Education Specialization: Middle School  
Mathematics Teaching and Learning

**+ M.Ed. Programs with Certification**

Creative Initiative for Teacher Educators (CITE)  
World Languages  
Maryland Master of Education with Certification  
Program (MCERT)  
Teaching English to Speakers of Other Languages  
(TESOL)  
The Five-Year Integrated Master's with Certification  
Program in Secondary Education (IMCP)

**+ Certification Options**

Maryland Science Mathematics Resident Teacher  
(MSMaRT)  
Post-Baccalaureate Certification Program (PBC)

**+ GRADUATE CERTIFICATE PROGRAMS**

Administrator I Certificate  
UMD/Montgomery County Public Schools  
Literacy Coaching

**Department of Human Development and  
Quantitative Methodology**

INTERIM CHAIR: KATHRYN WENTZEL, PH.D.

Human Development and Quantitative Methodology advances knowledge and practice through research on human neuroscience; learning, cognitive and language development; social and emotional development and socialization; and measurement, statistics and evaluation. Graduate programs provide high-level training in human development theory and research and in measurement, statistics and evaluation. The program trains students for careers at universities or other places where research on human development and quantitative methodology is conducted or is applied to real-world problems. At the undergraduate level, the department prepares students to conduct research in developmental science and education psychology.

**Undergraduate programs**

B.A./M.A. Fifth-Year Program in Measurement, Statistics  
and Evaluation  
Minor in Human Development

**Graduate programs**

**+ Ph.D. PROGRAMS**

Human Development  
Measurement, Statistics and Evaluation

**+ M.A. PROGRAMS**

Human Development  
Measurement, Statistics and Evaluation

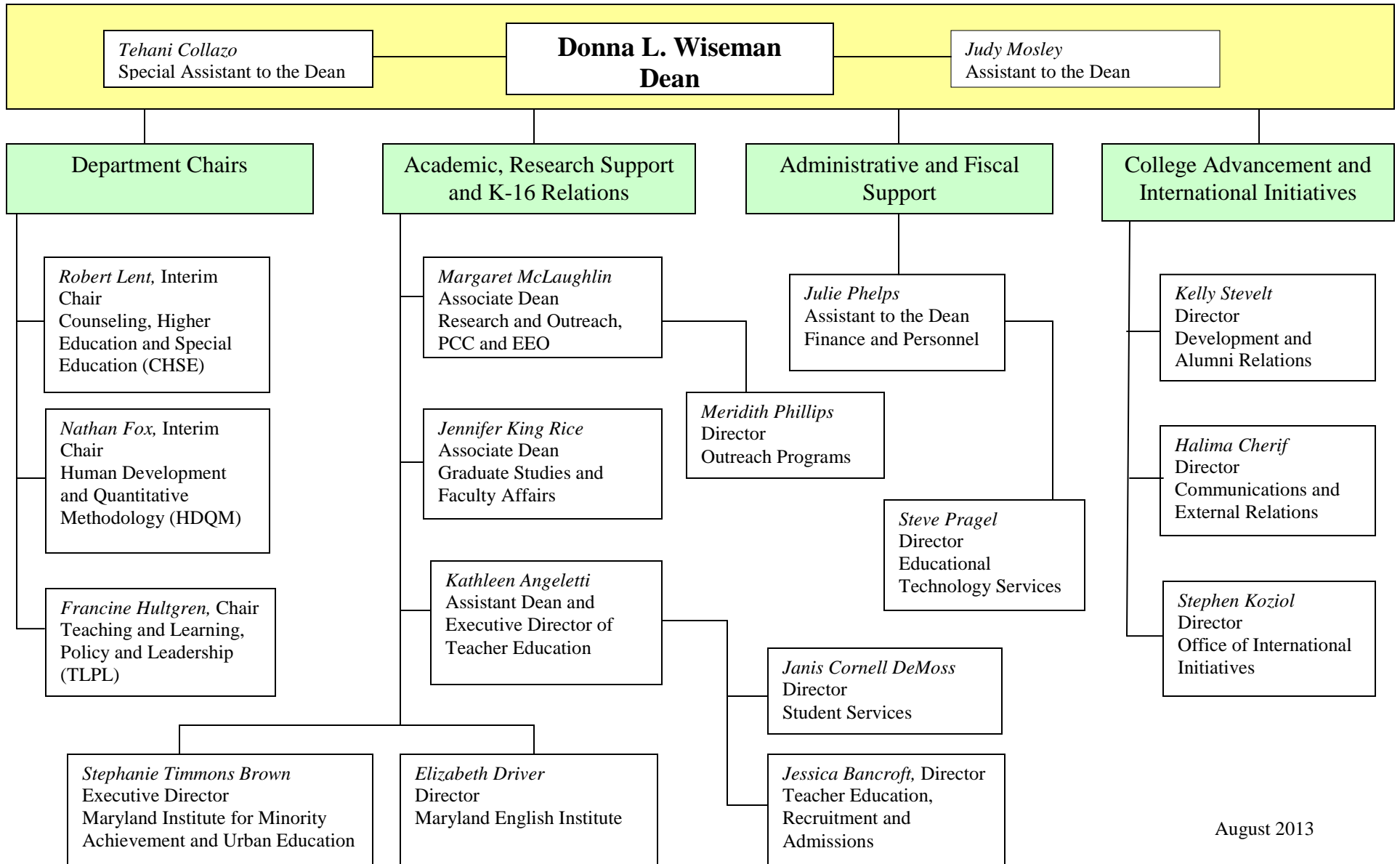
**+ M.Ed. PROGRAMS**

Human Development  
M.Ed. in Partnership with Montgomery County  
Public Schools (for certified secondary  
education teachers)

**+ GRADUATE CERTIFICATE PROGRAMS**

Certificate in Measurement, Statistics and Evaluation  
(for doctoral students in other programs)  
Post-Baccalaureate Certificate in Assessment  
and Evaluation

# College of Education Administrative Organizational Chart



August 2013



# **The College Senate**

## **College of Education**



The organization of the College is complex – including both an academic organization as well as a management system. The Plan of Organization provides a framework for collaborative planning in the systematic decision-making process as it relates to academic decisions and management.

[Plan of Organization 2012 \(Word\)](#)

[By-Laws \(Word\)](#)

**2013-2014 College of Education Senate Members and Terms**

<b>Position</b>	<b>Name</b>	<b>E-mail</b>	<b>Tel. Nos.</b>	<b>Term in Office</b>
<b>Chair</b>	<b>Noah Drezner</b>	<a href="mailto:ndrezner@umd.edu">ndrezner@umd.edu</a>	301-405-2980	<b>2013-2014</b>
<b>Chair-Elect, Senate Secretary</b>	<b>Wayne Slater</b>	<a href="mailto:wslater@umd.edu">wslater@umd.edu</a>	301-405-3128	<b>2013-2014</b>
<b>EDCP/EDHI/EDSP (CHSE)</b>	<b>Susan De La Paz</b>	<a href="mailto:Sdelapaz@umd.edu">Sdelapaz@umd.edu</a>	301-405-2153	<b>2012-2014</b>
<b>EDCP/EDHI/EDSP (CHSE)</b>	<b>Paul Gold</b>	<a href="mailto:Pbgold08@gmail.com">Pbgold08@gmail.com</a>	301-505-8414	<b>2012-2014</b>
<b>EDCP/EDHI/EDSP (CHSE)</b>	<b>Matt Miller</b>	<a href="mailto:mmille27@umd.edu">mmille27@umd.edu</a>	301-405-8446	<b>2013-2015</b>
<b>EDCI/EDPD/OLPS (TLPL)</b>	<b>Kellie Rolstad</b>	<a href="mailto:rolstad@umd.edu">rolstad@umd.edu</a>	<b>301-405-7924</b>	<b>2013-2015</b>
<b>EDCI/EDPD/OLPS (TLPL)</b>	<b>Olivia Saracho</b>	<a href="mailto:ons@umd.edu">ons@umd.edu</a>	301-405-3155	<b>2012-2014</b>
<b>EDCI/EDPD/OLPS (TLPL)</b>	<b>Peggy Wilson</b>	<a href="mailto:lynniesess@yahoo.com">lynniesess@yahoo.com</a>	<b>301-405-3566</b>	<b>2013-2015</b>
<b>At Large</b>	<b>Ebony Terrell Shockley</b>	<a href="mailto:eterrell@umd.edu">eterrell@umd.edu</a>	301-405-3324	<b>2013-2014</b>
<b>At Large</b>	<b>Jeff MacSwan</b>	<a href="mailto:macswan@umd.edu">macswan@umd.edu</a>	301-405-3141	<b>2013-2014</b>
<b>EDHD/EDMS (HDQM)</b>	<b>Laura Stapleton</b>	<a href="mailto:lstaplet@umd.edu">lstaplet@umd.edu</a>	301-405-1933	<b>2012-2014</b>
<b>EDHD/EDMS (HDQM)</b>	<b>TBD</b>			<b>2013-2015</b>
<b>EDHD/EDMS (HDQM)</b>	<b>Kevin Dunbar</b>	<a href="mailto:kndunbar@umd.edu">kndunbar@umd.edu</a>	301-405-7233	<b>2012-2014</b>
<b>Admin. Prof. Rep (Exempt)</b>	<b>Elizabeth Johnson</b>	<a href="mailto:ejohnson@umd.edu">ejohnson@umd.edu</a>	<b>301-405-3117</b>	<b>2013-2015</b>
<b>At Large Admin. Prof. Rep. (Exempt)</b>	<b>Meridith Phillips</b>	<a href="mailto:mphil@umd.edu">mphil@umd.edu</a>	<b>301-405-5978</b>	<b>2013-2015</b>
<b>Admin. Prof. Rep (Non exempt)</b>	<b>Valerie Foster</b>	<a href="mailto:vfoster@umd.edu">vfoster@umd.edu</a>	301-405-2858	<b>2012-2014</b>
<b>Graduate Rep (doctoral) CHSE</b>				<b>2012-2013</b>
<b>Graduate Rep (masters) CHSE</b>	<b>TBD</b>			<b>2013-2014</b>
<b>Undergraduate Rep , TLPL</b>	<b>TBD</b>			<b>2013-2014</b>

**\*Names in red font are members of the Senate Steering Committee.**



**The goal of the ADVANCE program is to make UMD an incubator of professional growth for all faculty and thereby lead AAU/Big 10 research universities in women's representation, retention, satisfaction and positive work environment.** We do this by creating strategic networks across disciplines, facilitating opportunities for learning and leadership, enhancing agency through knowledge and planning for career advancement, and by recognizing faculty contributions and accomplishments. Leadership for the ADVANCE program includes Senior Vice President and Provost Mary Ann Rankin (Principle Investigator), Dean of Engineering, Darryll Pines (Co-PI), Associate Professor KerryAnn O'Meara (Co-PI and Co-Director), and Associate Provost Betsy Beise (Co-PI and Co-Director). Dr. Pamela Lanford and Ms. Kristen Corrigan provide administrative leadership from our ADVANCE Office, located at 1402 Marie Mount Hall. As we invest in professional growth of individual faculty, we aim to enhance department, college, and university work environments to be places that perpetually sustain inclusive excellence.

**Project activities for the 2013-2014 academic year** (for more information go to <http://www.advance.umd.edu>):

#### **ADVANCE Professors**

- Engage senior women scholars in mentoring and overall support of women faculty in their colleges throughout the year. ADVANCE Professors receive training, meet as a group, and help steer all other ADVANCE activities.

#### **Interdisciplinary and Engaged Research Seed Grants and Seeding Success**

- ~15 one-year seed grants of \$20K each are awarded each year through a competitive peer-review process.
- Next round of applications will be due October 21<sup>st</sup>, 2013, with a start date of April 1<sup>st</sup>, 2014.

#### **Dashboards**

- Faculty demographics, time to advancement, and salary ranges launched in Spring 2012. To access, tenure/tenure track faculty may login at: [www.advance.umd.edu](http://www.advance.umd.edu). Click on "Faculty Login to Dashboard."

#### **Learning Communities**

- Keeping Our Faculties (for pre-tenure women faculty) – led by ADVANCE Fellow and Dean of School of Public Health, Professor Jane Clark.
- Advancing Together (for women associate professors) – led by Faculty Ombuds and Professor Emeritus Ellin Scholnick.

#### **Leadership Fellows Program**

- This in-house leadership development program engages mid-career and senior faculty in monthly seminars with current UMD leaders to discuss issues critical to leadership in research universities in the 21<sup>st</sup> century, such as diversity and inclusion, budgeting, external relations, use of data to improve decision-making and support of faculty and students.

#### **Advancing Faculty Diversity**

- This year long career development program facilitated by Dr. Carol Espy-Wilson (ENGR) and Dr. Stephen Thomas (SPHL) aims to create a strategic network of faculty of color (assistant and associate professors) to enhance the agency participants feel about career advancement and the development of their careers at UMD, as well as advise the Office of Diversity & Inclusion and Office of Faculty Affairs on ways to recruit, retain and support UMD faculty of color.

#### **Work-Life Awareness and Policy Review**

- Policy review committee appointed and charged by the Provost to help increase awareness of existing policies and make recommendations for revision—recent successes include the new Parental Leave policy.
- An FAQ document on existing and newly implemented work-life policies is available to assist in understanding them.

#### **Distinguished Women Scholars Seminar Series**

- Each college has committed to bringing in one distinguished woman scholar per year to present her work and interact with the women faculty in the college. See FYI for presentation dates.

#### **STEM Women's Council**

- Includes a group of eight well-connected and high-profile women in STEM disciplines to serve as part of a strategic external network and connect with STEM women faculty at UMD.

**The ADVANCE Research and Evaluation** team engages in social science research to understand the influence of individual actions and characteristics, and organizational environments on faculty agency and professional growth, retention, satisfaction and productivity. We conduct exit interviews with faculty leaving the institution, present each

college findings from a survey of faculty work environment experiences (implemented in 2011, 2013, 2015), conduct qualitative interviews with faculty across career stages, and conduct observations of faculty development programs.

## **ADVANCE Resources**

**2013-2014 ADVANCE Professor:**

Jennifer King Rice - [jkr@umd.edu](mailto:jkr@umd.edu)

**ADVANCE website:**

<http://www.advance.umd.edu/>

**Family Care Resource and Referral Service (child care, elder care):**

[http://www.personnel.umd.edu/Family\\_care/index.html](http://www.personnel.umd.edu/Family_care/index.html)

**Family and Medical Leave Policies**

<http://www.faculty.umd.edu/fmla/>

**Adoption Leave**

<http://www.president.umd.edu/policies/ii230d.html>

## **Mentoring Materials online at UMD**

<http://www.faculty.umd.edu>

- **Faculty > Mentoring**
- **Helpful Mentors: What They Do and How They Do It**
- **A Guide for Mentors (and Mentees)**
- **University Task Force Reporting on Mentoring**

## NEW FACULTY INFORMATION CHECKLIST

NAME \_\_\_\_\_

DEPARTMENT \_\_\_\_\_

- \_\_\_\_\_ 1. Policies and procedures:
- |                                |                  |                   |
|--------------------------------|------------------|-------------------|
| Performance reviews            | Campus grants    | Ordering supplies |
| Sick leave & collegial support | Photocopying     | Postage           |
| Long distance phone calls      | Faxing           | Textbook order    |
| Computer support               | Library services | Grading policies  |
| Academic advising              | Grading system   |                   |
- \_\_\_\_\_ 2. Important documents (written and electronic):
- |                                                |                                  |
|------------------------------------------------|----------------------------------|
| Faculty Handbook website (www.faculty.umd.edu) | Faculty & Staff Directory        |
| Departmental brochure & webpage                | Schedule of Classes              |
| Annual Teaching Policies & Guidelines Booklet  | Undergraduate & Graduate Catalog |
| Syllabus guidelines & samples                  |                                  |
- \_\_\_\_\_ 3. For Tenure-track faculty, by University policy the following **must** be provided:
- Written copy of the department's Criteria for Tenure and Promotion
  - Conversation with chair about department's criteria
  - Appointment, Promotion, and Tenure Procedures Manual
  - Assignment of one or more senior faculty mentors
- \_\_\_\_\_ 4. Support staff assistance with: preparing correspondence, ordering textbooks and supplies, making travel arrangements, maintaining files, etc.
- \_\_\_\_\_ 5. Departmental communication: when and where it takes place, what is addressed, what the expectations are regarding attendance, and how to stay informed.
- |                          |                  |                   |
|--------------------------|------------------|-------------------|
| Department meetings      | E-mail/listservs | Faculty mailboxes |
| College/dept. committees | Program meetings | Bulletin boards   |
- \_\_\_\_\_ 6. A departmental/college "tour" of the following areas:
- |                            |                           |                         |
|----------------------------|---------------------------|-------------------------|
| Classrooms frequently used | Meeting rooms             | Parking lot             |
| Faculty offices            | Where to get coffee, etc. | Places to eat           |
| Laboratories               | Restrooms                 | Recreational facilities |
- \_\_\_\_\_ 7. Relationship with department chairperson: when there will be one-on-one meetings, what topics will be addressed, and **specifically** when and how it is appropriate to ask for assistance.
- \_\_\_\_\_ 8. Identify and introduce contact persons for problem solving and resource questions regarding such matters as research, teaching, administrative procedures and services, and tenure review.
- \_\_\_\_\_ 9. Introduce members of the department, especially those with common interests.

### ***Tips for Mentors***

- Exchange C.V.s with your protégé to stimulate discussion about career paths and possibilities.
- Ask about and encourage accomplishments. Provide constructive criticism and impromptu feedback.
- Use your knowledge and experience to help junior faculty member identify and build on his/her own strengths.
- Try to be in contact twice monthly (if possible) about the junior faculty's career and activities.
- Commit to making one contact per month to show you're thinking about your protégé's career.
- Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the chairman.
- Aid the junior faculty in exploring the institutional, school, and departmental culture, i.e. what is valued? What is rewarded?
- Share knowledge of important university and professional events that should be attended by the junior faculty member.
- Get to know your mentee's field if it is unfamiliar to you, or an emerging area of study. Be sure you understand the best journals in which to publish.

### ***Tips for Protégés***

- Show initiative in career planning: write a personal statement about your teaching philosophy/research goals (to be amended as needed); exchange your CV with your mentor for discussion.
- Find out about, and take advantage of, opportunities for learning about how the university and your field operate. Write down questions as they occur to you, and then begin searching out the answers.
- Realize that your success is important not just to you, but also to your department and the university. Consider that "going it alone" doesn't work that well for anyone.
- Make your scheduled meetings with your mentor a priority, and take advantage of e-mail and the telephone to keep in touch informally.
- Be willing to ask for help.
- Begin assembling your "advisory board" of supporters and advisors in the university community.
- Make and maintain contacts with other junior faculty, within your department as well as in other departments and schools.
- Become familiar with the resources available to support and strengthen your teaching and research.
- Set a meeting with your chair to discuss departmental expectations for tenure and promotion.



### *Suggested Topics of Discussion*

#### General:

- ◆ How is the junior faculty member's department organized? (Divisions, Committees?) How are decisions made? What are the opportunities for junior faculty involvement?
- ◆ Is support staff available to junior faculty? What can be expected of support staff? What supplies and expenses are covered by your department? By your college? Are there other resources available to cover expenses related to teaching and research?

#### Research and Resources (general):

- ◆ What conferences should the junior faculty attend? How much travel is allowed/expected /supported? What can you do at professional gatherings to gain the type of exposure that can lead to good contacts, and potential names of tenure-file reviewers?
- ◆ Authorship etiquette: On collaborative efforts, how are the authors listed? Where do graduate student names go? How important is first authorship?
- ◆ Where should you publish? How much "new" work is necessary to make something a "new" publication?
- ◆ Are traditional journals a good fit for new, emerging fields of studies? What are the alternatives, and how much weight do these alternative journals carry when it comes to tenure review?
- ◆ Is it better to publish a book or a series of articles in your discipline?
- ◆ Is it worthwhile to send published reports to colleagues here, and elsewhere? What's the line between sharing news of your accomplishments and appearing self-congratulatory?

#### Research and Resources (in a "soft money" and/or laboratory environment):

- ◆ What university research resources are available to you as a faculty member?
- ◆ How important are grants? How can you find people to assist you in writing the best possible proposal, to draw up the budget?
- ◆ What are departmental expectations of percent of your salary to be supported by external grant funding? What is the expected percent of indirect cost funding on grants you received?
- ◆ What do you see as your research "niche" in your department, in your area of research? What does your chair see your area of research contributing to the department, eventually to the school?

#### Presentations on Research:

- ◆ Should you give presentations within your department? How are colloquia in your department organized? What are the opportunities for your graduate students to present their work?
- ◆ Should you give presentations about your work at other universities/institutions/public settings? If it is important, how do you get invited to give these talks?

#### Collaborative Research

- ◆ Is collaborative work encouraged or discouraged in your department/school/fields? How important is it to have some (or all) single-author papers to your credit or papers with multiple authors in which you are first author or senior author?

#### Teaching:

- ◆ What resources are there for improving your teaching?
- ◆ What can you expect of a teaching assistant, and what are your responsibilities for evaluation of his or her performance?
- ◆ Are there departmental/school standards for grading? What degree of freedom do you have in determining course content? Does your department expect midterm and final exams?

- ◆ How are you evaluated on teaching?
- ◆ If a classroom problem arises you aren't sure how to handle, what are your options for seeking advice, help?
- ◆ What documentation related to teaching should you keep? Syllabi? Exams? Abstracts?

Student Supervision:

- ◆ How important is your work with graduate students? How many should you expect to supervise? How many is too many?
- ◆ How much advising should you expect to do? How do you set limits on the amount of time/effort you invest in graduate students?
- ◆ How do you identify "good" graduate students? What qualities should you look for? How important is it to the department that you are a Ph.D. student advisor? On a Ph.D. student committee?
- ◆ What should you keep in files on your students? Remember that you have to write reviews and recommendations for them.

Service:

- ◆ How much committee work should you expect to perform within your department? School? University? At the beginning of your career? What committees should you push to serve/not serve on?
- ◆ How important is professional service outside of the university?
- ◆ How do you weigh the prestige of organizing a national event in your field versus the time commitment?

Review Process:

- ◆ When will you come up for review? How is a third-year review different from the tenure review?
- ◆ What is the process? (What do you submit for review? When? How do you hear the results? How are the reviewers selected? Do you have a role in that process?)
- ◆ If you are responsible for submitting your own list of potential outside reviewers, how do you go about assembling such a list?
- ◆ What information is important in your vita?
- ◆ How can you get feedback on how you're doing at any point in your pre-tenure career?

Personal Issues:

- ◆ What policies does the university have for a tenure delay? Are there any negatives to getting a tenure delay?
- ◆ How visible must one be in the department? Is it acceptable to work at home?
- ◆ If you're involved in a controversy or dispute, where do you go for help?

## **Current Mentoring Practices at the University of Maryland**

Prepared by the Office of Faculty Affairs

Over the past several years the Office of Faculty Affairs has conducted two studies to assess the status of mentoring practices on campus. In 2007, pre-tenure faculty were surveyed about their mentoring experiences. The following year a survey solicited feedback from department chairs regarding departmental mentoring practices. A special focus of these research efforts was to investigate the impact of the 2004 changes to the APT policy requiring, among other things, the assignment of mentors to all tenure-track faculty.

This report summarizes, compares, and analyzes the results of these surveys.

### *A. The Unit Head's Perspective on Mentoring Practices (n=61, 90% response rate).*

#### 1. Assignment of mentors

Most assignments are made by the chair in consultation with faculty in related areas of research. Assistant professors themselves are involved in the assignment process about half the time. Usually the assignment is based on the scholarly and teaching expertise of the proposed mentor and convergence of research interests of mentor/mentee. In many cases, multiple mentors are designated.

#### 2. Characterization of effective mentors and mentoring relationships

There were varying views regarding what constituted the key components of successful mentoring. Most frequently mentioned was providing information about and help with launching an academic career, e.g., reviewing grant proposals, discussing tenure standards, and balancing research, teaching, and service. Other major components were establishing a trusting, supportive relationship with the mentee and dedicating sufficient time to the role as mentor. A significant number looked for mentors to be "supportive."

#### 3. Communication of mentor's role and responsibilities

The majority of departments did not have formal expectations of mentors.

#### 4. Self-description of unit heads as mentors

Almost all unit heads indicated that they were personally involved in mentoring, most commonly via scheduled meetings but also through informal conversations and/ or an "open door" policy. They sought to provide assistance by clarifying expectations, offering advice or resource referrals and/ or having open discussions about faculty members' questions and concerns.

#### 5. Evaluation of mentees' progress & the quality of mentoring they are being provided

Chairs, of course, used formal assessments of junior faculty but many also felt that informal assessments played a critical role. Most unit heads work to maintain informal contact with their faculty in order to obtain updates on their progress and any issues that they encounter.

For some unit heads, evaluating the quality of mentoring being provided is simply equated with mentees' progress. If the mentee is doing well, the mentor has been an effective mentor. Far more unit heads took a broader view, looking at the full relationship. They reported that occasionally, evaluations led to a change in mentors.

#### 6. Enhancement of support for junior faculty

Most units lightened junior faculty responsibilities during the faculty member's first year. Another form of assistance was providing group mentoring. A small number of departments and colleges offered workshops, roundtable discussions, and luncheons with junior faculty.

#### 7. Assessment of departmental mentoring efforts

Almost every unit head was satisfied with the quality of mentoring provided by his or her unit. Some specified major reasons for this success. They were: the unit head's encouragement and monitoring of mentoring relationships, the designation of a mentor with related research interests (even if this required finding a mentor from another department), and the proactive involvement of all departmental senior faculty in mentoring. Each of these items demonstrates a commitment to mentoring by key members of the department.

#### 8. Recognition of Mentors

Awards for mentoring junior faculty weren't reported. Many unit heads felt that mentoring was rewarded sufficiently since it was considered by Merit Committees; others saw the role as part of senior faculty's responsibilities and, therefore needing no recognition.

### *B. Tenure-track faculty's perspective on their mentoring experiences (n=100,37% response rate).*

#### 1. Assignment of mentors

While all unit heads reported assigning mentors, **12%** of the junior faculty were unaware that they had a designated mentor. As reported above, units varied in whether junior faculty participated in the selection of mentors. However, junior faculty valued such involvement. Assistant Professors agreed that similar research interests between mentor and mentee was very important, even if it meant going outside the department to find such a mentor. They also appreciated having multiple mentors.

#### 2. Characterization of effective mentors and mentoring relationships

There were numerous similarities in what unit heads and mentees described as the important characteristics of successful mentoring. There were two areas that mentees emphasized more than unit heads. First, while being "supportive" was listed by some unit heads as a characteristic, mentees placed a very high value on having a supportive mentor. Second, mentees needed mentors to be proactive in initiating the mentoring relationship. Given the power differential, many junior faculty are reluctant to initiate contact or to attempt to take the lead in clarifying the relationship. Hence at the beginning of the relationship, junior faculty experiences and perceptions demonstrate the importance of mentors regularly initiating contact, conveying accessibility, developing mutual expectations as well as cultivating trust, openness, and a sense of being supportive.

### 3. Communication of mentors' role and responsibilities

Mentee comments strongly suggest that there is a lack of clearly established expectations for mentors and mentees.

### 4. Assessment of mentoring efforts

While there was considerable agreement with unit heads on many issues, junior faculty presented a different perspective on the degree and quality of mentoring they were receiving. Unit heads were almost unanimously satisfied with their unit's mentoring efforts.

In their evaluations, 54% of junior faculty described their assigned mentors as helpful or very helpful to their mentees. The comments on these mentors were often extremely complimentary. Some mentees praised their entire departments, which they described as having a shared commitment to the success of their junior faculty. There clearly is a positive movement towards providing high quality mentoring.

On the other hand, 7% found their mentors to be moderately useful, while 37% felt they received very limited or no mentoring. By far the most common reason for these low ratings was a lack of interaction with the mentor. The mentor simply didn't invest time or interest in the role.

With two exceptions where mentors were replaced, the 100 respondents did not discuss the unit head overseeing their mentoring relationships. For faculty in unsatisfactory mentoring relationships, the need for their unit heads' involvement is clear. These same mentees made efforts to solicit assistance from their mentor but did not indicate if they contacted their unit head for assistance. Thus many unit heads felt they were keeping abreast of mentoring relationships and that these were going well while quite a few mentees did not have such a rosy view.

As mentioned above, there were mentees who praised the departmental commitment to mentoring. A somewhat larger number specifically noted that there was a problem in their departments, generally a lack of interest or a sense that mentoring was unnecessary. The many stories of mentors failing to fulfill their roles raise the question of how departments perceive mentoring and the role of a mentor. Clearly, unit heads are key players in addressing this issue.

## *Helpful Mentors: What They Do and How They Do It*

To a large extent the comments of junior faculty and unit heads are consistent with the literature on mentoring and with each other. Both groups' comments are combined below to delineate some best practices and expectations for mentoring:

1. To build and maintain relationships, good mentors should:
  - initiate contact,
  - facilitate developing mutual expectations about the structure and parameters of the relationship, including the frequency and method of communication, appropriate issues for discussion, and the general areas of development this relationship will address (e.g., scholarship, socialization, personal support),
  - set up channels for continued communication such as email, formal meetings or informally "dropping by,"
  - be proactive in raising issues or problems that mentees may be unaware of,
  - devote time to the relationship,
  - follow through on their promised support and commitments,
  - foster a supportive relationship built on trust and candor, and
  - adapt to changing needs as faculty progress through the pre-tenure years.
  
2. To provide guidance and clarity regarding the tenure process, effective mentors should:
  - be knowledgeable and up-to-date about departmental, college, and university APT processes and promotion expectations,
  - communicate tenure expectations appropriate to their mentees,
  - help mentees proactively plan how to achieve tenure and assist mentees in their efforts to navigate a successful path to tenure by
    - aiding in the development of a timeline plotting progress toward tenure
    - helping establish priorities and effectively manage time based on those priorities
    - helping with finding solutions to problems as they arise, such as how to maximize productivity
  - regularly review CVs,
  - provide specific feedback on mentees' performance and progress towards tenure,
  - nominate mentees for awards,
  - facilitate mentees' participation in university and disciplinary seminar series, conference presentations, writing book reviews and similar activities,
  - describe the review process and the candidates' roles in it, and
  - assist mentees in preparing for their tenure review.

3. To support scholarship, proficient mentors should:

- learn and remain informed about mentees' planned research agendas, offering input in light of tenure standards and a six-year time frame,
- provide information and advice on where and how to get published,
- supply guidance on establishing and running laboratories,
- read and comment on draft publications and presentations,
- review and offer comments on grant proposals,
- educate mentees regarding university and external resources, policies, and procedures related to research,
  - inform mentees of how to locate funding resources
  - notify mentees of proposal writing seminars and similar services
  - advise mentees of how to effectively and efficiently get grants through campus and external procedures
  - proactively raise issues such as human subjects approval, conflict of interest requirements, and laboratory remodeling,
- guide and aid in the recruitment of students,
- offer to collaborate on scholarship,
- advocate for mentees and their research within departments, and
- introduce mentees to scholars in their field, helping them become known, enabling them to create their own networks, and opening possibilities for collaboration.

4. To provide guidance and support regarding teaching and service, good mentors should:

- provide guidance on advising graduate students,
- offer suggestions concerning the construction of syllabi,
- help address low teaching evaluations,
- refer mentees to campus resources related to teaching and dealing with students, such as the Center for Teaching Excellence, Disabled Student Services, and the Counseling Center,
- advise mentees regarding setting suitable grading standards and then determining grades,
- recommend the types and amount of service to assume,
- aid in determining when and how to turn down excessive service requests, and
- seek to protect mentees from excessive teaching and service loads.

5. To assist with integration into the unit and with professional socialization, effective mentors should:

- help mentees understand a department's history and culture,
- discuss the interpersonal dynamics within the department,
- guide mentees to understand the behavioral expectations of faculty within their own department,
  - teach the degree of visibility within the department that is desired, e.g. would frequently working from home be viewed negatively?
  - explain acceptable assertiveness from junior faculty, i.e. how and when and in what areas assertiveness is acceptable
- assist mentees in recognizing and dealing with political situations,
- point them in the direction of departmental resources, such as invaluable staff members, and campus services,
- help mentees learn how to navigate departmental, college, and university policies and procedures.

6. To offer and supply personal support, proficient mentors should:

- show concern for mentees' personal and professional well-being,
- provide encouragement and offer emotional support,
- help ease mentees' transition to the university,
- advise newcomers about relocation to this area and settling into a new community,
- share their own personal and professional experiences,
- assist mentees to achieve balance between professional and personal responsibilities, and
- know mentees' personal situations, such as parenthood or a commuter marriage, and offer guidance on ways to negotiate these aspects of their lives during the pre-tenure period.

7. To best fit the needs of mentees, at times serve as referral agents to other possible mentors who are more familiar with or seem better suited to provide assistance in a given area. When a mentor is particularly busy, a referral may also be in everyone's best interest.



# **Educational Technology Services**

## **Fall 2013 Update**

<http://www.education.umd.edu/ETS/>

### **Welcome**

With the start of the fall semester, there are many technology options that are offered with new or enhanced service features. Listed below are some of our latest structural enhancements and reminders of existing offerings.

### **Fixed and Mobile Computer Labs**

The TIM cart (Technology in Motion) offers 29 Mac laptops with wireless connectivity for use within any classroom in the Benjamin Building. We also offer a recently upgraded and re-imaged fixed computer lab of 26 PCs (including a dedicated instructor station) and a wall-mounted SMARTBoard in 0230 Benjamin. Either option can be reserved by contacting the ETS Technology Desk.

### **The Video Classroom**

The Video Classroom (0306 Benjamin) underwent a major overhaul in 2010. This room features integrated presentation and projection technology as well as a SMARTBoard. It also has a highly configurable set of mobile tables and chairs to allow a flexible learning space, and is ideal for use with the mobile lab (TIM cart).

### **Technology Classroom Upgrades and Interactive Whiteboards**

Every general-purpose classroom in Benjamin is a Technology Classroom with integrated presentation, projection, and interactive whiteboard (SMARTBoard) technology. Classroom computers are Dells running Windows 7. In 2010 we installed seven interactive whiteboards (SMARTBoard 600 series) in the following classrooms: 0202, 0206, 0220, 0306, 1107, 2121, and 3315. Phase II in 2011 added new boards (800 series) in the remaining classrooms and our computer lab. Technology in each room gets a scheduled walk-through at least weekly, and the latest status can be reviewed at:

<http://www.education.umd.edu/ETS/techClassrooms/classTechStatus.html>

### **iPad Pilot**

At the request of our Student Advisory Committee on Technology, we are pilot testing iPads as checkout items from our technology desk for use in Benjamin or in the field at local schools (e.g., for student teaching). As a pilot, we are collecting data on the use and usefulness of such personalized devices in a shared use setting. For more information, please contact the technology desk, or our desk manager, Joe Robertson.

## **Just-in-time Support**

### **Desktop Support**

The college uses a ticket system (TicketTracker) to submit and track desktop support issues on university purchased computers, printers, etc. Departments have primary and secondary Department Technical Contacts (DTCs) that can triage and submit tickets as necessary (see attached list). Our Desk Manager (Joe Robertson) manages the ticket process, with Ron Yerby, our desktop technician, troubleshooting the tickets.

### **Technology Desk**

We continue to offer circulation services of specialized equipment distribution and space and equipment reservation services through our student-staffed Technology Desk. We have expanded training into basic operation and start-up of the SMARTBoards. Technology Desk staff are available when classes are in session with reduced hours over breaks. Their primary role is to assist with basic operational support and troubleshooting for circulating equipment and the technology classrooms, as well as handling reservation and checkout of equipment.

## **Appointment-based Support**

### **Learning Technology Support**

ETS offers faculty training and support for the integration of technology into teaching and learning through workshops and one-on-one training by our Learning Technology Specialist, Rosalia Webb. Note that her primary role is one of train the trainers. She is also our liaison on those issues to DIT, and can assist faculty on their use of ELMS (currently Canvas), wikis, blogs, and similar technologies.

### **Web Services**

ETS has a Web Specialist (Rochella McKoy) whose primary responsibility is updating content on the non-departmental portion of the college web site, as provided by our communications office and others. She also assists departmental web content managers as needed, and assists with Dreamweaver configuration.

## **Contacts**

**Technology Desk:** Room 0234 - Ph: (301) 405-3611

**Web Services:** [coe-web-services@umd.edu](mailto:coe-web-services@umd.edu)

**ELMS Support:** [coe-elms-support@umd.edu](mailto:coe-elms-support@umd.edu)

**ETS Staff or DTCs:** see attached

## Department Technical Contacts (DTC's)

Educational Technology Services now provides direct, in-house, desktop support for on-site College of Education faculty and staff.

In order to make the process of acquiring these services as simple as possible, each department has identified a contact, or contacts (Department Tech Contacts or DTCs), who will submit online tickets for service. Please contact them about department-specific procedures for requesting this service. Those contacts are listed below:

Dept.	Tech Contact	Primary or Secondary	Email	Phone
<b>CHSE</b>				
	Valerie Foster	Primary	<a href="mailto:vfoster@umd.edu">vfoster@umd.edu</a>	(301) 405-2858
	Ylesia Stefanie James	Primary	<a href="mailto:yjames@umd.edu">yjames@umd.edu</a>	(301) 405-6515
	Blesilda Lim	Secondary	<a href="mailto:blim@umd.edu">blim@umd.edu</a>	(301) 405-6507
<b>Dean's Office</b>				
	Maria Sian	Primary	<a href="mailto:msian@umd.edu">msian@umd.edu</a>	(301) 405-2334
	Elizabeth Johnson	Secondary	<a href="mailto:ejohnson@umd.edu">ejohnson@umd.edu</a>	(301) 405-3117
<b>HDQM</b>				
	Antonio D Araneta	Primary	<a href="mailto:aaaraneta@umd.edu">aaaraneta@umd.edu</a>	(301) 405-1659
	Cornelia Snowden	Secondary	<a href="mailto:csnowden@umd.edu">csnowden@umd.edu</a>	(301) 405-8715
<b>Student Services</b>				
	Derrick Morton	Primary	<a href="mailto:dmorton@umd.edu">dmorton@umd.edu</a>	(301) 405-2364
	Judy Foster	Secondary	<a href="mailto:jfoster@umd.edu">jfoster@umd.edu</a>	(301) 405-2359
<b>TLPL</b>				
	Jennifer Sanderson	Primary	<a href="mailto:jensan@umd.edu">jensan@umd.edu</a>	(301) 405-3570
	Meagan Marie Schroeder	Primary	<a href="mailto:megmarie@umd.edu">megmarie@umd.edu</a>	(301) 405-3324
	Stephanie Goodwin	Secondary	<a href="mailto:sgoodwin@umd.edu">sgoodwin@umd.edu</a>	(301) 405-3113
	Lattisha Hall	Secondary	<a href="mailto:lhawk@umd.edu">lhawk@umd.edu</a>	(301) 405-3603

# ETS Staff



**Steve Pragel**  
*Director, ETS*  
([contact info & hours](#))  
0231 Benjamin  
(301) 405-3618  
[spragel@umd.edu](mailto:spragel@umd.edu)

He is the director of Educational Technology Services (ETS) in the College of Education. He oversees day to day operations, and manages the technology expenditures.

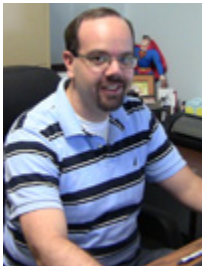
- ETS Operations
- Technology Staff Supervisor
- Budget



**Rochella McKoy**  
*Web Specialist*  
([contact info & hours](#))  
0229 Benjamin  
(301) 405-3617  
[rmckoy@umd.edu](mailto:rmckoy@umd.edu)

Rochella is the front-line support for web and web-based technologies. She handles maintenance of the college web site, and web-based systems that support faculty and staff in the College.

- College Site
- Online PBA
- HTML



**Joseph Robertson**  
*Desk Manager*  
([contact info & hours](#))  
0227 Benjamin  
(301) 405-5576  
[jcrobert@umd.edu](mailto:jcrobert@umd.edu)

The desk manager oversees the GA and student workforce that provides technology support for the computer labs, technology classrooms, and circulating equipment. This role also manages the desktop support technician for the college.

- Computer Labs
- Technology Classrooms
- Desk Management
- Equipment circulation/inventory



**Rosalia Webb**  
*Learning Technology Specialist*  
([contact info & hours](#))  
0302 Benjamin  
(301) 405-0309  
[rosalia5@umd.edu](mailto:rosalia5@umd.edu)

Rosalia provides faculty training and support with integrating technology into teaching and learning. This includes faculty training via synchronous and asynchronous learning tools.

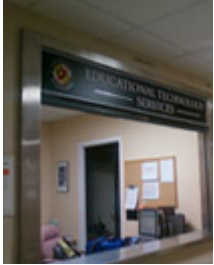
- Face-to-face faculty training and support
- ELMS training (Canvas)
- Technology Workshops
- Clicker
- Interactive Whiteboard (Smartboard)



**Ronald Yerby**  
*Desktop IT Support  
Technician*  
[\(contact info &  
hours\)](#)  
0230A Benjamin  
(301) 405-9948  
[ryerby@umd.edu](mailto:ryerby@umd.edu)

The desktop support technician responds to trouble tickets in the college for faculty and staff computers, printers, and other IT issues.

- Trouble tickets
- IP Management

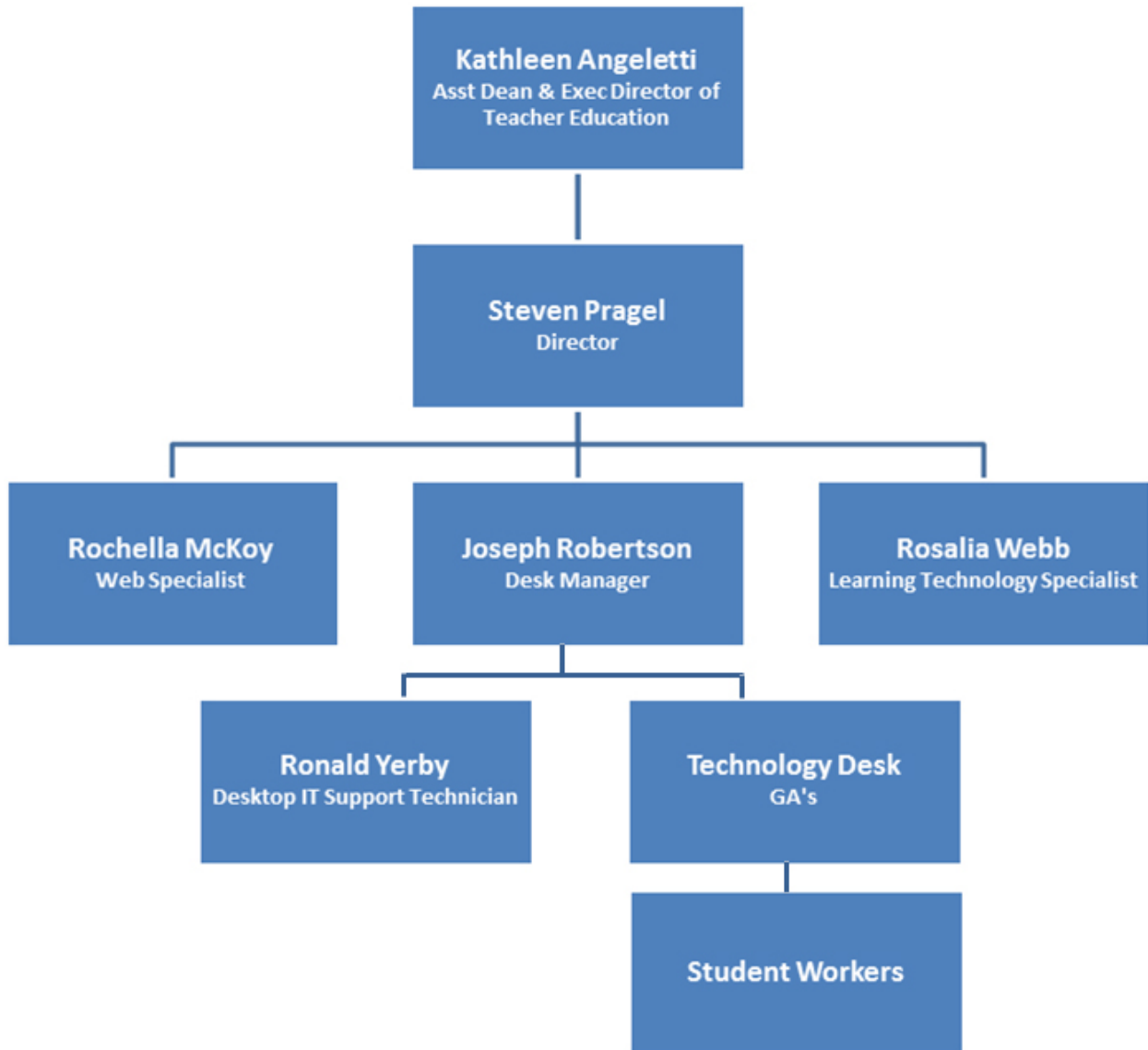


**Various Student  
Workers**  
*Technology Desk*  
[\(contact info &  
hours\)](#)  
0234 Benjamin  
(301) 405-3611

The ETS technology desk is the source of many of our services. Two of the most common are Technology Classroom Support, and equipment loan.

- Classroom Support
- Equipment Loans
- Troubleshooting

## ETS Organizational Chart



## Resources for New Faculty

**The University of Maryland, College Park is one of 12 USM Institutions and governed by a Board of Regents**

**University System of Maryland (USM)– see Policies for Faculty**

<http://www.usmh.usmd.edu/regents/bylaws/SectionII/>

Also: Consolidated USMH and UM Policies and Procedures Manual University of Maryland, College Park policies are in **bold**. All others are system-wide policies. <http://www.president.umd.edu/policies/>

**The University of Maryland (UMD), College Park**

<http://www.senate.umd.edu/>

"The University Senate is one of the largest and most influential governing bodies at the University of Maryland. The Senate is composed of faculty, staff, students, and administrators that are peer-elected, volunteer, or appointed. As Senators and Senate Committee members, these constituents directly participate in the shared governance of our University. The primary function of the Senate is to advise the University President on virtually all campus policy matters and concerns, including but not limited to: education, budget, personnel, campus-community, long range plans, facilities, and faculty, staff and student affairs (subject to the limitations imposed by laws or mandates from the University of Maryland System Board of Regents or the Chancellor)".

Colleges and Schools on Campus <http://www.umd.edu/directories/colleges.cfm/>

- College of Agriculture and Natural Resources
- School of Architecture, Planning, and Preservation
- College of Arts and Humanities
- College of Behavioral and Social Sciences
- Robert H. Smith School of Business
- College of Computer, Mathematical and Natural Sciences
- College of Education
- A. James Clark School of Engineering
- The Graduate School
- Philip Merrill College of Journalism
- College of Information Studies
- School of Public Health
- School of Public Policy
- Office of Undergraduate Studies

**College of Education (COE)**

<http://www.education.umd.edu/>

- Counseling, Higher Education, and Special Education (CHSE)
- Human Development and Quantitative Methodology (HDQM))
- Teaching, Learning, Policy and Leadership (TLPL)

COE Plan of

Organization <http://www.education.umd.edu/SharedGovernance/planorg.html>

COE Senate <http://www.education.umd.edu/SharedGovernance/overview.html>

**University of Maryland, Office of Faculty  
Affairs <http://www.faculty.umd.edu/>**

*Faculty Handbook of Policies and Resources*

See Policies of Interest to Faculty

<http://www.faculty.umd.edu/specificpolicies/index.html>

**Select [New Faculty Support](#)**

- Orientation Program
- Research at UM Guide
- Teaching @ this Campus
- Tips for Getting Started

Be sure to see the [New Faculty Checklist](#)

Overview of what you should review with your chair

**Select [Mentoring](http://www.faculty.umd.edu/Mentoring/index.html) <http://www.faculty.umd.edu/Mentoring/index.html>**

**Be sure to see [A Guide for Mentors \(and Mentees\)](#)** PDF booklet provides information about mentoring at the University. Check bookmarks in the document to jump to a particular topic. Includes:

- Roles & Responsibilities (and suggested topics for discussion)
  - Mentors
  - Mentees
  - Unit Heads

**Appointment, Promotion, and Tenure (APT) Review Process**

**Select**

**Promotion and Tenure**

**Guidelines [http://www.faculty.umd.edu/policies/APTManual\\_2012-13.pdf](http://www.faculty.umd.edu/policies/APTManual_2012-13.pdf)**

<http://www.faculty.umd.edu/policies/index.html>

**CV Format (attached – last page)**



## **ADVANCE**

<http://www.advance.umd.edu/>

The ADVANCE Program for Inclusive Excellence aims to transform the institutional culture of our University by facilitating networks, offering individual mentoring and support, and offering information and strategic opportunities for women faculty in all areas of academia.

See **About Us** for information – *of interest to new faculty*

**Advance Professors – One in each college, two for women of color (STEM colleges and non STEM colleges)**

**Jennifer King Rice (TLPL)** is the ADVANCE Professor for COE for 2012-13 [jrk@umd.edu/](mailto:jrk@umd.edu)

**Interdisciplinary Seed Grants** Individual seed grants \$20,000 for research

**Peer Learning Communities**

Assistant professors to discuss tenure, publication, supervision of research projects, and early career teaching issues

Associate professors to focus on preparing for promotion to full professor

**Seminar Series:** Yearly seminar in each college

**Dashboard**

**ADVANCE - College of Education Dashboard**

<http://www.advance.umd.edu/html/secure/>

The Dashboard Project aims to increase the availability, accessibility, and transparency of data related to faculty careers in each college. In this first year (2011-2012) we provide data related to faculty diversity, salary and years to promotion. It is available to all tenure track members of the college: faculty, department chairs and deans.

**Family Care Resource and Referral Service (child care, elder care)**

[http://www.personnel.umd.edu/Family\\_care/index.html](http://www.personnel.umd.edu/Family_care/index.html)

**Family and Medical Leave Policies**

<http://www.faculty.umd.edu/fmla/>

**Adoption Leave**

<http://www.president.umd.edu/policies/ii230d.html>

Resources for Teaching, Research, Service

**Institutional Review Board (IRB)**

<http://www.umresearch.umd.edu/IRB/>

**Office of Research Administration**

**New Faculty**

**Guide** [http://www.umresearch.umd.edu/ORAA/helpdesk/new\\_faculty\\_guide.html](http://www.umresearch.umd.edu/ORAA/helpdesk/new_faculty_guide.html)

**UMD's libraries** <http://www.lib.umd.edu/>

<b>Teaching Policies and Guidelines for Faculty</b>
-----------------------------------------------------

<http://www.faculty.umd.edu/>

**Center for Teaching Excellence (CTE)**

<http://www.cte.umd.edu/>

CTE is the campus' central partner for improving undergraduate education. CTE responds to the needs of all colleges, schools, and programs to ensure that the UM remains an international model of excellence in teaching and learning. CTE facilitates and supports new innovations in teaching, helps faculty teach more efficiently and effectively, works to ensure that all graduate teaching assistants develop as excellent teachers, and oversees faculty learning communities.

**Teaching Resources**

**Teaching Guide**

**CTE Programs for Faculty**

<http://www.cte.umd.edu/programs/faculty/index.html>

**APRA**

<https://apra.umd.edu/>

**FAR – Faculty Activity Reports**

## **Office of Information Technology (OIT)**

<http://www.oit.umd.edu/>

OIT supports tools and technologies for the academic environment including classroom instructional technology, online course management, and 24-hour computing labs. Other services we provide include e-mail, wireless network access, on- and off-campus computer connections, high-performance computing, Web services for course registration and financial aid information, and discount programs for computers, software, and cellular phone services and equipment.

### **Faculty Support**

<http://www.oit.umd.edu/Faculty/index.html>

## **ELMS – Enterprise Learning Management System**

<https://elms.umd.edu/>

**Request space for your courses -Blackboard Academic Suite**  
(Blackboard)

**ELMS OIT Transition Workshop Handouts** (How to's for ... Blackboard)

**Directions for Using ELMS for Faculty**

**Blackboard – My Organizations**

## **Testudo**

<http://www.testudo.umd.edu/>

**Schedule of Classes**

**Academic Calendars**

**Final Exam Schedule**

## **ARES**

<http://ares.umd.edu/home/>

**UMEG-Electronic Grades and Student Rosters**

**Change Email Address**

**Payroll and Human Services (Bi-Weekly Earnings Statements)**

**FAR – Faculty Activity Report (once a year)**

**OPA – Outside Professional Activity Report (once a year)**

CV Format - Curriculum Vitae

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature \_\_\_\_\_ Date \_\_\_\_\_

### 1. Personal Information.

*List the name, Department (joint appointments should indicate percentage of each appointment), current rank, year of University appointment to current rank, educational background (including institutions, dates and degrees), and employment background (in chronological order or its inverse).*

### 2. Research, Scholarly and Creative Activities.

*In each category, published works should be listed first, in either chronological order or its inverse, followed (or preceded) by works not yet published but accepted for publication. **Pieces in preparation that are not completed and not accepted for publication should not appear on a CV.**<sup>1</sup>*

*The individual should distinguish between authored and edited works and between refereed and unrefereed outlets and should clarify the status of unpublished works (e.g. accepted, in press). All authors should be listed in the order they appear on the publication. In exceptional cases, e.g., when the work is a product of a large group (more than 10 authors), not all authors need be listed. As an example, he/she may list the first three, the last three, and the individual him/herself (including his/her place in the total author list). That is, if an individual named "Candidate" is the 97th author, the citation may be listed as: Smith, Jones, Curley...Candidate (97th)...Moe, Larry, Shemp (total of 189 authors).*

*Individuals should designate the identity of the author with intellectual leadership on jointly authored papers (if this designation can be appropriately ascertained) by using \* or by placing that name in bold, and also identify which co-authors they mentored as undergraduate and graduate students, postdoctoral researchers, faculty research assistants, and junior faculty. When the research is published in a foreign language, the translation of the title should be included.*

#### a. **Books**<sup>2</sup>.

- i. Books authored. Specify original or revised edition.
- ii. Books edited.
- iii. Chapters in books.

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<sup>1</sup>The one exception is working papers, customary in certain field such as economics and mathematics. These should be listed under "Section 2 I. Other."

<sup>2</sup>Specify whether a manuscript has been accepted without the need for further revisions.

**b. Articles in Referred Journals.**

Full citation, inclusive of all authors in the order of publication and page numbers. Review articles and invited articles should be so identified.

**c. Monographs, Reports and Extension Publications.****d. Book Reviews, Other Articles, Notes.****e. Talks, Abstracts and Other Professional Papers Presented.**

- i. Invited talks, etc.
- ii. Refereed conference proceedings.
- iii. Unrefereed conference proceedings.
- iv.

**f. Films, CDs, Photographs, Webpages, etc.****g. Exhibits, Performances, Demonstrations and Other Creative Activities.****h. Original Designs, Plans, Inventions, Software and/or Patents.****i. Contracts and Grants.**

List source, title, amount awarded, time period and role (e.g., principal investigator) in reverse chronological order or its inverse. If there are co-investigators, please list these.

**j. Fellowships, Prizes and Awards.****k. Editorships, Editorial Boards and Reviewing Activities for Journals and Other Learned Publications.****l. Other (specify type).****3. Teaching, Mentoring and Advising.**

a. Courses taught in the last five years. Indicate approximate enrollments and any unusual formats.

b. Course or Curriculum Development.

c. Textbooks, Manuals, Notes, Software, Web pages and Other Contributions to Teaching.

d. Teaching Awards and Other Special Recognition.

e. **Advising (other than research direction):** Indicate approximate numbers of students per year.

- i. Undergraduate.
- ii. Graduate.
- iii. Other advising and mentoring activities (advising student groups, special assignments, recruiting, faculty mentorship, etc.).
- iv.

f. **Advising: Research Direction.** This refers to students whose projects the candidate has directed as chair. The name of student and academic year(s) involved should be indicated, as well as placement of the student(s), if the project is completed. List completed work first.

- i. Undergraduate.
- ii. Master's.
- iii. Doctoral.

g. Extension Activities. Major programs established, workshops, presentations, media activities, awards, honors, etc.

#### **4. Service.**

##### **a. Professional.**

- i. Offices and committee memberships held in professional organizations (include dates).
- ii. Reviewing activities for agencies.
- iii. Other unpaid services to local, state and federal agencies.
- iv. Other non-University committees, commissions, panels, etc.
- v. International activities not listed above.
- vi. Paid consultancies (optional).

##### **b. Campus.**

- i. Departmental.
- ii. College.
- iii. University.
- iv. Special administrative assignments.
- v. Other.
- vi.

##### **c. Community, State, National.**

##### **d. Service Awards and Honors.**