INTRODUCTION

Overview

In light of the important contributions made by Professional Track (PTK) Faculty at the University of Maryland, the Provost and the University Senate jointly established the following guidelines in order to formalize and regularize the processes for recognizing excellence among the Professional Track Faculty. The guiding principles assumed in this document are the need for: transparency and accountability of rules, procedures, and processes; fair and equitable treatment of PTK faculty in appointment, evaluation and promotion; and meaningful inclusion of PTK faculty in the development and implementation of unit, College, or School policies and procedures. By adopting these guidelines for appointing, evaluating, and promoting PTK faculty, units will define how excellence in the PTK faculty ranks will be recognized and rewarded, thereby better serving the needs of both PTK faculty and the institution.

Departments, Institutes and Centers within the School of Public Health can specify additional requirements for any Professional-Track Faculty titles beyond those listed in Section 1 with reasonable consideration of harmonization across the units. It is expected that a minimum of two Professional Track Faculty will have voting representation on Unit and School level committees tasked with creating, adopting, or revising the Appointment, Evaluation, and Promotion (AEP) policy. With any changes, the units will forward to the Dean’s Office for review and approval of policies to ensure compliance with campus-level guidelines. The Dean’s Office will review and approve each unit’s policies every five years.

This document is organized as follows: Section 1) minimum qualifications for appointment at the various ranks within the research, scholar, clinical, instructional, and other faculty tracks; Section 2) appointments; Section 3) switching tracks; Section 4) mentoring; Section 5) evaluations; and Section 6) promotions, and a final section comprised of Appendices that list the materials required for promotions in the various faculty tracks.
Section I: PROFESSIONAL-TRACK (PTK) FACULTY TITLES

Listing of Professional Track Titles, Rank, and Minimum Qualifications for Appointment

The School of Public Health will use the online contract management system to ensure that all contracts contain necessary elements, including a clear description of assignments and expectations associated with the appointment, as well as information on how to access unit-level PTK policies and professional resources. The specific faculty title shall correspond to the majority of the appointee’s effort, as indicated by the assignments and expectations. The rank shall be appropriate given the unit’s specific criteria for such rank. Whenever possible, PTK faculty should be given progressively longer contracts.

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<tr>
<th>PTK Faculty Titles</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tr>
<td>Research Scholar</td>
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<td>Clinical Scholar</td>
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<td>Other PTK Titles</td>
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<td>Level 2</td>
<td>Level 3</td>
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<td>Faculty Assistant</td>
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<td>Faculty Specialists</td>
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Faculty Members with Duties Primarily in Research and Scholarship are described below. These faculty titles do not carry tenure (Research and Scholar Tracks).

RESEARCH TRACK:

Assistant Research Professor
This rank is generally parallel to that of a tenure-track Assistant Professor with emphasis on research. Appointees shall have demonstrated superior research ability and will be supported by external funding mechanisms or actively involved in the pursuit of sponsorship to support their research and scholarly activities. It is desirable, but not required, that candidates show potential for contributing to the educational mission through teaching and / or service. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other research personnel). An earned doctoral degree or appropriate terminal degree will be a normal minimum requirement for appointment at this rank. Appointments to this rank are typically one to three years and are renewable.

Associate Research Professor
This rank is generally parallel to that of a tenure-track Associate Professor with emphasis on research. 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 supported by external funding mechanisms. It is desirable, but not required, that candidates show evidence of contribution to the educational mission through teaching and / or service. Appointments to this rank are typically one to five years and are renewable.

Research Professor
This rank is generally parallel to that of a tenure-track Professor with emphasis on research. 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 evidence of superior extramural funding. 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.

SCHOLAR TRACK:

Assistant Research Scholar
This rank is generally parallel to that of a tenure-track Assistant Professor with emphasis on research and scholarship, but not tied to external funding. Appointees to this rank shall have demonstrated superior scholarly research ability and be qualified and competent to direct the
work of others (such as technicians, graduate students, other research personnel). An earned doctoral degree or appropriate terminal degree will be a normal minimum requirement for appointment at this rank. Appointments to this rank are typically one to three years and are renewable.

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

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

**Faculty Members with Duties Primarily in Instruction and Service Activities. These faculty titles do not carry tenure (Clinical and Lecturer Tracks).**

**CLINICAL TRACK**

**Assistant Clinical Professor**
The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of clinical specialization or professional practice, and professional or board certification, when appropriate. There shall be clear evidence of a high level of ability in clinical practice and teaching in the departmental field. The appointee shall also have demonstrated scholarly and/or administrative ability. Appointments to this rank are typically for one to three years and are renewable.

**Associate Clinical Professor**
In addition to the qualifications required of an Assistant Clinical Professor, the appointee shall ordinarily have had extensive successful experience in clinical or professional practice in the departmental field, and in working with and/or directing others (such as professionals, faculty
members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee shall also have demonstrated superior teaching ability and scholarly or administrative accomplishments and have a reputation of respect among colleagues in the region. Appointments to this rank are typically for one to five years and are renewable.

**Clinical Professor**

In addition to the qualifications required of an Associate Clinical Professor, the appointee shall have demonstrated a degree of excellence in clinical or professional practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract.

**INSTRUCTIONAL TRACK**

**Instructor (no longer applicable, except for those currently appointed at this title)**

An appointee to the rank of Instructor ordinarily shall hold the highest earned degree in his or her field of specialization. There shall be evidence also of potential for excellence in teaching and for a successful academic career. The rank does not carry tenure.

**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 minimum requirement is a Master’s degree in the field of instruction or a related field, or equivalent professional experience in the field of instruction. Appointments to this rank are typically one to three years and are renewable.

**Senior Lecturer**

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

**Principal Lecturer**

In addition to the qualifications required of the Senior Lecturer, appointees to this rank shall have an exemplary teaching record over the course of at least 5 years full-time service or its equivalent as a Senior Lecturer (or similar appointment at another institution) and/or the equivalent of 5 years full-time professional experience as well as demonstrated excellence in the areas of research, service, mentoring, or program development. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract.
OTHER FACULTY TITLES

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.

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

Senior Faculty Specialist
In addition to showing superior ability to administer academic or research programs, as evidenced by successfully discharging responsibilities such as those of the Faculty Specialist, the appointee shall hold a Master’s degree or have at least 3 years full-time experience as a Faculty Specialist (or similar appointment at another institution), or its equivalent. Appointments to this rank are typically one to five years and are renewable.

Principal Faculty Specialist
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.

Post-Doctoral Scholar
The appointee generally shall hold a doctorate in a field of specialization earned within three (3) years of initial appointment to this rank. An exception to the time from degree requirement must be approved by the Office of the Provost. Appointment to this rank shall allow for continued training to acquire discipline-specific independent research skills under the direction of a faculty mentor. Appointments are typically for one (1) to three (3) years and are renewable, provided no appointee serves in this rank for more than three (3) years. After three
(3) years in this rank, appointees who have performed satisfactorily are eligible for appointment to the rank of Post-Doctoral Associate.

Post-Doctoral Associate
The appointee generally shall hold a doctorate in a field of specialization earned within five (5) years of initial appointment or shall have satisfactorily completed an appointment to the rank of Post-Doctoral Scholar. An exception to the time from degree requirement must be approved by the Office of the Provost. The appointee shall have training in research procedures, be capable of carrying out individual research or collaborating in group research at the advanced level, and have the experience and specialized training necessary for success in such research projects as may be undertaken. Appointments are typically for one (1) to three (3) years and are renewable, provided the maximum consecutive length of service in both post-doctoral ranks shall not exceed 6 years. Exceptions may be approved by the Office of the Provost. After six years in the post-doctoral ranks, appointees who have performed satisfactorily are eligible for appointment to an appropriate faculty position other than in the post-doctoral series.

Section 2: APPOINTMENTS

The departments shall follow the University’s guidelines for hiring. However, the appointment for research, scholar, or clinical track requires the support of the majority of the departmental faculty, as defined by quorum, at the rank or above that for which the candidate is being considered. For a description and minimum qualifications for these titles, see Section 1.

All new hires will receive a copy of the School’s Professional Track Faculty Appointment, Evaluation, and Promotion (AEP) policy. Employees that have questions or need additional information should contact the unit’s business office or Chair.

In joint appointments, the home department is referenced here as primary, usually the department to grant promotion. However, because the rank held by an individual must be consistent across departments or units, the primary department needs to consider advisory input from the secondary department or unit (e.g., an Institute) as part of the promotion review. The department may wish to have a representative from the other unit present at the promotion review committee meeting, in a non-voting capacity, in order to provide context for the candidate’s work.

Section 3: SWITCHING PROFESSIONAL TRACKS

Current PTK faculty may apply to switch track, he/she must follow the hiring procedure as defined by appointments in section 2.

Section 4: MENTORING

The School of Public Health (SPH) is committed to providing a supportive and developmental work environment where all faculty are able to successfully attain their professional
aspirations and advance their careers. SPH have College-level awards for which PTK faculty are eligible to be nominated (such as the Research and Development, The Doris Sands Excellence in Teaching, and the Jerry P. Wrenn Outstanding Service awards). Faculty mentoring of PTK employees is an essential element that allows for continued goal setting, guided career advancement and improved faculty relations. In summary, faculty mentoring can be a win-win for all involved.

We recognize that the specific needs of mentees will vary, depending on their current career stage and future objectives. Accordingly, the process for mentoring Research, Clinical and Instructional faculty is different at different levels (e.g., assistant, associate) and the policies outlined below are meant to be flexible and specific to each individual faculty member according to his/her job description, specific day to day duties and career goals.

Mentoring should support both developmental and evaluative feedback. The former type of feedback is intended to assist the mentee in becoming socialized into an academic community. The latter is more focused on ensuring that specific, measurable goals and targets are attained as the mentee progresses in his/her career towards the next promotion.

PTK Faculty Mentoring Process
Area chairpersons are responsible for initiating and overseeing the mentoring process. The following general policies apply to all PTK faculty:

1. Every first level (e.g., assistant) and second level (e.g., associate) PTK faculty member is assigned a minimum of one senior PTK faculty member as a mentor during their first semester at the SPH. The determination of the mentor should ideally be made in consultation with the mentee. The mentor will continue to guide the mentee until the time for a promotion decision, unless the relationship is terminated by either party. The chairperson may then reassign the mentee to work with another senior colleague.
2. The mentor and mentee may be in the same department or in different departments within the SPH.
3. Mentors and mentees meet at least once a semester. At the end of the academic year, the mentor provides the area chair with a brief written report summarizing the mentee’s progress and noting any other issues, as appropriate.
4. The chairperson meets with the mentee at the end of the Spring semester to discuss the report.
5. Second level (e.g., associate) PTK faculty are not required but are strongly encouraged to avail of mentoring. At the beginning of each academic year, area chairs will ask all
second level PTK faculty to indicate whether they would like to opt-in for mentoring. For those who choose to do so, the mentor is selected in consultation with the mentee.

6. The mentor is also encouraged to give the mentee and area chairperson some indication, albeit imperfect, of when the mentee’s record might be substantive enough to be considered for promotion.

At the start of a new academic year, area chairpersons will provide the Dean’s office with a list of mentors and mentees for their respective departments.

Mentoring of PTK Faculty
The mentor is responsible for the following as they apply to their specific mentee:

1. Meeting with the mentee at least twice a year, and more often as needed on a case by case basis.
2. Assessing the mentee’s progress towards promotion and identifying specific gaps in the record that should be addressed.
3. Providing specific guidance on appropriate journals to target, and offering advice on which professional meetings and conferences it would be valuable for the mentee to attend.
4. Offering constructive criticism on research/papers in progress.
5. As needed, offering advice on handling papers that are under revision and strategies for addressing reviewer concerns.
6. Advising the mentee on how to articulate his/her scholarly contributions.
7. Evaluating the mentee’s teaching performance (per teaching evaluations) and providing guidance on teaching strategies and resources that may be available (e.g., TLTC workshops).
8. Making recommendations in regard to service assignments that the mentee may consider getting involved in, both within the University as well as in the professional community (e.g., reviewing for journals, serving on program committees, standing for elected office in professional societies, etc.).
9. Advising the mentee on possible directions for their research, especially as the time for promotion gets closer and the mentee is seeking to broaden their research focus.
10. Facilitating the development of the mentee’s professional network by introducing them to senior scholars/professionals within the field, as appropriate.
11. Assisting the mentee in developing his/her promotion dossier.
12. Serving as a sounding board for any professional or personal challenges the mentee may be facing.
13. Identifying appropriate resources within the SPH and the University that may be useful for the mentee, such as data sources, developmental workshops, and campus policies.
14. Serving as an advocate for the mentee as needed (e.g., nomination for awards and key committees; grant collaborations).
15. Identifying leadership opportunities in the professional community that may be appropriate for the mentee.
16. Advising the mentee on specific challenges encountered while working with undergraduate and graduate students.
17. Helping the mentee develop research/teaching/service relationships within the professional community.
18. Reviewing and providing feedback on mentee's personal statement.
19. Providing support for work/family or other non-academic issues.
20. Providing mentoring support for all other issues relevant to the professional trajectory of the faculty member.

Section 5: EVALUATIONS
Evaluation Methods
PTK will be evaluated on a yearly basis using the annual report and the merit review processes.

I. Annual Report
PTK faculty will complete the Outside Professional Activity (OPA) report and the Faculty Activity Report (FAR), or the current reporting platform on an annual basis. The reporting platform includes a written summary of accomplishments during the past year for research, teaching and service, as applicable to the position. An annual one-on-one meeting with the unit Chair or designee will also take place to review progress and to set goals for the coming year.

II. Merit Review
The Department will be responsible for providing its own merit review guidelines for PTK faculty. Each plan will be subjected to approval from the School. Merit compensations are subject to budget constraints and directives from USM.

Merit pay should reflect primarily an individual’s contributions during the previous calendar year. Since averaging over a series of three years evens out peaks and valleys in the available merit pool, some assessment of performance in the two previous years should also be made. In-press and forthcoming work will count when it is published. For years when merit pay is not available, the achievements of the PTK faculty members will be taken into consideration for that year (or years) during the next year in which merit pay is available.

PTK faculty contributions should be judged in three areas: research and scholarship, teaching and mentoring, and service, as applicable to the appointment. Only excellence should be counted toward merit pay awards. The formula for weighting the three areas may vary by individual circumstance since PTK faculty may be focused on one or more of these areas depending on their responsibilities.
A. Research and Scholarship
Merit pay will not be awarded for normal performance of expected duty. Merit pay for excellence in scholarly research will thus apply to those members of the faculty who excel above and beyond normal expectations. Evaluation of such excellence should, whenever possible, be based on objective criteria. For example, the following could be ways to measure excellence in research and scholarship:

(1) Research activities: quantity and quality of peer-reviewed publications.
(2) Funded research activity: quantity and quality of research grants and grant activities.
(3) Awards and honors for scholarship.

B. Teaching and Mentoring
Merit pay for excellence in teaching and mentoring will thus apply to those members of the PTK faculty who excel above and beyond normal expectations for teaching and mentoring. Evaluation of such excellence should, whenever possible, be based on objective criteria. For example, the following could be ways to measure excellence in teaching and mentoring:

(1) Student and peer evaluations.
(2) Teaching of service courses and development of new courses and approaches.
(3) Quantity and quality of undergraduate student counseling in specialized courses, advanced courses, and in directing honors theses.
(4) Quantity and quality of graduate student mentorship: recruitment, training, and placement of Ph.Ds.
(5) Awards and honors for teaching and mentoring.

C. Service
Merit pay for excellence in service will thus apply to those members of the PTK faculty who excel above and beyond normal expectations, for example, to those performing departmental administrative responsibilities not already adequately compensated by course release and stipend. Evaluation of such excellence should, whenever possible, be based on objective criteria. For example, the following could be ways to measure excellence in service:

(1) Service to the Department: Administrative appointments within the Department and membership on departmental committees. Compensation should take account of the importance of committees, time required to serve on committees, and performance of duties few other members of the department are willing to undertake.
(2) Service to the College-Campus-University: Election to and service in College-Campus-University deliberative bodies, elective appointment to and service in College-Campus-University committees.

(3) Service to the Profession: Time given to service on professional committees, time given to prepare scholarly evaluations, review of manuscripts, editorial board memberships and editorships.

(4) Service to the General Community: Public lectures, expert testimony before congressional or state legislative committees, service or public advisory boards and task forces, significant pro bono contributions to practical government at Federal, state, and local levels.

(5) Honors and awards for service.

III. Procedure

Collection of data
At the time of evaluation for merit pay, every member of the PTK faculty should have had a chance to review and correct his/her Faculty Activity Report and curriculum vitae, and prepare a paragraph highlighting his/her accomplishments during the past year. These documents include teaching evaluation data, if applicable, and should serve as the basis for merit pay evaluation. For all three areas, faculty members can supply supporting evidence, including programs, publications, and unsolicited letters of support. The chair and/or the Merit Pay Committee may request additional documentation. All PTK faculty members should submit a copy of their latest Faculty Activity Report, curriculum vitae, and summary paragraph to the Merit Pay Committee by April 1 of each year. After reviewing workloads with each PTK faculty member, the chair or designee will provide the Merit Pay Committee with individual PTK faculty workload distributions in instruction, research and service based on their individual responsibilities.

Section 6: PROMOTIONS

PROCEDURES FOR PROMOTION OF PROFESSIONAL TRACK FACULTY WITH DUTIES PRIMARILY IN RESEARCH, SCHOLAR, CLINICAL, INSTRUCTIONAL, AND OTHER PROFESSIONAL-TRACK FACULTY RANKS:

The School of Public Health does not have expectations for minimum/maximum/typical time in rank at the College level. Units should determine whether such expectations should exist for their faculty and should explain such expectations in the unit-level AEP policy.

A School PTK Promotion Committee will be appointed annually by the Dean and consist of a minimum of three faculty members, at or above the rank being sought by the candidate. At least one of the members must be a PTK faculty member and one must be tenured faculty. The
Dean will designate one of the three members as Chair. The School PTK Promotion Committee and all Unit PTK Promotion Committees shall be charged to consider candidates within the context of the expectations in their contract as well as according to the unit’s criteria for promotion. Decisions on promotion shall be made based on the criteria and performance, and cannot be determined in relation to a unit-wide quota.

1. The individual seeking promotion writes a formal request letter to her/his Department Chair by February 1st. The letter should address the criteria listed in Appendices A-D of this document, as appropriate to the title.

2. The Department Chair will collect the required materials and forward the request and materials to the Unit PTK Promotion Committee to begin the evaluation process.

3. **Promotion to the second level:** The candidate must have support for promotion at the unit level. This will require a majority of a quorum, as defined in that unit, of all those faculty members (TTK and PTK) at the rank or above that is being sought by the candidate. A Committee Chair will be appointed (by the unit head) and will provide a written summary of the vote and an explanation of the outcome. In addition, the Department Chair will independently determine support for the promotion. In the event that the Chair or the Unit PTK Committee (or both) are supportive, the case will be advanced for consideration by the School PTK Promotion Committee.

   The School PTK Promotion Committee deliberates and votes on the case and forwards the outcome to the Dean. Majority support of this Committee is required to approve promotion.

4. **Promotion to the third level:** The School PTK Promotion Committee will review the materials from the candidate and the Chair’s report. Majority support of this Committee is required to approve promotion. The Dean will express support or lack thereof and advance the case to the Office of the Provost.

   Appointments to any title equivalent to FULL professor will require 3 external review letters (1 reviewer chosen by the candidate and 2 by the Unit PTK Promotion Committee). In addition, such appointments will require a descriptive report, of the candidate’s record, generated by the Unit PTK Promotion Committee to be signed by the candidate.

5. **Note:** All promotions at the highest rank are subject to approval by the Office of the Provost.

6. The candidate will provide the Department Chair with:
   a. An up-to-date and signed CV (in the campus standard format for CVs) ([http://www.faculty.umd.edu/policies/currvit.html](http://www.faculty.umd.edu/policies/currvit.html))
b. Up to five relevant publications or examples of creative work; evidence of teaching and mentoring, evidence of service (see Appendices A-D), as appropriate for the title.

c. A personal work statement that outlines the candidate’s goals and professional development in research, scholarship, teaching, and service that details contributions in these arenas, as appropriate to the title.

7. The Unit PTK Promotion Committee Chair will notify the eligible committee members of a pending promotion case and the Unit Committee will consider the candidate’s qualifications for promotion against the specific guidelines established by the School and Departments. (see Appendices A-D).

8. The Unit PTK Promotion Committee Chair will submit a report to the Department Chair within two weeks of the vote.

9. If, upon reviewing the candidate’s materials and committee report, the Department Chair has questions or concerns, he/she may ask the Unit PTK Committee Chair for clarification and/or additional information.

10. Cases are moved to the next level if either first-level review is positive (that is the Unit PTK Promotion Committee OR the Department Chair). The Department Chair writes a letter to the Dean of the School recommending the promotion. The Dean will review the pertinent information and make a final recommendation to support or deny the promotion application. If the candidate is not promoted, the Department Chair sends the candidate a letter explaining the reasons. The unsuccessful candidate for promotion can reinitiate this process in future years. A negative decision on promotion review does not preclude renewal of the existing appointment.

11. In the case of positive decisions, the promotion shall be accompanied by an increase in compensation. Compensation is subject to State budget constraints and directives from USM. Minimum increases will be set by the Dean. In years that directives do not provide increase, when funding becomes available, increase will occur, but not retroactively. PTK promotions cannot be rescinded.

12. In the event of a negative decision, the faculty member can appeal the decision based on alleged violations of procedural 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.

Appeals –

Within two weeks of receiving the appeal, the Dean must form an Appeals Committee consisting of three faculty members, of whom at least one will be PTK faculty, at or above the
rank of the desired promotion and who have not served on the Unit’s or School’s PTK promotion committees.

The Appeals Committee then has four weeks to consider the written appeal, meet with the candidate and any other relevant individuals, and send a written decision to the Department Chair and the candidate. If the appeal is successful, then a new promotion review will be conducted, correcting the deficiencies of the prior one.

If the appeal is denied, the candidate is not promoted and the Chair of the Appeals Committee sends the candidate a letter explaining the grounds on which the appeal was denied. The candidate can appeal that decision to the Dean of the School of Public Health. The Dean, either alone or with the advice of an ad hoc committee that s/he forms for this purpose, can reverse the decision of the Appeals Committee on the grounds that (a) procedures were not properly followed or (b) the evaluation criteria were inadequate or improperly applied. This decision is final and not subject to further appeal.

**Section 7: APPENDICES**

Materials required for promotions are specific to the contractual responsibilities.
APPENDIX A

EVIDENCE FOR PROMOTION OF FACULTY ENGAGED IN THE RESEARCH PROFESSORIAL TRACK

Candidates for the ranks of faculty primarily engaged in research and scholarship demonstrate professional productivity in several possible ways, such as:

Research faculty are not expected to engage in teaching or service, unless there is a departmental need and mutually beneficial to department and individual. Faculty will have a record of funding. If teaching, then evaluation of the candidate will be subjected to guidelines below.

SCHOLARSHIP

- **Presentations at professional meetings**
  - Presentations at local, state, regional, and national professional meetings
  - Workshops offered for professional practitioners
  - Invited talks at professional meetings and workshops
  - Professional consultation

- **Publications**
  - Publications in peer reviewed or non-peer-reviewed journals, as specified by the department
  - Publication of handbooks, textbooks, or chapters in textbooks
  - Production of videos or other multi-media materials
  - Technical reports
  - Critical reviews of works by others

- **Evidence of sponsorship of Scholarly Work**

- **Editorial Contributions**
  - Review of articles submitted to professional journals
  - Review of textbook/chapter materials

- **Research Projects**
  - Innovation/initiation of new research projects
  - Collaboration with other faculty members on published research endeavors
  - Service in a supportive, advisory, or supervisory role on student research projects

- **Awards/Honors**
  - Awards and honors from the program, school, university or professional organizations

- **Samples of Scholarly Productivities**

TEACHING
- **Curricular/program development**
  - Development of innovative content in professional instruction
  - Incorporation of technology into professional training
  - Contributions to learning outcomes in professional education

- **Teaching excellence**
  - Effective teaching experience: development of innovative and effective instructional methods for teaching in the professional setting and direct contributions to classroom instruction (e.g., guest lectures, laboratory instruction, partial or full responsibility for a course). Teaching in both the classroom and professional setting is characterized by effective coverage of current information in ways that foster critical thinking and motivate independent learning as well as the translation of research into practice

- **Awards/Honors**
  - Awards and honors for teaching from the program, school, and university, or professional organizations
APPENDIX B

EVIDENCE FOR PROMOTION OF FACULTY ENGAGED IN THE RESEARCH SCHOLAR TRACK

Candidates for the ranks of faculty primarily engaged in non-funded research and scholarship demonstrate productivity in several possible ways, such as:

SCHOLARSHIP

- **Presentations at professional meetings**
  - Presentations at local, state, regional, and national professional meetings
  - Workshops offered for professional practitioners
  - Invited talks at professional meetings and workshops
  - Professional consultation

- **Publications**
  - Publications in peer-reviewed or non-peer-reviewed journals, as specified by the department
  - Publication of handbooks, textbooks, or chapters in textbooks
  - Production of videos or other multi-media materials
  - Technical reports
  - Critical reviews of works by others

- **Editorial Contributions**
  - Review of articles submitted to professional journals
  - Review of textbook/chapter materials

- **Research Projects**
  - Innovation/initiation of new research projects
  - Collaboration with other faculty members on published research endeavors
  - Service in a supportive, advisory, or supervisory role on student research projects

- **Awards/Honors**
  - Awards and honors from the program, school, university or professional organizations

- **Samples of Scholarly Productivities**
APPENDIX C

EVIDENCE FOR PROMOTION OF
CLINICAL and INSTRUCTIONAL FACULTY TRACKS

Candidates for the ranks of clinical assistant professor, clinical associate professor and clinical professor demonstrate professional productivity in a variety of ways, such as:

TEACHING

- **Curricular/program development**
  - Development of innovative content in professional instruction
  - Incorporation of technology into professional training
  - Contributions to learning outcomes in professional education

- **Teaching excellence**
  - Effective teaching experience: development of innovative and effective instructional methods for teaching in the professional setting and direct contributions to classroom instruction (e.g., guest lectures, laboratory instruction, partial or full responsibility for a course). Teaching in both the classroom and professional setting is characterized by effective coverage of current information in ways that foster critical thinking and motivate independent learning as well as the translation of research into practice

- **Awards/Honors**
  - Awards and honors for teaching from the program, school, and university, or professional organizations

SCHOLARSHIP (IF APPLICABLE)

- **Presentations at professional meetings**
  - Presentations at local, state, regional, and national professional meetings
  - Workshops offered for professional practitioners
  - Invited talks at professional meetings and workshops
  - Professional consultation

- **Publications**
  - Publications in peer reviewed or non-peer-reviewed journals, as specified by the program, that discuss professional techniques/practice, methods of or standards in practice
  - Publication of clinical handbooks, textbooks, or chapters in clinical textbooks
  - Production of videos or other multi-media materials on clinical instruction
  - Technical reports
  - Critical reviews of creative works by others
• **Editorial Contributions**
  - Review of articles submitted to professional journals
  - Review of textbook/chapter materials

• **Awards/Honors**
  - Awards and honors from the program, school, and university, or professional organizations

**SERVICE, ADMINISTRATION AND LEADERSHIP (IF APPLICABLE)**

• **Administrative activities**
  - Policies and procedures development
  - Supervision of graduate assistants

• **Community service activities**
  - Professional consultation
  - Outreach activities to service organizations, civic groups and governmental agencies
  - Promoting distinction of the program through collaboration on service projects with outside agencies
  - Contributions to professional organizations (committees, officer, etc.)
  - Service on state or regional licensing/certification boards
  - Contributions to professional organizations through membership on committees and leadership positions

• **Leadership/contributions to the program, school or other university units**
  - Taking a leadership role over time in refining and enhancing the department’s overall classroom and professional curriculum in the programs that prepare future practitioners
  - Mentoring of junior clinical faculty

• **Awards/Honors**
  - Awards and honors for service
APPENDIX D

EVIDENCE FOR PROMOTION OF ADDITIONAL FACULTY RANKS TITLES
(Faculty Assistant, Faculty Specialist, Post Doctoral Students)

Evaluation is based on faculty rank; most will be evaluated on Scholarship, Service, Administration, and Leadership or a combination of these elements.

Candidates for the titles in the additional faculty ranks category demonstrate productivity in a variety of ways, such as:

SCHOLARSHIP

- Presentations at professional meetings
  - Presentations at local, state, regional, and national professional meetings
  - Workshops offered for professional practitioners
  - Invited talks at professional meetings and workshops
  - Professional consultation

- Publications
  - Publications in peer reviewed or non-peer-reviewed journals, as specified by the department, that discuss professional techniques/practice, methods of or standards in practice
  - Publication of handbooks, textbooks, or chapters in textbooks
  - Production of videos or other multi-media materials on instruction
  - Technical reports
  - Critical reviews of works by others

- Editorial Contributions
  - Review of articles submitted to professional journals
  - Review of textbook/chapter materials

- Research Projects
  - Innovation/initiation of new research projects
  - Collaboration with other faculty members on published research endeavors
  - Service in a supportive, advisory, or supervisory role on student research projects

- Awards/Honors
  - Awards and honors from the program, school, and university, or professional organizations

TEACHING
- **Curricular/program development**
  - Development of innovative content in professional instruction
  - Incorporation of technology into professional training
  - Creative contributions to learning outcomes in professional education

- **Teaching excellence**
  - Effective teaching experience: development of innovative and effective instructional methods for teaching in the professional setting and direct contributions to classroom instruction (e.g., guest lectures, laboratory instruction, partial or full responsibility for a course). Teaching in both the classroom and professional setting is characterized by effective coverage of current information in ways that foster critical thinking and motivate independent learning as well as the translation of research into practice

- **Awards/Honors**
  - Awards and honors from the program, school, and university, or professional organizations

**SERVICE, ADMINISTRATION AND LEADERSHIP**

- **Administrative activities**
  - Policies and procedures development
  - Supervision of graduate assistants

- **Community service activities**
  - Professional consultation
  - Outreach activities to service organizations, civic groups and governmental agencies
  - Promoting distinction of the program through collaboration on service projects with outside agencies
  - Contributions to professional organizations (committees, officer, etc.)
  - Service on state or regional licensing/certification boards
  - Contributions to professional organizations through membership on committees and leadership positions

- **Leadership/contributions to the program, school or other university units**
  - Taking a leadership role over time in refining and enhancing the department’s overall classroom and professional curriculum in the programs that prepare future practitioners
  - Mentoring of junior faculty

- **Awards/Honors**
  - Awards and honors for service
APPENDIX E

PTK Faculty Mentor/Mentee Agreement

Name of Mentee: ___________________  Name of Mentor: ___________________

Date: ___________________  Length of Relationship: ___________________

1. Check the topics you will address in mentoring sessions.
   ___ Research/Publications  ___ Grant writing  ___ Teaching  ___ Service  ___ Networking
   ___ Work/Life Balance  ___ Additional Mentors  ___ Promotion  ___ Other

2. Check the frequency of meetings.
   ___ Weekly  ___ Bi-monthly  ___ Monthly  ___ Once per semester  ___ Other

3. Information provided by mentee prior to each meeting:
   ___ Updated CV (with highlight of new additions)
   ___ Bullet points for topics to be discussed
   ___ Teaching evaluations
   ___ Mentoring Worksheet
   ___ Other
   ___ None

4. Please review, discuss, edit, and check the expectations for this mentoring relationship
Responsibilities of Mentor:

___ Assess and offer constructive feedback regarding mentee's accomplishments in each topic area

___ (See #1) and help create mentee's future plans

___ Help mentee increase network of key scholars/individuals

___ Advocate for mentee (e.g., nomination for awards and key committees; grant collaborations)

___ Review and provide feedback on mentee's personal statement

___ Provide support for work/family or other non-academic issues

___ Other (please specify)

Responsibilities of Mentee:

___ Understand the academic promotion tracks; read campus APT policy

___ Review career progress with Department Chair annually

___ Identify key mentors outside of school and off-campus to share with mentor

___ Provide goals and progress updates

___ Initiate scheduling of each mentoring meeting

___ Bring updated CV and recent teaching evaluations to initial, midterm, and year-end meetings

___ Actively address any perceived problems with mentorship relationship

___ Other (please specify)

5. Mentee Career Goals:

*Recent Years* (Bullet major accomplishments over past two years)
In the Next Year (Bullet expected accomplishments for one year from now)

Research/Publications

Grant Writing

Teaching

Service

Other
In the Next Five Years (List a few major expected accomplishments for five years from now)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

If the mentorship relationship does not appear to be working, we agree to discuss the situation with the Department Chair and seek guidance and resolution.

Mentor Signature: ________________  Mentee Signature: ______________________

Date: Date: ________________  Date: ______________________