

## School of Architecture, Planning and Preservation

### Professional Track Faculty (PTK) Policies and Procedures for Appointment, Evaluation, and Promotion (Approved – MAPP Faculty Meeting, 12-2-15 [revised and approved 4/27/16])

#### INTRODUCTION

The University has established a series of new professional track faculty (PTK) titles to be used for professional (non-tenure track) appointments (II-100A – Titles). The titles within this series applicable to the School of Architecture, Planning, and Preservation (MAPP) include those in categories: B. Faculty with Duties Primarily in Research, Scholarship or Artistic Creativity; D. Faculty Engaged Exclusively or Primarily in Clinical Teaching; and F. Additional Faculty Ranks. Within these three categories are specific faculty titles that can be used within the School and these are discussed in detail below in Sections I-III. Sections IV-VII provide appropriate policies and procedures for hiring, reappointing, and promoting faculty with assignments in these professional track title series.

#### SECTION I

**Titles and Descriptions of Ranks for Professional (Non-Tenure) Track Faculty with Duties Primarily in Research, Scholarship or Artistic Creativity** (see faculty affairs campus website: <http://www.faculty.umd.edu/policies/APTpolicy.htm>)

Evaluated within the context of the three dimensions of the traditional APT model, i.e. Teaching, Research and Service, these positions typically require faculty to excel in two domains, namely research/creative activity and service or research/creative activity and teaching, but the principal assignment is focused on research or creative activity. These positions do not have a major teaching component but may include teaching or mentoring activities including course instruction, research direction, and MA and PhD committee participation. Reviews for promotion are conducted by the PTK Promotion Committee and approved by the Program or Center Director and Dean; details of the review process are provided below (see Section VII).

All appointments in the following titles are renewable. Appointments with these faculty titles do not carry tenure.

- A. Faculty with Duties Primarily in Research, Scholarship, or Artistic Creativity
  - 1. 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.

2. 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.

3. 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.

4. Assistant Research Faculty Ranks

a. Assistant Research Professor

This rank is generally parallel to Assistant Professor. Appointees shall have demonstrated superior research ability and potential for contributing to the educational mission through teaching or service. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other research personnel). An earned doctoral degree 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.

b. Assistant Research Scholar

This rank is generally parallel to Assistant Professor. Appointees to this rank shall have demonstrated superior scholarly research ability and be qualified and competent to direct the work of others (such as technicians, graduate students, other research personnel). An earned doctoral degree 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.

5. Associate Research Faculty Ranks

a. Associate Research Professor

This rank is generally parallel to Associate Professor. In addition to the qualifications required of the Assistant Research Professor, appointees shall have extensive successful experience in scholarly or creative endeavors, the ability to propose, develop, and manage major research projects, and proven contributions to the educational mission through teaching or service.

Appointments to this rank are typically one to five years and are renewable.

b. Associate Research Scholar

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

6. Research Faculty Ranks

a. Research Professor

This rank is generally parallel to Professor. In addition to the qualifications required of the Associate Research Professor, appointees shall have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should have a record of outstanding scholarly production in research, publications, professional achievements or other distinguished and creative activity, and exhibit excellence in contributing to the educational mission through teaching or service. Appointments are typically made as five-year contracts. Appointments for additional five-year terms can be renewed as early as the third year of any given five-year contract.

b. Research Scholar

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

7. Artist-in-Residence Ranks

a. Assistant Artist-in-Residence

This title, generally parallel to Assistant Professor, is intended for those persons whose professional activities are of a creative or performance nature, including but not limited to theatre, dance, music, and art. [Architecture professionals who concentrate on design and design activities can be assigned this title]. Normally, appointees to this rank shall hold the terminal degree in the field and/or have demonstrated superior ability in professional activities. Appointments to this rank are typically one to three years and are renewable.

b. Associate Artist-in-Residence

This title is generally parallel to Associate Professor. In addition to the qualifications of the Assistant Artist-in-Residence, the appointee's record of professional activities shall demonstrate a national reputation among colleagues. Appointments to this rank are typically one to five years and are renewable.

c. Artist-in-Residence

This title is generally parallel to Professor. In addition to the qualifications of the Associate Artist-in-Residence, appointees shall demonstrate a sustained record of superior proficiency and excellence, and an international reputation among colleagues in the field. Appointments are typically made as five-year contracts. Appointments for additional five-year term.

## **SECTION II**

**Titles and Descriptions of Ranks for Professional (Non-Tenure) Track Clinical Faculty** (see faculty affairs campus website: <http://www.faculty.umd.edu/policies/APTpolicy.htm>)

Evaluated within the context of the three dimensions of the traditional APT model, i.e. Teaching, Research and Service, these positions are considered “dual domain” in nature because such faculty would be expected to excel in two domains, namely clinical teaching and professional productivity/service. These positions do not have a research component or expectation of research accomplishment, although professional productivity/service may involve research/scholarship in some cases. Reviews for promotion are conducted by the PTK Promotion Committee and approved by the Program or Center Director and Dean; details of the review process are provided below (see Section VII).

All appointments in the following titles are renewable. Appointments with these faculty titles do not carry tenure.

1. Assistant Clinical Professor

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

2. 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.

3. Clinical Professor

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

### **SECTION III**

**Titles and Descriptions of Ranks for Non-Tenure Additional Faculty Ranks** (see faculty affairs campus website: <http://www.faculty.umd.edu/policies/APTpolicy.htm>)

Evaluated within the context of the three dimensions of the traditional APT model, i.e. Teaching, Research and Service, these positions are variable in assignment. In many cases these appointments are “dual domain” in nature because such faculty would be expected to excel in two domains, namely teaching and service. That said, the specific assignment should be clearly defined in the faculty’s contract. Reviews for promotion are conducted by the PTK Promotion Committee and approved by the Program or Center Director and Dean; details of the review process are provided below (see Section VII).

All appointments in the following titles are renewable. Appointments with these faculty titles do not carry tenure.

#### **A. Additional Faculty Ranks**

1. Junior Lecturer

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

2. Lecturer

The title Lecturer will ordinarily be used to designate appointments of persons who are serving in a teaching capacity for a limited time or part-time. The normal requirement is a Master’s degree in the field of instruction or a related field, or equivalent professional experience in the field of instruction. Appointments to this rank are typically one to three years and are renewable.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor

The appointee shall be associated with the faculty of a department or non-departmentalized school or college, but shall not be essential to the development of that unit's program. The titles do not carry tenure. The appointee may be paid or unpaid. The appointee may be employed

outside the University, but shall not hold another paid appointment at the University of Maryland at College Park. The appointee shall have such expertise in his or her discipline and be so well regarded that his or her appointment will have the endorsement of the majority of the members of the professorial faculty of the academic unit. Any academic unit may recommend to the administration persons of these ranks; normally, the number of adjunct appointments shall comprise no more than a small percentage of the faculty in an academic unit. Appointments to these ranks shall not extend beyond the end of the fiscal year during which the appointment becomes effective and may be renewed.

#### 9. Visiting Appointments

The prefix “Visiting” before an academic title, e.g., Visiting Professor, shall be used to designate a short-term professorial appointment without tenure. Given the short term nature of these appointments they are not eligible for promotion.

### **SECTION IV**

#### **GENERAL POLICIES**

1. The MAPP Plan of Organization establishes that PTK faculty will have voting representation on committees that are tasked with creating, adopting or revising policies on the appointment, evaluation, and promotion of PTK faculty (see Article VII, 7.1.1).
2. The MAPP Plan of Organization incorporates PTK faculty into the School’s existing merit pay policy (see Article I, 1.3.4.4. and Article VIII).
3. This policy on Appointment/reappointment, Evaluation, and Promotion, the MAPP Plan of Organization, and all other school policies affecting PTK faculty are available on the School’s ELMS site (elms.umd.edu - MAPP Faculty Info.).
4. At present, PTK faculty are eligible for one School level award, the Outstanding Teaching Award. This award is presented each Spring to a PTK teaching faculty.

### **SECTION V**

#### **PROCEDURES FOR MENTORING PROFESSIONAL TRACK FACULTY**

1. The Associate Dean for Academic Affairs or appointed designee will serve as mentor for all PTK faculty within the School.
2. The Associate Dean for Academic Affairs or appointed designee will meet once every semester with interested PTK faculty to “encourage, support, and assist” these faculty members regarding AEP issues, and will also be available for individual consultation on all matters of professional development.
3. Based on the availability of mentors, the Dean or Associate Dean will arrange peer-to-peer mentoring if requested by the faculty member.

## **SECTION VI**

### **PROCEDURES FOR APPOINTMENT AND REAPPOINTMENT OF PROFESSIONAL TRACK FACULTY WITH DUTIES PRIMARILY IN RESEARCH, SCHOLARSHIP, OR ARTISTIC CREATIVITY; CLINICAL FACULTY; AND ADDITIONAL FACULTY RANKS:**

1. The individual seeking appointment applies via the University's E-Terp system. Materials required include the online application, current CV, and other appropriate supporting materials (such as evidence of previous research or creative projects, publications, etc.) as described in the advertisement.
2. Except for the ranks of Faculty Assistant, Post-Doctoral Scholar, and Post-Doctoral Associate in Section I, there is no minimum/typical/maximum time in rank between appointment and promotion.
3. The Program or Center Director will recommend and the Dean appoint a PTK search committee to review candidates and make recommendations to the hiring official or request a search waiver from the hiring official. The search committee will consist of three faculty members (each member must be at or above the rank being sought by the candidate). At least one of the committee members must be a PTK faculty member; all committee members will be voting members. The Dean will designate one of the three members as chair.
4. Search waivers should provide a justification as to why the waiver is necessary and why the candidate best qualifies for the position. The Dean may approve search waivers in consultation with the program or center director and equity administrator.
5. Minimum qualifications for each position are outlined in Sections I-III above and summarized in Tables 1-4. The specific faculty title shall correspond to the majority of the appointee's effort, as indicated in the assignments and expectations. The rank shall be based on the candidate's qualifications as described in Sections I-III and Tables 1-4.
6. The School will use the online contract management system to ensure that all contracts for appointment and reappointment contain necessary elements. Specific assignments, i.e., percentages of effort (research, administration, teaching, and service), should be specified in individual contracts so that there is no ambiguity at the time of review for reappointment or promotion.
7. All new hires will receive a copy of the School's evaluation and promotion policy as part of their HR package.
8. Reappointment is dependent on performance and funding; whenever possible, PTK faculty should be given progressively longer contracts. The appropriate Program or Center Director will determine if performance meets expectations, will verify funding for the position, and make a reappointment recommendation to the Dean.

## **SECTION VII**

### **PROCEDURES FOR PROMOTION OF PROFESSIONAL TRACK FACULTY WITH DUTIES PRIMARILY IN RESEARCH, SCHOLARSHIP, OR ARTISTIC CREATIVITY; CLINICAL FACULTY; AND ADDITIONAL FACULTY RANKS:**

1. The individual seeking promotion writes a formal request letter to her/his Program or Center Director. The letter should address the criteria listed in Tables 1-4 and Appendices A-C of this document, as appropriate to the title.
2. Application deadlines and notification dates are as follows:
  - a. Cases for Fall review – Request letter due by Apr. 1  
Dossier due by Aug. 15  
Decision delivered before December 15
  - b. Cases for Spring review – Request letter due by Nov. 1  
Dossier due by Jan. 15  
Decision delivered before May 15
3. The Dean's office will coordinate promotion reviews for faculty with appointments in more than one unit. MAPP is non-departmentalized, so this will not affect faculty with divided appointments within the School, but could affect faculty with appointments in units and centers outside MAPP.
4. A PTK Promotion Committee will be appointed annually by the Dean and consist of three faculty members (each member must be at or above the rank being sought by the candidate). At least one of the committee members must be a PTK faculty member; all committee members are voting members. The Dean will designate one of the three members as chair.
5. The candidate will provide the Program or Center Director with a dossier consisting of:
  - a. An up-to-date and signed CV (in the campus standard format for CVs) (<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-C), as appropriate for the title.
  - c. A personal work statement that outlines the candidate's goals and professional development in research, scholarship, and artistic creativity; teaching; and service, and that details contributions in these arenas, as appropriate to the title.

The program or center director will deliver the dossier to the PTK Promotion Committee for consideration.
6. Appointments to any title equivalent to full professor (see Sections I-III) will require 3 external review letters (1 reviewer chosen by the candidate and 2 by the PTK Committee).
7. The PTK Promotion Committee chair will notify the committee of a pending promotion case and the committee will be charged by the Dean to consider the candidate within the context of the expectations in their contracts as well as the specific guidelines established by the School (see Tables 1-4 and Appendices A-C).
8. All decisions on promotion shall be made based on the evaluation criteria and the reviewee's performance. Promotion decisions cannot be determined in relation to a unit-wide quota.

9. The PTK Promotion Committee chair will submit a report to the Dean within two weeks of the PTK Promotion Committee vote.
10. The program or center director may submit a letter to the Dean to support or oppose the candidate's promotion.
11. If upon reviewing the candidate's materials, committee report, and program or center director's letter, the Dean has questions or concerns, he/she may ask the committee chair for clarification and/or additional information.
12. The dean will review the pertinent information and make a final recommendation to support or deny the promotion application.
13. Promotions to ranks above the Associate/Senior level require approval by the Office of the Provost. In these cases, the Dean will forward the entire package along with a letter providing their recommendation on promotion to the Provost's Office.
14. The Dean will notify the candidate in writing of the final decision; if not promoted, the Dean's letter to the candidate will include an explanation of the reasons for denial of promotion. At all levels of PTK faculty rank, the unsuccessful candidate for promotion can reinitiate this process in future years.
15. PTK faculty promotions cannot be rescinded.
16. In the case of positive decisions, the promotion shall be accompanied by an increase in compensation, subject to State budget constraints and directives from USM. Minimum increases will be set annually by the Dean for the School.
17. The faculty member can appeal a negative decision based on alleged violations of procedural due process that would have had a material effect on the decision. All appeals shall be handled according to the procedures established by the Provost's Office of Faculty Affairs and shall be initiate within the period defined in those procedures."

## APPENDIX A

### EVIDENCE FOR PROFESSIONAL PRODUCTIVITY AND PROFESSIONAL SERVICE OF FACULTY PRIMARILY ENGAGED IN RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES

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

#### SCHOLARSHIP & CREATIVE ACTIVITIES

- 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 creative works by others
- Publication by others of creative work

#### Creative Projects

- Architectural designs including unbuilt works
- Urban plans
- Exhibits
- Real estate projects

#### Editorial Contributions

- Review of articles submitted to professional journals
- Review of textbook/chapter materials
- Review of commercial products

#### 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 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 community 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, university or professional organizations

### SERVICE, ADMINISTRATION AND LEADERSHIP

#### Administrative Activities

- Policies and procedures development
- Supervision of graduate assistants
- Marketing/recruitment for Clinic

#### Community service activities

- Professional consultation
- Outreach activities to service organizations, civic groups and governmental agencies
- Promoting distinction of the department 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 Dept. or other university units

- Taking a leadership role over time in refining and enhancing the department's overall classroom and clinical curriculum in the programs that prepare future clinicians
- Mentoring of junior clinical faculty
- Facilitation of gifts, grants or contracts that support the Department's mission

#### Awards/Honors

- Awards and honors for service

## APPENDIX B

### EVIDENCE FOR PROFESSIONAL PRODUCTIVITY AND PROFESSIONAL SERVICE OF CLINICAL FACULTY

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
- 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 for teaching from the program, school, and university, or professional organizations

#### 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 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
- Publication by others of creative work

##### Creative Projects

- Architectural designs including unbuilt work
- Urban plans
- Exhibits
- Real estate projects

##### Editorial Contributions

- Review of articles submitted to professional journals
- Review of textbook/chapter materials
- Review of commercial products

#### 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 professional organizations

#### SERVICE, ADMINISTRATION AND LEADERSHIP

##### Administrative activities

- Policies and procedures development
- Supervision of graduate assistants
- Marketing/recruitment

##### 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
- Facilitation of gifts, grants or contracts that support the program and school's mission

#### Awards/Honors

- Awards and honors for service

## APPENDIX C

### EVIDENCE FOR PROFESSIONAL PRODUCTIVITY AND PROFESSIONAL SERVICE OF ADDITIONAL FACULTY RANKS TITLES

Candidates for the titles in the additional faculty ranks category 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
- 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 for teaching from the program, school, and university, or professional organizations

#### 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 creative works by others
- Publication by others of creative work

##### Creative Projects

- Architectural designs including unbuilt works
- Urban plans
- Exhibits
- Real estate projects

##### Editorial Contributions

- Review of articles submitted to professional journals
- Review of textbook/chapter materials
- Review of commercial products

#### 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 professional organizations

#### SERVICE, ADMINISTRATION AND LEADERSHIP

##### Administrative activities

- Policies and procedures development
- Supervision of graduate assistants
- Marketing/recruitment

##### 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
- Facilitation of gifts, grants or contracts that support the program and school's mission

#### Awards/Honors

- Awards and honors for service

**TABLE 1. QUALIFICATIONS FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION OF FACULTY WITH DUTIES PRIMARILY IN RESEARCH, SCHOLARSHIP, OR ARTISTIC CREATIVITY**

<b>QUALIFICATIONS</b>				
	<b>Faculty Assistant</b>	<b>Assistant Research Ranks</b>	<b>Associate Research Ranks</b>	<b>Professor Research Ranks</b>
<b>Academic Degree</b>	Bachelor's Degree	Hold the terminal degree for practice in the discipline.	Same as Asst. Research Ranks	Same as Asst. Research Ranks
<b>Certification/Licensure</b>	Hold current certification and/or licensure as specified by the program of appointment.	Hold current certification and/or licensure as specified by the program of appointment.	Same as Asst. Research Ranks	Same as Asst. Research Ranks
<b>Research/Professional Experience</b>	Ability and training adequate to particular techniques required, the assembly of data, and the use and care of any specialized apparatus.	Have at least 2 years research or professional experience in appropriate area(s).	Have at least 5-7 years research or professional experience in appropriate area(s).	Have at least 7-10 years research or professional experience in appropriate area(s).

## TEACHING

	Faculty Assistant	Assistant Research Ranks	Associate Research Ranks	Professor Research Ranks
<b>Professional Expertise (appropriate based on assignment and expectations)</b>	<p>Demonstrate awareness of classroom systems including AV and ELMS.</p>	<p>Have an established record of success in clinical practice or teaching.</p>	<ul style="list-style-type: none"> <li>Demonstrate an excellent record of clinical teaching ability.</li> <li>Have extensive successful experience in clinical practice in a field of specialization.</li> <li>Demonstrate successful record of directing others (e.g., other professionals, graduate students, interns) in clinical activities in the field.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a superior record of clinical teaching ability.</li> <li>Established outstanding regional and national reputation among colleagues for excellence in clinical teaching and practice within the profession.</li> <li>Promote expertise among junior clinical faculty members through mentorship</li> </ul>
<b>Applying Research to Practice</b>	<p>Demonstrate awareness of research findings and other curricular information for practice.</p>	<p>Demonstrate awareness of research findings and other curricular information for practice.</p>	<p>Reliably and consistently translate research findings and other curricular information into practice.</p>	<p>Actively apply cutting edge research findings and other curricular information into practice.</p>

<b>RESEARCH SCHOLARSHIP</b>				
	<b>Faculty Assistant</b>	<b>Assistant Research Ranks</b>	<b>Associate Research Ranks</b>	<b>Professor Research Ranks</b>
<b>Professional Scholarship, Leadership and Service</b>	N/A	Participate within the profession (member of professional organizations)	Contribute to the profession by sharing expertise with other professionals	Demonstrate a significant record of scholarly activity, service and leadership within the profession
<b>SERVICE AND LEADERSHIP</b>				
	<b>Faculty Assistant</b>	<b>Assistant Research Ranks</b>	<b>Associate Research Ranks</b>	<b>Professor Research Ranks</b>
<b>Service, Administration, and Leadership Supporting the Mission of Program or Center.</b>	Demonstrates potential to support the overall mission of the program or center.	Demonstrates potential to support the overall mission of the program or center.	Provide consistent support for the overall mission of the program or center.	Achieved unmistakable recognition for service, administration or leadership in ways that contribute substantially to the overall mission of the program or center.
<b>Service and Leadership to the School, University, Community and Beyond (regional, national, international)</b>	Support the basic functions of the School or program by service on program or center committees.	Support the basic functions of the School or program by service on program or center committees.	Consistently support the functions of the School or program through administrative responsibilities, service on	Substantive and sustained record of effective leadership and service (beyond the program), for example, to the School, the University, the

			<p>program/center committees and School/campus committees, and/or special projects.</p>	<p>community, regionally, nationally, and internationally</p>
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\*See Appendix A for a comprehensive list of sample evidence for professional productivity, scholarship, and service.

**TABLE 2. CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION OF CLINICAL FACULTY**

<b>QUALIFICATIONS</b>			
	<b>Assistant Clinical Professor</b>	<b>Associate Clinical Professor</b>	<b>Clinical Professor</b>
<b>Academic Degree</b>	Hold the terminal degree for clinical practice in the discipline.	Same as Asst. Clinical Prof	Same as Asst. Clinical Prof
<b>Certification/Licensure</b>	Hold current certification and/or licensure as specified by the program of appointment (licensure must be in the U.S.).	Same as Asst. Clinical Prof	Same as Asst. Clinical Prof
<b>Professional Experience</b>	Have at least 3 years experience in professional practice.	Have at least 5-7 years experience and currency in professional practice.	Have at least 7-10 years experience and currency in professional practice.

## CLINICAL TEACHING

	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
<b>Professional Expertise</b>	Have a record of success in clinical practice, teaching, or training.	<ul style="list-style-type: none"> <li>• Demonstrate an excellent record of clinical teaching ability.</li> <li>• Have extensive successful experience in clinical practice in a field of specialization.</li> <li>• Demonstrate successful record of directing others (e.g., other professionals, graduate students, interns) in clinical activities in the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a superior record of clinical teaching ability.</li> <li>• Established outstanding regional and national reputation among colleagues for excellence in clinical teaching and practice within the profession.</li> <li>• Promote expertise among junior clinical faculty members through mentorship.</li> </ul>
<b>Bridging Teaching to Practice</b>	Demonstrate potential to integrate classroom instruction and training in clinical practicum settings.	Consistently work with the tenure-track faculty to integrate classroom instruction and training in clinical practicum settings.	Consistently demonstrate leadership and innovation in integrating classroom instruction and training in clinical practicum settings.
<b>Applying Research to Practice</b>	Demonstrate awareness of research findings and other professional information as a part of practice.	Reliably and consistently translate new research findings and other professional information into practice.	Actively apply cutting edge research findings and other professional information into practice, and bring this information into the classroom.

**CLINICAL SCHOLARSHIP**

	<b>Assistant Clinical Professor</b>	<b>Associate Clinical Professor</b>	<b>Clinical Professor</b>
<b>Professional Scholarship, Leadership and Service</b>	Participate within the profession ( <i>i.e., member of professional organizations</i> )	Contribute to the profession by sharing clinical expertise with other professionals	Demonstrate substantial record of scholarly or practice activity, service and leadership within the profession.

**SERVICE AND LEADERSHIP**

	<b>Assistant Clinical Professor</b>	<b>Associate Clinical Professor</b>	<b>Clinical Professor</b>
<b>Service, Administration, and Leadership Supporting the Mission of the Program or School</b>	Demonstrates potential to support the overall mission of the program or School.	Provide consistent support for the overall mission of the program or School.	Achieved unmistakable recognition for service, administration or leadership in ways that contribute substantially to the overall mission of the program or School.
<b>Service and Leadership to the School, University, Community and Beyond (regional, national, international)</b>	Support the basic functions of the program by service on program and School committees.	Consistently support the functions of the program through administrative responsibilities, service on program committees and School/campus committees, and/or special projects.	Substantial and sustained record of effective leadership and service (beyond the program), for example, to the School, the University, the community, regionally, nationally, and internationally.

\*See Appendix B for a comprehensive list of sample evidence for professional productivity and scholarship, teaching, and service.

**TABLE 3. QUALIFICATIONS FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION OF FACULTY IN ADDITIONAL FACULTY RANKS OTHER THAN FACULTY SPECIALIST TITLES.**

<b>QUALIFICATIONS</b>			
	<b>Assistant Ranks</b>	<b>Associate Ranks</b>	<b>Professor Ranks</b>
<b>Academic Degree</b>	Hold the terminal degree for practice in the discipline.	Same as Asst. Ranks	Same as Asst. Ranks
<b>Certification/Licensure</b>	Hold current certification and/or licensure as required by the professional program of appointment.	Hold current certification and/or licensure as required by the professional program of appointment.	Same as Assoc. Research Ranks
<b>Research/Professional Experience</b>	Have at least 3 years experience in scholarship or professional practice in appropriate area(s).	Have at least 5-7 years experience in scholarship or professional practice in appropriate area(s).	Have at least 7-10 years experience in scholarship or professional practice in appropriate area(s).
<b>TEACHING</b>			
	<b>Assistant Ranks</b>	<b>Associate Ranks</b>	<b>Professor Ranks</b>
<b>Professional Expertise</b>	Have a record of success in teaching.	<ul style="list-style-type: none"> <li>• Demonstrate an excellent record of teaching ability.</li> <li>• Have extensive successful experience in scholarship or practice in a field of specialization.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a superior record of teaching ability.</li> <li>• Established outstanding regional and national reputation among colleagues for excellence in teaching</li> </ul>

			<ul style="list-style-type: none"> <li>Demonstrate successful record of directing others (e.g., other professionals, graduate students, interns) in research or practice.</li> </ul>	<ul style="list-style-type: none"> <li>Promote expertise among junior faculty members through mentorship.</li> </ul>
<b>See Tables 1-2 for other Categories as appropriate.</b>				
<b>RESEARCH SCHOLARSHIP</b>				
		<b>Assistant Ranks</b>	<b>Associate Ranks</b>	<b>Professor Ranks</b>
<b>Professional Scholarship, Leadership and Service</b>	Participate within the profession (i.e., member of professional organizations)	Contribute to the profession by sharing expertise with other professionals	Demonstrate substantial record of scholarly/creative activity, service and leadership within the profession	
<b>SERVICE AND LEADERSHIP</b>				
		<b>Assistant Ranks</b>	<b>Associate Ranks</b>	<b>Professor Ranks</b>
<b>Service, Administration, and Leadership Supporting the Mission of Program or Center.</b>	Demonstrates potential to support the overall mission of the program or center and School.	Provide consistent support for the overall mission of the program or center and School.	Achieved unmistakable recognition for service, administration or leadership in ways that contribute substantially to the overall mission of the program or center and School.	
<b>Service and Leadership to the School, University, Community and Beyond (regional, national, international)</b>	Support the basic functions of the program by service on program or center and School committees.	Consistently support the functions of the program through administrative responsibilities, service on program/center committees and School/campus	Substantial and sustained record of effective leadership and service (beyond the program/center), for example, to the School, the University, the community, regionally, nationally, and internationally	

		committees, and/or special projects.	
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*\*See Appendix C for a comprehensive list of sample evidence for professional productivity, scholarship, and service.*

**TABLE 4. QUALIFICATIONS FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION OF FACULTY IN ADDITIONAL FACULTY RANKS WITH FACULTY SPECIALIST TITLES.**

<b>QUALIFICATIONS</b>			
	<b>Faculty Specialist</b>	<b>Senior Faculty Specialist</b>	<b>Principal Faculty Specialist</b>
<b>Academic Degree</b>	Bachelor's degree in relevant field	Master's degree in relevant field or 3-yrs (FT) as Faculty Specialist, or equivalent	PhD or 5-yrs (FT) as Senior Faculty Specialist, or equivalent
<b>Certification/Licensure</b>	Hold current certification and/or advancing toward licensure as required by the professional program of appointment	Hold current certification and/or licensure as required by the professional program of appointment	Same as Senior Faculty Specialist
<b>Research/Professional Experience</b>	Show potential for excellence in the administration and/or management of academic or research programs.	Have at least 3-yrs experience demonstrating superior ability to administer academic or research programs.	Have at least 5-yrs experience with a proven record of excellence in managing and directing an academic or research program.
<b>TEACHING</b>			
	<b>Faculty Specialist</b>	<b>Senior Faculty Specialist</b>	<b>Principal Faculty Specialist</b>
<b>Professional Expertise (as appropriate based on assignment and expectations)</b>	Have a record of success in teaching.	<ul style="list-style-type: none"> <li>Demonstrate an excellent record of teaching ability.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a superior record of teaching ability.</li> </ul>

			<ul style="list-style-type: none"> <li>• Have extensive successful experience in scholarship or practice in a field of specialization.</li> <li>• Demonstrate successful record of directing others (e.g., other professionals, graduate students, interns) in research or practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Established outstanding regional and national reputation among colleagues for excellence in teaching and research or practice.</li> <li>• Promote expertise among junior faculty members through mentorship</li> </ul>
See Tables 1 and 2 for other Categories as appropriate.				
<b>RESEARCH SCHOLARSHIP</b>				
	<b>Faculty Specialist</b>	<b>Senior Faculty Specialist</b>	<b>Principal Faculty Specialist</b>	
<b>Professional Scholarship, Leadership and Service</b>	Participate in the profession (i.e., member of professional organizations)	Contribute to the profession by sharing expertise with other professionals	Demonstrate substantial record of scholarly/creative activity, service and leadership within the profession	
<b>SERVICE AND LEADERSHIP</b>				
	<b>Faculty Specialist</b>	<b>Senior Faculty Specialist</b>	<b>Principal Faculty Specialist</b>	
<b>Service, Administration, and Leadership Supporting the Mission of Program or Center.</b>	Demonstrates potential to support the overall mission of the program or center and School.	Provide consistent support for the overall mission of the program or center and School.	Achieved unmistakable recognition for service, administration or leadership in ways that contribute substantially to the overall mission of the program or center and School.	

<p><b>Service and Leadership to the School, University, Community and Beyond (regional, national, international)</b></p>	<p>Support the basic functions of the program by service on program or center and School committees.</p>	<p>Consistently support the functions of the program through administrative responsibilities, service on program/center committees and School/campus committees, and/or special projects.</p>	<p>Substantial and sustained record of effective leadership and service (beyond the program/center), for example, to the School, the University, the community, regionally, nationally, and internationally</p>
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\*See Appendix C for a comprehensive list of sample evidence for professional productivity, scholarship, and service.