

## **GVPT Guidelines for Appointment, Evaluation, and Promotion for Professional Track Instructional Faculty**

### **Introduction:**

The instructional [series of ranks](#) is used for appointments of professional track faculty as outlined in the campus policy on full-time and part-time professional track faculty. The policy page that details the new UM Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty can be found [Here](#).

### **Credentials:**

Minimum credentials for each instructional faculty rank are included in **Table 1**. Departments may add additional credentials to these minima.

### **Search Procedures:**

Competitive, posted searches should be conducted for instructional faculty teaching positions of 50% FTE or greater lasting for a term of three or more consecutive years. All searches will follow [campus procedures & policies](#) and regular departmental practices. Searches may be waived on a case-by-case basis when filling short-term vacancies.

### **Written Contracts:**

Contracts shall follow campus procedures for issuing these contracts including use of the online contract management system. Contracts will stipulate the terms of employment, the salary, assignments and expectations, notification date about renewal or non-renewal, resources, and performance/ evaluation criteria and timeline. When a professional track faculty member's duties include administration, service, and/or research in addition to teaching, then the contract letter stipulates the range of expectations in addition to teaching, and the % FTE dedicated to each of the domains will be included in the contract. PTK faculty will receive a copy of the department's evaluation and promotion policy when they are appointed.

### **Support for Instructional Faculty:**

In accordance with [campus policy](#) and in the best interest of students, all instructional faculty members should be provided with the necessary and appropriate department support for the execution of their duties. These resources should conform to departmental practices for faculty with respect to assistance with course preparation, provision of teaching supplies, and staff support. Care should be taken to ensure that students can have access to both full-time and part-time faculty members through mailboxes, appropriate spaces for meetings, email, etc. and where appropriate and feasible, professional development of full-time and part-time PTK should be encouraged and supported. PTK faculty are also eligible for the following college awards: Outstanding Development/Administration, Excellence in Teaching, Excellence in Mentorship, Excellence in Service, Excellence in Research, and Excellence in Diversity and Inclusion.

### **Instructional Faculty Role in Departmental Governance:**

Full-time instructional faculty<sup>1</sup> will be invited to participate in faculty governance when all faculty ranks are included (e.g. faculty meetings), and they will have voting rights on committees tasked with creating, adopting, or revising policies related to PTK faculty.

### **Mentoring and Additional Training for Instructional Faculty:**

In line with [campus policy](#) concerning TTK faculty mentoring, the department shall provide for the mentoring of PTK faculty by appropriate senior faculty, either tenured/tenure-track or PTK faculty. At the time of hiring, or within the first semester, the department will provide each new faculty member (with a contract term longer than a year) with a copy of our criteria for performance evaluation and review for promotion. Mentors shall encourage, support, and assist these faculty members and be available for consultation on matters of professional development. Favorable informal assessments and positive comments by mentors are purely advisory to the faculty member and do not guarantee a favorable promotion decision.

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<sup>1</sup> Instructional faculty with 100% FTE appointments are considered full-time faculty by the Faculty Senate and the College of Behavioral and Social Sciences. Instructional faculty with at least 50% FTE appointments are considered part-time faculty, but are eligible for some of the same campus benefits and privileges as full-time faculty. Instructional faculty who have appointments of less than 50% are considered adjunct faculty and are eligible for fewer campus benefits and privileges.

**Performance Evaluation and Review for Promotion of Full-time Instructional Faculty:** Instructional faculty are normally evaluated on teaching alone. However, instructional faculty may have additional duties in the domains of service and research. Ongoing evaluations and reviews for promotion will account for and assess all departmental duties as described in the appointment letter. Evaluation and promotion review will be conducted at both departmental and college levels based on all of the duties (and percentages of time allotted for each) articulated in the current faculty contract. Evaluations shall be kept on record in a promotion file and shall be consulted when decisions are made about rank, salary, and contract renewal. All faculty members shall have the opportunity to review each evaluation and sign off on it in accordance with [campus policy](#).

**Timeframe for Ongoing Evaluation:**

*Junior Lecturers:* Midpoint of initial term and at least every 3 years thereafter

*Lecturers:* Midpoint of initial term and at least every 3 years thereafter

*Senior Lecturers:* Midpoint of initial term and at least every 5 years thereafter

*Principal Lecturers:* Midpoint of initial term and at least every 5 years thereafter

**Procedures for Promotion:**

1. The individual seeking promotion writes a formal request letter to the chair of the Department of Government and Politics outlining the relevant points supporting a promotion. The letter should address the criteria listed in other sections of this document.
2. The candidate will provide the department chair with the following no later than October 1st of the academic year in which the review will take place:
  - a. An up-to-date and signed CV (in the campus standard format for CVs) (<http://www.faculty.umd.edu/policies/currvit.html>)
  - b. A teaching portfolio following campus faculty guidelines
  - c. Names of at least two professional references (internal or external)
3. The department chair will form a committee of at least three members, assigning a committee chair, and faculty members at or above the rank being sought by the candidate. Ideally, least one committee member will be a professional track faculty and at least one member will be a tenure track faculty member. The Undergraduate Studies Committee provides the base for this committee.
4. The committee chair will submit the following package to the department chair no later than two weeks after the committee vote: a) materials submitted by the candidate, b) report from references, and c) committee summary report.
5. If upon reviewing the materials, the department chair has questions or concerns, he/she may ask the committee chair for clarification and/or additional information.

If the department chair *or* the review committee supports promotion, he or she writes a letter to the dean of the college recommending the promotion. The dean will review the pertinent information and make a final recommendation to support or deny the promotion application. If the promotion request is to be to the highest rank within the instructional PTK series, the Dean will forward all recommendations to the level of the Provost for a final decision. If neither the department chair nor the review committee supports promotion, the candidate is not promoted and the chair sends the candidate a letter explaining the reasons why. At all levels of instructional faculty rank, the unsuccessful candidate for promotion can reinstate this process in future years.

6. The review must be completed no later than six months after it is initiated.
7. In the case of a negative outcome, the candidate may submit a written appeal to the department chair within two weeks of being notified of the decision. The appeal must be based on the grounds that: (a) the procedure described above was not followed correctly or that (b) the criteria used for evaluation were inadequate or

improper. Appeals cannot be made on any other basis.

Within two weeks of receiving the appeal, the department chair must form an appeals committee consisting of three faculty members at or above the rank of the promotion who had not served on the initial review committee. The 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 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 outside letters were not the subject of the appeal, then they will serve as the outside letters for the new review.

If the appeal is denied, the candidate is not promoted and the chair of the review 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 College of Behavioral and Social Sciences. The dean, either alone or with the advice of an ad hoc committee that s/he forms for this purpose, can reverse the departmental appeals committee's decision on the grounds that (a) procedures were not properly followed or (b) the evaluation criteria were inadequate or improper. This decision is final and not subject to further appeal.

8. Written promotion decisions will be transmitted via campus mail.
9. Individuals can request an expedited review for promotion to the next higher rank. Waivers of the usual timelines will be considered on a case-by-case basis for individuals who demonstrate performance at that higher level within a shorter timeframe.
10. With the exception of junior lecturers, individuals may choose to stay at a given rank indefinitely (i.e., are not required to seek promotion within any specific timeframe).
11. Negative promotion decisions do not preclude the renewal of an existing PTK appointment, and promotions may not be rescinded.
12. Promotion reviews for faculty with appointments in more than one unit will be coordinated between units in a manner consistent with the faculty member's situation and each unit's extant guidelines.

**Performance Evaluation and Review for Promotion of Part-Time and Adjunct Instructional Faculty:**

Instructional faculty appointed at less than 100% FTE will be reviewed and promoted on a modified timeline proportional to their % FTE.

Further clarification on UM Adjunct Faculty Policy and eligibility for Adjunct II status can be found [Here](#).

**Table 1: Criteria for Appointment and Promotion for BSOS Professional Track Instructional Faculty by Rank**

<b>Titles<sup>2</sup></b>	<b>Junior Lecturer</b>	<b>Lecturer</b>	<b>Senior Lecturer</b>	<b>Principal Lecturer</b>
<b>Academic Degree</b>	The normal minimum requirement is a Master's degree or ABD. Exceptions will be reviewed on a case-by-case basis.	The normal minimum requirement is a Master's degree; PhD (or equivalent) preferred.	The normal minimum requirement is a Master's degree; PhD (or equivalent) strongly preferred.	The normal minimum requirement is a PhD (or equivalent).
<b>Professional Experience</b>	Created for graduate students finishing their programs beyond their Graduate Assistantship.  At a minimum, appointees should have at least two semesters experience as a Teaching Assistant or equivalent.	The title Lecturer is used to designate appointments of persons serving primarily in a teaching capacity.  Appointees will have a proven record of effective teaching within the discipline and at least one year of instructional experience (or its equivalent) or at least 2 years experience practicing within the discipline.	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.	In addition to the qualifications required of the Senior Lecturer, the appointee 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.
<b>Contract Terms</b>	Appointments to this rank are typically one year and are renewable for a maximum of six years.	Appointments to this rank are typically one to three years and are renewable.	Appointments to this rank are typically one to five years and are renewable.	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.

<sup>2</sup> Text in blue indicates BSOS college, not campus, requirement.

**Table 2: Guidelines for Preparing the Promotion Review Report**

	Junior Lecturer	Lecturer	Senior Lecturer	Principal Lecturer
Course Materials (e.g. syllabi, learning outcomes, assignments, student work, etc.)	<p>At a minimum, a faculty member must provide a teaching portfolio that includes the following:</p> <ul style="list-style-type: none"> <li>• A clear, well-written sample syllabus with appropriate learning outcomes</li> <li>• Examples of pedagogically supported student assignments or activities</li> </ul>	<p>At a minimum, a faculty member must provide a teaching portfolio that includes the following:</p> <ul style="list-style-type: none"> <li>• A clear, well-written sample syllabus with appropriate learning outcomes</li> <li>• Examples of pedagogically supported student assignments or activities</li> <li>• Sample of student work with your feedback</li> </ul>	<p>At a minimum, a faculty member must provide a teaching portfolio that demonstrates a history of:</p> <ul style="list-style-type: none"> <li>• A clear, well-written sample syllabus with appropriate learning outcomes</li> <li>• Examples of pedagogically supported student assignments or activities</li> <li>• Sample of student work with your feedback</li> </ul>	<p>At a minimum, a faculty member must provide a teaching portfolio that represents a true commitment to the scholarship of the teaching. Evidence may be provided through:</p> <ul style="list-style-type: none"> <li>• A clear, well-written sample syllabus with appropriate learning outcomes</li> <li>• Examples of pedagogically supported student assignments or activities</li> <li>• Sample of student work with your feedback</li> </ul>
Assessments (e.g. peer review, course evaluation summary, learning outcomes assessment, etc.)	<p>At a minimum, a faculty member must provide the following:</p> <ul style="list-style-type: none"> <li>• A record of positive teaching evaluations</li> </ul>	<p>At a minimum, a faculty member must provide the following:</p> <ul style="list-style-type: none"> <li>• A record of positive teaching evaluations</li> <li>• A record of LOA (if teaching general education courses)</li> </ul>	<p>At a minimum, a faculty member must provide the following:</p> <ul style="list-style-type: none"> <li>• A record of positive teaching evaluations</li> <li>• A record of LOA (if teaching general education courses)</li> <li>• Peer reviewed instruction and evaluation of teaching</li> </ul>	<p>At a minimum, a faculty member must provide the following:</p> <ul style="list-style-type: none"> <li>• A record of positive teaching evaluations</li> <li>• A record of LOA (if teaching general education courses)</li> <li>• Peer reviewed instruction and evaluation of teaching</li> </ul>
Instructional Advancements & Innovations	If applicable	If applicable	<p>At a minimum, a faculty member must provide the following:</p> <ul style="list-style-type: none"> <li>• Examples of course/assignment/exam redesigns and/or modifications</li> <li>• Proposals for newly created courses or formats</li> </ul>	<p>At a minimum, a faculty member must provide the following:</p> <ul style="list-style-type: none"> <li>• Examples of course/assignment/exam redesigns and/or modifications</li> <li>• Proposals for newly created courses or formats</li> </ul>

<p>Other Evidence of Instructional Accomplishments (e.g. teaching philosophy, awards, training, research/scholarship in teaching/learning, etc.)</p>	<p>At a minimum, a faculty member must provide the following:</p> <ul style="list-style-type: none"> <li>• A clear, concise teaching philosophy (not a list of positive teaching evaluations)</li> <li>• Evidence of having completed a teacher training workshop or seminar</li> </ul>	<p>At a minimum, a faculty member must provide the following:</p> <ul style="list-style-type: none"> <li>• A clear, concise teaching philosophy (not a list of positive teaching evaluations)</li> <li>• Any evidence of teaching awards or scholarship</li> </ul>	<p>At a minimum, a faculty member must provide the following:</p> <ul style="list-style-type: none"> <li>• A clear, concise teaching philosophy (not a list of positive teaching evaluations)</li> <li>• Any evidence of teaching awards or scholarship</li> <li>• Evidence of mentorship, service, or leadership</li> </ul>	<p>At a minimum, a faculty member must provide the following:</p> <ul style="list-style-type: none"> <li>• A clear, concise teaching philosophy (not a list of positive teaching evaluations)</li> <li>• Any evidence of teaching awards or scholarship</li> <li>• Evidence of mentorship, service, or leadership</li> </ul>
<p>Summary</p>	<p>Record of teaching experience or Teaching Assistantship and a willingness to improve skills through training and mentorship.</p>	<p>Record of effective teaching and at least one year of full-time instruction (or equivalent) or a combined 2 years of practical experience.</p>	<p>Record of significant contribution to the unit's undergraduate instructional mission by excellence in instruction and/or student mentorship and service.</p>	<p>Outstanding and continuous record of contribution to the unit's undergraduate instructional mission by excellence in instruction, student mentorship, and/or campus leadership and service.</p>

**Guidelines for Raises Associated with Promotions:**

Promotion from lecturer to senior lecturer: Although neither mandated nor guaranteed, the department and college will cost-share a salary increase. Minimum salary guidelines will be established by the College on an annual basis. The increase will be prorated for appointments lower than 100% FTE.

Promotion from senior lecturer to principal lecturer: Although neither mandated nor guaranteed, the department and college will cost-share a salary increase. Minimum salary guidelines will be established by the College on an annual basis. The increase will be prorated for appointments lower than 100% FTE.

Note that raises associated with promotion are independent of merit increases, and PTK faculty are eligible for merit increases.