

## **Graduate Faculty Status**

In general, it is expected that new faculty will be first appointed as Associate members. Appointment to Associate status should be fairly straightforward wherein the Department/Unit Chair or Graduate Program Director applies directly to the Dean of the Graduate School (UMB or UMBC). Faculty members eligible for Associate status should: 1) hold the highest degree in their discipline, 2) participate in graduate-level instruction (actual or planned), and 3) hold an appointment of at least 50% effort. The respective Dean will notify the Graduate Faculty Membership Committee of all appointments to Associate status. Under circumstances in which experience from other universities is present, the Department/Unit Chair or Graduate Program Director may recommend a non-member to be appointed as a Regular member of the graduate faculty.

## **Regular status**

To qualify for Regular status, the faculty member should be fully engaged in multiple aspects of graduate education, mentoring of graduate students, and research. This includes such experiences at former institutions offering graduate education.

## **Criteria for Regular status**

### **1. Committee experience**

The faculty member will have participated on at least one graduate-level thesis or dissertation committee through the oral defense.

*Rationale:* Regular member status is necessary to Chair a graduate-level thesis or dissertation committee. The faculty member must demonstrate that they have the experience to guide a student through the completion of an MFA thesis or PhD dissertation. There are no obvious substitutes for this experience.

### **2. Teaching experience**

The faculty member will have a record of *significant participation* in graduate-level instruction. This may be demonstrated by: 1) being responsible for in excess of 50% of a graduate level course, 2) teaching small percentages (at least 5%) of more than one course and on more than one occasion (particularly if the faculty member is also responsible for writing and grading exam questions), and/or 3) directing a graduate-level independent study course that is research-oriented and not merely a literature review. Ideally such an independent study course will result in a student-authored manuscript or creative achievement. The student should not merely be assisting a faculty member on a research project.

*Rationale:* Faculty with Regular member status should demonstrate engagement in multiple aspects of graduate education which includes graduate-level teaching. Teaching should include more than simply guest lectures. Faculty should demonstrate other aspects of pedagogy that might include curriculum design, guiding student learning, examination, and evaluation.

### **3. Research experience**

The faculty member should provide evidence of strong research ability as demonstrated by scholarly publication and/or creative achievement.