



**Towson University  
College of Education**

**DEPARTMENT OF INSTRUCTIONAL LEADERSHIP  
AND PROFESSIONAL DEVELOPMENT**

**Promotion, Tenure/Reappointment, Comprehensive Review, and Merit Policies and  
Procedures**

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*The Department of Instructional Leadership and Professional Development acknowledges and appreciates the work of Professor Gloria Neubert and the Department of Secondary Education whose PTRM document was used as the model for this document.*

**Towson University**  
**College of Education**  
**DEPARTMENT OF INSTRUCTIONAL LEADERSHIP**  
**AND PROFESSIONAL DEVELOPMENT**

**Promotion, Tenure/Reappointment, Comprehensive Review, and Merit Policies and Procedures**

Introduction: The Department of Instructional Leadership and Professional Development (ILPD) must adhere to the *Promotion, Tenure/Reappointment, Comprehensive Review and Merit Procedures* of the University of Maryland system, the Towson University procedures outlined in the 10-29-2010 *Towson University Policy on Appointment, Rank, and Tenure/Reappointment of Faculty* document and the College of Education procedures delineated in the faculty-approved, *Promotion and Tenure/Reappointment Document*, dated May 2011. It is the responsibility of each member of the ILPD Department to access, read, and adhere to the guidelines articulated in these documents.

The purpose of this Department of Instructional Leadership & Professional Development *Promotion, Tenure/Reappointment, Comprehensive Review, and Merit Procedures* document is not to replicate information (except for emphasis or background) contained in the system, University, or College documents, but to articulate procedures delegated and specific to the Department of ILPD.

**I. Standards and Expectations**

**A. The Faculty Member**

The Faculty Member is expected to:

1. demonstrate commitment to the teaching profession and to the preparation of quality instruction in P-12 schools;
2. maintain high standards of University instruction using a variety of interactive methods and resources, in support of the mission of preparing facilitators of active learning;
3. demonstrate collegiality, including professional and ethical behavior with colleagues and students;
4. participate fully in evaluation, development and improvement of Towson University's education programs, materials and techniques;

5. maintain objectivity in presenting areas of knowledge and technique;
6. serve on University, College, and Department Committees and with other professional organizations focused on education;
7. meet all class responsibilities and follow all administrative directives regarding record keeping, grading, examinations, etc.;
8. prepare adequate outlines, bibliographies, syllabi, and examinations and/or other means of evaluation as aids to student progress and growth;
9. affiliate with, and participate in, professional organizations or associations related to the profession;
10. develop, complete, and submit according to policy and procedures all required reports as requested by University, College, or Department;
11. be knowledgeable of procedures established by the System, University, College, and Department Promotion, Tenure/Reappointment, Comprehensive Review, and Merit Committees for evaluation of faculty members and cooperate in their implementation and in the further development of fair and valid evaluation procedures;
12. continue to develop through professional study, formally and informally, in order to achieve promotion, tenure, and merit;
13. advise undergraduate and/or graduate students, as assigned;
14. demonstrate initiative by contributing ideas to the furtherance of the Department mission; and
15. support, through action and word, the mission, strategic plan, and programs of the Department, College, and University;

**B. The Department of Instructional Leadership and Professional Development (ILPD)**

The Department of Instructional Leadership and Professional Development is expected to:

1. inform faculty members of new policies and procedures and new program development;
2. aid new faculty members through a program of orientation and mentoring;
3. provide Departmental information regarding promotion, tenure/reappointment and merit policies and procedures established by the System, University, College and Department;
4. support faculty interests and needs consistent with the mission of the

Department;

5. seek the advice and ideas of faculty members in order to make use of their unique talents, training and experience.

## **II. Promotion, Tenure/Reappointment, Comprehensive Review--Tenured and Tenure-Track Faculty**

### **A. Faculty Support**

1. In order to support a working plan for the faculty member's promotion, tenure, successful Comprehensive Five-Year Review, and/or merit, the Chair of the ILPD Department each year will:

- Review the Annual Report I (AR I) and Annual Report II (AR II) submitted by the faculty member by the third Friday in June, approve the Reports, or meet with the faculty member to help him/her revise either report. It is imperative that the ILPD Department Chair and the faculty member agree on the appropriate array of activities on the AR II Report, since the work on those activities will be the basis for merit decisions for the faculty member the following academic year. If agreement cannot be reached, the Rank Committee will meet with the Department Chair and the faculty member to negotiate the details of the Reports.
- Prepare a summary and reaction letter by the third Friday in September to include in each faculty member's dossier. These letters should provide direction for professional growth, as needed, and will be included in the faculty member's next academic year's dossier.

2. Each faculty member will meet one-on-one at least once during the academic year with his/her Rank Committee to review progress toward promotion, tenure, Comprehensive Five-Year Review, and/or merit.

### **B. Faculty Annual Dossier**

Information for evaluation of the activities listed under I.A. Standards and Expectations is gathered from the following sources: student evaluation forms, advising evaluation forms, classroom visitations and observations by colleagues, faculty conferences, and information on teaching, scholarship, and service submitted by the individual faculty member in the dossier.

The information is presented via the annual reporting forms (AR I/CAR, AR II, or SENTF and AR II for first-year faculty, peer observation reports if applicable that year, and the correlation statement on workload expectations) and is included in the faculty member's dossier which contains other supportive documentation (e.g., copy of an article published; description of one's role on a College Committee). It is the responsibility of the faculty member to turn in his/her dossier to the Chair of the ILPD Department by the required dates. The Chair of the ILPD Department is responsible for presenting to the PTRM Committee all the dossiers for all faculty members in the Department.

The annual dossier should include these materials in the following order:

1. AR I for the year under review (what you did during the year under review)
  - Include the acceptance procedure (e.g., editorial board review; blind review) and the

- acceptance rate for any publications
- Include your role (e.g., Chair, member, secretary) and a brief description of your responsibilities for each “service” activity
- 2. AR II for the next academic year (your plans for the next academic year in the areas of teaching, scholarship, and service)
- 3. AR II for the year under review (what you said you would do during the year under review)
- 4. Department Chair’s letter to you concerning your plans for the year under review (i.e., letter approving or revising your AR II for the year under review)
- 5. Vita (updated to current date)
- 6. **Teaching** section
  - Lesson plan and write-ups from the peer observation, if you were observed during the year under review
  - Student evaluations--qualitative and quantitative summaries from the Office of Assessment
  - Grade distributions for each course taught (including the number of Withdrawals (W) and Incompletes (I))
  - Faculty member’s response to the Student Evaluations and the Grade Distribution reports, if applicable
  - Syllabi
  - Advising evaluations, if appropriate
  - Any documentation for “new instructional procedures”
- 7. **Scholarship** section
  - Copies of scholarship completed (e.g., articles, chapters, books, materials distributed during conference presentations, including PowerPoints used)
- 8. **Service** section
  - Documentation to support the description of service activities

Faculty dossiers for third-year, Comprehensive Five-Year Review and promotion and/or tenure have specific University additions and organizations. See pp. 3 - 7 of the 2010 ART document.

### **C. Criteria for Tenure and/or Promotion.**

The ILPD Department must adhere to the promotion, tenure, comprehensive review and merit procedures of the University of Maryland system, the Towson University procedures outlined in the 10-29-2010 *Towson University Policy on Appointment, Rank, and Tenure of Faculty* document and the College of Education procedures delineated in the faculty-approved, *Promotion and Tenure Document*, dated May 2011. Faculty should note well these standards for teaching, scholarship, and service. Each faculty member is responsible for showcasing his/her best work in each area of review: Teaching, Scholarship, and Service. While excellence in teaching is paramount for successful promotion and tenure review at Towson University, without evidence of scholarship and the establishment of a

scholarly agenda, as well as a sustained record of appropriate service, tenure and promotion will not be granted. The following table, taken from the COE PTRM document, outlines the standards for promotion to Associate Professor and Professor.

Table 3: College of Education Standards for Promotion and Tenure Advancement (2011)

	<b>Promotion to Associate Professor and Advancement with Tenure</b>	<b>Promotion to Professor</b>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Excellent student evaluations</li> <li>• Excellent peer evaluations</li> <li>• Excellent course syllabi and instructional materials</li> <li>• Excellent evaluation of advising by students</li> </ul>	In addition to expectations listed for promotion to Associate: <ul style="list-style-type: none"> <li>• Mentoring colleagues, particularly junior faculty, in teaching and advising.</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• A sustained record of quality service to the University, college, department, community, and/or profession.</li> </ul>	In addition to expectations listed for promotion to Associate: <ul style="list-style-type: none"> <li>• Leadership in service to the University, college, and/or department.</li> <li>• Leadership in service to the profession.</li> </ul>
<b>Scholarship</b>	<ul style="list-style-type: none"> <li>• Evidence of a programmatic anchor(s) for his/her scholarship</li> <li>• A sustained record of quality scholarship, including but not limited to, peer-reviewed conference presentations and peer-reviewed publications/successful grants</li> </ul>	In addition to expectations listed for promotion to Associate: <ul style="list-style-type: none"> <li>• Evidence of local, regional, national, or international expertise/reputation</li> </ul>

## **1. Teaching**

Teaching is the primary mission of Towson University and the primary responsibility of each faculty member. Faculty members are expected to model research-based, active learning strategies in accordance with the College of Education’s mission. Faculty members must be rated as excellent in this area. Teaching performance will be evaluated from syllabi and instructional materials submitted and new instructional procedures and grade distributions reported in the annual dossier, peer observations and evaluation of teaching, student evaluations of teaching and advising, and the faculty member’s correlation statement/self-reflection on teaching.

### **a. Peer Observation and Evaluation of Teaching**

#### **a. Process for Peer Review**

Peer reviews of teaching are required for all tenure-track faculty and for all faculty as part of the Comprehensive Five-Year Review. The process within the ILPD Department is as follows:

1. Classroom visits are encouraged for all faculty for purposes of professional growth and are required for personnel under consideration for reappointment, third-year review, promotion, or tenure.
2. A minimum of two observations shall be conducted during the review period, conducted by peer reviewers who have been approved for the observation by the ILPD Chair.
3. Advance notice of the peer observation will be provided to the faculty member to be observed at least one week in advance.
4. The faculty member to be observed will provide the reviewer with pertinent course information at least one week in advance. This will include the following:
  - Course syllabus
  - Student enrollment and brief descriptive composition (e.g., classroom teachers, cohort group, mixed group—teachers, administrators, etc.)
  - Course location and time
  - Lesson plan for the day of observation
  - Any other information the instructor deems pertinent
5. Because peer observations are primarily developmental in nature and individual peer observers' styles differ, the ILPD Department prefers not to have a prescribed form for the process, as long as the observation report includes the following elements:
  - Learning objective(s) for the class
  - Setting/organization of classroom
  - Class activities
  - Observed degree of student engagement
  - Teaching strategies employed and instructor role
  - Summary comments by the observer
6. The peer observer will submit her/his report to the ILPD Department Chair within two weeks of the observation. The observer will provide a written report of the observation to the faculty member within two weeks of the observation.

Should the ILPD Department Chair and/or the peer observer express concerns, the faculty member will be informed in writing by the ILPD Chair of the nature of the concerns and will meet with the faculty member to develop a plan of action. This plan will be reviewed at specified intervals by the faculty member and the ILPD Chair to review evidence of improvement.

### **b. Student Evaluation of Teaching**

Tenured and non-tenured faculty will be evaluated by all students in all the courses taught. All faculty will use and submit only the approved University and Departmental student evaluation form. These evaluation forms are sent on-line by the University through the Towson University Office of Assessment. The quantitative and qualitative data are collected by the University through Student Voice and tabulated by the Office of Assessment. The evaluation summaries are sent to the ILPD Department Chair and to the faculty member via e-mail from the Assessment Analyst in the Towson University Office of Assessment. All data will be included in the faculty member's annual dossier in the "Teaching" section. Student Evaluation results will be provided to the faculty member in timely fashion to enable their consideration and incorporation into course and syllabus planning for the next semester.

### c. Advising

Because the Department of Instructional Leadership and Professional Development serves solely graduate students, advising within the department is unique within the College of Education. There are three types of advising, two formal and one informal.

#### Formal Advising

Formal advising is provided by the Graduate Program Director for face-to-face students and by the On-Line Coordinator for on-line students and focuses on programs and program changes for students entering and ongoing in the department, as well as certifying program completion for students who have completed the Administrator I certification program, the Master's Degree in School Leadership, or the Certificate of Advanced Study in Organizational Change.

This aspect of formal advising is evaluated by the Chair.

Formal advising is also provided to all students in the Administrator I as part of the Leadership Internship (ILPD 797), a semester-long capstone course, usually taken as the final course in that program. This advising is provided by individual faculty teaching the course, each of whom is typically assigned 7-10 interns, and the advising is provided primarily on an individual, one-to-one basis on a frequent basis over the course of the semester, although each intern cohort also meets monthly for a total of four group sessions over the course of the semester. This advising consists of working with the intern at his/her work site in developing and guiding their acquisition of leadership experiences in each of the eight categories of the Maryland Instructional Leadership Framework (MILF) and the completion of a Leadership Portfolio documenting the internship.

This second aspect of formal advising within ILPD is documented and evaluated by three means:

1. A rubric evaluating the individual candidates' overall internship experience, completed and signed by the faculty member supervising the intern and by the intern's School Site Supervisor;
2. A rubric evaluating the Leadership Portfolio, completed and signed by the faculty member'
3. The Towson University online course evaluation system.

#### Informal Advising

Although informal, ongoing advising of students is probably the most frequently used advisory function and is conducted by each faculty member as part of the teaching process as they interact with students around individual and sometimes collective problems, questions, and issues, sometimes course-related, but often related to aspects of career choice or professional situations in which the student seeks guidance. In addition to direct class time, each faculty member posts weekly office hours, and all encourage students to contact them by phone or email in between class meetings.

In addition, ILPD faculty serve as Site Advisors in four jurisdictions where TU leadership cohorts exist: Baltimore, Harford, and Howard Counties, and the Southern Maryland Higher Education Center located in St. Mary's County. As Site Advisors, these faculty also provide program advice and support to individual students and student groups on a regular basis.

**c. Faculty Member’s Correlation Statement/Self-reflection on Teaching.**

Self-evaluation of teaching (including advising where applicable) effectiveness will be included in the correlation statement for teaching on the ARI document. This will be a narrative statement about teaching effectiveness and philosophy for the academic year under review after careful review of syllabi and instructional materials submitted and new instructional procedures and grade distributions reported in the annual dossier, peer observations and evaluation of teaching, and student evaluations of teaching and advising.

**2. Scholarship**

As in the College of Education PTRM document, the ILPD Department has also adopted the UNISCOPE (2000) model as a guiding framework. This model defines scholarship as: “...the thoughtful discovery, transmission, and application of knowledge ... informed by current knowledge in the field and [is] characterized by creativity and openness to new information, debate, and criticism. For scholarly activity to be recognized, utilized, and rewarded, it must be shared with others in appropriate ways” (p. 2).

The forms of scholarship that guide our work are:

Table 1: Four Forms of Scholarship (as articulated in 2010 Towson University ART Policy and COE PTRM document--2011)

<b>Forms of Scholarship</b>	<b>Definition</b>
<b>Scholarship of Application</b>	applying knowledge to consequential problems be they internal or external to the University, including aspects of creative work in the visual and performing arts
<b>Scholarship of Discovery</b>	traditional research, knowledge for its own sake, including aspects of creative work in the visual and performing arts
<b>Scholarship of Integration</b>	applying knowledge in ways that overcome the isolation and fragmentation of the traditional disciplines;
<b>Scholarship of Teaching</b>	exploring the dynamic endeavor involving all the analogies, metaphors and images that build bridges between the teacher's understanding and the student's learning

Appendix A provides examples of evidence for each form of scholarship but the list is not inclusive of all products that faculty may use for the evaluation of scholarship.

**3. Service**

Faculty members are responsible for service to the Department, College, and University, their discipline, and the broader community including collaborations and partnerships with practitioners in the field. Service may also include civic service “that may or may not be directly related to one’s academic expertise, but in ways which advance the University’s mission” (ART Document, p. 14). Service performance will be evaluated from evidence submitted on the faculty member’s description of specific contributions to work such as the following:

- Membership on Department, College, and University Committees and/or task forces;

- Leadership positions in the Department, College, and University governance structure;
- Involvement in the work of practitioners in one's field;
- Involvement in professional organizations and associations in one's field at the state, regional, national, or international level; and
- Service to community associations related to the mission of the Department, College, and University.

#### **D. Committee Procedures**

Deliberations by the ILPD Department are carried out according to the plan below. A quorum (simple majority) of eligible Committee members is required for all deliberations. All deliberations of the committee are confidential.

##### **1. Committee Make-up**

**Note: As of the date of this revision to the ILPD PTRM document, the membership of the department full-time, tenure track faculty consists of the following ranks:**

**--Full Professors: 3, including the current Department Chair;**

**--Associate Professors: none**

**--Assistant Professors: 3, one of whom is anticipated to go forward for rank and tenure consideration in AY 2016-17, one in AY 2017-18, and one in AY 2018-19.**

**These staffing rank figures limit the availability of ILPD staff to fill roles on the various departmental and college committees related to promotion, tenure, retention, and merit.**

**a. *Departmental Representative to the College of Education Promotions, Tenure/Reappointment, Comprehensive Review, and Merit (COE PTRM) Committee and Chair of the ILPD Department Promotion, Tenure/Reappointment, Comprehensive Review, and Merit (ILPD PTRM) Committee.***

The positions of Departmental Representative to the College of Education Promotions, Tenure/Reappointment, Comprehensive Review, and Merit (COE PTRM) Committee and the Chair of the ILPD Department Promotions, Tenure/Reappointment, Comprehensive Review, and Merit (ILPD PTRM) Committee may be held by the same faculty member at the discretion of the ILPD PTRM Committee.

The ILPD Departmental Representative to the College PTRM Committee is nominated by the tenured and tenure-track faculty of the ILPD Department and is elected triennially by College-wide elections, and may be re-elected for one additional term. At College PTRM meetings, this individual represents the College, not just the ILPD Department, thus her/his decisions in that role are independent of decisions made in the ILPD Department role. The Departmental Representative to the College PTRM is responsible for communications between that Committee, the Chair of the ILPD PTRM Committee, and the ILPD Department members.

The Chair of the ILPD PTRM Committee is elected by the tenured and tenure-track faculty of the ILPD Department for a three-year term and may be re-elected for on-going terms.

This person may, if necessary due to size constraints, also serve as the department's representative to the College PTRM Committee, as described above. The Chair of the ILPD PTRM Committee coordinates Departmental promotions, tenure/reappointment, Comprehensive Five-Year Review, and merit procedures, arranges peer observations, schedules all PTRM Committee meetings, ensures that Committee decisions are conveyed to faculty according to University, College and Departmental procedures, and serves as liaison for all communications between the University and College PTRM Committees and the ILPD Department. The Chair of the ILPD PTRM Committee is also responsible for delivering dossiers and other PTRM materials to the College PTRM Committee and/or Dean in a timely manner.

The ILPD Departmental PTRM Committee is formed by the first Friday in May. The Chair and Departmental members of the ILPD PTRM Committee are elected to three-year terms by tenured and tenure-track faculty of the Department. In the event of a vacancy on the Committee during the year, the Department Chair will identify a replacement whose name will be submitted to the tenured and tenure-track faculty of the Department for approval.

#### **b. Role of the ILPD Department Chair in ILPD PTRM Committees**

The ILPD Department Chair will attend all PTRM Committee meetings, will be a discussant, but will not be a voting member of PTRM Committees. The ILPD Department Chair is responsible for presenting to the ILPD PTRM Committees all the evaluation dossiers for faculty in the Department. The ILPD Department Chair must also meet with each faculty member to discuss the faculty member's annual report (AR I and II), the student and peer evaluations of teaching and advising, the PTRM Committee's recommendation(s) where applicable, and the annual faculty evaluation in general. It is imperative that the ILPD Department Chair and the faculty member agree on an appropriate array of activities on the AR II document, since the work on those activities will be the basis for merit decisions for the faculty member the following academic year.

#### **c. ILPD Promotions and Tenure/Reappointment Committee.**

The ILPD Promotions and Tenure/Reappointment Committee is organized as Rank Committees. The Rank Committees are composed of the tenured and tenure-track members of the Department who hold academic ranks equal to, or higher than, the person to be evaluated. Because Rank Committee members are members of the ILPD PTRM Committee, their terms of service are three years, concurrent with their terms on the ILPD PTRM Committee. The Rank Committees make all recommendations on promotion, tenure, comprehensive review and on decisions to reappoint for non-tenured faculty. The Chairperson will attend and be a discussant, but will not be a voting member of Rank Committees.

#### **d. Comprehensive Review Committee**

All tenured faculty will participate in a Comprehensive Review at least once every five years according to the policies and procedures outlined in the 2010 *Towson University Policy on Appointment, Rank, and Tenure of Faculty* document. In Spring 1999, tenured

faculty members were randomly divided into five mutually-exclusive groups for review in each of five years. Newly tenured faculty are added to the end of the Comprehensive Review list.

The Comprehensive Review Committee consists of the faculty member's Rank Committee., whose terms, as indicated above, are three years. An evaluation, based on the faculty member's dossier is written by the Rank Committee and presented to the faculty member, the Dean of the College of Education, and is considered in decisions of promotion and merit.

#### **e. Non-departmental PTR Members**

In order that at least three (3) tenured faculty opinions be considered in promotion and tenure recommendations, in addition to the Department Chairperson, if the ILPD Department has fewer than three (3) tenured faculty members, the appropriate Committee must be supplemented with tenured faculty members from other departments within the College or from the appropriate department if the faculty member being reviewed has a joint appointment, including a joint appointment between Colleges. The additional tenured faculty members shall be selected from a list of at least three (3) faculty members recommended by the faculty member under review. The faculty member shall submit the list of recommended faculty members on or before the third Friday in June. The Department Chair and the Dean will review the list from the appropriate college, delete any names they feel are inappropriate choices, and make recommendations to the COE PTRM Committee by the first Friday in September. The College PTRM Committee will select the additional faculty member(s) to be added to the Committee on or before the third Friday of September of the review year. The term of any outside member shall be only for the year of appointment.

## **2. Voting Procedures.**

The Promotions, Tenure/Reappointment, and Comprehensive Review Committee members are expected to read thoroughly all dossiers, with respect to Department, College, and University standards and expectations, prior to the Committee meeting. A faculty member who has not read all the dossiers and/or does not attend the entire Committee meeting is ineligible to vote on any cases. Each Committee member must sign the *ILPD PTRM Committee Agreement* (See Appendix B) in order to attend the meeting and participate in the discussion and voting.

The Departmental PTRM Chair conducts the meeting according to Robert's Rules in order to allow for an orderly and thorough discussion of a faculty member's accomplishments. All discussions are confidential. The Committees vote by confidential ballot which includes each member's Towson University ID number. The vote is counted and tabulated by the Departmental PTRM Chair in the presence of the Committee members. A simple majority is required for decisions. No Committee member will abstain from a vote unless the Provost authorizes such abstention prior to the Committee meeting. In the case of a tie vote, the Departmental PTRM Chair will encourage more discussion followed by a second vote, and, if necessary, a third. In accordance with the Towson University ART document, the Departmental PTRM Chair will forward a signed, dated report of the results of the vote

and the Committee's recommendations to the next level of review. The confidential ballots will be forwarded under separate cover to the Provost.

### **3. Reporting Procedures.**

Within a month after ILPD Department's Promotion, Tenure/Reappointment and 5-Year Comprehensive Review deliberations and prior to the faculty member signing the "Department Summary Recommendation" (DSR) form, two ILPD Rank Committee members, appointed by the Departmental PTRM Chair, will meet with each faculty member to provide feedback to that member concerning promotion, tenure, 5-year review, or reappointment decisions. Non-tenured faculty will also be informed in writing of the Rank Committee's view of his/her progress toward tenure and/or promotion, as appropriate. In case of denial of tenure or decision not to reappoint, the faculty member must be informed in writing, and if the faculty member so requests should be advised of the reason(s) which caused or contributed to that decision.

### **4. Third-Year Review**

The ILPD Department follows the Third-Year Review procedures and chronology established by the University:

- a. At the conclusion of the fall semester during a candidate's third year at Towson University, the Department PTRM Committee shall conduct a Third-Year Review of tenure-track candidates. The intent of the evaluation is to assess progress toward tenure and to advise and mentor the faculty member. This includes providing assistance where issues or shortcomings in the candidate's profile are identified and encouragement where progress is deemed satisfactory or exemplary. Department PTRM Committee evaluations of a candidate's interim progress will become part of the faculty member's file at the Department level and shared with the Dean; however, it will not be forwarded to either the College PTRM Committee or the Provost.
- b. The faculty member to be reviewed shall prepare an interim evaluation portfolio of activities for evaluation by the Department's PTRM Committee as outlined in the section —Documentation and Material Inclusion (Section I.B) of the 2010 ART appendix.
- c. The Department PTRM Committee will evaluate the materials and prepare a clear, written statement of progress toward tenure addressing teaching/advising, a plan for and evidence of scholarly/creative activity, and service and other relevant criteria. This statement:
  - i. must include an indication of whether or not the faculty member's work to date is leading towards a positive tenure and promotion decision; and
  - ii. must provide guidance for the improvement of the evaluation portfolio in event of a satisfactory or unsatisfactory rating.
- d. The following three-level scale is to serve as a general guideline for the review:
  - i. Superior progress. Requirements include excellence in teaching/advising, excellence in scholarship, and meeting Department standards in service.

- ii. Satisfactory progress. Requirements include progress towards excellence in teaching and scholarly productivity with satisfactory service as determined by the Department. This ranking indicates that the Department has determined that progress towards tenure is satisfactory but improvements are needed.
  - iii. Not satisfactory progress. This evaluation requires change by the faculty across one or more dimensions. This essentially means that continuance on this performance trajectory is unlikely to result in a favorable tenure decision.
- e. All documentation is due to the Chair of the Department by the third Friday in January.
- f. Feedback should be both in writing and in a face-to-face meeting with the Department Chair and the Department PTRM Committee Chair no later than the first Friday in March. The written report will be shared with the Dean.
- g. If a faculty member's mandatory tenure-review year is prior to the sixth year of continuous, full-time service, the standard Annual Review by the Department may be expected to serve a more extensive function and the Department may provide more extensive feedback to the candidate.

#### **5. Comprehensive Five-Year Review**

The ILPD Department follows the Comprehensive Five-Year Review procedures and chronology established by the University:

- a. The comprehensive review policies herein are in accordance with the principles established by the USM Board of Regents on 7/12/96 and shall not be construed to substitute for them.
- b. The comprehensive review shall be conducted in accordance with all policies, including appeals, relevant to the Annual Review process except as noted in this section.
- c. All tenured faculty shall be reviewed at least once every five (5) years. Comprehensive reviews are summative for a period of the preceding five (5) academic years.
- d. The Chair of the Department, in consultation with the Dean of the College shall establish the cycle for comprehensive reviews of faculty within the Department. A faculty member who has submitted formal notice of retirement during the fourth or fifth year of his/her comprehensive review cycle with an intention to retire at the end of that cycle may be exempted from the comprehensive review process at the discretion of the Dean of the College.
- e. Evaluation portfolio materials for the Five-Year Comprehensive Review are listed in Section I B 3.d of the 2010 ART document
- f. The Department PTRM Committee(s) shall review the evaluation portfolios and shall prepare a written report, with vote count, for each recommendation. The recommendation shall contain reference to each category evaluated: teaching/advising, scholarship, and University/civic/professional service. The statement should be

consistent with the Department's standards and expectations (stipulated in the Department PTRM document) and submitted to the Department Chair by the second Friday in October.

g. The Department Chairperson shall prepare an independent evaluation of each faculty member under review and include it in the faculty member's evaluation portfolio by the fourth Friday in October.

h. The faculty member's evaluation portfolio, inclusive of the written recommendation of the Department Committee, the written evaluation of the Department Chair, and the vote count shall be forwarded by the Department PTRM Committee Chair to the Dean's office by the second Friday in November.

i. The Dean of the College shall write a review with recommendation for the five-year comprehensive review by the first Friday in February. A copy of the review must be included in the evaluation portfolio submitted to the Office of the Provost.

j. A faculty member may appeal a negative recommendation at any point in the process, following procedures outlined in the Appeals Section.

k. All recommendations shall be conveyed in writing to the faculty member, inclusive of any Department Chairperson's statement and a record of the vote count no later than the fourth Friday in October. Negative recommendations shall be delivered in person by the Department Chairperson or sent by certified mail to the faculty member's last known address.

l. A negative comprehensive review shall be followed by the development of a written professional development plan to remediate the faculty member's failure to meet minimum expectations as noted in the comprehensive review. This written plan shall be developed by the faculty member and approved by the Chair and the Dean by the third Friday in June of the academic year in which the negative review occurred. The plan shall be signed by the faculty member, Chair and Dean.

m. The plan shall be implemented in the fall semester following approval of the plan. Evidence of improvement must be clearly discernible in evaluation portfolio materials submitted in the next annual review process. Lack of evidence of discernible improvement may result in a formal warning, sanction or termination

n. Two (2) consecutive annual reviews indicating the faculty member has not met minimum expectations shall occasion an immediate comprehensive review, which shall be in addition to those otherwise required by policy.

o. Chairpersons, as faculty members, are included in the comprehensive review process.

p. Faculty members with joint appointments are to be reviewed according to the schedule of their "home" Department.

### **III. Department Merit—Tenured and Tenure-Track Faculty**

## **A. Merit Committee Constituency**

The Merit Committee consists of all tenured ILPD faculty (unlike the PTR Committees which are organized as Rank Committees). A quorum (simple majority of the number of tenured ILPD faculty) is required for all deliberations. Tenured faculty on leave or sabbatical during the entire academic year under consideration may attend the merit meeting(s), but are ineligible to vote. A faculty member, who has not read all the dossiers and/or does not attend the entire Committee meeting, is ineligible to vote on any cases. Each Committee member must sign the *ILPD PTRM Committee Agreement* (See Appendix B) in order to attend the meeting and participate in the discussion and voting.

## **B. Merit Committee Procedures**

To qualify for merit, faculty members will demonstrate achievement in teaching, scholarship and service consistent with their AR II--Agreement on Faculty Workload Expectations and yearly Correlation/Reflection Statement and the “Standards for Merit,” established by the ILPD Department. All faculty will submit dossiers and will be evaluated each year at the Department level for merit. The Committee will make a qualitative judgment in light of the “Standards for Merit,” outlined below. Merit decisions are reached, using the same procedures outlined in II.D.2 above, Voting Procedures for Promotions, Tenure/Reappointment, and Comprehensive Review.

## **C. Merit Committee Reporting Procedures**

See “Reporting Procedures” II. D. 3. of this document. Merit decisions will be shared with the faculty member at the same meeting in which feedback is given on promotion, tenure, reappointment, or 5-year review decisions.

## **D. Relationship Between Standards for Promotion/Reappointment/Tenure and Merit**

The Department’s standards for promotion apply to faculty members’ teaching, scholarship, and service over a number of years while the standards for merit review apply to faculty members’ performances in these areas for one year, as described in the previous year’s AR II form, and approved by the ILPD Department Chair.

## **E. Standards for Merit**

- Not Meritorious - (COLA only). Faculty whose performance fails to adequately meet even satisfactory standards in one or more of the following areas—teaching, scholarship, service. This includes faculty who do not meet the standards and expectations listed on pp.4-5 of this document and/or do not meet expectations in the accomplishment of the activities stated in the previous year’s AR II document and activities accomplished and reported in the AR I document. The Merit Committee will recommend only the cost of living allowance (COLA) for the non-meritorious

faculty member, and direct the faculty member's Rank Committee and ILPD Department Chair to guide the faculty member in a specific plan for professional growth.

- Satisfactory - (COLA plus Base Merit). Faculty who meet the standards and expectations listed on pp.4-5 of this document, and whose work in one area is *excellent* while the other two are *satisfactory* in light of expectations set in the previous year's AR II document and performance reported in the AR I document.

[N.B. A faculty member should not, however, be given base merit two years in succession if the teaching has not been *excellent* at least one of these years. A faculty member who has two years of teaching that is only *satisfactory*, should be on a plan, developed in conjunction with the Department Chair and her/his Rank Committee, to restore the teaching to the *excellent* category.]

- Excellent - (COLA and Base Merit plus one performance Merit). Faculty who meet the standards and expectations listed on pp.4-5 of this document, and who are deemed excellent in *teaching* and one other area, and *satisfactory* in the third area in light of expectations set in the previous year's AR II document and performance reported in the AR I document. An exception to this two-areas *excellent*- and-one-area-*satisfactory* rule can be made, if the Merit Committee deems the quantity and quality of the faculty member's scholarship and service work, although composed of *satisfactory* category activities, warrants an *excellent* rating. The *satisfactory* categories, however, must be in scholarship and service; teaching must be *excellent* for any merit.

The Department of Instructional Leadership and Professional Development recommends merit in accordance with the following guidelines.

### **1. Teaching**

Judgments of *excellence* or *satisfactory* in teaching will be made, using a holistic review of the faculty member's:

- peer evaluations (if applicable that academic year)
- student evaluations of teaching (quantitative and qualitative responses)
- review of syllabi and other instructional materials
- student evaluations of advising (if applicable that academic year)
- grade distributions for each course taught
- mentorship of others in teaching
- new instructional procedures reported on AR I. and
- the faculty member's correlation statement/self-reflection for teaching reported on AR I.

### **2. Scholarship**

Scholarship activities, such as the following (not inclusive), will be considered evidence of performance:

### *Satisfactory*

- submitted a proposal or paper for possible presentation or publication
- submitted a proposal for a grant or award to an external agency
- collected and analyzed data for a future presentation/paper
- revised professional work
- reviewed professional work such as a paper or text
- attended professional conference(s) related to his/her expertise
- studied an area new to the faculty member and needed by a ILPD, COE, or University program
- Other –as approved by the Merit Committee

### *Excellent*

- had accepted a peer reviewed article, chapter, or book for publication
- received a grant or award from an external/internal agency
- presented a workshop, thematic session, or research paper at an international or national conference (i.e., proposal was accepted by, or invitation was issued from, the conference organization)
- served on the editorial board of a state, regional, or national publication
- served as reviewer of peer reviewed publication or international/national conference proposals
- supported students in preparing research for presentation at a national meeting or submission for publication
- received recognition of high distinction of a professional nature (for teaching—which demonstrated outstanding scholarship--or for scholarship alone)
- mentored junior faculty in scholarship
- authored or played a major role in the development of a Department, College, or University document (e.g. accreditation document, PTRM document, white paper)
- played a major role in developing or revising a program for the University, College, or Department
- Other (Evidence of advanced performance in scholarship)—as approved by the Merit Committee

[N. B. Presentations at regional and local conferences, as well as round-table and posters sessions at any conference, will be judged to be in the *satisfactory* or *excellent* categories on a case-by-case basis. Criteria for the judgment will include, but not necessarily limited to: prestige of the conference (e.g., AERA, ATE), whether the conference utilized a blind or peer review process, and potential impact of the presentation (e.g., a school system or a statewide program)].

### **3. Service**

Service activities, such as the following (not inclusive), will be considered evidence of performance:

### Satisfactory

- served actively on Departmental, College, University or community Committees or advisory groups that advance the mission of Towson University
- worked directly over an extended period of time with a School Improvement Team or a major district-wide committee
- volunteered to perform tasks, as requested by the Chair or Departmental Committee, needed to improve or continue the Departmental programs

### Excellent

- Chaired or directed an active Committee, advisory group, or program (not part of assigned time) that advance the mission of Towson University
- served effectively as faculty advisor for a Towson University student group
- elected as an executive/officer of a professional organization directly related to one's areas of expertise
- conducted ongoing professional consulting relationships with a given entity
- received recognition of high distinction for service
- mentored junior faculty in service
- Other (evidence of advanced performance in service)

## **F. Faculty on Leave**

Faculty on leave in the year under evaluation will, unless the faculty states in writing a desire to be evaluated as if the faculty were not on leave, receive a Satisfactory rating without formal evaluation for the work of that year.

## **V. Lecturers**

### **A. Standards and Expectations**

Full-time lecturers are to be guided by the same faculty standards and expectations (pp. 1-2) as tenure-track and tenured faculty.

### **B. Promotion, Tenure/Reappointment, and Comprehensive Five-Year Review**

According to University policy, full-time lecturers are not eligible for promotion and tenure, and do not participate in Comprehensive Five-Year Reviews.

### **C. Department Merit and Reappointment**

The Chair of the Department makes merit and reappointment recommendations for lecturers to the Dean of the College in consultation with the Merit Committee of the ILPD Department. Lecturers will submit their dossiers following the same "II. B. Faculty Annual Dossier" requirements as tenure-track and tenured faculty. Lecturers will submit their dossiers to the Department Chair no later than March 30. The dossier will report teaching, scholarship and service activities for the previous calendar year—spring, summer, fall.

Lecturers will be evaluated by their students every semester using the procedures outlined in

“II. C. 1. b. Student Evaluations of Teaching” and II.C. 1. c. “Student Evaluation of Advising.”

Lecturers will be observed during their second semester of full-time employment by two members of the ILPD Department selected by the Chair of the Department PTRM Committee in consultation with the Chair of the Department. Subsequent peer observations will occur once every three years, but may occur more often if determined by the Department Chair and/or the Merit Committee.

#### **D. Standards for Lecturers’ Merit**

- Not Meritorious - Lecturers whose performance fails to adequately meet even satisfactory standards. Lecturers who do not meet the standards and expectations listed on pp.1-2 of this document and/or do not meet expectations in the accomplishment of the activities stated in the previous year’s AR II document and activities accomplished and reported in the AR I document. The Merit Committee will recommend that the lecturer not be reappointed or direct the ILPD Department Chair to guide the faculty member in a specific plan for professional growth.
- Satisfactory – (Base Merit) Lecturers who are deemed *excellent* in teaching (See III. C. 1 of this document) and *satisfactory* in scholarship and service.
- Excellent – (Base Merit plus one performance Merit) Lecturers who are deemed *excellent* in teaching and one other area and *satisfactory* in one other area.

The Chair of the ILPD Department will prepare and send letters to lecturers concerning merit recommendations and reappointment decisions no later than April 15.

#### **V. Negative Recommendations and Appeal Procedures**

The ILPD Department follows the recommendations and procedures established by the University:

##### **A. Negative Recommendations**

Negative recommendations at any level regarding the annual review, merit, promotion, tenure, reappointment and/or the comprehensive five-year review shall be delivered in writing in person or sent by certified mail to the faculty member’s last known address by the administrator at the appropriate level. The Chair has responsibility for conveyance of any recommendation made at the Departmental level and the Dean has responsibility for conveyance of any recommendation made at the College level. The Provost has responsibility for conveyance of any decision rendered by the Provost. Negative recommendations shall be delivered in writing in person or by certified mail, return-receipt-requested, and post-marked no later than the date on which reports are to be distributed to the faculty member according to the University PTRM calendar.

##### **B. Appeal Procedures**

1. All appeals shall be made in writing. The timeframe for appeals at all levels is twenty-one (21) calendar days beginning with the date that the negative judgment is delivered in person or the date of the postmark of the certified letter.

2. There are three (3) types of appeals.

- a. Substantive appeals refer to perceived errors in judgment by either Department and/or College PTRM Committees, the Department Chairperson, the Dean and/or the Provost with regard to evaluation of the faculty member's performance.
- i. The next higher level shall serve as the appeals body. Appeals must be delivered by certified mail or in person to the College PTRM, Dean, or Provost within twenty-one (21) calendar days of notification of the negative recommendation.
  - ii. The appeal must be in writing, clearly stating the grounds for appeal and must be accompanied by supporting documents. The faculty member may supplement the evaluation portfolio under review with any statement, evidence, or other documentation s/he believes would present a more valid perspective on his/her performance.
  - iii. Appeals of Departmental recommendations shall be copied to the Department Chair and the Department PTRM Chair. Appeals of College recommendations shall be copied to the College Dean and the College PTRM Committee.
  - iv. All challenge material shall be placed in the evaluation portfolio under review no later than five (5) business days before the evaluation portfolio is due to the next level. All material placed in the file, including challenge material, shall become a part of the cumulative expansion of the evaluation portfolio and shall not be removed by subsequent levels of evaluators. The evaluation portfolio under review, with additions, will be forwarded to the next level by the appropriate PTRM Committee Chair.
  - v. Within fifteen (15) business days of receipt of a formal appeal with attached materials, the recipient of the appeal (e.g. the College PTRM Committee, the University PTRM Committee, or the Provost) shall review the case and provide a written response to the substantive appeal. Copies of this letter will be provided to all parties who were copied on the original appeal letter.
  - vi. Recommendations made by the Provost may be appealed to the President whose decision is final.

b. Procedural appeals relate to alleged errors in the procedures followed in the review, recommendation and notification process, and shall follow the procedures below.

- i. Procedural appeals shall be made to the University PTRM Committee.
- ii. The appeal must be in writing, clearly stating the alleged procedural error(s). The appeal shall be accompanied by supporting documents and should be delivered by certified mail or in person to the respective Dean, Provost, or U PTRM Chair within twenty-one (21) calendar days of having been notified of the negative recommendation.
- iii. Appeals of Department recommendations shall be copied to the Department Chair, the Department PTRM Chair, the Dean and the University PTRM Committee Chair. Appeals of College recommendations shall be copied to the College Dean, the College PTRM Committee, the Department Chair, and the University PTRM Committee Chair. Appeals of Provost recommendations shall be copied to the Dean and Department Chair.
- iv. Within fifteen (15) business days of receipt of a formal appeal with attached materials, the University PTRM Committee shall review the case and provide a written response. Copies of this response will be provided to all parties who were copied on the original appeal letter.
- v. Recommendations of the University PTRM Committee may be appealed to the President whose decision shall be final. The Chair of the University PTRM Committee will monitor the appeal process.

c. Appeals alleging unlawful discrimination in race, color, religion, age, national origin, gender, sexual orientation and disability shall follow the specific procedures described in Towson

University policy 06-01.00 —Prohibiting Discrimination on the basis of Race, Color, Religion, Age, National Origin, Sex and Disability.

3. The President’s decision on reappointment, tenure, promotion and comprehensive five-year review shall be final. The Provost’s decision on merit shall be final.

## **VI. Approval of this “Instructional Leadership and Professional Development Department Promotion, Tenure/Reappointment, Comprehensive Review, and Merit Procedures” document**

This document will be reviewed at least every three years at the December Department meeting with evidence of such review being sent to the COE Dean and to the University PTRM Committee. Changes made at any time are passed with a simple majority by open vote of tenured/tenure-track faculty. Ties will be decided in the same manner as promotion and tenure decision ties: additional discussion, another vote, and Department Chair/Departmental P & T Chair decision, if needed. The changed Departmental PTRM document, with Approval Form, is first submitted no later than the first Friday in December to the COE PTRM Committee and the Dean for approval. Excepting faculty who are on leave from the Department (e.g. medical, sabbatical), the signature of each tenured or tenure-track faculty member of ILPD will signify that s/he has voted on the Department PTRM document. Such constitutes the Approval Form. Following approval by the College PTRM Committee and the Dean, the Department PTRM document shall be delivered by the Dean to the Chairperson of the University PTRM Committee by the second Friday in February. The Department PTRM Committee shall formally respond to changes and/or recommendations resulting from the review by the University PTRM Committee and submit a revised copy to the College PTRM Committee and the Dean of the College for approval prior to the due date specified by the University PTRM Committee. All policies at the Department/program level shall remain in effect until changed according to the procedures described herein. However, faculty members shall be evaluated for tenure pursuant to the Departmental PTRM standards and criteria in effect during the year they are first appointed to a tenure-track position. The Chairperson of each Department is responsible for assuring that the approved Departmental PTRM documents are posted on the Towson University website.

### **Calendar**

#### **The first Friday in May**

Department and college PTRM Committees are formed (elections for membership on the college Committee are already completed)

#### **The Third Friday in June**

All faculty members submit an evaluation portfolio/annual dossier to the department Chair.

A. Faculty submit a list of at least three (3) names of any additional faculty to be included on department tenure and/or promotion Committee (if necessary) to the department Chairperson and dean.

B. All faculty members with a negative comprehensive review must have final approval by Chair and dean of the written professional development plan.

#### **August 1 (USM mandated)**

Tenure-track faculty in the third or later academic year of service must be notified in writing of non-reappointment prior to the third or subsequent academic year of service if the faculty member's appointment ends after the third or subsequent academic year. To meet this deadline, a modified schedule may be required as provided in Section III.D.4.a.

**The First Friday in September**

Department Chair approval of the list of additional faculty to be considered for inclusion in the department tenure and/or promotion Committee

**The Second Friday in September**

University PTRM Committee shall meet and elect a Chair and notify the Senate Executive Committee's Member-at-large of the Committee members and Chairperson for the academic year.

**The Third Friday in September**

A. Faculty notify department Chair of intention to submit materials for promotion and/or tenure in the next academic year.

B. College PTRM Committee approval of faculty to be added to a department's PTRM Committee (if necessary).

C. Final date for faculty to add information to update their evaluation portfolio for work that was completed before June 1 unless the schedule for review is modified pursuant to Section III.D.4.a. 3-35.D. First year faculty members must finalize the Statement of Standards and Expectations for New Tenure-Track Faculty (SENTF) with the department Chairperson.

**The Fourth Friday in September**

Department Chairperson notifies department faculty, dean, and Provost of any department faculty member's intention to be reviewed for promotion and/or tenure in the next academic year.

**The Second Friday in October**

A. Department PTRM Committee's reports with recommendations and vote count on all faculty members are submitted to the department Chairperson.

B. College PTRM documents are due to the University PTRM Committee if changes have been made.

**The Fourth Friday in October**

A. Department Chairperson's written evaluation for faculty considered for reappointment in the first through fifth years, promotion, tenure, and comprehensive five-year review is added to the faculty member's evaluation portfolio and conveyed to the faculty member.

B. The department Chairperson will place his/her independent evaluation into the evaluation portfolio.

C. The department PTRM Committee's report with recommendations and vote count and the department Chairperson's evaluation are distributed to the faculty member.

**The Second Friday in November**

The faculty member's evaluation portfolio, inclusive of the department PTRM Committee's written recommendation with record of the vote count, and the written recommendation of the department Chairperson, are forwarded by the department PTRM Chairperson to the dean's office.

**November 30<sup>th</sup>**

A. All documentation to be used as part of the consideration process must be included in the evaluation portfolio.

B. The dean must notify the Provost in writing of reappointment/non-reappointment recommendation(s) for tenure-track faculty in their second or subsequent academic year of service. Negative recommendations shall be delivered in person by the dean or sent by certified mail to the faculty member's home.

**The First Friday in December**

Department PTRM documents are delivered to the college PTRM Committee if any changes have been made.

**The Second Friday in December**

First-year tenure-track faculty submit an evaluation portfolio for the Fall semester to the department Chairperson.

**December 15th (USM mandated date)**

Tenure-track faculty in the second academic year of service must be notified by the President in writing of non-reappointment for the next academic year.

**The First Friday in January**

A. The department PTRM Committee reports with recommendations and vote count on all first-year tenure-track faculty are submitted to the department Chairperson.

B. The college PTRM Committee reports with vote counts and recommendations for faculty reviewed for tenure and/or promotion are submitted to the dean.

**The Third Friday in January**

A. The dean's written evaluation regarding promotion and/or tenure with recommendation is added to the faculty member's evaluation portfolio.

B. The college PTRM Committee's report with vote counts and recommendations and the dean's recommendation are conveyed in writing to the faculty member.

C. The department PTRM Committee and Chairperson recommendations concerning reappointment for first-year tenure-track faculty are delivered to the faculty member and the dean.

D. All documentation for the third year review of tenure-track faculty is submitted by the faculty member to the department Chairperson.

E. Department Chair recommendations on reappointment of first-year faculty must be added to the faculty member's evaluation portfolio.

**The First Friday in February**

A. The college dean forwards the summative portfolio inclusive of the Committee's and the dean's recommendations of each faculty member with a recommendation concerning promotion and/or tenure or five-year comprehensive review to the Provost.

B. The dean forwards all recommendations regarding reappointment/non-reappointment to the Provost. If the dean disagrees with the department recommendation, the dean shall prepare his/her own recommendation and send a copy to the faculty member and add this recommendation to the summative portfolio.

**The Second Friday in February**

A. The dean will, following his/her review, forward department recommendations for faculty merit to the Provost. If the dean disagrees with the department recommendation, the dean shall add his/her recommendation to the faculty member's evaluation portfolio and deliver the negative decision in person or by certified mail to the faculty member's home.

B. Department documents concerning promotion, tenure/reappointment, and merit (with an approval form signed by all current faculty members) are submitted to the University PTRM Committee.

C. Negative reappointment recommendations for first-year faculty are forwarded from the Provost to the President.

**March 1**

First year faculty must be notified of non-reappointment by written notification from the University President.

**First Friday in March**

Faculty under third-year review must be provided with written and face-to-face feedback on their performance toward tenure.

**Third Friday in March**

Provost's letter of decision is conveyed to the faculty member, department and college PTRM Committee Chairpersons, department Chairperson, and dean of the college.

**Appendix A:**  
**Sample activities and products embedded within scholarship**  
**(Taken from the COE PTRM document—2011)**

<b>Form of Scholarship</b>	<b>Sample Activities</b>	<b>Sample Products</b>
<p><u>Scholarship of Application</u>: applying knowledge to consequential problems be they internal or external to the University</p>	<ul style="list-style-type: none"> <li>• School consulting</li> <li>• State/LEA consulting</li> <li>• Applied research in University settings</li> <li>• Applied research in school settings.</li> <li>• Training/Consulting collaboratively with the community, a cluster of schools, a school system, a University/college, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations to Committees or groups</li> <li>• Workshops for schools and community groups</li> <li>• Accreditation report</li> <li>• New program development</li> <li>• Grants, grant reports, and executive summaries.</li> <li>• Materials developed in support of MSDE Committee work (new courses, standards, etc.)</li> <li>• Publication of book, a chapter in a book, article in refereed journals (print or on-line), and/or material in non-refereed journals (print or on-line)</li> <li>• Evaluation of a University/college, school system program grant including scholarship of another individual’s work.</li> </ul>
<p><u>Scholarship of Discovery</u>: traditional research, including knowledge for its own sake</p>	<ul style="list-style-type: none"> <li>• Basic research</li> <li>• Evaluation research</li> <li>• Review, critique, or synthesis of existing research</li> </ul>	<ul style="list-style-type: none"> <li>• Publication of book, a chapter in a book, article in refereed journals (print or on-line), and/or material in non-refereed journals (print or on-line)</li> <li>• Grants and contracts awarded</li> <li>• Grants, grant reports, and executive summaries.</li> <li>• Presentations at conferences</li> </ul>
<p><u>Scholarship of Integration</u>: applying knowledge in ways that overcome the isolation and fragmentation of the traditional disciplines</p>	<ul style="list-style-type: none"> <li>• Multi-disciplinary/cross-department research/study</li> </ul>	<ul style="list-style-type: none"> <li>• Publication of book</li> <li>• Publication of a chapter in a book</li> <li>• Publication of articles in refereed journals (print or on-line)</li> <li>• Publication in non-refereed journals (print or on-line)</li> <li>• Grants, grant reports, and executive summaries</li> </ul>
<p><u>Scholarship of Teaching</u>: exploring the dynamic endeavor involving all the analogies, metaphors and images that build bridges between the teacher’s understanding and the student’s learning</p>	<ul style="list-style-type: none"> <li>• Teacher research of one’s own teaching and student learning</li> <li>• Writing an accreditation report</li> </ul>	<ul style="list-style-type: none"> <li>• Materials/Publications designed to reach an audience of practitioners, parents, students, or other members of the community</li> <li>• New program development</li> <li>• Publication of book, a chapter in a book, article in refereed journals (print or on-line), and/or material in non-refereed journals (print or on-line)</li> <li>• Overseeing the development of new cohort groups</li> <li>• Designing and/or providing materials for adjunct faculty on and off campus</li> <li>• Grants, grant reports, and executive summaries.</li> </ul>

Appendix B

PTRM Committee Agreement

Department of Instructional Leadership and Professional Development

Promotion/Tenure, Reappointment, and Merit Committee

I \_\_\_\_\_, by signing this

document acknowledged that I have reviewed the pertinent files relevant to each candidate requesting

Promotion/Tenure/Reappointment/Comprehensive Review/Merit during the \_\_\_\_\_ academic

year and I agree to keep all conversations confidential.

\_\_\_\_\_

Faculty Signature

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