DEPARTMENT of DANCE ~
STANDARDS & PROCEDURES FOR FACULTY EXPECTATIONS,
PROMOTION AND REAPPOINTMENT, TENURE AND MERIT

Expectations of the Dance Department faculty are in agreement with the University of Maryland System and the Towson University faculty expectations.

I. MEMBERSHIP OF THE COMMITTEE FOR PROMOTION,
   TENURE/REAPPOINTMENT AND MERIT

A. The Departmental Committee for Promotion, Tenure/Reappointment and Merit will be one committee consisting of only full-time tenure/tenure track faculty with a minimum of three years’ service at Towson University (Department Chair included), composed of all ranks, and supplemented (to ensure an odd number of members) when necessary by:

1. The Department of Dance PTRM Committee consists of all tenured faculty including the Department Chair who is an attending member without vote. The Department

2. Chairperson may write a separate letter to be included in the faculty members’ portfolio. There are no elections.

3. Tenure track faculty may join the PTRM Committee in their 2nd year only for professional development without vote.

4. Tenured dance faculty from outside Towson University approved by the Dean of COFAC.

5. Other tenured COFAC faculty with approval by the Dean of COFAC

6. Committee members from outside the Department shall be appointed annually as necessary and by approval of the faculty members whose dossier is to be evaluated by said appointee.

7. The faculty who are to be evaluated for merit, reappointment, promotion and/or tenure are excluded from participating on the committee deliberating said merit reappointment, promotion and tenure. When
needed an additional tenured COFAC faculty member will be selected in order to evaluate said faculty; but, will not be required to evaluate other faculty.

B. All committee procedures follow the most current Faculty Handbook requirements and guidelines for evaluation of faculty dossiers.  
   (see ADDENDUM C)

C. The Departmental Committee for Promotion, Tenure/Reappointment and Merit will elect a Chair of the Committee who will report the results of the committee deliberations to the candidate and the next level of deliberation or appeal.

II. POLICIES AND PROCEDURES OF THE COMMITTEE

A. The Department Committee for Promotion, Tenure/Reappointment and Merit consists of a minimum of three members with two-thirds members or a minimum of three members, whichever is greater, required to achieve a quorum. A quorum is defined by a simple majority plus one.

B. The Department Committee for Promotion, Tenure/Reappointment and Merit will meet to summarize the faculty evaluations and prepare the written evaluation for each faculty member describing the correlation between expectations (ARI) and accomplishments (ARI). The final evaluation will be approved and signed by each Committee Member.

C. Full time tenured or tenured track faculty are eligible to vote in the Dance Department PTRM process if they participate in the deliberations and review process when on sabbatical or other leave.

D. The outcome of the Committee's deliberations is determined by simple majority vote and by use of secret ballot. D. All matters of business of the Committee are held in confidence and results are reported in a confidential letter to the candidate.

E. All new faculty shall receive the STANDARDS & PROCEDURES FOR FACULTY EXPECTATIONS, PROMOTION AND REAPPOINTMENT, and TENURE AND MERIT which must include the following items:
i.  Board of Regents and Towson University’s criteria for promotion

ii. Standards and Expectations of the University, College, and Department

iii. Expectations unique to the position

iv. Faculty Performance Evaluation Guidelines

1. The Department Chairperson will work with 1st year faculty to create the Professional Arc Statement (PAS), and will meet with the tenure track faculty by April of each year to assist in the preparation of the ARII in relation to the PAS for the subsequent year. (See Addendum B)

2. The Professional Arc Statement (PAS) that will identify the conceptual framework with which new faculty will consult when selecting for professional activities in the areas of Teaching, Scholarship and Service.
   a. The PAS will be used by the Promotion, Tenure/Reappointment and Merit Committee as a tool for review.

3. Tenure track faculty will adhere to and individualize the following Professional Review Schedule (PRS) in consultation with the Department Chairperson and with approval by the Department Promotion, Tenure/Reappointment and Merit Committee

   1st Year: Annual Review. Development of Professional Arc Statement for Approval by the Department PTRM Committee.

   2nd Year: Annual Review.

   3rd Year: Interim Review in January of the 3rd Year of Service

   4th Year: Annual Review

   5th Year: Application and Review for Promotion & Tenure
4. The responsibility for presenting the annual review materials, the five-year comprehensive review, and/or the case for reappointment, promotion, tenure or merit rests with the faculty member. Each faculty member, with the help of the department chairperson or designee(s), is expected to prepare a dossier that addresses the professorial role expectations of the faculty in the university and the candidate's college and department.

a. **Annual review of all faculty**: Annual review materials must include the following documents:
   1. Written narrative (1-2 pages) that identifies the synergistic relationship between the faculty’s current performance in the areas of teaching, scholarship and service that is appropriate to the faculty’s unique and individualized interests and profile (PAS).
   2. AR I and II (Annual Report) or Chairperson’s Annual Report (CAR) Form
   3. Curriculum vitae
   4. Syllabi of current courses
   5. Evaluation, as appropriate, of teaching and advising
   6. If the faculty member or the chairperson or program director participating in the evaluation process wishes to add a statement to his/her file rebutting or clarifying information or statements in the file, this information must be included in the evaluation portfolio in a special section entitled —Information Added. All documentation used as part of the consideration process must be included in the evaluation portfolio no later than November 30.

b. **Annual review of non-tenured faculty**: Tenure track faculty shall add the following items to documents listed in above:
   1. Peer evaluations
   2. Departmental recommendation letter, including a written report on the candidate’s progress toward tenure.

c. **Full Review for Candidates for tenure and/or promotion**: A critical part of the shall be a narrative statement in which the candidate describes how he or she has completed the Professional Arc Statement projection as a synergy of the teaching, scholarship and service expectations of all faculty. All materials listed above from
the candidate’s date of hire or last promotion must also be included.

d. Comprehensive Five-Year of Tenured Faculty: Once every five years, the annual review shall be replaced by a comprehensive five-year review and follows the procedures outlined in Comprehensive Review Policies and Procedures, Towson University.

1. Tenured Faculty shall notify the Department PTRM Committee of her/his eligibility for a Five Year Review in the fourth year of performance.

e. Third-year reviews: Department of Dance adopts the ART document statements on third-year reviews p. 2 #4, section 3, pp. 22-23.

f. Merit Review: Merit review shall be concurrent with annual review. The review shall follow the policies, standards, and procedures outlined in this department’s merit policies as approved by the University Promotion, Tenure/Reappointment, and Merit Committee. The merit appeal process shall follow the same protocol as the promotion and tenure process.

F. A faculty member may submit a written appeal of the Department Committee decision to the Dean of the College, by certified mail or in person, within twenty-one days of having been notified of the decision. The appeal should be accompanied by supportive materials.

G. Appeal Procedures--Faculty members may appeal to the college PTRM committee negative judgments made at the department level on questions of tenure, promotion, comprehensive review, reappointment, and merit, if the appeal is on substantive grounds. Substantive appeals refer to perceived errors in judgment by the department committee or chair in evaluating the faculty member’s performance.

H. All appeals shall be made in writing. The faculty member shall have 21 calendar days from the date that a negative judgment is delivered in person or the date of the postmark of a certified letter to file an appeal. The appeal must clearly state in
writing the grounds for the appeal and must be accompanied by supporting
documents. The faculty member may supplement the evaluation portfolio under
consideration with any statement, evidence, or other documents believed to
present a more valid perspective on performance.

I. Appeals of department recommendations shall be copied to the department chair
and the department PTRM chair. Appeals of college decisions to the Provost shall
be copied to the college dean and the college PTRM committee.

J. Within fifteen business days of receipt of a formal appeal with attached materials,
the college PTRM committee shall review the case and provide a written response
to the substantive appeal. The college committee’s response should be delivered to
the appellant in person or via certified mail. Copies of the committee’s response
will be provided to all parties copied on the original appeal letter, as above.

K. Faculty members may also submit procedural appeals to the university PTRM
committee, or appeals alleging unlawful discrimination, as provided for in the
university ART policy, Appendix 3, and Towson University policy 06-01.00.

III. **PROCESS AND PROCEDURES FOR THE CANDIDATES FOR TENURE AND/OR
PROMOTION**

A. All Departmental procedures for candidates for tenure/and/or promotion follow
the university's procedures listed in the Faculty Handbook. For criteria see Faculty
Handbook.

B. Department Standards & Procedures for Faculty Expectations, Promotion and
Reappointment, Tenure and Merit will be reviewed annually in a department
meeting in the Spring semester prior to their implementation the following Fall
semester. This revision will be submitted to the University Promotion and Tenure
Committee by the 2nd Friday in February of the Spring semester in accordance
with the Towson University Promotion, Tenure/Reappointment and Merit
Calendar. Faculty members will have the opportunity to review the revised
Standards & Procedures for Faculty Expectations, Promotion, Reappointment and
Merit prior to the annual PTRM review cycle.
C. The Department Committee recommendation is signed by the evaluated faculty member indicating that the faculty member has read the committee's report (signature does not indicate agreement on the departmental recommendations).

D. All full-time faculty, including visiting, interim faculty, full time lecturer shall be evaluated annually in accordance with established Department PTRM protocols and procedures.

E. The faculty member will receive a copy of the Committee's written evaluation.

F. The Department follows the AAUP Guidelines for Promotion and Tenure as outlined in the Towson University Faculty Handbook. Recommendations for tenure by the department are based upon completion of a terminal degree; scholarly growth; teaching excellence; service to the department, university and community.

G. The tenure track faculty candidate shall apply for consideration in June of their 5th year in rank prior to their tenure/and or promotion candidacy. Tenured faculty shall apply for promotion in June of the year prior to their intended candidacy.

H. The faculty member may submit a written appeal of the Department Committee’s recommendation to the Dean, by certified mail or in person, within twenty-one days of having been notified of the decision. The appeal should be accompanied by supportive materials.

I. The Department Committee shall make a recommendation concerning promotion and/or tenure of a faculty candidate to the Dean and the College Promotion and Tenure Committee.

   i. Eligible members of the Department Committee are determined by the standards identified by the Department and approved by the University Promotion, Tenure/Reappointment, and Merit Committee.

   ii. The Department Committee, via its chairperson, shall prepare a concisely written statement supportive of the recommended decision that acknowledges both the strengths and weaknesses of the faculty candidate, consistent with the department documentation.

   iii. The Department Chairperson may submit a substantive statement that either agrees or disagrees with the committee's recommendation to be
included with committee deliberations to the candidate and the next level of deliberation or appeal.

iv. Voting of the Departmental PTRM committee shall be by secret ballot. In the case of a tie vote: 1) Tenure - discussion shall continue until a majority vote is reached, 2) Merit, Promotion, and 5 Year Comprehensive reviews - a tie vote is considered affirmative.

v. The recommended decision shall be conveyed to the faculty candidate, inclusive of any Department Chair’s statement and a record of the vote count, and shall be forwarded with the candidate’s dossier. Negative decisions should be delivered in person by the Department PTRM Committee Chairperson (or designee) or sent by certified mail to the candidate’s home.

vi. The faculty candidate’s lengthier, supportive file shall be retained by the Department and shall be made available to the Dean upon request for purposes of either and appeal and/or clarification of issues that arise as the review process proceeds.

vii. The faculty member may submit a written appeal of the Department Committee’s recommendation to the Dean, by certified mail or in person, within twenty-one days of having been notified of the decision. The appeal should be accompanied by supportive materials.

IV. STANDARDS AND EXPECTATIONS FOR ALL FACULTY

Yearly evaluations, in part, relate the performance of each faculty member to the following criteria. Each year these criteria will be reviewed and either renewed or revised.

A. All eligible full-time faculty, other than tenured and tenure-track, shall be evaluated on teaching, scholarship and service as appropriate to their contract.

   a. A faculty member will fulfill the conditions both explicit and implicit set forth in the Annual Workload Agreement achieved in consultation with the Department Chairperson and approved by the Department PTRM Committee.
B. A faculty member is primarily concerned with excellence in teaching.

C. A faculty member meets classes as scheduled and is available for advising and consultation through office hours.

D. A faculty member shares the responsibility of university governance and participates each year in the faculty evaluation process.

E. A faculty member supports the mission, strategic plan, and programs of the department, college and university.

F. A faculty member is committed to a discipline or interdisciplinary specialty and is committed to continuing professional development and scholarly growth.

In addition to the criteria listed in the Faculty Handbook under Teaching and Advising, Scholarship and Service, the items considered standard and expected of all faculty in promotion, tenure/reappointment and merit recommendations by the department are as follows:

A. Teaching Effectiveness: The following are some of the bases for evaluation of effective to excellent teaching performance.

   a. Teaching Techniques: Demonstrates ability to communicate effectively and to promote the mastery of skills, concepts, and materials.

   b. Course objectives and goals: Relate to grading criteria.

   c. Textbooks and other teaching materials: Are both appropriate and current.

   d. Evaluation and grading procedures: Each faculty member will provide clear expectations and criteria for evaluation to students. Attendance: Each faculty member will meet all of his/her classes regularly. Emergencies or illness must be reported to the Dance Office as soon as possible (see Faculty Handbook for sick leave allowable). All other absences should be cleared with the Department Chair as soon as possible and the faculty absence form completed 2 weeks before the absence is anticipated. The instructor is responsible for seeing that his/her classes and students have a substitute teacher, a make up lesson, or another suitable solution (with the concurrence of the Department
e. Professional relationship with students: Faculty are expected to advise, assist, mentor, and encourage students in the completion of their degree, interests and career options.

B. Scholarly Growth:

a. Academic stature and educational improvement: The faculty member shall engage in activities, which further his/her academic growth.

b. Performances, scholarly writing, speaking engagements, compositions, etc.: The faculty member is expected to participate in performance and creative activities such as appearing in concerts, original compositions, writing scholarly papers, participating and serving as officers in professional societies, and other such activities in the field of Dance.

C. Service:

Contributions to the department, the community, and the profession in terms of administration, governance and leadership activities, i.e., committees, advising, boards, companies, service organizations, etc.:

a. Each faculty member is expected to contribute to the department through active service on departmental, college and/or university committees, and by attending and participating in department and COFAC meetings.

b. Each faculty member is expected to demonstrate an interest in the Dance Department and its growth by attending concerts - both student and faculty, symposia, open house events, etc.; by acting as advisor to students, and other such duties.

c. Each faculty member is expected to share his/her expertise in dance professionally and with the community-at-large.

D. Faculty members are expected to operate in an atmosphere of shared governance and mutual support of individual differences. Each faculty member relates to all other members of the department in a positive working relationship.
E. Student Evaluation Procedures:

a. Course and Instructor Evaluation Form must be given out in each class by the instructor teaching the course (examples of these are attached to the end of this document) adhering to all course evaluation procedures for students as per Faculty Handbook.

b. The student evaluations must be monitored and collected by students and turned into the department secretary upon their completion.

c. The faculty member must be absent from the classroom at the time of their administration.

d. The faculty member will not be allowed to review the student evaluations until the final grades have been turned into the Registrar's Office.

e. Faculty members are not to engage in activities that bias student feedback.

f. Tenured faculty shall be evaluated by students at least once each academic year; probationary faculty shall be evaluated every semester.

F. Peer Evaluation:

a. The Department of Dance encourages faculty to utilize a variety of evaluative formats in order to provide the most comprehensive view of faculty performance in the area of teaching.

b. Classroom visits are encouraged for the purposes of professional growth and required when a faculty member is being considered for promotion and tenure/reappointment. Peer reviews of teaching are also required for the comprehensive five-year review.

G. Peer Review Procedures for Tenure/Promotion:

a. It is the policy of the department that all members of the Department PTRM Committee visit each faculty member eligible for reappointment, promotion and/or tenure. This procedure is to take place once each year.
b. In addition to the guidelines in the Towson University Faculty Handbook, Evaluation by Peers, the following guidelines should be followed for faculty visitations:

   i. Each observation will be a full class session. Courtesy suggests that the observer attempt to be in the room prior to the beginning of the class to be observed. The faculty member being observed shall be advised of the observation at least 24 hours prior to the class period.

   ii. The observer should make arrangements to meet with the faculty member observed to discuss the class within two weeks of the observation.

   iii. The observer is encouraged to review the course outline, syllabus, and all other pertinent information of the faculty member being evaluated in advance of the scheduled visit.

   iv. Visitations for the purpose of evaluation should not occur during exams, staging/performances or during the last two weeks of classes.

   v. Tenured faculty will be observed by two members of the Department PTRM Committee at least once every five years. Faculty may request more visitations.

H. External evaluations may be conducted as part of a faculty member’s tenure or promotion evaluation in the College of Fine Arts and Communication so long as the process for inviting and handling those external evaluations complies with University policy on external evaluations. If a faculty member elects the external evaluation, they will use the university template and guidelines for the review process. External Reviews will be an option in tenure and promotion evaluations for faculty candidates of the dance department. A vetted and flexible list of external reviewers will be compiled by the dance faculty, a maximum of ten reviewers. These reviewers will represent a range of esthetics and disciplines within dance and/or other fields. From this list, the candidate may select up to three reviewers to examine the dossier and write a review. The written reviews will be placed in a section of the dossier titled “External Review”.

I. Department Merit: Merit decisions are part of Departmental Committee deliberations and procedures for determining merit. Faculty are recommended for Departmental Merit in accordance with the University’s categories:

   A. University Categories:
- Not Meritorious (COLA Only): Faculty whose performance fails to adequately meet explicit standards.
- Satisfactory (Base Merit): Faculty whose work is deemed competent and thus contributes to fulfilling the mission of the University, college and department.
- Excellent (Base Merit plus one Performance Merit): Faculty who are not only deemed satisfactory but who excel in at least one of the dimensions of teaching, scholarship and service.

B. Merit Procedures:

a. Department merit committees will submit a brief (one or two paragraph) narrative on each faculty member. The narrative must articulate the rationale for the merit decision and demonstrate that teaching was evaluated and determined to be effective to excellent depending on the recommendation. These are forwarded to the Dean.

b. The PTRM Committee Chairperson will provide a brief written cover statement which: 1) validates that teaching effectiveness included in the evaluation, and 2) supporting, or not supporting, the committee’s recommendations.

c. The Dean will review the recommendations and may or may not support them. Faculty will be notified if either the Chairperson or Dean do not support the decision.

d. COFAC Promotion and Tenure Committee will review: 1.) merit recommendations not supported by the Chairpersons or Dean; and 2.) appeals.

C. Criteria for Merit:

i. Not Meritorious (COLA only). Faculty fails to meet the conditions both implicit and explicit of their approved Workload Agreement.

ii. Satisfactory (Base Merit). Faculty meets the conditions both implicit and explicit of their approved Workload Agreement.
iii. Excellent (Base Merit plus one Performance Merit). Faculty who not only meet the conditions both implicit and explicit of their approved Workload Agreement, but who excel in at least one of the dimensions of teaching, scholarship and service.

J. Faculty Performance and Evaluation Guidelines for the areas of Teaching, Scholarship, and Service.

Teaching, Scholarship, and Service that are of regional, national, or international significance and juried work are accorded differing stature when determining categories of merit and reviewed within the context of the PAS and overall performance profile. (Examples: Teaching Awards, Teaching/Presenting at Regional, National, International Dance Symposiums, Festivals, or Workshops, Reviewed Choreography, Performances, Peer Reviewed Articles, Service in or on Boards of Regional, National, International Dance and Dance Education Organizations)

Faculty members will choose appropriate percentages of teaching, scholarship, and service dependent upon activities annually assigned. When activities are categorized in more than one area the faculty member must provide a rationale for this duality.

The following is to be considered only in conjunction with a well articulated conceptual framework that contextualizes the choices and identifies a synergistic relationship between the faculty’s performance in the areas of teaching, scholarship and service that is appropriate to the faculty’s unique and individualized interests and profile.

Faculty may identify percentiles appropriate to their articulated conceptual framework and with approval by the Department Chairperson and Department Promotion, Tenure/Reappointment and Merit Committee.

1. Preface: The guidelines presented herein are in response to the Provost’s directive to review departmental guidelines for faculty performance evaluations in accordance with Towson University’s mission as a research-intensive metropolitan university.

These guidelines recognize individual strengths and interests as they may change over the arc of a career by providing for flexibility while maintaining equity and consistency as percentiles shift towards and away from the ¾ workload norm. The guidelines provide clear direction to faculty without being
prescriptive; but instead are based on institutional standards. The guidelines clearly describe the character and scope of individual faculty's scholarship and service performance with regard to the workload agreement.

Some unique features of the guidelines include the use of a numerical equation based on values assigned to each of the array of course types that comprise the BFA in Dance Performance program curriculum. This approach allows for equity when establishing teaching loads regardless of the workload agreement. It further clarifies activities idiosyncratic to the Dance Department that do not fit neatly into the categories of teaching, scholarship and service but are essential academic, instructional and production aspects of the degree program. These include but are not limited to the direction of the Towson University Dance Company, supervision of student productions, creative production within the department, direction of the Teacher Certification track, and FYE advising.

Individual faculty roles and expectations will/may be refined as needed for each individual faculty member based on her/his five-year performance projection, the workload agreement(s) and their relationship to the department mission and goals. The Department of Dance values equally the unique attributes each faculty member brings to the department and recognizes that a healthy and vibrant academic program relies on faculty diversity and that this diversity is reflected in a variety of workload agreements. (See Addendum B)

V. DUE DATES

The Department of Dance will abide by the Towson University Promotion, Tenure/Reappointment and Merit Calendar set forth in the Faculty Handbook. (See Addendum A) The Dance faculty will review the Dance PTRM document every three years or as needed.
ADDENDUM A

TOWSON UNIVERSITY PROMOTION, TENURE/REAPPOINTMENT AND MERIT CALENDAR

A. 1st Friday in March: Revision of Department's Standards and Expectations Documents for submission to the College and University Committees.

B. 1st Friday in May: Formation of Department Promotion, Tenure/Reappointment and Merit Committees.

C. 3rd Friday in May: ARII completed and approved by the Chairperson of the Department and Dean of the College. Additionally, all considerations for promotion during the following academic year for continuing faculty are due. Considerations for promotion and tenure of tenure-track faculty are due one year prior to their respective candidacy.

D. 3rd Friday in June: All of the following documents (including dossiers for promotion/and or tenure) are due and must be submitted to the Department Chairperson or designee(s):
   a. Faculty Annual Report (AR)
   b. Current Professional Vita
   c. Syllabus for each course currently taught
   d. Evaluation of teaching and advising
   e. Other supportive documentation

E. 3rd Friday in October: Rank/Tenure/Merit Committee recommendations are given to all non-first year faculty. Faculty members have a twenty-one business-day appeal period. Appeals should be directed to the College Promotion and Tenure Committee.

F. 2nd Friday in November: Rank/Tenure/Merit Committee decisions given to all first-year faculty. Faculty members have a fifteen-business-day appeal period.

G. 2nd 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.

H. If the faculty member or the chairperson or program director participating in the evaluation process wishes to add a statement to his/her file rebutting or clarifying information or statements in the file, this information must be included in the evaluation portfolio in a special section entitled —Information Added. All documentation used as part of the consideration process must be included in the evaluation portfolio no later than November 30.

I. Wednesday before Thanksgiving: All faculty recommendations delivered to the College Promotion and Tenure Committee.

For further listings of University deadlines, see Faculty Handbook.
## ADDENDUM B

### DEPARTMENT OF DANCE FACULTY PERFORMANCE EVALUATION GUIDELINES

<table>
<thead>
<tr>
<th>Workload Agreement Type: 4/4</th>
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<tr>
<td>Faculty profiles illustrative of this workload will include but not be limited to the indicators listed in the categories of teaching, scholarship and service. (Teacher/Scholar)</td>
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<tr>
<td>70% Teaching: Fulfills teaching responsibilities; participates in non-classroom teaching duties equitably; mentors students independently; is consistently available to students formally and informally</td>
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<tr>
<td>• Teach eight classes per year</td>
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<td>• Work with beginning, intermediate, and advanced students</td>
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<td>• Develop and maintain the major’s foundation program and courses</td>
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<td>• Have a 4.5 or greater teaching evaluation average over the last three years</td>
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<td>• Advise twenty or more majors</td>
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<td>• Attend and/or conduct academic training sessions Nationally</td>
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<tr>
<td>• Serve as a mentor to new faculty members</td>
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<td>• Co-ordinate syllabi for all courses in their immediate area of study</td>
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<tr>
<td>Scholarship: Scholarship is derived from the practice of teaching; construction, development of new methodologies, insights, etc. related to teaching and learning; action research based; scholarship is an outgrowth or extension of immersion in teaching</td>
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<td>• Mentors students in the development of the student’s creative work</td>
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<td>• Develops creative works within the Mid-Atlantic Region</td>
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<td>• Stays abreast of trends by attending conferences, workshops, and master classes</td>
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<tr>
<td>• Presents performance/paper/panel at conferences</td>
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<tr>
<td>• Creates/perform works within the Mid-Atlantic Region</td>
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<td>Service: Service includes department, college, and institution in essential and substantive ways; initiates new developments as needed</td>
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<tr>
<td>• Serve on department committees of the whole</td>
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<tr>
<td>• Develop student centered programming</td>
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<tr>
<td>• Serve upper echelon University/College committees</td>
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<tr>
<td>• Develop community and area related exchange/outreach programs</td>
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<tr>
<td>• Serve as a mentor for students in their particular area of specialty</td>
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**Workload Agreement Type: 3/4**

Faculty profiles illustrative of this workload will include but not be limited to the indicators listed in the categories of teaching, scholarship and service. *(Teacher/Scholar)*

<table>
<thead>
<tr>
<th>65%</th>
<th>Teaching: Fulfills teaching responsibilities; participates in non-classroom teaching duties equitably with other faculty; occasionally mentors students independently &amp; provides some availability to students</th>
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<tr>
<td></td>
<td>• Teach seven classes per year</td>
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<td>• Work with beginning, intermediate, and advanced students</td>
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<td></td>
<td>• Integrate the major’s foundation program and course work</td>
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<td></td>
<td>• Advise twenty or more majors</td>
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<td>• Attend and/or conduct academic training sessions Nationally</td>
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<th>Scholarship: Traditional, non-traditional and/or creative work is produced at regular intervals over time.</th>
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<tr>
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<td>• Develops creative works Nationally</td>
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<td>• Stays abreast or trends by attending conferences, workshops, and master classes</td>
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<th>Service: Service includes department, college and institution in essential and substantive ways as needed; initiates some new developments</th>
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<td></td>
<td>• Serve on department committees of the whole</td>
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<td></td>
<td>• Serve on upper echelon University committees</td>
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<td>• Develop community and area related exchange/outreach programs</td>
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<td>• Serve as a mentor for students in their particular area of specialty</td>
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Workload Agreement Type: 3/3  
Faculty profiles illustrative of this workload will include but not be limited to the indicators listed in the categories of teaching, scholarship and service. (Scholar/Teacher)

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<th>60%</th>
<th>Teaching: Fulfills teaching responsibilities; participates in non-classroom teaching duties equitably with other faculty; limited availability and mentoring of students independently.</th>
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<td>• Teach six classes per year</td>
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<td>• Work with beginning, intermediate, and advanced students</td>
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<td>• Integrate the major’s foundation program and course work</td>
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<td>• Advise twenty or more majors</td>
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<th>Scholarship: Emphasis is on a prolific and consistent production of traditional or creative work.</th>
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<td>• Develops creative works Internationally</td>
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<td></td>
<td>• Stays abreast or trends by attending conferences, workshops, and master classes</td>
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<tr>
<td></td>
<td>• Presents performance/paper/panel at conferences</td>
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<tr>
<td></td>
<td>• Creates/perform works Internationally</td>
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<th>Service: Service is regulated to provide essential support to the operation and progress of department, college and institution, respectively; limited initiation of new developments.</th>
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<td>• Serve on department committees of the whole</td>
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<td>• Serve on university/college committees</td>
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<tr>
<td></td>
<td>• Serve as a mentor for students in their particular area of specialty</td>
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ADDENDUM C

TOWSON UNIVERSITY AND DEPARTMENT OF DANCE STANDARDS AND EXPECTATIONS FOR TEACHING, SCHOLARSHIP AND SERVICE

I. FOR TEACHING: Representing knowledge in one’s field by:

   a. Teaching courses, practica, internships, lessons, etc.

   The standard and expectations for reappointment: The standards for tenure with strong evidence of potential for meeting standards at time of the tenure decision.

   i. The standards for Promotion to Assistant Professor:
      1. An articulate statement of one’s teaching philosophy
      2. Carefully planned and well-organized course syllabi
      3. Expertise and currency in the content of one’s teaching

   ii. The standards for tenure and Promotion to Associate Professor:
      1. Responsiveness to cultural and individual differences
      2. Appropriate and effective testing, evaluation, and grading of students’ performance
      3. Incorporation of appropriate instructional, technology in one’s teaching
      4. Content of courses and teaching processes are supportive of department and/or program mission
      5. Effective instruction as measured by peer evaluation
      6. Effective instruction as measured by student evaluation
      7. Availability to students
      8. Reflection and growth in teaching methodology
      9. Recognition in the department and College of the quality of one’s teaching.
      10. If applicable, has met contractual obligations for approved off-campus activities such as sabbatical leave, international teaching exchanges, grant-supported research, etc.

   iii. The standards and expectations for Promotion to Professor: The above standards for tenure plus these additional standards:
      1. Excellence in teaching
      2. Demonstrated leadership in mentoring colleagues, particularly junior faculty, in their own teaching

Potential evidence for a faculty member to present when demonstrating compliance with the above standards:
b. Advising Students

The standards and expectations for reappointment: The standards for tenure with strong evidence of potential for meeting standards at time of the tenure decision.

The standards for promotion to Assistant Professor: The standards for tenure and/or award of terminal degree.

The above standards and expectations for tenure and Promotion to Associate Professor:
1. Accessible to assist students with academic questions
2. Knowledgeable about programs, policies, and procedures
3. Accurate in the advice given to students

The standards and expectations for Promotion to Professor: The above standards for tenure plus this additional standard:

1. Mentoring colleagues, in effective advising.

Potential evidence for a faculty member to present when demonstration compliance with the above standards:
• Correspondence from students, alumni, colleagues, program coordinators and administrators
• Advisement records, schedules, and files
• Evaluations by current students and graduates

c. Mentoring student, scholarship (e.g., research, comprehensives, independent study projects, theses, artistic productions or products, shows, etc.)

The standards and expectations for reappointment: The standards for tenure with strong evidence of potential for meeting standards at time of the tenure decision.

The standards and expectations for tenure and promotion:

1. Recognized expertise in the content and/or technical skills required for student scholarship
2. Effective guidance and advisement that enables students to complete their research, creative activity and/or scholarship successfully
3. Ability to evaluate the outcomes or products of student scholarship

Potential evidence for a faculty member to present when demonstration compliance with the above standards:

• Selected projects, reports, productions, appearances, or theses completed by students
• Evaluations by students or graduates
• Subsequent publications or professional presentations by students
• Correspondence from faculty peers, department chairs, and other committee members

d. Developing course and program curricula

The standards and expectations for reappointment: The standards for tenure with strong evidence of potential for meeting standards at time of the tenure decision.

The standards and expectations for tenure and promotion:

1. Knowledgeable of emerging needs in one’s field
2. Knowledgeable of changes in licensure, certification, and accreditation standards in one’s field
3. Refinement, updating, and improvement of courses that one teaches
4. Effective and successful participation in course and program development that is based on established scholarship, best practice, and/or one's sustained experience with practitioners in one's field
5. Efforts to obtain funding to support course and program development
6. Demonstrated leadership in course and program development
7. Demonstrated leadership in accreditation and program approval efforts and activities

Potential evidence for a faculty member to present when demonstration compliance with the above standards:

- Examination and refinement of one's teaching practices
- Changes and improvements in one's course syllabi
- Teaching methods, materials, and strategies published or presented
- Course and program proposals
- Faculty or student testimonials
- Participation on accreditation or program approval teams
- Correspondence from colleagues who have participated on committees that have developed curriculum or conducted accreditation or program approval reviews

II. FOR SCHOLARSHIP: Expanding the knowledge base in one's field by items under either A. or B. below or a combination of both A. and B.

a. Conducting research and generating new knowledge or creative products

The standards and expectations for reappointment: The standards for tenure with strong evidence of potential for meeting standards at time of the tenure decision

The standards for promotion to Assistant Professor: The standards for tenure and/or award of terminal degree.

1. The standards and expectations or tenure and promotion to Associate Professor:
2. Clearly defined scholarship/creative agenda and focus
3. Knowledgeable about alternative approaches to conducting research, including research design, data collection, data analysis, and reporting and interpreting results
4. Expertise in methodologies appropriate to one’s scholarship and/or creative agenda
5. Efforts to obtain funding to support one’s scholarship or creative goals
6. Evidence that one’s research agenda or artistic achievement has matured over time
7. Recognition by others of the quality on one’s scholarship or artistic expression

The standards and expectations for promotion to Professor: The above standards for tenure plus these additional standards:

1. A sustained record of conducting and reporting empirical research in one’s field or a sustained effort in a particular medium or style
2. Demonstrated leadership in mentoring colleagues, particularly junior faculty, in their efforts to generate new knowledge in their field or unique artistic expression
3. Distinction in the quality of one’s scholarship or creative activity

Potential evidence for a faculty member to present when demonstrating compliance with the above standards:

- A description of one’s scholarship and/or creative agenda
- Selected products of one’s work, e.g., juried presentations at professional conferences or performances, publications in peer-reviewed journals, books, chapters, monographs, technical reports, invited presentations, shows, instructional/curricular materials, modules, tests, equipment, inventions and conference proceedings
- Citations by others of one’s scholarship or artistic achievement
- External evaluations and reviews of one’s work
- A summary of requests for reprints of one’s publications or repetitions of performances or artistic displays
• Invitations to review the research and scholarship of others or the artistic merit of fellow performers, artists, or creative talents
• Membership on editorial boards of scholarly publications
• Receipt of competitive grants or contracts for research from external and internal funding sources (including an assessment of the competition) Manuscripts, research proposals, programs, artifacts, and other products of scholarship submitted for publication, funding, or dissemination
• Reports of scholarship or creative projects in progress
• Awards and other recognition for the quality on one’s scholarship or creative endeavor

b. Synthesizing and integrating knowledge

The standards for reappointment: The standards for tenure with strong evidence of potential for meeting standards at time of the tenure decision.

The standards for promotion to Assistant Professor: The standards for tenure and/or award of terminal degree.

The standards for tenure and promotion to Associate Professor:

1. Currency in the knowledge base that undergirds one’s field of inquiry
2. Application of that knowledge base to one’s teaching, service, and other professional activities
3. Continued interaction with others internally and externally who share one’s knowledge base

The standards for promotion to Professor: The above standards for tenure plus these additional standards

1. Demonstrated leadership in mentoring colleagues, particularly junior faculty, in their efforts to integrate knowledge in their field
2. Reviews of the knowledge base in one’s field, identification of critical themes, and recommendations for extending that knowledge base
3. Generation of new theories and models based on the knowledge base in one’s field
Potential evidence for a faculty member to present when demonstrating compliance with the above standards:

- Products of one’s synthesis and integration of knowledge, e.g., juried presentations at professional conferences or performances, publications in peer-reviewed journals, books, chapters, monographs, technical reports, invited presentations, shows, instructional/curricular materials, modules, tests, equipment, inventions, and conference proceedings
- Citations by others of one’s synthesis and integration of knowledge
- External evaluations and reviews of one’s work
- A summary of requests for reprints of one’s publications or repeated performances
- Invitations to review the research and scholarship of others
- Membership on editorial boards of scholarly publications
- Receipt of competitive grants or contracts for research from external and internal funding sources (including an assessment of the competition)
- Manuscripts, research proposals, artistic displays or productions, and other products of scholarship submitted for publication, funding, or dissemination
- Reports of scholarship in progress
- Awards and other recognition for the quality on one’s scholarship or creative endeavor

III. SERVICE:

Note: Although diverse profiles of service contributions are anticipated among candidates, it is expected that, over time, all candidates will demonstrate service in the three domains identified below: to one’s profession, to practitioners, and to the institution.

a. In service to the institution
The standards for reappointment: The standards for tenure with strong evidence of potential for meeting standards at time of the tenure decision.

The standards for tenure and promotion to Associate Professor:

1. Involvement in the institution’s faculty governance structure at program, department, College, University or System levels
2. Contributions to the institution that are focused and draw upon one’s professional expertise, including international faculty exchange
3. Advocacy in addressing important institutional issues
4. Recognition of the quality and impact of one’s service

The standards for tenure and promotion to Professor: The standards for tenure plus these additional standards:

5. Leadership in addressing important institutional issues
6. Distinction in the quality of one’s service to the institution at program, department, College, University or System levels

Potential evidence for a faculty member to present when demonstrating compliance with the above standards:

- Membership on faculty committees
- Leadership positions in the University governance structure
- Correspondence from colleagues and others
- Involvement in student activities, organizations and programs

b. In service to practitioners and community

The standards for reappointment: The standards for tenure with strong evidence of potential for meeting standards at time of the tenure decision.

The standards for tenure and promotion to Associate Professor:

1. Sustained involvement in the work of practitioners in one’s field
2. Contributions to practitioners and community that draw upon one’s professional expertise
3. Advocacy in addressing need of practitioners in one’s field
4. Recognition by others of the quality and impact of one’s service to practitioners and community
The standards for tenure and promotion to Professor: The standards for tenure plus these additional standards:

5. Leadership in addressing issues in one's field
6. Distinction in the quality of one's service or performance

Potential evidence for a faculty member to present when demonstrating compliance with the above standards:

- A description of one’s agenda for service and of how that service builds on one’s professional expertise
- Examples of involvement with practitioners that is sustained and focused and that draws upon one’s professional expertise
- Correspondence
- Provision of in-service education or technical assistance
- Professional consultation

c. In service to one's profession

The standards for reappointment: The standards for tenure with strong evidence of potential for meeting standards at time of the tenure decision.

The standards for promotion to Assistant Professor: The standards for tenure and/or award of terminal degree.

The standards for tenure and promotion to Associate Professor:

1. Sustained involvement in professional organizations and associations in one’s field at state, regional, national, and/or international levels
2. Contributions to a professional organization or association that draw upon one’s professional expertise
3. Advocacy in addressing important issues relevant to one’s profession
4. Recognition by others of the quality and impact of one’s service to professional organizations

The standards for promotion to Professor: The standards for tenure plus these additional standards: Leadership in addressing important issues relevant to one’s profession

5. Distinction in the quality of one's service to professional organizations
6. Potential evidence far a faculty member to present when demonstrating compliance with the above standards:

7. A description of one's agenda for service to professional associations and of how that service builds on one's professional expertise

8. Membership in professional organizations and associations at national, regional and state levels

9. Committee memberships in professional organizations

10. Leadership in professional organizations and associations

11. Service to licensure, certification, or accreditation boards

12. Examples of involvement in professional organizations that is sustained and focused and that draws upon one's professional expertise

13. Correspondence from leaders in professional organizations and associations in one's field

Faculty are advised to consult the Faculty Handbook for further information regarding the Promotion, Tenure/Reappointment and Merit process.

I have read this document. I agree and will comply with its contents.

__________________________________  ____________________________
Faculty Member       Signature

__________________________________
Date

Approved by UPTRM, 3/13/09
Addendum D

FACULTY EVALUATION FORM--Department of Dance

The Towson University Teaching Evaluation Handbook is intended to be a useful resource for all teaching faculty at Towson University (at every rank and every stage of their teaching careers) as well as academic Administrators.

Refer to this link:

The Department of Dance encourages faculty to utilize a variety of evaluative formats in order to provide the most comprehensive view of faculty performance in the area of teaching. This is only one format of many that may be used.

INSTRUCTOR:________________________________________________________

COURSE NO. AND SECTION___________________________________________

EVALUATOR:_________________________________________________________

DATE OF EVALUATION:___________________________________

CLASS OBJECTIVES (InTASC 7,8) CONTENT KNOWLEDGE & ITS APPLICATION (InTASC 1,2,4,5) ORGANIZATION OF CLASS (InTASC 3,7) COMMUNICATION SKILLS (InTASC 4,5) ENGAGEMENT OF STUDENTS (InTASC 1,2) CLASS ENVIRONMENT (InTASC 3,8) ASSESSMENT STRATEGIES (InTASC 6) SUGGESTIONS

_________________________________________________________________________________________________________

Signature of Evaluator Date:

____________________________________________________________________________________________

Signature of Faculty Member Evaluated Date:

A faculty member’s signature does not necessarily constitute an agreement with the contents of this evaluation. Copies: Original- Faculty Evaluated and Copy- Evaluator