

Towson University
College of Fine Arts and Communications



Department of Dance



**POLICIES AND PROCEDURES FOR
PROMOTION, TENURE, REAPPOINTMENT,
MERIT, AND WORKLOAD, FOR FULL-TIME
TENURE TRACK AND TENURED FACULTY**
(approved May 15, 2019)

Department of Dance

Standards and Procedures for Faculty Expectations, Promotion, Tenure, Reappointment and Merit

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

I. GENERAL PRINCIPLES

A. The following document describes the general criteria and procedures related to faculty appointment, rank and tenure in the Department of Dance. The Department of Dance policies are consistent with those of University System of Maryland (USM), Towson University, and College of Fine Arts and Communication (COFAC). The procedures and expectations for review set forth in this document may be amended from time to time. The provisions of the USM policy supersede any conflicting provisions at the university, college, or department level.

1. General information regarding University System of Maryland (USM) policy on evaluation, promotion, tenure, and permanent status may be found in the Board of Regents—II-1.00 University System Policy on Appointment, Rank and Tenure of Faculty
<http://www.usmd.edu/regents/bylaws/SectionII/> (II-1.00)
2. Towson University policy on appointment, rank, and tenure of faculty are found in the Appendix 3 to “02-01.00- Towson University Policy on Appointment, Rank and Tenure of Faculty”
<https://www.towson.edu/about/administration/policies/documents/policies/02-01-00-towson-university-policy-on-appointment-rank-and-tenure-of-faculty-1.pdf>
3. COFAC policy on promotion, tenure, reappointment, and merit are found at:
https://www.towson.edu/about/administration/senate/committees/documents/uptrm_committee_documents/uptrm_college_ptrm_policies/cofac_ptrm_04-21-2015.pdf (II. Policies and Procedures)

B. Standards: The Towson University policies on appointment, rank, and tenure and faculty workload and responsibilities provide the basis for standards and expectations common to all full or part-time tenure track faculty. The tenure and/or promotion decision is based both on the needs of the University and the competence and quality of the individual. All faculty are responsible for meeting university standards and expectations, including but not limited to those listed in

this section. Meeting the general expectations specified below is essential for a faculty member's performance to be judged satisfactorily in an annual review or, cumulatively, across a longer period of evaluation.

C. University standards for all tenured/tenure-track faculty include the following activities:

1. A faculty member shall fulfill his/her workload agreement in the areas of teaching/advising, scholarship and service, shall be available for consultation and advising during office hours and shall meet all classes as scheduled.
2. A faculty member shall be an effective teacher both in and out of the classroom.
3. A faculty member shall be committed to a discipline or interdisciplinary specialty and shall be committed to continuing professional development and demonstration of scholarly growth.
4. A faculty member shall be committed to collegiality and academic citizenship. "Collegiality and academic citizenship" refer to the role and responsibility of faculty in shared decision making through open and fair processes devised to provide timely advice and recommendations on matters that relate to curriculum, academic personnel, and the educational functions of the institution. The demonstration of high standards of humane, ethical, and professional behavior is fundamental to collegiality and academic citizenship. These concepts include mutual respect for similarities and differences among participants on the basis of background, expertise, opinions, and assigned responsibilities. Collegiality does not imply agreement; vibrant university communities must include the capacity for respectful disagreement among faculty members and administrators.
5. A faculty member shall share the responsibility of university, college, and/or department governance. Faculty members must make themselves available to participate in the work of the department, of assigned committees, or of college and university processes in which faculty play an essential part (admission activities and graduation could stand as examples of such wider processes).

6. A faculty member shall participate each year in the faculty evaluation process as described in university, college, and department documents. Satisfactory participation includes the full completion of annual review forms and submission of the forms signed and accompanied by all documents required no later than the due date specified in the PTRM calendar.

D. College

A faculty member is responsible for meeting the standard and expectations of the College of Fine Arts and Communication.

E. Department

A faculty member is responsible for meeting the standards and expectations of the Department of Dance as outlined below.

II. 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 composed of all ranks.

1. The Department Chair is an attending member without vote.

2. The Department Chairperson may write a separate letter to be included in the faculty members' portfolio.

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

B. Method of Selection

1. The Chair of the PTRM Committee shall be elected each year by vote of all tenured and tenure-track faculty. This person shall have general oversight over the process of Faculty Evaluation for Promotion, Tenure/Reappointment, and Merit, in coordination with the Department Chair. Specifically, the PTRM Chair shall be responsible for convening, chairing, and reporting the results of all PTRM Committee meetings; creating a schedule and collecting the results of all peer evaluations within

the Department of Dance; coordinating the revision of Dance PTRM Documents; and advising full-time faculty about the Promotion, Tenure, Reappointment, Merit, Third Year Review, and Five-Year Comprehensive Post-Tenure Review process.

2. The PTRM Committee must have at least three members. If less than three faculty members are available within Dance, an additional faculty member or members shall be chosen following the process outlined in the University ART document. In order that at least three (3) tenured faculty opinions be considered in promotion and tenure recommendations, in addition to the department chairperson, departments with fewer than three (3) tenured faculty members shall supplement the committee 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 chairperson and the dean will review the list from the appropriate college and make recommendations 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.
3. The PTRM Chair and the Department Chair are responsible for filling out the Department Summary Recommendation Form.
4. Faculty on sabbatical or other leave are welcome to serve on the PTRM Committee, providing they can attend all meetings.
5. 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 faculty member will be selected in order to evaluate said member but, will not be required to evaluate other faculty members.
6. All committee procedures follow the most current Towson University

Faculty Handbook:

<https://www.towson.edu/provost/academicresources/handbook.html>

and the Dance Department guidelines for evaluation of faculty dossiers.

(see ADDENDUM C)

III. POLICIES AND PROCEDURES OF THE COMMITTEE

- A. The Department Committee for Promotion, Tenure/Reappointment and Merit consists of a minimum of three members to achieve a quorum.
- B. A quorum is defined by two thirds of the tenure track faculty.
- C. 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 (ARII) and accomplishments (ARI). The final evaluation will be approved and signed by each Committee Member.
- D. When on sabbatical or other leave, 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.
- E. The outcome of the Committee's deliberations is determined by simple majority vote and by use of confidential ballot.
- F. All matters of business of the Committee are confidential and results are reported in a confidential letter to the candidate.
- G. All new faculty shall receive the STANDARDS & PROCEDURES FOR FACULTY EXPECTATIONS, PROMOTION AND REAPPOINTMENT, and TENURE AND MERIT which must include the following items:
 - Board of Regents and Towson University's criteria for promotion
 - Standards and Expectations of the University, College, and Department
 - Expectations unique to the position
 - Faculty Performance Evaluation Guidelines
- H. The Department Chairperson will work with 1st year faculty to create the

Professional Arc Statement (PAS) and will meet with the tenure track faculty between January and April of each year to assist in the preparation of the ARII in relation to the PAS for the subsequent year. (See Addendum B)

- I. 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.
 1. The PAS will be used by the Promotion, Tenure/Reappointment and Merit Committee as a tool for review.

- J. 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

- K. 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.
 1. Annual review of all faculty: Annual review materials must include the following documents:
 - a. 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).
 - b. AR I and II (Annual Report) or Chairperson's Annual Report (CAR) Form

- c. Curriculum vitae
 - d. Syllabi of current courses
 - e. Evaluation, as appropriate, of teaching and advising
 - f. 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.
2. Annual review of non-tenured faculty: Tenure track faculty shall add the following items to documents listed in above:
 - a. Peer evaluations
 - b. Departmental recommendation letter, including a written report on the candidate's progress toward tenure.
 3. Full Review for Candidates for tenure and/or promotion: A critical part of the promotion and tenure process 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.
 4. 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- Section I. B.3 e and Section III. D. 7 of the A. R. T. policy.
 - a. The Dance Department PTRM Committee shall notify Tenured Faculty of her/his eligibility for a Five-Year Review in the fourth year of performance.
 5. Procedures for Third-Year Review of Untenured Faculty
 - a. At the conclusion of the fall semester during a candidate's third year at Towson University, the Dance 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. The Dance 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 Dance PTRM committee as outlined in Section I.B. 3.c. of the ART policy.
- c. The Dance 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 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 must provide guidance for the improvement of the evaluation portfolio in the 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 Dance chair by the third Friday in January.
 - f. Feedback should be both in writing and in a face-to-face meeting with the Dance department chair and the Dance 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 Dance department may be expected to serve a more extensive function and the Dance department may provide more extensive feedback to the candidate.
- L. 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.
- M. A faculty member may submit a written appeal of the Department Committee decision to the PTRM Committee, 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.
- N. Appeal Procedures--Faculty members may appeal to the college PTRM committee negative recommendations made at the department level on questions of tenure, promotion, comprehensive review, reappointment, and merit, (Not Meritorious), if the appeal is on substantive grounds. Substantive appeals refer to perceived errors in judgment by the department committee in evaluating the faculty member's performance.
- O. 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.

- P. Appeals of department recommendations shall be copied to the department chair, the department PTRM chair, the college dean, and the college PTRM chair. Appeals of college decisions to the Provost shall be copied to the college dean, the college PTRM committee, the department cha, and the department PTRM chair.
- Q. Procedural appeals shall be made to the university PTRM committee. 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 UPTRM chair within twenty-one (21) calendar days of having been notified of the negative recommendation. Appeals of department recommendations shall be copied to the department chair, the department PTRM chair, the dean, and the university PTRM committee chair.
- R. Appeals alleging unlawful discrimination, as provided for in the university ART policy, Appendix 3, and Towson University policy 06-01.00, should be submitted to the Office of Inclusion and Institutional Equity.

IV. 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:
<https://www.towson.edu/provost/academicresources/handbook.html>
- 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 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.
- J. 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.
- K. 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.
- L. Voting of the Departmental PTRM committee shall be by confidential 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.

- M. 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.
- N. The faculty candidate's lengthier, supportive file shall be retained by the Department and shall be made available to the College PTRM Committee, Dean, and Provost upon request for purposes of either and appeal and/or clarification of issues that arise as the as the review process proceeds.

V. 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.
 - 1. 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.
- G. 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:

1. 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 and student learning outcomes.
 - 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 Chair).
 - 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.

H. Scholarly Growth:

1. Academic stature and educational improvement: The faculty member shall engage in activities, which further his/her academic growth.
2. 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

I. 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.:

1. 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.
2. 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.
3. Each faculty member is expected to share his/her expertise in dance professionally and with the community-at-large.

J. 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.

K. Student Evaluation Procedures:

1. Faculty members are not to engage in activities that bias student feedback.
2. Tenured faculty shall be evaluated by students at least once each academic year; probationary faculty shall be evaluated every semester.

L. Peer Evaluation:

1. 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.
2. 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.

M. Peer Review Procedures for Tenure/Promotion:

1. 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. (see Addendum D for Evaluation Form)

2. In addition to the guidelines in the Towson University Faculty Handbook, Evaluation by Peers, the following guidelines should be followed for faculty visitations:
 - a. 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.
 - b. The observer should make arrangements to meet with the faculty member observed to discuss the class within two weeks of the observation.
 - c. 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 in advance of the scheduled visit.
 - d. Visitations for the purpose of evaluation should not occur during exams, staging/performances or during the last two weeks of classes.
 - e. Tenured faculty will be observed by two members of the Department PTRM Committee at least once every five years. Faculty may request more visitations.

N. 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”.

O. 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:

1. University Categories:
 - a. Not Meritorious: Faculty whose performance fails to adequately meet explicit standards.
 - b. Satisfactory (Base Merit): Faculty whose work is deemed competent and thus contributes to fulfilling the mission of the University, college and department
 - c. 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

P. Merit Procedures:

1. The Department PTRM Committee 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.
2. 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.
3. 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.
4. COFAC Promotion and Tenure Committee will review: 1.) negative merit recommendations (Not Meritorious) and 2.) substantive appeals.

Q. Standards for Excellence

The Department of Dance expects all faculty to meet the requirements above; however, excellence in any area is not exclusively defined by meeting the above

requirements.

Because we believe in Dancing for a Lifetime, our faculty members exemplify:

- Diversity of active movers/scholars who reflect the breadth and depth of the 21st Century Dance field
- Moving in and through scholarship which directly informs and drives our teaching pedagogies.
- Diversity of service works that extends our teaching and scholarship out to many communities within and beyond the diverse field of dance

Note about Excellence:

Excellence is not easily quantified.

Each faculty profile is a unique composite of the faculty's work at any given time. Each faculty profile is defined by the faculty and directs the reader as demonstrated in the narrative statement and dossier. Evidence of Excellence can be demonstrated through the lens of the narrative which is a synthesis of procedure and substance; these include but are not limited to:

- Qualitative comments on Student Evaluations
- Peer Evaluations
- Alumni Responses
- Peer Recognition (locally and nationally)

Teaching

Examples of evidence includes, but is not limited to:

- Meets classes as scheduled
- Posts adequate office hours
- Consistently receives satisfactory student evaluations
- Consistently receives satisfactory peer evaluations
- Appropriate use of technology and pedagogy
- Actively participates in peer evaluation process
- Videotapes students each semester in technique classes for adjudication and archival purposes
- Develops new courses
- Applies for grants for course development
- Innovates and revises syllabi and course materials

Scholarship

Examples of evidence includes, but is not limited to:

- Active participation in consulting work
- Active participation in collaborative work
- Documented progress in writing/creative project
- Hired to perform or create work locally
- Selected for commissioned work locally
- Submission of grant or fellowship application
- Requests from internal peers of professionals to share expertise.
- Publishes juried work regionally or nationally
- Receives internal or external grants for scholarship
- Publishes article, book or monograph
- Team member in consulting work
- Active participation in interdisciplinary work
- Publication of research/creative activity
- Hired to perform or create work, adjudicate, teach and conduct master classes and workshops by invitation locally, internationally, or regionally
- Selected for commissioned work internationally or regionally
- Requests from external peers or professionals to share expertise

Service

Examples of evidence includes, but is not limited to:

University

- Active service on ad hoc department/college/university committees
- Active participation in department administration
- Active participation in recruitment
- Active participation in department/college/university assessment
- Active participation in revision/development of curriculum/academic program
- Active writing in self-study for university or accreditation
- Leadership in fundraising/recruitment
- Leadership in

Profession

- Active member of professional organization
- Leadership conference planning and implementation
- Active service by invitation on ad/hoc group and formal committee
- Hired to perform or create work, adjudicate, teach and conduct master classes and workshops by invitation locally, internationally or regional

Community

- Active participation and leadership in community outreach
- Serves as regional adjudicator
- Applies expertise in the community

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

Because of the uniqueness of dance, our careers are reflective of the department mission “dancing for a lifetime”. As artist/athletes we acknowledge our individual career arcs/pathways and how they may transform through time, creativity, responding, and performing. The diversity of active movers/scholars reflect the breadth and depth of the 21st century dance field. Moving in and through scholarship directly informs and drives our teaching pedagogies. The variety of our service work extends our teaching and scholarship out to many communities within and beyond the field of dance.

The unit 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 that often shift over the arc of an individual’s career. (See Addendum B)

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. (E.g. creating works within a class can be considered both scholarship and teaching)

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.

The following performance 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

S. 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. The first Friday in May Department and college PTRM committees are formed (elections for membership on the college committee are already completed)
- B. The third Friday in June: 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.
- 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):
1. Faculty Annual Report (AR)
 2. Current Professional Vita
 3. Syllabus for each course currently taught
 4. Evaluation of teaching and advising
 5. Other supportive documentation
- C. 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.
- D. The third Friday in September
1. Faculty notify department chair of intention to submit materials for promotion and/or tenure in the next Academic Year.
 2. 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. First year faculty members must finalize the Statement of Standards and Expectations for New Tenure-Track Faculty (SENTF) with the department chairperson.
- E. The second Friday in October: Department PTRM committee's reports with recommendations and vote count on all faculty members are submitted to the department chairperson.

- F. The fourth Friday in October
 1. 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.
 2. The department chairperson will place his/her independent evaluation into the evaluation portfolio.
 3. The department PTRM committee's report with recommendations and vote count and the department chairperson's evaluation are distributed to the faculty member

- G. 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.

- 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. The first Friday in December: All faculty recommendations delivered to the College PTRM Committee.

- J. The second Friday in December: First-year tenure-track faculty submit an evaluation portfolio for the Fall semester to the department chairperson.

- H. 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.

- I. The First Friday in January: The department PTRM committee reports with recommendations and vote count on all first-year tenure-track faculty are submitted to the department chairperson.

- J. The Third Friday in January: The department PTRM committee and chairperson recommendations concerning reappointment for first-year tenure-track faculty are delivered to the faculty member and the dean. 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.

ADDENDUM B

DEPARTMENT OF DANCE FACULTY PERFORMANCE EVALUATION GUIDELINES

Workload Agreement Type: 4/4

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**)

70% Teaching: Fulfills teaching responsibilities; participates in non-classroom teaching duties equitably; mentors students independently; is consistently available to students formally and informally

- Teach a load determined in consultation with department chairperson
- Work with beginning, intermediate, advanced students, and non-majors
- Have a 4.0-5.0 teaching evaluation average over the last three years
- Advise majors
- Attend and/or conduct academic training sessions nationally or regionally
- Serve as a mentor to new faculty members (adjuncts)

Scholarship: Derives 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.

- Mentors students in the development of the student's creative work
- Develops and disseminates creative works
- Stays abreast of trends by attending conferences, workshops, and master classes
- Presents performance/paper/panel at conferences

Service: Includes department, college, and institution levels in essential and substantive ways; initiates new developments as needed.

- Serve on department committees
- Develop student centered programming
- Serve University/College committees
- Develop and implement community and area related exchange/outreach programs
- Serve as a mentor for students in their particular area of specialty

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)**

65% Teaching: Fulfills teaching responsibilities; participates in non-classroom teaching duties equitably with other faculty; occasionally mentors students independently & provides some availability to students

- Teach a load determined in consultation with department chairperson
- Work with beginning, intermediate, advanced students, and non-majors
- Advise majors
- Attend and/or conduct academic training sessions nationally and regionally

Scholarship: Traditional, non-traditional and/or creative work is produced at regular intervals over time.

- Develops and disseminated creative works nationally
- Stays abreast or trends by attending conferences, workshops, and master classes
- Presents performance/paper/panel at conferences

Service: Includes department, college and institution in essential and substantive ways as needed; initiates some new developments

- Serve on department committees of the whole
- Serve on upper echelon University committees
- Develop and implement community and area related exchange/outreach programs
- Serve as a mentor for students in their particular area of specialty

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**)

60% Teaching: Fulfills teaching responsibilities; participates in non-classroom teaching duties equitably with other faculty; limited availability and mentoring of students independently.

- Teach a load determined in consultation with department chairperson
- Work with beginning, intermediate, advanced students, and non-majors
- Advise majors

Scholarship: Emphasis is on a prolific and consistent production of traditional or creative work.

- Develops and disseminates creative works
- Stays abreast of trends by attending conferences, workshops, and master classes
- Presents performance/paper/panel at conferences

Service: Regulated to provide essential support to the operation and progress of department, college and institution, respectively; limited initiation of new developments.

- Serve on department committees
- Serve on university/college committees
- Serve as a mentor for students in their particular area of specialty

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.
 1. The standards for reappointment (Lecturer or Guest Artist)
 - a. An articulate statement of one's teaching philosophy
 - b. Carefully planned and well-organized course syllabi including clear learning outcomes as set by university guidelines
 - c. Expertise in the content of one's teaching
 2. The standards for Promotion to Assistant Professor: The above standards for reappointment (Lecturer or Guest Artist) plus these additional standards:
 - a. The standards for tenure with strong evidence of potential for meeting at time of the tenure decision.
 - b. Responsiveness to cultural and individual differences
 - c. Appropriate and effective testing, evaluation, and grading of students' performance
 - d. Incorporation of appropriate instructional, technology in one's teaching
 - e. Content of courses and teaching processes are supportive of department and/or program mission
 - f. Effective instruction as measured by peer evaluation
 - g. Effective instruction as measured by student evaluation
 - h. Availability to students
 3. The standards for tenure and Promotion to Associate Professor: The above standards for Promotion to Assistant Professor plus these additional standards:
 - a. Reflection and growth in teaching methodology
 - b. Recognition in the department and College of the quality of one's teaching
 - c. If applicable, has met contractual obligations for approved off-campus activities such as sabbatical leave, teaching exchanges, grant-supported research, etc.

4. The standards and expectations for Promotion to Professor: The above standards for Promotion to Associate Professor plus these additional standards:
- a. Expertise in teaching, constructively addressing student needs and concerns at all levels of the curriculum
 - b. Knowledge of current and emerging needs in one's field
 - c. Demonstrated leadership in areas related to teaching in their areas of expertise.

Expertise in teaching, constructively addressing student needs and Potential evidence for a faculty member to present when demonstrating compliance with the above standards may include but are not limited to:

- A statement of one's teaching philosophy
- Mentoring colleagues, particularly junior faculty, in their own teaching
- Peer reviews of one's teaching, including peer observations
- Evaluations of instructions by both current students and graduates
- Periodic analyses and interpretations of student evaluations
- Student projects, products, and achievements
- Evaluations obtained by means of focus groups
- Correspondence from students, alumni, or other faculty
- Course syllabi
- Standardized test scores/ pre-post test results
- Requests to help others with their teaching
- Subjective comments of students
- Teaching methods, materials, and strategies published or presented University curriculum and instructional development grants
- The development of new courses and initiatives
- Teaching awards and nominations
- International teaching exchange, sabbatical, or consulting contracts
- Honest reflection and self-evaluation
- Relevancy of the person within the community and curriculum

B. Academic Advising/Mentoring of Students

If faculty members are serving as academic advisors, members should advise accurately based on the university catalog requirements

Potential evidence for a faculty member to present when demonstration compliance with the above standards include but are not limited to:

- Correspondence from students, alumni, colleagues, program coordinators and administrators
- Advisement records, schedules, and files
- Evaluations by current students and graduates

C. 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 & promotion include but are not limited to:

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, and assessment as appropriate, 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 include but are not limited to:

- 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.

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.

A. Conducting research and generating new knowledge or creative products

The standards and expectations or tenure and promotion to Associate Professor include but are not limited to:

1. Clearly defined scholarship/creative agenda and focus
2. Knowledgeable about alternative approaches to conducting research, including research design, data collection, data analysis, and reporting and interpreting results
3. Expertise in methodologies appropriate to one's scholarship and/or creative agenda
4. Efforts to obtain funding to support one's scholarship or creative goals
5. Evidence that one's research agenda or artistic achievement has matured over time
6. 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 include but are not limited to:

1. A sustained record of conducting and disseminating empirical research in one's field or a sustained effort in a particular medium or style
2. Demonstrated leadership in mentoring and consulting
3. Distinction in the quality of one's scholarship or creative activity
4. Collegiality; a faculty member should be committed to collegiality and academic citizenship

Potential evidence for a faculty member to present when demonstration compliance with the above standards includes but are not limited to:

- 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
- Application and or 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 tenure and promotion to Associate Professor include but are not limited to:

1. To be current in the disciplinary knowledge of ones' field of inquiry
2. Application of that disciplinary knowledge to one's teaching, service, and other professional activities
3. Continued interaction with others internally and externally who share one's disciplinary knowledge

The standards for promotion to Professor: The above standards for tenure plus these additional standards include but are not limited to:

1. Demonstrated leadership and/or consulting
2. Contributes to the disciplinary knowledge in one's field of inquiry, identification of critical themes, and recommendations for extending that disciplinary knowledge
3. Generation of new theories and models based on the disciplinary knowledge in one's field of inquiry

Potential evidence for a faculty member to present when demonstrating compliance with the above standards includes but are not limited to:

- 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
- Application and or 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

III. SERVICE:

Note: Although diverse, all candidates will demonstrate service in the three domains identified below: to the university, profession and one's community

- A. In service to the university

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 include but are not limited to:

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 demonstration 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 the 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 tenure and promotion to Associate Professor include but are not limited to:

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

5. Leadership in addressing important issues relevant to one's profession
6. Distinction in the quality of one's service to professional organizations

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

- A description of one's agenda for service to professional associations and of how that service builds on one's professional expertise
- Membership in professional organizations and associations at national, regional and state levels
- Committee memberships in professional organizations
- Leadership in professional organizations and associations
- Service to licensure, certification, or accreditation boards
- Examples of involvement in professional organizations that is sustained and focused and that draws upon one's professional expertise
- Correspondence from leaders in professional organizations and associations in one's field
- Provision of in-service education or technical assistance
- Professional consultation

C. In service to one's 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 promotion and tenure to Assistant Professor: The standards for tenure and/or award of terminal degree.

The standards for tenure and promotion to Associate Professor include but are not limited to:

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

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:

http://www.towson.edu/provost/resources/documents/tu_teaching_evaluation_handbook_2012.pdf

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

