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TOWSON UNIVERSITY

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Department of PA Studies

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Clinical Faculty

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Promotion and Reappointment

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Policies and Procedures

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22 *Approved by the Department of PA Studies PR Committee 6/24/2026*

23 *Approved by CHP PTR Committee 3/3/2026*

24 *Approved by University PTR Committee 4/10/2026*

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**DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES CLINICAL FACULTY
PROMOTION AND REAPPOINTMENT (PR) DOCUMENT**

College of Health Professions

I. Department Committee for PR

A. Composition

1. The PR Committee includes full-time clinical faculty from the Department of PA Studies at or above the rank of the clinical assistant professor who have a minimum of three years of service to TU.
2. A minimum of three voting committee members is required. The term is for a three-year term and may be renewed. Committee members will serve no more than two consecutive terms unless there are not enough eligible faculty to serve.
3. The Department Chair serves as an ex-officio, non-voting member.

B. Election of PR Committee and Chair

1. An electronic ballot will be created that meets Department criteria, and an election will be held to elect faculty members for the Clinical Faculty PR Committee. Members of the PR committee are elected by all full-time faculty in the Department of PA Studies. The three faculty members receiving the highest vote count will be elected by confidential ballot to the PR committee by the first Friday in May.
2. The chair of the PR Committee is elected each year by a simple majority vote of all committee members. The Chair is elected for a one-year term with the option for reappointment.
3. If the PR Committee Chair is unable to serve a full term, an alternate will be elected to serve as an interim chair for the remainder of the PR Committee Chair's term.

C. Duties of the PR Committee Chair

1. Organizing and chairing all committee meetings.
2. Ensuring the completion of documentation and securing necessary signatures.
3. Recording the vote count for all deliberations.
4. Submission of votes to Dean's Office.
5. Developing and distributing the faculty peer evaluation schedule.

6. Initiating and guiding review and revision of the Department of PA Studies PR documents

D. Role of the Department Chair

1. The Department Chair shall review with each faculty member their Annual Report.
2. The Department Chair will meet with first year clinical faculty to discuss the review of all relevant documents, including CV, teaching and peer evaluations; and make a recommendation for reappointment or non-reappointment to the Department PR Committee. In the case of a negative review, the Department PR Committee will review the relevant documents and vote in accordance with standard PR procedure and report the outcome no later than the third Friday in February.
3. The PR Chair will advance the recommendations of the PR Committee and the Chair to the Dean.
4. The Department Chair may provide the Department PR Committee with relevant information about the individual faculty member's overall performance, as a member of the Department, in writing as part of the Chair letter which is included in the portfolio and shared with the candidate.
5. The Department Chair shall prepare an independent recommendation for faculty under consideration for three-year clinical review for contract and include the faculty member's portfolio by the required deadline.

E. How Alternates are Chosen/Vacancies Filled

1. In the event there are fewer than three faculty members in the Department at or above the clinical assistant professor rank when a candidate is being considered for reappointment or promotion, the committee will be supplemented with faculty members from other departments within the College.
2. The additional faculty members shall be selected from a list of at least three (3) faculty members recommended by the faculty member under review.

F. Policies, Procedures, and Responsibilities of the Departmental PR Committee

1. Types of Reviews

The PR Committee will review evaluation portfolios for the following types of reviews:

- a. promotion,
- b. reappointment,
- c. annual review,
- d. three-year clinical contracts,
- e. first year (as necessary),
- f. merit appeals (in the case of a negative recommendation by the Department Chair).

2. Confidentiality

- a. Members of the committee will maintain strict confidentiality concerning their deliberations and recommendations at all points during and after the process, with the exception of the information provided to candidates or departments by the Department Chairperson or the Dean in performance of their duties under the Appointment, Rank, and Tenure (ART) policy.
- b. All votes will be by a secure online balloting system or by individual paper ballots, signed with the Towson University ID number, dated by the voting member, and tallied by the PR Committee Chair. If the Chair is unavailable, another PR Committee member will be appointed by the Committee to tally the votes.
- c. The PR Committee Chair shall forward a signed, dated report of the result of the vote and the Committee's recommendation to the Dean's office. The secret ballots shall not be included in the faculty evaluation portfolio. The ballots shall be forwarded under a separate cover to the Dean.

3. Deliberation and Voting on Evaluation Portfolios:

- a. Recommendations made by the Department of PA Studies PR Committee are dependent on the standards and expectations developed in accordance with Appendix 3 to the Towson University ART policy (ART), University Standards and Expectations, the CHP Promotion, Tenure and Reappointment Policies and Procedures, and CHP Guidelines for Clinical Faculty Evaluation, Reappointment and Promotion documents, and the Department of Physician Assistants PR document.
- b. After careful review, each committee member will vote on all evaluation portfolios. Committee members must have participated in the review of materials and been present for all discussions to vote and be in attendance at the meeting in which the vote is taken.
- c. No faculty member may be present for deliberations or voting on their own evaluation portfolio, nor evaluation of portfolios for relatives, family members, or other persons indicated under Towson University's nepotism or conflict of interest policies.

- d. All recommendations made by the committee must be made by a quorum (two-thirds of the PR Committee). The vote outcome will be decided by a simple majority vote. In the case of a tie vote, the case will be reviewed again by the entire committee and voted on a second time. If the vote remains a tie, a tie vote will be considered rejection of a motion.
- e. No committee member shall abstain from a vote for promotion unless the Provost authorizes such abstention for good cause, including an impermissible conflict of interest.
- f. Faculty members on sabbatical or leave may vote; In order to vote on any faculty evaluation recommendations, they must be in attendance on the date the vote is taken and have been present and participated in the review of materials and in all deliberations.
- g. The PR Chairperson records and dates the result of the votes on the faculty member's Department Summary Recommendation Form (DSR)

4. Reporting to the candidates

- a. After each deliberation and vote, the Department PR committee shall prepare concisely written but detailed recommendations which include the vote count, and is supportive of its recommendation, with reference to each category evaluated including teaching/advising, scholarship, and University/civic/professional service with both positive and negative comments as appropriate to support the votes.
- b. Reappointment letters will focus on the period of review and should reflect an alignment with the faculty members' annual workload plan.
- c. Promotion and reappointment letters should provide a clear and concise summative evaluation and focus on the period of review and support the PR Committee's deliberations and vote.
- d. The Committees' recommendation letters are submitted to the Department Chair according to the TU ART.
- e. The Department Chair shall prepare an independent recommendation of each faculty member considered for promotion and reappointment and include it in the faculty member's evaluation portfolio by the required deadline.
- f. The Department Chairperson distributes all Committee and Chair recommendations to the individual faculty members being evaluated by the fourth Friday in October via the File Delivery Service (FDS) secure file transfer process. Faculty members shall sign the Department Summary Recommendation (DSR) form indicating that they have read the contents of the recommendation letter.
- g. The Department Chairperson or designee shall submit all signed and dated reports to the Dean's office. In addition, the DSR form, voting record, and required materials will be forwarded according to the TU ART procedures and calendar.

- 1 h. Recommendations shall be added to the faculty member's evaluation portfolio
2 which is forwarded by the Department PR committee Chairperson to the
3 Dean's office in the specified format by the required deadlines
4
5

6 II. Portfolio Materials and Evaluation Process
7

- 8 A. The faculty member under review is responsible for preparing, organizing, and
9 submitting materials for evaluation by the required deadline and in the appropriate
10 format as guided by the Provost's guidelines.
11
12 B. Guided by the Chairperson and the Department, College, and University criteria, the
13 faculty member shall be responsible for making distinctions between the various
14 categories of teaching (Appendix D), scholarship (Appendix E), and service (Appendix
15 F) and shall include such distinctions, as the faculty member deems appropriate in their
16 narrative statements and other documentation relevant to each evaluation portfolio
17 section.
18
19 1. To ensure that all materials and documentation used in making recommendations
20 contain appropriate information, all documentation shall be submitted in the form of
21 an evaluation portfolio.
22 2. The type of review determines both portfolio material and process.
23
24 C. During the course of the evaluation process, the faculty member, or the chairperson
25 participating in the evaluation process, may add to the evaluation portfolio information
26 related to work that was completed prior to June 1 that has only become available after
27 the deadline stipulated in the TU ART Calendar.
28
29 1. The information shall relate specifically to the faculty member's performance as
30 presented by the faculty member either in the evaluation portfolio or in the
31 Chairperson or Program Director's evaluation of the faculty member's performance.
32
33 2. Information added by the faculty member to update the evaluation portfolio must be
34 included by the third Friday in August.
35
36 D. If the chairperson participating in the evaluation process includes information in the
37 faculty member's portfolio, other than the recommendation, that specific information
38 shall immediately be made known to the faculty member undergoing evaluation and
39 before any evaluation at the next level of review takes place.
40
41 Failure to notify faculty within five (5) business days will result in the material being
42 removed from the portfolio.
43

1 E. If at any level confidential, external reviews are solicited pursuant to departmental or
2 college promotion and tenure policies, they will remain confidential and will not be
3 made available to the faculty members. Solicited external reviews will not be added to
4 the evaluation portfolio and will be forwarded separately to each level of review. (See
5 Appendix G for External Review Guidelines.)
6

7 F. Evaluation of Teaching by Students
8

9 All faculty shall be evaluated by students for classroom and/or clinical every semester,
10 as appropriate. This includes all on-load, off-load, on-line, traditional classroom, and
11 hybrid courses taught during the Academic Year, minimester, and summer terms. (TU
12 ART policy 02-01.00, Appendix 3, II. C. 2.). Student evaluations must be conducted in
13 such a manner to assure confidentiality of the student.
14

15 G. Evaluation of Teaching by Peers
16

- 17 1. Evaluation of courses is encouraged for purposes of professional growth and is
18 required as indicated below.
19
- 20 2. Peer review of teaching is required according to the following schedule:
 - 21 a. Two reviews per year for the first three years.
 - 22 b. One review per year after the initial three-year period.
 - 23 c. Two reviews in the year prior to review for promotion.
 - 24 d. The Department Chair may request additional peer reviews of teaching.
25
- 26 3. The chair of the Department PR Committee in consultation with the Department
27 Chair will develop and distribute the faculty peer evaluation schedule. (See
28 Appendix A)
29

30 H. Portfolio Materials
31

- 32 1. Following the Provost's guidelines, faculty will submit an electronic portfolio.
33
- 34 a. Annual Reappointment Review
 - 35 (1) All faculty members receive an annual review based on documentation of
36 activities that occurred during the academic year under review. This
37 review results in recommendations regarding reappointment as appropriate
 - 38 (2) Evaluation portfolio materials for annual review of all faculty must include
39 the following documents for activities that occurred between June 1st and
40 May 31st. Documents are due to the Department Chair by the 3rd Friday in
41 June.

42 Annual review must include the following documents organized according to
43 University PTRM standards:

- 1.
- Section I:
 - a. Updated CV
 - b. Evidence of clinical practice, licensure, and scholarship
- 2.
- Section II:

Completed and signed Annual Report (AR) and Annual Workload Plan (AWP) or Chairperson Annual Report (CAR and CAWP) for the year under review and for the coming academic year
- 3.
- Section III:
 - a. Summary chart of quantitative student evaluation
(see Appendix C)
 - b. Qualitative and quantitative evaluations of teaching as tabulated by the University
 - c. Summative chart of advising evaluations (see Appendix C)
 - d. Peer evaluations, if observed during the year under review
- 4.
- Section IV:

Optional supporting statement
- 5.
- Section V:

Leave empty for recommendations (to be added by the appropriate party)
- 6.
- Section VI:

Supplemental materials in the areas of teaching, scholarship, and service
2. Promotion Review
 - a. The promotion review shall be conducted following the timeline agreed upon by the individual faculty member and the Provost's Office. The purpose of this review is to assess the faculty member's accomplishments in relation to the standards and expectations delineated in the TU ART and the CHP and PA PR documents.

- b. Materials required for this review should be assembled and indexed as follows (unless specified differently in the annual Provost's memo):
 3. Section I:
 - a. Updated CV
 - b. Evidence of clinical practice, licensure, and scholarship
 4. Section II:

Completed and signed Annual Report (AR) and Annual Workload Plan (AWP) or Chairperson Annual Report (CAR and CAWP) for the year under review and for the coming academic year
 5. Section III:
 - a. Summary chart of quantitative student evaluation (see Appendix C)
 - b. Qualitative and quantitative evaluations of teaching as tabulated by the University
 - c. Summative chart of advising evaluations (see Appendix C)
 - d. Peer evaluations, if observed during the year under review
 6. Section IV:

Optional supporting statement
 7. Section V:

Leave empty for recommendations (to be added by the appropriate party)
 8. Section VI:

Supplemental materials in the areas of teaching, scholarship, and service
- I. First Year Review
 1. The primary purpose of this review is to evaluate a first-year faculty member's performance in their first year and make a recommendation for reappointment and merit.
 2. Faculty submit material to the Department Chairperson by the first Friday in January. New faculty contracts beginning in winter, spring or summer will be adjusted accordingly. The Department Chair will review all relevant documentation for first-year faculty including CV, teaching, and peer evaluations; annual workload plan, meet with the candidate to discuss the review; and make a recommendation for reappointment or non-reappointment by the first Friday in February.
 3. Should the Chair's recommendation be for non-reappointment and the faculty member chooses to rebut the negative recommendation; the Department PR

Committee will convene to review the relevant documentation and vote in accordance with standard PR procedure. The Committee will provide a written recommendation to the CHP Dean and PA Department Chair no later than the third Friday in February.

4. Chair and Department PR recommendations will advance to the College Dean by that same day.

5. The Dean shall advance their recommendations to the Provost no later than by the fourth Friday in February

J. Three-Year Contract Review

1. Following TU Policy 02-01.08, the Policy for Clinical Faculty Evaluation, Reappointment, Promotion and Merit, clinical faculty may request review for a three-year contract according to the following guidelines (excerpted from §V.D.12).

2. After three consecutive positive annual reviews of performance in the immediate past three years as a clinical faculty member by both the Department PR Committee and Department Chairperson, the clinical faculty member may be considered for a three-year contract.

3. The Clinical Faculty member must request review for consideration of a three-year contract by the fourth Friday in September in the year prior to beginning of the three-year contract.

4. The Clinical Faculty member submits a summative portfolio reflecting accomplishments in teaching, advising, scholarship, service, and evidence of ongoing Clinical/Professional Excellence. The portfolio is organized as set forth in the Provost's guidelines.

5. The Clinical Evaluation Committee and the Department Chairperson may recommend reappointment with a three-year contract. A three-year contract requires a positive recommendation from both the Department PR Committee and the Department Chairperson.

6. The Dean of the College also must support a recommendation for a three-year contract prior to the request being forwarded to the Provost.

7. Three-year contracts are granted upon approval of the Provost.

8. To request review for subsequent three-year contracts (after the initial three-year contract), the Clinical Faculty member must submit a summative evaluation portfolio by the second Friday of January of the second year, following the format

of materials to submit for a comprehensive five-year review for tenured faculty as set forth in Appendix 3 section I.B.3.e of TU ART policy. A subsequent three-year contract requires a positive recommendation from the Department Clinical Evaluation Committee and the Department Chairperson, and the Dean.

9. All reappointments of the Clinical Faculty, including three-year contracts, are made by the Provost.

10. Review for a multi-year contract follows the TU ART Calendar.

K. Rebuttals & Appeals

1. Negative Recommendations

Negative recommendations at any level regarding the annual review, merit, promotion, reappointment and/or the comprehensive five-year review shall be delivered in writing in person or sent via the secure File Delivery Service (FDS) email system according to the due dates indicated in the PRM calendar. Reviewers are also responsible for placing their recommendation in the candidate's portfolio.

2. All rebuttals shall be made in writing. There are three (3) types of appeals/rebuttals.

a. Substantive appeals

- (1) To contest perceived errors in judgment by the department and/or college PR Committees, the Department Chairperson, the Dean, and/or the Provost regarding evaluation of their performance, the candidate may submit a written rebuttal. The President's decision is final and is not subject to rebuttal.
- (2) The rebuttal letter, including clarifying documentation, must be submitted within fourteen (14) calendar days of receipt of the negative recommendation.
- (3) Material not referenced in the original portfolio may be included in the rebuttal only if they confute negative statements in the contested recommendation.
- (4) The candidate's rebuttal letter shall be directed to the next review authority and placed within the candidate's portfolio. The next review level shall make no recommendation on the candidate's application until receiving the rebuttal or until the allowed time has elapsed.
- (5) The candidate's rebuttal shall become part of the candidate's portfolio for review by each succeeding level of the review process.

- 1 b. Procedural appeals relate to alleged errors in the procedures followed in the
2 review, recommendation and notification process, and shall follow the
3 procedures below.
4 (1) Procedural appeals shall be made to the University PTR committee.
5
6 (2) The appeal must be in writing, clearly stating the alleged procedural
7 error(s). The appeal shall be accompanied by supporting documents and
8 should be sent via the secure FDS email or in person to the respective
9 dean, Provost, or UPTR Chair within twenty-one (21) calendar days of
10 having been notified of the recommendation.
11 (3) Appeals of department recommendations shall be copied to the
12 Department Chair, the Department PR chair, the Dean and the University
13 PTR committee chair. Appeals of college recommendations shall be
14 copied to the College Dean, the College PTR committee, the Department
15 Chair, and the University PTR Committee Chair. Appeals of Provost
16 recommendations shall be copied to the Dean and Department Chair.
17 (4) Within twenty-one (21) business days of receipt of a formal appeal with
18 attached materials, the University PTR committee shall review the case
19 and provide a written response. Copies of this response will be provided to
20 all parties who were copied on the original appeal letter.
21 (5) Recommendations of the University PTR committee may be appealed to
22 the President whose decision shall be final. The chair of the University
23 PTR committee will monitor the appeal process.
24
25 c. Appeals alleging unlawful discrimination shall follow the specific procedures
26 described in Towson University Policy 06-01.00 "Policy Prohibiting
27 Discrimination."
28

- 29 L. The President's decision on reappointment and promotion shall be final. The Provost's
30 decision on merit shall be final.
31

32 III. STANDARDS AND CRITERIA FOR EVALUATION OF TEACHING, SCHOLARSHIP,
33 AND SERVICE

- 34 A. Minimum qualifications for the ranks of Clinical Professor, Clinical Associate
35 Professor, Clinical Assistant Professor, and Clinical Instructor are set forth in section
36 VI.B.3.c. of the ART Policy.
37 1. Clinical Instructor. Appointment at the clinical instructor rank shall be made for an
38 individual in disciplines for which the baccalaureate degree is the terminal
39 professional degree:
40 a. Such individuals must have a minimum of three years of clinical experience;
41 b. Clear evidence of exceptional clinical experience;
42 c. With demonstrated competence in clinical teaching.

2. Clinical Assistant Professor. Appointment to the rank of clinical assistant professor will require a minimum of the following:
 - a. a terminal professional degree in the field;
 - b. a minimum of three years of clinical experience in the area of discipline in which the appointment is being made;
 - c. Evidence of current clinical practice;
 - d. Demonstrated competence in clinical teaching ability in the discipline;
 - e. Demonstrated scholarly and/or administrative ability.
 3. Clinical Associate Professor. In addition to the qualifications of a Clinical Assistant Professor, the appointee shall ordinarily have had
 - a. Extensive successful experience in clinical or professional practice in a field of specialization or in a subdivision of the department field, and in working with and/or directing others (such as professions, faculty members, graduate students) in clinical activities in the field
 - b. The appointee must also have demonstrated superior teaching ability
 - c. Demonstrated scholarly and/or administrative accomplishments.
 4. Clinical Professor. In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice:
 - a. Excellence in teaching sufficient to establish an outstanding regional and national reputation among colleagues.
 - b. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.
 - c. A doctoral degree is required.
- B. Guidelines for promotion must be met at the Department, College and University level.
1. Department of PA Studies faculty member shall fulfill the 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 Department of PA Studies faculty member shall be an effective teacher both in and out of the classroom.
 3. A Department of PA Studies 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 Department of PA Studies faculty member shall be committed to collegiality and academic citizenship as described in the TU ART, Appendix 3, II.B.d.
 5. A Department of PA Studies faculty member shall share the responsibility of university, college, and/or department governance.
 6. A Department of PA Studies faculty member shall participate each year in the faculty evaluation process as described herein.

C. Standards for Teaching and Advising

1. The Department of PA Studies PR Committee values a range of teaching and learning experiences for our students. The Committee acknowledges that student advising occurs in a variety of contexts including intentional advising, academic and professional guidance. The overarching principles that guide the evaluation of teaching, scholarship, and service in the Department of PA Studies for annual review, promotion, reappointment, and merit include the following.

2. Teaching effectiveness shall be based on student evaluations as administered and tabulated by TU Institutional Research, peer observations (as appropriate), and the judgment related to faculty performance made by evaluating bodies.

Criteria for evaluating teaching shall be based on the following considerations:

- a. Striving for excellence and competence as a teacher in courses at all levels of the curriculum, as appropriate to the faculty member's areas of expertise and interests and the department's curricular needs;
- b. Exhibiting on-going growth as a classroom teacher at all stages of the career, developing new methods, pedagogies, and competencies and engaging in honest self-evaluation;
- c. Demonstrating competency as reflected in peer and student evaluations;
- d. Preparing syllabi for each course in accordance with university and department standards, consistent with ARC-PA 6th Standards and the ARC-PA Guidance on Syllabi;
- e. Additionally, all faculty should consult College and University guidelines.

2. Teaching may take a variety of forms, including the following:

- a. Classroom-based instruction,
- b. Development of new courses and programs (including those involving collaborative or interdisciplinary work and civic engagement),
- c. Faculty exchanges and teaching abroad,
- d. Off-site-learning,
- e. Appropriate use of educational technology,
- f. Supervision of undergraduate and graduate research and thesis preparation,
- g. Emphasis on pedagogy including the various learning outcomes defined in a specific curriculum,
- h. Other aspects of learning and its assessment.

3. Review of teaching will consider the allocation of faculty time devoted to teaching as stated within the annual faculty workload agreements.

4. Student advising roles and responsibilities are inherent in the faculty member's teaching role. This role encompasses a range of activities, such as:

- a. Academic advising,
- b. Intentional advising (e.g. career & graduate education planning, recommendation writing, networking events, major/minor declarations, research guidance),
- c. Guidance of students in the learning process within one's class teaching responsibilities,
- d. Advising groups in academic honor societies and other student groups,
- e. Serving on an undergraduate or graduate research committee.

5. Evaluation of teaching effectiveness will be focused on student learning which includes:

- a. Creating a supportive climate that is conducive to learning,
- b. Respecting diversity and inclusion at a variety of levels,
- c. Using new teaching/learning methods when appropriate to the course content and learning needs of the students,
- d. Supporting the learning process,
- e. Encouraging subject mastery.

6. Evidence of teaching effectiveness includes:

- a. Peer evaluations,
- b. Student evaluations,
- c. A narrative statement about individual teaching and/or advising philosophy and an interpretation of student and/or peer/chairperson evaluations,
- d. Evaluation of student learning outcomes in terms of test scores (when compared to national standards, when available), numbers of grades at C or below.
- e. Other sources of teaching and mentoring evaluation, including professional societies and awards.

D. Standards for Scholarship

The Department of PA Studies PR Committee values a wide range of scholarship activities. The Committee acknowledges that faculty engage in various forms of scholarship:

- a. Each faculty member shall be reviewed in terms of continuing professional development and currency in their academic field as affirmed by a community of scholars. Faculty are expected to develop a focus area(s) with a number of peer-reviewed publications.

- b. The committee will consider the range of scholarship activities of the faculty member, which shall include evidence of substantive outcomes that are disseminated and validated.
- c. Review of scholarship will consider the allocation of faculty time devoted to scholarship as stated within the annual faculty workload agreements.
- d. Additionally, all faculty should consult college and university guidelines

E. Standards for Service

The evaluation of service for faculty members should rely on evidence of service contributions, which are consistent with the proportion of time allotted for service on the individual faculty member's workload agreement:

- a. While evaluating service, the Committee considers the extent and quality of the service contribution.
- b. The faculty member is responsible to describe and explain the type of civic and community/or professional service he or she may be performing outside the university and its relevance to the mission of the department, college and/or university, as applicable.
- c. The following are types of Service-Related Activities:
 - (1) University Service includes substantive participation and/or leadership in shared governance related to committees or activities at the level of the department, the college and/or the university.
 - (2) Professional Service includes participation and/or leadership in professional organizations, or in other venues external to the university (e.g., local, regional, national, or global), which assist in advancing the mission of the discipline.
 - (3) Civic and Community Service includes participation and/or leadership in the larger community (e.g., local, regional, national or global) outside the university in ways that are related to one's academic area of expertise.
- d. Additionally, all faculty should consult college and university guidelines.

IV. REVISIONS TO THE DEPARTMENT PR DOCUMENT

- A. . These guidelines will be reviewed on the schedule determined by the TU ART Calendar (see Appendix A).
- B. All faculty are welcome to participate in discussion of these guidelines.
- C. Revisions are approved by a simple majority vote of the full-time Department faculty.
- D. All revisions are forwarded to the College PTR Committee and then to the University PTR Committee according to procedures and dates specified in the TU ART.

1 V. Promotion and Reappointment Calendar

Refer to the PTR Calendar	Formation of Department Promotion and Reappointment (PR) Committee and appointment of College PTR Committee member.
Refer to the PTR Calendar	- All faculty members submit an evaluation portfolio to the Department Chairperson. - Chairs submit their dossier for the year under review to their Dean.
Refer to the PTR Calendar	Chair send the Dean and copies the faculty member, the completed Merit Evaluation Form for Fulltime Faculty
Refer to the PTR Calendar	- To appeal the Chairperson's no merit decision, the faculty member will provide a written rebuttal of the Chairperson's decision to the Departmental PR Committee, along with the Merit Evaluation form including the Chairperson's rationale, copying the Chairperson. - A decision of no merit for faculty by the Chairperson shall be reviewed by the Departmental PR committee only if a rebuttal by the faculty member is filed
Refer to the PTR Calendar	- Deadline for faculty in full-time positions prior year to add updates to their file for work completed before June 1. - Deadline for first-year clinical faculty to finalize their Annual Workload Plan and submit to the Dean. - Deadline for request for an initial or subsequent three-year contract. - Faculty notify Department Chairperson with a copy to the Dean with intention to submit materials for promotion and/or tenure in the next academic year.
Refer to the PTR Calendar	- Department PR documents submitted to College PTR Committee if revisions have been made. - Department PR Committee's reports with recommendations and vote count on all non- first year faculty members are submitted to the Department Chairperson. Note: Reappointment also is contingent on continued positive performance for the current academic year, funding for the clinical faculty position, and department need in the faculty member's area of clinical expertise.
Refer to the PTR Calendar	Department Chairperson's written evaluation for faculty considered for reappointment and/or promotion is added to the faculty member's evaluation portfolio and conveyed to the faculty member.
Refer to the PTR Calendar	- The faculty member's evaluation portfolio now includes the following: - Department PR Committee's written recommendation with Department Vote Record - completed Department Summary Recommendation Form - written recommendation of the Department Chairperson, - Evaluation Portfolio is forwarded by the Department PR Chairperson to the Dean's office.

Refer to the PTR Calendar	Faculty seeking an immediate consecutive three-year contract must submit an evaluation portfolio to the Department Chairperson.
Refer to the PTR Calendar	The College PTR Committee reports with vote counts and recommendations for faculty reviewed for promotion are submitted to the Dean.
Refer to the PTR Calendar	- All documentation for the first-year review is submitted by the faculty member to the Department Chairperson. - The College PTR Committee and the dean's recommendations for promotion and/or multi-year contracts are given to clinical faculty members under review for promotion or a multi-year contract with a copy to the department chairperson or designee. - The College PTR Committee's recommendation concerning clinical faculty members' appeals of their departmental PR Committee's recommendation in the areas of reappointment, appointment to a multiyear contract and/or promotion are delivered to the faculty member and the department chairperson.
Refer to the PTR Calendar	- College Dean forwards summative portfolio inclusive of committee and Dean recommendations to the Provost. - Dean forwards all reappointment/non-reappointment recommendations to the Provost; for first-year clinical faculty, merit and reappointment recommendations delivered to faculty and Dean.
Refer to the PTR Calendar	Department documents concerning promotion, reappointment, and appointment to multi-year contracts are forwarded to the University PTR Committee (if changes occurred)
Refer to the PTR Calendar	Dean's recommendation for first-year faculty sent to Provost
Refer to the PTR Calendar	The Provost's decisions are delivered to all clinical faculty who have been recommended for multi-year contracts and/or promotion.

1 VI. **Appendices**

2 **Appendix A: Procedure for Peer Review of Faculty Teaching**

3 Procedure for Peer Review of Faculty Teaching

4 This is a procedure for managing and tracking Peer Evaluation of PA Studies Faculty teaching as it
5 relates to on-sight classroom teaching. The schedule for such evaluations is outlined in the
6 Department of PA Studies PRM Document, on page 6.

7 “Peer review of teaching is required according to the following schedule:

- 8 a) Two reviews per year for the first three years.
- 9 b) One review per year after the initial three-year period.
- 10 c) Two reviews in the year prior to review for promotion.
- 11 d) The chair may request additional peer reviews of teaching.”

12
13 The faculty being evaluated will solicit a faculty colleague to observe during a teaching
14 session/lecture. The Director of Didactic Education (DDE) will provide the form needed to capture
15 this evaluation. The DDE will aid in scheduling and soliciting peer reviews. The form is attributed to
16 Fisher and Werts, May 2018.

17
18 The areas that are rated (1-5) quantitative dimensions are as follows.

- 19 • Knowledge of Subject:
- 20 • Presentation Organization: [e.g. Structured Lessons, Connections, Contextualization]:
- 21 • Delivery of Presentation [e.g. Inclusiveness, Differentiated Instruction, Time on Tasks]:
- 22 • Communication Skills [e.g. Feedback, Assessment, Scaffolding]:
- 23 • Methods Used (please list) [e.g. Higher-Order thinking Methods, Multi-Modal, Differentiated
- 24 Instruction]
- 25 • Rapport with Students [e.g. Engagement, Enjoyment]:

26
27 Overall Quantitative Assessment of Observation (out of 30 possible points)

28
29 The form also includes open comment boxes:

30 Areas of Strength (what did faculty member do to help students meet learning objectives):

31 Areas Encouraged for Development:

32 General Summation of Comments for Consideration by the Faculty Member:

33 Syllabus Review:

34 Question for the Observed: What can we do as a department to better serve our faculty?

35
36 The form is to be signed by the faculty being observed and the peer observer. The form is to be
37 reviewed by the Director of Didactic Education and discussed with the observed faculty member.
38 The completed form should be kept by the faculty member and a copy put in the faculty file kept by
39 the Department Chairperson. It is the responsibility of the faculty being observed to report the
40 results of the peer evaluation as part of the Annual Report.



Appendix B: Department of Physician Assistant Studies Faculty Observation Form

Faculty Name:		Signature:	
Observer Name:		Signature:	
Date of Observation:	Class:	Semester and Year:	

Please include comments under each section as appropriate.

1 = poor, 5 = excellent

Knowledge of Subject:	
Presentation Organization: <i>[e.g. Structured Lessons, Connections, Contextualization]:</i>	
Delivery of Presentation <i>[e.g. Inclusiveness, Differentiated Instruction, Time on Tasks]:</i>	
Communication Skills <i>[e.g. Feedback, Assessment, Scaffolding]:</i>	
Methods Used (please list) <i>[e.g. Higher-Order thinking Methods, Multi-Modal, Differentiated Instruction]</i>	
Rapport with Students <i>[e.g. Engagement, Enjoyment]:</i>	
Overall Assessment of Observation (out of 30 possible points)	

Areas of Strength (what did faculty member do to help students meet learning objectives):

Areas Encouraged for Development:

General Summation of Comments for Consideration by the Faculty Member:

Syllabus Review:

Question for Observee: What can we do as a department to better serve our faculty?

Appendix C - Lesson Tag Definitions modified from Towson University Faculty Guild Project Resources

Assessment

Instructors use assessment tools to gauge student progress and share the results of those assessments with students to help them understand how well they are mastering the material.

Connections

Instructors help students make connections between the topics/ideas within the course and their prior knowledge/experience.

Contextualization

Instructors make sense of theoretical material by applying it to situations in either the real world or another academic context.

Differentiated Instruction

Instructors use a mix of activities within the same class session, such as lecture, discussion, small group work, student pairs, use of technology, etc. with the goal of designing activities to meet the diverse needs of all students.

Enjoyment

Instructors endeavor to create enjoyable classroom activities to support an environment conducive to learning.

Engagement

Instructors actively elicit participation from students via Q&A, polling, etc.

Feedback

Instructors review student work and provide timely, constructive, ungraded feedback in conversation or writing

Inclusiveness

Instructors create an inclusive environment by designing activities to meet the varying needs of all students.

Instructors encourage students to participate in class by making the classroom a safe and comfortable space for students to ask questions or make mistakes.

Multi-Modal Instruction

Instructors present the same information using a variety of modes, such as visual, oral, aural, experiential, hands on, etc. This may include multiple ways of problem solving for one problem.

Scaffolding

Instructors scaffold assignments by providing a sequential set of activities (including low-, medium- and high-stakes) that build on one another and help move students toward increasing levels of sophistication in their work.

Structured Lessons

Instructors present ideas in a logical progression and provide guidance on how to complete assignments, perhaps modeling them or providing a rubric. Instructors break down complex ideas to make them understandable to all students.

Time on Task

Instructors create challenging learning activities that maximize practice and student attention to task, providing class time for students to practice the desired skills.

Appendix D: CHP Clinical Faculty Standards and Potential Evidence for Teaching and Advising

Standard	Potential Evidence
Clinical Assistant Professor Teaching Standards	Clinical Assistant Professor Potential Evidence
1) Demonstration of knowledge of the field(s) in which they are teaching, including current and emerging trends.	- Evidence of knowledge in the field, including current and emerging trends (e.g., syllabi, lecture content, inclusion of current research and evidence-based practice, etc.) - Requests from peers, professionals, or community members to share clinical knowledge and expertise in a professional forum or via consultation.
2) Demonstration of growth and evolution that supports the teaching and learning process.	- Evidence of refinement, updating and improving courses (e.g., teaching narrative, new or revised instructional procedures, etc.) - Evidence of effective and successful participation in course development, program development and/or assessment that is based on established scholarship, best practice, and/or sustained experience with practitioners in one's field.
3) Demonstration of effective clinical / professional teaching and student learning in the designated area of expertise.	- Evidence of positive and effective teaching (e.g., peer evaluations, student evaluations, teaching narrative, etc.) - Correspondence from students, alumni, colleagues, program coordinators, and administrators
4) Demonstration of effective and successful participation in student advising.	Evidence of effective and successful student advising (e.g., student advising evaluations)
5) Demonstration of participation in mentoring activities to support effective teaching and/or advising	- Requests to help others with their teaching and documentation of providing assistance - Selected projects, reports, presentations or theses completed by students
6) Continued demonstration of participation in mentoring activities to support effective teaching and/or advising	Requests to help others with their teaching and documentation of providing assistance Selected projects, reports, presentations or theses completed by students
Clinical Associate Professor Teaching Standards	Clinical Associate Professor Teaching Potential Evidence
1) Demonstration of knowledge of the field(s) in which they are teaching, including current and emerging trends.	- Evidence of knowledge in the field, including current and emerging trends (e.g., syllabi, lecture content, inclusion of current research and evidence based practice, etc.) - Requests from peers, professionals, or community members to share clinical knowledge and expertise in a professional

	forum or via consultation;
2) Demonstration of refinement, updating, and improvement of the courses that one teaches.	• Evidence of refinement, updating and improving courses (e.g., teaching narrative, new or revised instructional procedures, etc.) • Evidence of effective and successful participation in course development,
	program development and/or assessment that is based on established scholarship, best practice, and/or sustained experience with practitioners in one's field.
3) Demonstration of superior clinical / professional teaching ability and student learning in the designated area of expertise.	• Evidence of positive and effective teaching (e.g., peer evaluations, student evaluations, teaching narrative, etc.) • Correspondence from students, alumni, colleagues, program coordinators, and administrators
4) Continued demonstration of growth and evolution that supports the teaching and learning process.	• Teaching methods, materials, and strategies published or presented
5) Continued demonstration of effective and successful participation in student advising.	Evidence of effective and successful student advising (e.g., student advising evaluations)

Clinical Professor Teaching Standards	Clinical Professor Teaching Potential Evidence
1) Demonstration of knowledge of the field(s) in which they are teaching, including current and emerging trends.	• Evidence of knowledge in the field, including current and emerging trends (e.g., syllabi, lecture content, inclusion of current research and evidence-based practice, etc.) • Requests from peers, professionals, or community members to share clinical knowledge and expertise in a professional forum or via consultation;
2) Demonstration of refinement, updating, and improvement of the courses that one teaches.	• Evidence of refinement, updating and improving courses (e.g., teaching narrative, new or revised instructional procedures, etc.)
3) Demonstration of sustained excellence in clinical / professional teaching and student learning in the designated area of expertise.	• Evidence of positive and effective teaching (e.g., peer evaluations, student evaluations, teaching narrative, etc.) • Correspondence from students, alumni, colleagues, program coordinators, and administrators
4) Demonstration of effective and successful participation in course development, program development and/or assessment that is based on established scholarship, best practice, and/or sustained experience with practitioners in one's field.	• Teaching methods, materials, and strategies published or presented • 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 • University curriculum and instructional development grants
5) Demonstrated mentoring of colleagues in teaching and/or advising.	• Requests to help others with their teaching and documentation of providing assistance
6) Demonstration of a sustained record of excellence in teaching and advising.	• Teaching awards and nominations • International teaching exchange, sabbatical or consulting contracts

Appendix E - CHP Clinical Faculty Standards and Potential Evidence for Scholarship

Standard	Potential Evidence
Clinical Assistant Professor Scholarship Standards	Clinical Assistant Professor Potential Evidence
1) A clearly defined area of expertise that can be developed into a scholarship plan that reflects the potential for ongoing growth in the designated area of expertise.	• A description of one's scholarship in their designated area of expertise. • External letters of recommendation identifying one's expertise and potential.
2) Currency in the knowledge based supporting one's designated area of expertise that is demonstrated yearly and over time in rank.	• Documentation of one's required licensure(s) and/or certification(s). • Documentation of continuing education. • Industry/clinical practice hours.
3) Integration and application of one's professional scholarly activities to teaching or service or other professional activities.	• Requests for guest lectures, presentations, professional committee work, etc. • Serving as an industry or professional practice expert.
4) Begin and continue over time dissemination of one's scholarly activities in one's area of expertise.	• Guest lectures. • Presentations. • Written works such as newsletters and editorials in trade and/or professional practice publications.
Clinical Associate Professor Scholarship Standards	Clinical Associate Professor Potential Evidence
1) Demonstrated evidence that one's scholarship plan has matured over time.	• Narrative statement clearly defining one's specialization and growth over time. • Participation and increased responsibility in scholarship and research activities. • Participation or submission in a grant or grant application.
2) Currency in the knowledge base supporting one's designated area of expertise that is demonstrated yearly and over time in rank.	• Documentation of advanced certification(s). • Participation in dissemination of clinical/industry expertise via guest lecture, in-service presentation or consultation. • Disseminated clinical/industry expertise via regular and ongoing consultation.
3) Integration and application of one's professional scholarly activities to teaching and service or other professional activities.	• Creation of educational materials that demonstrate integration / synthesis of knowledge. • Creation of new workshops related to the designated area of clinical expertise. • Writing technical reports and/or evidenced-based policy that reflects integration of knowledge. • Developing a new case report related to the designated area of clinical expertise for dissemination.
4) Demonstrated continued dissemination of one's scholarly activities in one's area of expertise.	• Presenter of a juried presentation at a local, regional conference, national or international conference.

	• An invited presenter at a local, regional conference, national or international conference. • Developing and/or writing of monographs or technical reports for publication. • Publication of a case report related to the designated area of clinical expertise. • Author or co-author of an article in an academic or practice journal or a book chapter.
5) Recognition by others of the quality of one's scholarship.	• Published reviews of scholarly works. • Citation by others of one's scholarship.
Clinical Professor Scholarship Standards	Clinical Professor Potential Evidence
1) A sustained record of scholarship activity within one's designated area of expertise that is validated and disseminated to the professional community.	• Juried or invited presentation at a national or international conference. • Author or co-author of an article in a peer reviewed or practice journal or a book chapter. • Competitive internal or external grants attempted and/or received.
2) Currency in the knowledge base supporting one's designated area of expertise; that is demonstrated yearly and over time in rank.	• Earned doctoral degree. • Invited keynote presentations.
3) A sustained record of integration and application of one's professional scholarly activities to teaching and service or other professional activities.	• External adoptions of one's educational works. • Publication or presentation of novel or exemplary teaching methods, materials or strategies. • Leadership of accreditation processes and writing a self-study.
4) Distinction in the quality of one's scholarship.	• Awards and other recognition for the quality of one's scholarship. • External evaluations and reviews of one's work. • Continued citation by others of one's scholarship.
5) Excellence in mentoring faculty, clinical practitioners, or students in their efforts to integrate or generate new knowledge in the field.	• Documentation from one's mentees. • Narrative statement describing mentoring relationships with junior faculty, clinicians or other professional colleagues. • External reviews.

Note: This list provides examples of formats for dissemination and validation, but is not exhaustive.

Appendix F: CHP Clinical Faculty Standards and Potential Evidence for Service

Standard	Potential Evidence
Clinical Assistant Professor Service Standards	Clinical Assistant Professor Service Evidence
1) Demonstrates service involvement in faculty governance at the Department level; (this does not exclude at the College or University level)	• Membership on faculty committees (e.g., thank you letters for participation; emails; etc.) • Correspondence from colleagues and others (e.g., letter of thanks for participation; ask your committee chair for a letter of participation or record of keeping minutes; minutes [if not confidential]; emails; evidence of completing the assigned duties based on the committee; etc.)
2) Demonstrates service contributions to the institution and / or community that draws upon one's professional expertise	• Membership on committees (e.g., letter of thanks for participation; emails; etc.) • Membership in professional organizations and associations at national, regional, and state levels • Correspondence from colleagues and others (e.g., letter of thanks for participation; emails; etc.) • Involvement in student activities, organizations, and programs (e.g., copies of programs; organizational charts; etc.) • Involvement of community service or programs (e.g., copies of programs; letters of thanks from the community or organization leader; etc.)

Standard	Standard
Clinical Associate Professor Service Standards	Clinical Associate Professor Service Evidence
1) Demonstrate service involvement in faculty governance at the Department and College levels	• Membership on faculty committees (e.g., letter of thanks for participation; emails; etc.) • Correspondence from colleagues and others (e.g., letter of thanks for participation; emails; etc.)
2) Demonstrate advocacy in service involvement in faculty governance at the Department level &/or College level	• Evidence of leadership role in the faculty university governance structure at any level

3) Demonstrates service contributions to the institution and / or community that draws upon one's professional expertise	• Evidence of key roles in the university governance structure (e.g., organizational charts; letter of thanks for role and contributions; emails; etc.) • Correspondence from colleagues, committees and others (e.g., letter of thanks for leadership role or key contributions; emails; etc.) • Involvement in student activities, organizations, and programs (e.g., copies of programs; organizational charts; etc.) • Membership in professional organizations and associations at national, regional, and state levels • Committee membership in professional organizations (e.g., letter of thanks; emails; letters; etc.)
4) Recognition of the quality and impact of one's service contributions, particularly at the Department and / or College levels	• Correspondence from colleagues and others (e.g., letter of thanks for key contributions; emails; etc.) • Evidence of involvement in student activities, organizations, and programs (e.g., copies of programs; letter of thanks from the Honors College or Study Abroad, etc.)

Standard	Standard
Clinical Professor Service Standards	Clinical Professor Service Evidence
1) Demonstrates a sustained record of service activity in faculty governance at the Department, College and/or University levels;	• Examples of involvement with practitioners that is sustained and focused and that draws upon one's professional expertise (e.g., letter of thanks for participation; emails; etc.) • Correspondence from colleagues and others (e.g., letter of thanks for participation; ask your committee chair for a letter of participation or record of keeping minutes; minutes [if not confidential]; emails; evidence of completing the assigned duties based on the committee; etc.)
2) Provides advocacy in addressing important issues or needs	• Provision of in-service education or technical assistance (e.g., copies of programs; organizational charts; emails; etc.) • Evidence of advocacy and / or mentoring in issues involving student and/or colleagues (e.g., thank you letters; emails; etc.)
3) Demonstrates participation in mentoring of colleagues within the Department	• Correspondence from colleagues or mentees (e.g., letter or emails of recognition/thanks).

4) Demonstrates leadership in addressing important institutional, professional, or community issues	• Membership in professional organizations and associations at national, regional, and state levels • Leadership positions in the university governance structure (e.g., organizational charts; thank you letters for role and contributions; emails; etc.) • Leadership in professional organizations and associations (e.g., organizational charts; thank you letters; etc.) • Evidence of service to licensure, certification, or accreditation boards (e.g., organizational charts; thank you letters; etc.) • 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 • Professional consultation (any written proof)
5) Distinction in the quality of one's service at all levels of faculty governance (Department, College and / or University)	• Correspondence from committee members, colleagues and others (e.g., thank you letters for key contributions; emails; etc.) • Evidence of influence in student activities, organizations, and programs (e.g., copies of programs; thank you letters from the Honors College or Study Abroad; letters of distinctions; etc)

Appendix G: Guidelines for External Peer Review

https://www.towson.edu/provost/academicresources/documents/externalevaluationguidelineswithletter_finaldraft.pdf

EXTERNAL EVALUATION GUIDELINES

Chapter 3 §I.B.3.f provides that departmental and college promotion and tenure policies may include an option for external reviews as part of the evaluation process for promotion and tenure. Departments and colleges are encouraged to solicit such external reviews and are directed to incorporate these guidelines into their promotion and tenure policies should external reviews be made part of the evaluation process.

I. CONFIDENTIALITY

- External reviews will not be made available to the faculty member being reviewed (“Candidate”) and will not be included in the Candidate’s faculty evaluation portfolio.
- External reviews will be forwarded to each level of review under separate cover.

II. IDENTIFYING EXTERNAL EVALUATORS

- Evaluators will be independent and impartial. Evaluators cannot be members of Towson University faculty nor can they be current or former advisors or mentors to the Candidate, or otherwise have (or have had) a personal or significant professional relationship with the Candidate.
- Evaluators must be established scholars or practitioners of demonstrated expertise in the area of the Candidate’s specialization preferably from peer institutions.

III. SELECTION OF EVALUATORS

- The Candidate will have the opportunity to recommend evaluators who meet the criteria set forth in §II to the Department Chairperson or designee.
- The Department Chairperson or designee in consultation with the Dean, will also recommend evaluators, in addition to those recommended by the faculty member. The Department Chairperson or designee will select at least 5 evaluator(s) of those recommended by the faculty member who meet the criteria set forth in §II and will select, in addition 5 other evaluator(s) so that a minimum of 10 evaluators are identified as potential evaluators.
- The Department Chairperson or designee will contact the potential evaluators to identify those evaluators who agree to provide evaluations.
- Potential external evaluators must be identified no later than the first Monday in April of the calendar year in which the promotion or tenure portfolio will be submitted and confirmed no later than the first Monday of July.
- Following confirmation of the external evaluators, the chair or designee will write each evaluator using the letter template attached to these guidelines.

IV. SUBJECT MATTER OF EXTERNAL REVIEW

- External evaluators are not to evaluate the candidate’s teaching, advising or service to the University. The external evaluation will address the Candidate’s scholarly and/or creative work as it relates to the Candidate’s promotion or tenure. Material provided to external evaluators should include the scholarly and/or creative work appropriate to the Candidate’s discipline such as books, articles, grant proposals, computer programs, visual works or performance reviews.
- The Candidate’s Department Chairperson or designee must provide these materials to all external evaluators no later than July 1. The Candidate’s curriculum vitae will be included with the materials provided external evaluators.

Date

Dr.

Department of
Towson University
8000 York Road
Towson, Maryland 21252

Dear

Thank you for agreeing to serve as an external evaluator of the scholarly/creative work of _____, ("Candidate") , who is being considered for promotion from _____ to _____ (or who is being considered for tenure at Towson University). I am sending under separate cover the publications (and/or other materials) that I am asking you to review.

Pursuant to the University's promotion and tenure policy, your review will remain confidential and will not be made available to the Candidate. Only officially constituted faculty committees and academic administrators authorized to evaluate the Candidate for promotion (or tenure) will have access to your evaluation and this correspondence.

Please provide an objective assessment of the Candidate's accomplishments as a scholar (or reference specific work in other fields as appropriate) and your opinion on whether the Candidate has demonstrated the degree of accomplishment required for promotion to _____ (and/or for tenure) at _____.

In making your evaluation of the candidate's work, please address the following:

1. What, if any, has been your professional and/or personal relationship with the Candidate?
2. What is the significance of the issues addressed by the Candidate's work?
3. What is your assessment of the originality and the quality of the work?
4. Is the methodology used appropriate to the issues addressed and consistent with best practices in the field?
5. Does the work produce useful lines of future inquiry for the Candidate and/or for others in the field?
6. Has the Candidate's work appeared in journals, been exhibited in galleries, published by presses, or in professional or performance venues that are appropriate to the field that are indicators of quality work?
7. Does the body of the Candidate's work reviewed indicate continuing development as a scholar (or creative artist)?

In addition to responding to these specific inquiries, please feel free to comment on other aspects of the Candidate's scholarly work.

Due to the calendar for promotion and tenure decisions, please complete your review of the material and submit your evaluation by _the third Friday in September. Please address all correspondence to me at the address above, marked "Confidential."

Thank you for your assistance in this important matter. It is essential to sustaining the academic quality of Towson University that we call upon outside evaluations to assist us in judging the professional scholarship performance of our faculty. We realize how time-consuming this task is, and we are truly grateful for professional service you will render on our behalf.

Sincerely,

Appendix H: University Forms

ANNUAL REPORT (AR)

Reporting On Activities for Academic Year

June 1, 20__ - May 31, 20__

Name _____ Rank _____

Department of _____

Area of Specialization _____

Appointed to TU faculty: at rank _____ in year _____.

Promotion History:

To rank _____ in year _____ ,

To rank _____ in year _____ , and

To rank _____ in year _____ .

I. Formal Degrees

A. Highest degree earned, with date and name of granting institution. If received since June 1, 20__, attach proof.

B. If candidate for an advanced degree, indicate work completed since June 1, 20__ and present status. Corroborative material and/or transcript must be attached.

II. Teaching and Advising

(percentage of workload: _____ %)

- A. 1. Assure that all course evaluations and course syllabi are added to the appropriate Merit portfolio folder.

The course evaluation reports from the Office of Assessment will each include the course title and number, credit hours, number of students enrolled/responding, and response data for each item (median, mean, standard deviation, N).

2. Provide a brief (1-4 paragraphs) descriptive reflection on your teaching practice this past year. Highlight interpretations of data you have found meaningful (e.g., self, peer, and/or student feedback) to inform and guide your future teaching practices. Potential items may include (but are not limited to) levels of satisfaction with course assignments and work manageability, students' take-aways and/or gaps in understanding, grading and providing feedback, DEIJ considerations, digital accessibility, opportunities to fold in new concepts and perspectives into coursework, or other pedagogical innovations.

- B. Non-classroom assignments which are part of your regular on-load teaching assignment (i.e., coaching, directorships, supervision of student teachers).

- C. New instructional strategies which you have introduced this year (e.g., special projects, new courses and/or materials).

- D. Advising (including number of students, whether majors, undeclared, or interdisciplinary students).

Optional: Provide a descriptive reflection on your student advising practice this past year. Highlight interpretations of advising efforts that you have found meaningful (e.g., self, peer, and/or student feedback) to inform and guide your future advising practices

- III. Research, Scholarship, and Creative Activities (percentage of workload: _____%)

[Attach corroborative material where appropriate]

Correlation Statement. If your productivity did not match your projections for the academic year, please explain.

IV. Service (percentage of workload: ____%)

[Indicate any of these activities which are part of your workload]

Department:

College:

University:

Community:

Profession:

Correlation Statement. If your productivity did not match your projections for the academic year, please explain.

1 **ANNUAL WORKLOAD PLAN (AWP)**

2 Agreement On Faculty Expectations For Academic Year

3 June 1, 20__ - May 31, 20__

4
5 I. Teaching and Advising (percentage of workload: _____%)

6
7
8 A. List all of the regular classroom teaching assignments planned for the
9 academic year.

10
11
12
13 B. Non-classroom assignments which will be part of your regular on-load
14 teaching assignment (i.e., coaching, directorships, supervision of student
15 teachers) for the academic year.

16
17
18
19 C. New instructional strategies which you plan to introduce this year (e.g.,
20 special projects, new courses and/or materials). Also include
21 interdisciplinary, diversity, international, and new technology projects, if
22 appropriate.

23
24
25 D. Advising (including number of students, whether majors, undeclared, or
26 interdisciplinary students)

1
2 II. Research, Scholarship, and Creative Activities (percentage of workload: ____%)

3
4
5
6 III. Service (percentage of workload: _____%)

7 [For any of these activities which are part of your workload, please indicate.]

8
9 Department:

10
11
12 College:

13
14
15 University:

16
17
18 Community:

19
20
21 Profession:

22
23
24 SIGNATURES:

25
26 Faculty Member _____ Date _____

27
28
29 Chairperson of Department _____ Date _____

30
31
32 Dean of College _____ Date _____

33
34
35 Updated by Office of the Provost and Approved by Academic Senate 12/2022

1

2

DEPARTMENT SUMMARY RECOMMENDATION

**TOWSON UNIVERSITY
DEPARTMENT SUMMARY RECOMMENDATION (DSR)**

DEPARTMENT OF _____

RECOMMENDATION FORM FOR YEAR _____

FOR _____
(Faculty Member)

This form is to be completed for all tenure track and clinical faculty by each department upon the conclusion of its PTRM process each fall. When promotion or tenure is being considered, it is forwarded as part of the faculty member's file to the appropriate college promotion and tenure committee for use during its deliberations. Recommendations on merit, reappointment, and five year comprehensive reviews are to be forwarded directly from the department to the dean of the college.

By signing this form faculty members indicate that they have read this form and are aware of the department's recommendation(s); their signatures do not necessarily indicate agreement with the recommendation(s). Faculty who wish to appeal the recommendation(s) should follow procedures found in the Towson University Policy on Appointment, Rank and Tenure of Faculty.

The _____ Department PRM Committee voted to recommend that you have:

- ☐ Tenure granted
- ☐ Tenure denied

The _____ Department PRM Committee recommends

you for the following: Promotion to T/TT or Clinical:

- ☐ Associate Professor
- ☐ Professor
- ☐ No promotion

The _____ Department Merit Committee recommends you for the following:

- ☐ No Merit
- ☐ Base Merit
- ☐ Base +Merit

The _____ Department PRM Committee recommends that you be:

- ☐ Reappointed
- ☐ Not reappointed

The _____ Department PRM Committee recommends that your performance for the period covered by the Five Year Comprehensive Review be judged:

- ☐ Satisfactory
- ☐ Less than Satisfactory

1

2

3

4 Committee Chair Signature _____ Date _____

5

6 Faculty Member Signature _____ Date _____

7

8

9

1
2
3
4
5

Voting Record

Department of _____
Promotion, Tenure & Reappointment Committees and Annual Review and Merit Committees Votes
Fall _____ (based on Academic Year _____)

Faculty (Rank)		Tenure/ Reappoint Vote	Promote Vote	5 YR Review	Faculty (Rank)		Tenure/ Reappoint Vote	Pr o m o t e Vote	5 YR Review
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								

	Yes								
	Yes								
	Yes								
	Yes								

1

2

3 This voting record is an accurate reflection of the deliberations of the PTR and ARM Committees.

4

5

6 Department PRM Chairperson/Date