

**POLICIES AND PROCEDURES FOR THE PURPOSE OF REVIEW OF
FACULTY PROGRESS TOWARDS TENURE AND PROMOTION
DURING THE THIRD YEAR (“Third Year Review”)**

1. Purpose of Review. The department recognizes that each faculty member offers a unique combination of education, skills, interests, experiences and career aspirations. Consequently, while the standards for performance will be consistent among faculty, the areas in which each faculty member is evaluated and the weight assigned to each of those areas will differ among faculty, consistent with the annual workload agreements as agreed to by faculty, chair and dean.

At the conclusion of the Fall semester during a candidate’s third year at Towson University, the department PTRM Committee shall conduct a “Third Year Review” of tenure-track candidates. The purpose of the review is to serve as an advisory and mentoring function for the faculty member.

The review will be done in concert with the *Guidelines for Development of Departmental Standards and Expectations for Teaching, Scholarship and Service*, as described in the **Towson University Faculty Handbook**, Addendum A. As noted below, department PTRM committee evaluations of a candidate’s interim progress will become part of the faculty member’s file at the department level and shared with the dean; however, it will not be forwarded to either the college PTRM committee or the provost.

2. Dimensions of Review. Candidates during their third year of service will be evaluated on three primary dimensions: Teaching, Scholarship and Service. Balance among dimensions is to be achieved through the workload as developed by faculty, chair and dean. In addition, a faculty member shall be committed to collegiality and academic citizenship as demonstrated by humane, ethical and professional behavior.

Teaching (in all its components including advising and mentoring): Student learning is at the core of Towson’s mission and the primary commitment of the faculty of the department. The teaching dimension of performance includes: Advising assigned and unassigned students from the department’s major fields of study, counseling students enrolled in the faculty member’s courses, classroom or online instruction, mentoring graduate and undergraduate research, preparation and keeping current in the subject areas being taught, and evaluation of student performance. Teaching may also include supervision of student internships and directed or independent studies. It is acknowledged that approaches and outcomes may differ among disciplines and it is for the discipline and department to determine standards within the framework of the faculty handbook. While faculty play a critical role in student learning, this policy re-affirms the primary

responsibility of the student for the student's own learning outcomes and career preparation.

Scholarship: Scholarship involves the investigation of the significance and meaning of knowledge, undertaken through critical analysis and interpretation. Scholarship may be applied, where knowledge is applied to real world problems to gain an understanding of how the knowledge can be used to help individuals and institutions resolve such problems. Scholarship may also be that of discovery, where new knowledge is developed through rigorous and disciplined investigative efforts. Scholarship may also be considered that of original creative work.

Scholarship typically includes both a process of peer review and some form of dissemination (or "publication") of the work as determined by the relevant academic discipline.

The following are possible ways in which scholarship can be pursued and included as part of the annual workload agreement: presentations made at practitioner conferences and events; creative works (art, dance, music, showings, works and so on); presentations made at scholarly conferences, with or without proceedings publication; publication of a refereed article, case, monograph, book chapter or book; publication of textbook supplements or other course materials; award of a research grant or fellowship; creation of licensed computer software; reviews of books, software, etc. in a refereed scholarly journal; awards from the department, college, university or professional association for scholarly activity; and others. Many fields demonstrate "publication" through creative production rather than through traditional written documents." For example "appropriate kinds of scholarship/creative activity" may include: productions, juried exhibitions, distribution, management (of media stations or labs), internet publication, and multi-media performance as well as film, video and digital media productions. Additionally, the department may determine that a grant proposal (and the successful attainment of a grant) may be either scholarship or service depending upon its assessment of the purpose and quality of the grant.

Service: Faculty are expected to contribute their professional expertise to the department, college, university and professional associations. They are encouraged, but not required, to contribute to their communities as well. It is desirable that faculty service work, both at Towson and in professional associations, begins with membership and active participation on committees and eventually progress to leadership roles. Assessment will consider the level and extent of participation and contribution to service endeavors (rather than mere membership) and the collegiality displayed in treating others in a respectful manner. In presenting their service for review, faculty members should prepare a narrative, which explains the scope and depth of their contributions and may also solicit letters of support, or references, from those under whom the service was engaged.

3. Procedure. At the conclusion of the Fall semester during a candidate's third year at Towson University, tenure track faculty should prepare an interim dossier of activities for evaluation by the department's PTRM committee. The intention of the evaluation is to assess progress toward tenure by advising and mentoring 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 faculty member should submit materials for the previous two and one-half years as if the faculty member were applying for tenure and/or promotion. The department PTRM Committee will evaluate the materials and indicate to the faculty member, in writing:

- whether or not the faculty member's work to date is leading towards a positive tenure and promotion decision; and
- what suggestions the PTRM has for a positive decision at the end of the tenure track period.

This written report will become part of the faculty member's file at the department level, shared with the dean, and will not be forwarded to either the college PTRM committee or the provost. Again, the purpose of the review is to serve as an advisory and mentoring function for the faculty member.

4. Dossier. For purposes of the Third Year Review, the following materials (as set out in the Faculty Handbook, Annual Review) will be needed:

- A critical part of the candidate's dossier shall be a narrative statement in which the candidate describes how he or she has met and integrated teaching, research, and service expectations over the review period.
- Two Annual Review dossiers from the previous two full years of service at Towson University each of which must include the following documents:
 - i. AR (Annual Report) or CAR (Chairperson's Annual Report) form including workload statement signed by faculty, chair and dean.
 - ii. Curriculum vitae
 - iii. Syllabi of courses taught in the year being reviewed
 - iv. Both student and peer evaluations of teaching and advising
 - v. Evidence of scholarship
 - vi. Evidence of service.
 - vii. AR part 2 from the previous academic year for continuing faculty, for each year.
- Material from the Fall semester, including at least peer and student teaching evaluations and advising evaluations, together with any other material that may be included in a complete annual report.

5. Standards. The Department PTRM committee will assess the Third Year Review candidate and a clear statement of progress toward tenure must be included. New faculty must develop excellence in teaching (including advising and mentoring) and a plan for, and evidence of, scholarly productivity. Service will be evaluated according to department standards. As noted under Dimensions of Review (above) a faculty member also shall be committed to collegiality and academic citizenship as demonstrated by humane, ethical and professional behavior. The following three-level scale is to serve as a general guideline for the review:

- Superior progress. Requirements include excellence in teaching (in all its components including advising), excellence in scholarship and meeting department standards in service.
- Satisfactory progress. Requirements include progress towards excellence in teaching and scholarly productivity with satisfactory service as determined by the department. This essentially means that the department has determined that progress towards tenure is satisfactory but improvements may be needed.
- 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.
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6. Timetable: For purposes of review during a faculty's third year:

- All documentation is due to the chair of the department PTRM Committee the third Friday in January;
- Feedback should be both in writing and in a face to face meeting with the department chair and the department PTRM chair no later than the first Friday in March. This feedback also will be shared with the dean. Feedback is to serve an advisory and mentoring function for the faculty member. The faculty member should receive feedback related to teaching (including advising and mentoring), scholarship and service in detail as deemed sufficient by the department.

7. Accelerated Track Review. In the circumstance where a faculty has been hired on an accelerated tenure-track timetable the agreement between faculty and dean or provost shall supercede the third year review. In those instances, the regular Annual Review by the department may be expected to serve a more extensive function and the department may provide more extensive feedback to the candidate.

Approved by the Towson University Senate on November 20, 2006