

## **CHAPTER THREE THE FACULTY**

### **PART I: FACULTY RANKS USED AT TOWSON UNIVERSITY**

Faculty ranks and associated criteria used at Towson University for purposes of appointment and promotion are listed below. These are adopted from Section II-C of the USM Board of Regents' II-1.00 "University System Policy on Appointment, Rank, and Tenure of Faculty." In that section, the Board states that specific ranks are to be utilized within each USM institution based on the mission of the institution. (See Appendix B for the full USM policy.)

#### **I. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION AT TOWSON UNIVERSITY**

##### **A. Instructor**

The appointee ordinarily shall hold, at a minimum, the master's degree in the field of instruction, with evidence of pursuit of the doctorate or other terminal degree. There shall be evidence also of potential for effective teaching and for a successful academic career.

##### **B. Assistant Professor**

The appointee ordinarily shall hold the doctorate or recognized terminal degree in the field of specialization. Exceptions may be made for comparable professional activity or research and in areas in which there is a critical shortage of doctorates. The appointee should also show potential for superior teaching, service, and research, scholarship, or where applicable, creative performance, commensurate with the mission of the institution.

##### **C. Associate Professor**

In addition to having the qualifications of an assistant professor, the appointee ordinarily shall have demonstrated excellence in teaching and successful experience in research, scholarship, or where appropriate, creative performance, and, be competent to offer graduate instruction and direct graduate research. The appointee shall have a minimum of seven years of full-time university/college teaching experience. Exceptions may be made for comparable professional activity or research. There shall also be evidence of relevant and effective service to the institution, the community, and the profession.

##### **D. Professor**

In addition to having the qualifications of an associate professor, the appointee ordinarily shall have established an outstanding record of teaching and research, scholarship, or where appropriate, creative performance, and, where appropriate to the mission of Towson University, a national reputation. The appointee shall have a minimum of ten years of full-time university/college teaching experience. Exceptions may be made for faculty who have attained national distinction for comparable professional activity or research. There shall be continuing evidence of relevant and

effective service to the institution, the community, and the profession.

E. Permanent Part-time

Described in Chapter 3, XVII-A.

F. Regular Part-time

Policy with regard to this rank is contained in “Policy on Part-time Tenure-Track and Part-time Tenured Faculty,” Chapter 3, VI-B.

## II. NON -TENURE CLINICAL FACULTY APPOINTMENTS

A. Introduction

The College of Health Professions has several programs that require substantial clinical and laboratory experiences on-campus as well as off-campus. High quality instruction and facilitation of students’ skill development and professional judgment regarding clinical situations is essential. Therefore, these programs must have some faculty with high-level currency in particular areas of clinical expertise. Students’ learning opportunities are enhanced by a faculty which includes members whose primary focus is clinical teaching.

B. Definition of Clinical Faculty at Towson University

Non-tenure-track clinical faculty are hired with a high level of clinical excellence and demonstrated teaching skills and are required to sustain a high level of clinical and teaching excellence. They would be expected to provide learning experiences and supervision for students in their specialized practice areas as well as service that meet the goals of their department/university. Clinical faculty will be evaluated annually for reappointment based upon fulfillment of expectations for the position. Clinical faculty may be evaluated for promotion, based upon fulfillment of criteria for higher ranks.

C. Criteria for Appointment and Promotion of Clinical Faculty

1. Clinical Instructor

Appointment at the clinical instructor rank shall be made for an individual in disciplines for which the baccalaureate degree is the terminal professional degree. Such individuals must have a minimum of three years of clinical experience and clear evidence of exceptional and current clinical expertise, with demonstrated competence in clinical teaching.

2. Clinical Assistant Professor

The clinical assistant professor rank will require a minimum of

- A terminal professional degree in the field (e.g., Master’s in Speech-Language Pathology, Baccalaureate in Athletic Training)
- A minimum of three years of clinical experience in the area of the discipline in which the appointment is being made and evidence of currency in clinical

practice

- Demonstrated competence in clinical teaching ability in the discipline
- Demonstrated scholarly and/or administrative ability

3. Clinical Associate Professor

In addition to the qualifications required of a clinical assistant professor, the appointee shall ordinarily have had 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. The appointee must also have demonstrated superior teaching ability and scholarly 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 and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession. A doctoral degree is required.

D. Workload Expectations of Clinical Faculty

1. Common standards and expectations for all faculty include the following basic standards. At Towson University, a clinical faculty member
  - a. is committed to collegiality and academic citizenship, demonstrating high standards of humane, ethical, and professional behavior.
  - b. is primarily concerned with effectiveness in teaching.
  - c. meets classes as scheduled and is available for advising and consultation through office hours.
  - d. supports the missions, strategic plan, and programs of the department, college, and University.
  - e. is committed to a discipline or interdisciplinary specialty and is committed to continuing professional development and scholarly growth.
  - f. shares the responsibility of university governance and participates each year in the faculty evaluation process.
2. Teaching – Clinical faculty will have
  - a. A teaching load of 8 course units (or equivalent) during each academic year.
  - b. A majority of their teaching responsibilities in clinically oriented areas (i.e., lab teaching and/or direct clinical teaching and/or clinical supervision.

- c. Advising responsibilities.
  - 3. Scholarship – Clinical faculty will be expected to
    - a. Implement a scholarship plan.
    - b. Maintain a high level of current clinical expertise.
  - 4. Service – Clinical faculty
    - a. will be expected to provide service at the department level and to contribute to college and university service in accordance with their area(s) of expertise.
    - b. may engage in substantial community-based service, particularly in conjunction with teaching activities.
    - c. may have administrative responsibilities associated with their program/department.
- E. Evaluation of Clinical Faculty
- 1. Clinical faculty will have workload agreements, which are approved by the chairperson and the dean.
  - 2. Clinical faculty will be evaluated annually for reappointment and merit, using approved department criteria in the areas of teaching and advising, scholarship, and service for clinical faculty. Clinical faculty must provide evidence of currency in clinical practice in the area(s) of clinical teaching/supervision.
  - 3. Clinical faculty may be evaluated for promotion to higher ranks by their department rank committee in accordance with department and University documents. The standard minimum years in rank is five years.
  - 4. Clinical faculty will follow the standard promotion, tenure/reassignment and merit calendar and process for workload documents, annual report forms, etc. and for evaluation for reappointment, merit, and rank.
- F. Criteria for Reappointment of Clinical Faculty
- 1. Reappointment is contingent upon
    - a. satisfactory performance of the clinical faculty member in all dimensions of the position and evidence of on-going clinical excellence.
    - b. departmental need, which may be influenced by the number of students in the program.
  - 2. After two positive annual reviews, the department may recommend reappointment for a one, two, or three-year contract.
  - 3. All reappointments require approval of the college dean, with reappointment made by the provost.

G. Application of Clinical Faculty for a Tenure-track Position

A clinical faculty member may apply for a tenure-track position. If hired into a tenure-track position, the years of experience in a clinical faculty position will be evaluated for consideration regarding application of any of the years toward tenure.

**III. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN LIBRARY SERVICES**

A. Librarian I

This rank is normally assigned to librarians just entering librarianship with little or no professional library experience but who have been judged to have demonstrated an understanding of the basic tenets of librarianship and a potential for professional growth. A Librarian I is not eligible for permanent status in this rank.

B. Librarian II

Appointment or promotion to this rank signifies that the librarian has demonstrated effective professional knowledge and skills significantly above those expected of a Librarian I. Normally, a minimum of three years of professional experience is required.

C. Librarian III

Appointment or promotion to this rank signifies that the librarian has mastered the skills, knowledge, and techniques of librarianship and has made meaningful contributions to the library, the University, the library profession, and/or an academic discipline. Normally, a minimum of six years of professional experience is required, three of which must have been completed at Towson University at the level comparable to the rank of Librarian II.

D. Librarian IV

Appointment or promotion to this rank is exceptional. It is awarded to those librarians who have made distinctive contributions to the library, the University, the library profession, and/or an academic discipline. This rank normally requires a minimum of nine years of professional experience, three of which must have been completed at Towson University at a level comparable to the rank of Librarian III.

**IV. ADDITIONAL FACULTY RANKS AT TOWSON UNIVERSITY**

A. Assistant Instructor

The appointee should be competent to fill a specific position in an acceptable manner, but is not required to meet all the requirements for an instructor. Appointment to this rank requires at least the appropriate baccalaureate degree.

B. Lecturer

This title may be used for appointment at any salary and experience level of persons who are competent to fill a specific position, but who are not intended to be considered for professorial appointment. Appointments to this rank shall be for terms

not to exceed three years and are renewable.

C. Artist-in-Residence; Writer-in-Residence; Executive-in-Residence

This title may be used to designate temporary appointments, at any salary and experience level, of persons who are serving for a limited time or part-time and who are not intended to be considered for professorial appointment.

D. Adjunct Assistant Professor; Adjunct Associate Professor; Adjunct Professor

These titles are used to appoint outstanding persons who may be simultaneously employed outside the institution. The appointee should have expertise in the discipline and recognition for accomplishment sufficient to gain the endorsement of the preponderance of the members of the faculty of the department to which he or she is appointed. Appointment is made on a semester or an annual basis and is renewable. These titles do not carry tenure. Normally, adjunct appointments shall comprise no more than a small percentage of the faculty in an academic unit.

E. Affiliate Assistant Professor; Affiliate Associate Professor; Affiliate Professor

These titles are used to recognize the affiliation of a faculty member or a member of the professional staff with an academic department, program, or center when that individual's appointment and salary lie in another department of the institution. These titles may be used to appoint outstanding persons who may be simultaneously employed outside the institution. The appointment will be made upon the recommendation of the faculty of the department, and at a level commensurate with the appointee's qualifications, consistent with standards established for regular tenure-track faculty, although tenure cannot be earned on an affiliated appointment.

F. Visiting Appointments

The prefix "visiting" before an academic title is used to designate a short-term, full-time appointment without tenure.

G. Emeritus Faculty Appointments

1. A faculty member holding the rank of professor at the time of retirement and having completed five years full-time service or the equivalent at Towson University shall be designated as Professor Emeritus.
2. A faculty member who has not attained the rank of professor at the time of retirement, but who has completed fifteen years full-time service or the equivalent at Towson University shall be designated as Professor Emeritus.
3. Other faculty members who have completed five years of full-time service or the equivalent at Towson University at the time of retirement shall be designated as Faculty Emeritus.
4. At the time of retirement a professional librarian who has completed fifteen years of full-time service or the equivalent at Towson University shall be designated Librarian Emeritus.

The Office of the Provost, after University Senate approval, shall notify faculty of their emeritus status and extend to them University parking, library, academic computing, and I.D. card privileges.

#### H. Additional Titles

Additional titles as appropriate and included in the "University System Policy on Appointment, Rank, and Tenure of Faculty" document approved by the Board of Regents may be assigned at Towson University.

### V. APPLICABILITY

- A. Except as provided in section B. and C. below, the provisions in this policy shall apply to all individuals who are employed as faculty members in the University System of Maryland as of July 1, 1989, and individuals whose faculty appointment becomes effective on or after July 1, 1989.
- B. The provisions in this policy shall not apply to any faculty member who receives notice of non-reappointment at any time prior to July 1, 1989.
- C. Each tenure-track and tenured faculty member of an institution (i.e., a faculty member holding an academic rank specified in the first sentence of paragraph II. A. I.) shall (1) be apprised of the provisions in Part I. C., paragraphs 1 through 14 of this policy at the earliest practical time following approval of this policy by the Board of Regents, and (2) be offered an opportunity to elect to remain subject to his or her written faculty contract in effect on April 4, 1989, to the extent and only to the extent that any provision of that contract is inconsistent with Part I. C., paragraphs 1 through 14 of this policy. The election shall be confirmed in a written and signed notification to the institution's chief executive officer on or before May 12, 1989. Absent such election by the faculty member, the provisions of Part I. C., paragraphs 1 through 14 of this policy shall apply pursuant to paragraph III. A.

Approved by the University Senate, May 20, 1991, for Teaching Faculty  
Approved by the Attorney General's Office, March, 2000, for the Librarian

## CHAPTER THREE

### PART II: RECRUITMENT AND APPOINTMENT OF FACULTY

#### VI. TOWSON UNIVERSITY FACULTY AND PROFESSIONAL LIBRARIAN HIRING PROCEDURES

Towson University is committed to a comprehensive program of affirmative action and fair hiring practices to ensure equal access, equity, and fairness in the employment of all academic faculty and staff without regard to race, color, religion, national origin, disability, age, sex, sexual orientation, or status as a disabled or Vietnam-era veteran.

The following is a compendium of University policies and practices on faculty and librarian hiring. Towson University's Affirmative Action Plan requires documented personnel procedures and uniform practices to ensure the University's compliance with federal and state laws and the rules and regulations of Towson University and the University System of Maryland. The policies and practices have been arranged in chronological order to cover the various steps of the hiring process; the outline can therefore serve as a checklist to search committees. At the conclusion of the academic year, an audit process is used to evaluate the compliance of search activities as described herein.

Résumés will only be accepted from individuals when a full- or part-time faculty or professional librarian position has been identified as a vacancy through publication advertisements, i.e., The Chronicle of Higher Education, Faculty Forum, listserves, etc. Unsolicited résumés will not be accepted; therefore, individuals submitting unsolicited résumés will not be kept on file.

##### A. Policy for Full-Time Faculty and Professional Librarians

###### 1. Determination of Position to be Filled

The exact position to be filled should be determined in consultation with the dean of the college, the level (faculty rank) required, specialties, if any, to be taught, and specific qualifications necessary in order to fill the position.

Most vacancies are known well in advance of the beginning of the academic year, providing ample time for advertising, screening, interviewing, and selection. Occasionally, a position becomes available or is still unfilled just before the start of a semester. When that occurs, a national search to fill the position permanently can be conducted if it is begun approximately two months before the start of the semester. This search may be modified because of publication deadlines to include only some of the usual media and contacts. However, national contacts (e.g., professional associations' lists of job-seekers or The Chronicle of Higher Education) must be used. If a position is vacant after July 10 or after December 10, usually it will be filled by temporary appointment(s) of either part-time or visiting faculty while the department

conducts a regular search to fill the position.

2. Selection of Search Committee

- a. Larger departments should (and small departments may) select individuals from among their members to serve on a search committee. Departments may decide that all full-time tenure-track and tenured faculty participate in the search process. All such hiring committees must include both minority (minority shall include African-American, Asian or Pacific Islander, Hispanic, and American Indian or Alaskan Native) and female representation.
- b. In the case of a search for a department chair, selection of the search committee will normally be made by the dean of the college in consultation with the department faculty. The dean may place a chairperson from another department on the search committee. Final composition of the committee should reflect the discipline interests and minority and female representation to the extent possible.
- c. If a department lacks minority or female faculty to serve on a search committee, such faculty from other departments will be appointed to serve as consultants to a search committee by mutual agreement of the department, the faculty member, the provost, and the Special Assistant to the President for Diversity and Equal Opportunity. A list of the search committee members and their demographic data (gender, race) should be submitted to the Special Assistant to the President for Diversity and Equal Opportunity in the Office of Diversity and Equal Opportunity.
- d. Consultants serving on a search committee shall be voting members of the committee and will be active participants in all discussions and deliberations of the committee.
- e. The role of the consultants includes assistance to the department in the screening applications on a non-discriminatory basis, and participation in interviews.
- f. General demographic data from the voluntary applicant data cards (see paragraph 9.) which are maintained in the Office of Diversity and Equal Opportunity will be available to the minority consultant and the chair of the Search Committee.
- g. Consultants need not serve on more search committees than they feel able. No consultant should feel constrained to accept any or all invitations to serve on search committees.
- h. Service on search committees is regarded as service to the University. Members and consultants should report this service on their end-of-year reports and such service should be credited in the same way as other committee service to the University.
- i. New members and consultants may receive orientation to the faculty hiring procedures and can call upon the Special Assistant to the President for

Diversity and Equal Opportunity and the dean of their college for clarification at any time during the hiring process.

- j. The search committee chairperson will provide copies of the "Towson University Faculty and Professional Librarian Hiring Procedures" and other necessary materials to all search committee members.

3. Wording of the Position Vacancy Announcement (must be submitted on a Faculty Job Posting Form which is found in section XIII below)

The position vacancy announcement should be worded as specifically as possible and should be prepared in consultation with the dean of the college and the Special Assistant to the President for Diversity and Equal Opportunity. The following information should be in the advertisement:

- a. Faculty rank(s) and tenure status of the position.
- b. Specialty, if any, required.
- c. Primary duties of position: teaching load, level of courses to be taught, area(s) of specialty, non-teaching duties such as scholarship, service, special program duties.
- d. Qualifications required or desirable (specify which), including degree status, experience, specialty, etc.
- e. Date position will begin (month, year).
- f. Some mention of salary (example: salary is commensurate with experience).
- g. Materials to constitute application (letter of interest, curriculum vitae, official graduate transcripts, letters of references, etc.) along with the name and address of person to whom information should be mailed.
- h. Closing date for applications. Whenever possible please use a firm closing date. When it is felt that a firm closing date will not work well, the following statement should be used "review of resumes will begin on date."
- i. Towson University's Equal Employment Opportunity statement "Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply." shall be used in every ad. The Special Assistant to the President for Diversity and Equal Opportunity will add the EEO statement if it has not been included.
- j. The search committee chair shall invite the Special Assistant to the President for Diversity and Equal Opportunity (ext. 42360) to meet with the search committee at this time to review Towson University's affirmative action procedures.

4. Approval of the Position Vacancy Announcement (must be submitted on a Faculty Job Posting Form)

The Faculty Job Posting Form must be approved by the department chairperson, dean of the college, associate provost or designee, Associate Vice President for Academic Resources & Planning, and the Special Assistant to the President for Diversity and Equal Opportunity.

5. Advertising Faculty Position Vacancies

Regular tenure track or non-tenure track full-time faculty positions require "national" advertising. The position vacancy announcement should be circulated as widely as possible in professional or mass circulation media likely to reach all candidates, including minority, female, applicants with disabilities, and veterans.

Two or more outreach efforts are required and should be documented and reported to the Office of Diversity and Equal Opportunity.

- a. Academic Affairs is responsible for placing a group ad in *The Chronicle of Higher Education* in October. Deadline for submission of ads to be placed in the group ad is the preceding September. Ads placed in local newspapers, professional journals, and individualized ads in *The Chronicle of Higher Education* are paid for by the department, and are reimbursable up to a combined maximum of \$500 per search.
- b. Departments are also encouraged to develop contacts with graduate institutions, historically/predominantly black colleges and universities, professional associations, and with minority and women's caucuses of professional associations as a source of applicants.
- c. For one-year visiting and part-time positions, advertising may be "regional" and confined to the Baltimore-Washington area or other major cities. In unusual circumstances, a visiting position may be filled without being advertised if approved by the dean of the college, the provost, and the Special Assistant to the President for Diversity and Equal Opportunity.

6. Acknowledging Applications

All applications should be acknowledged by letter as they are received. Communications with applicants with disabilities should at all points be made in an accessible medium, i.e., Braille if needed. Affirmative action cards (available from the Office of Diversity and Equal Opportunity) must be enclosed with the acknowledgment letter.

7. Preliminary Screening of Applicants

Once the deadline for receipt of applications has passed, applicants should be screened initially only to eliminate those who do not meet the minimum qualifications for the position. These persons should be notified early that their qualifications do not meet minimum qualifications. A record of these applicants should be maintained by the department.

All applicants who are not eliminated in this preliminary screening shall be included in the applicant pool. In this initial review of the applicant pool, any other necessary information which was not supplied with the original application

should be requested. A record of non-competitive applicants should be maintained by the department.

#### 8. Screening of the Applicant Pool

The search committee may request general demographic information on the applicant pool at this time from the Special Assistant to the President for Diversity and Equal Opportunity in the Office of Diversity and Equal Opportunity.

Once the applicant pool has been established, each bona fide application should be reviewed on its merit in relation to the advertised position and qualifications.

The screening process must be non-discriminatory. Departments should be cognizant of the hiring goals outlined in the University's Affirmative Action Plan.

Particularly when screening applications for a position at the junior ranks, the admittedly subjective factor of "potential" is one which must be considered. Search committees are encouraged to discuss broadly both the quantitative and qualitative factors which they perceive in the applications and upon which their assessments are based.

The screening procedure will result in some form of grouping of applications. The exact number and nature of the groupings, and their size, may vary depending upon the number of applicants in the applicant pool. Due to the diversity of departments and positions, no sharp guidelines can be given as to the number or size of groups within the pool. However, each search committee should feel free to consult the dean of the college and/or Special Assistant to the President for Diversity and Equal Opportunity for assistance and advice if they perceive a problem in the process of such grouping.

The ultimate result of the screening/grouping step will be the determination of an "interview pool" from within the "applicant pool." The interview pool consists of those applicants who the department wishes to bring on campus for an interview as set forth below.

NOTE: Some departments may wish to use preliminary interviews as part of the process of screening the applicant pool. In general, interviews at this step may not be used as the only interview of a candidate. Offers of employment cannot be made at such an interview.

#### 9. Review of Screening and Permission to Interview

When the department has completed the screening of the applicant pool and has determined the interview pool from among the applicant pool, the department shall review the selection of the interview pool with the dean of the college.

No department may invite persons for interviews or conduct final interviews until they have received the approval of the dean of the college, associate provost, or designee, and the Special Assistant to the President for Diversity and Equal Opportunity and have conducted telephone reference checks. The dean and the

associate provost will approve the interview pool on the basis that all appropriate procedures and qualification requirements have been addressed. The Special Assistant to the President for Diversity and Equal Opportunity will approve the interview pool on the basis that affirmative action guidelines have been followed.

#### 10. Completing the Applicant Pool

Step 7 is a review step only; its purpose is to assure that there are full informational records on each member of the applicant pool. No comparative assessments should be made until this survey review has been accomplished. However, once all information necessary has been requested, step 8 may be initiated. Nevertheless, step 8 may not be completed until a reasonable time has been allowed for the receipt of any additional information requested in step 9.

#### 11. Invitations to Interview

Once approval has been given to begin interviewing, each person in the interview pool shall be contacted to arrange a date for interview. Although the initial contact may be made by telephone, each person to be interviewed shall also be sent the following in writing:

- a. A letter confirming the date and time of the interview and setting forth the type of oral presentation, if required, to be made. Such presentations might take the form of a guest lecture in a class, a seminar presented to faculty members, a demonstration, audition, or performance, as appropriate. An invitation to request a reasonable accommodation should be extended by inviting the applicant to contact the search committee chairperson to request the necessary accommodation.
- b. Information regarding the reimbursement of candidate expenses. Receipts are required in order for candidates to be reimbursed for lodging other than the Burkshire, taxi, limousine, Boarding passes are required for air and train transportation (including ticket-less flights). Reimbursement for meals and auto mileage is limited to the current rate as approved by the State of Maryland and receipts are not required. Candidates must complete a Request for Candidate Reimbursement Form in order to secure reimbursement for their travel expenses.

#### 12. Interviews

The search committee, including the consultants, should be present for all interviews.

A core of similar questions should be asked of all candidates. It is advisable to agree upon this set of questions in advance of interviewing and to formulate them in writing. Obviously, follow-up questions and questions relating to the candidate's specific education and experience may also be asked.

Questions/inquiries regarding citizenship may NOT be made during the interview process. You may ask, "If you are selected for this position, are you eligible to work in the United States?" If an individual who is foreign-born is ultimately the one who is selected and accepts the offer of employment and Towson University

wishes to assist the individual to obtain an H-1B1 Visa (Temporary Nonimmigrant Worker in a Specialty Occupation), Janene Oettel, Director, International Student and Scholar Office should be contacted to initiate the process.

The search committee chairperson should provide summary notes of the consensus of the committee for each applicant interviewed. This record should include the dates, place, interviewers present, and at least brief notes of the discussion itself. Notes may also be maintained of the candidate's presentation given in conjunction with the interview. A record of the race and gender of each interviewee must be kept (see section 16 below).

Priority ranking of the interview pool should NOT be made until all interviews have been completed.

Reasonable accommodations must be made for applicants with disabilities during their visit to campus and during the interview.

### 13. Review of Process and Offer of Position

After all interviews of the candidates in the interview pool have been completed, the department ranks by priority the members of the interview pool. Minority and female status generally should not be considered as factors in this ranking, unless the job group has identified inadequate minority or female representation (in light of their availability in the relevant job market). In this instance, if the qualifications of a candidate who is a member of an underrepresented group are equivalent to those of a majority candidate, the University will be disposed to offer the position to the former.

In the case of recommendations for appointment of a department chairperson, the search committee, after consulting with the department, shall recommend to the dean the top three candidates without reporting the specific ranking, who shall make the appointment to the chairpersonship in consultation with the Provost. It is also understood that the dean will consult with the department prior to making the appointment decision.

When a department has established a priority ranking of acceptable candidates, the department presents the list to the dean of the college, accompanied by an explanation of the ranking and a request to offer the position. If the dean is satisfied with the selection process, the position can be offered to the agreed-upon candidate. Offers of position shall be made only by the provost or the president as appropriate. An official graduate transcript and letters of reference shall be required before an offer of appointment.

Should a department determine, as a result of the interviews, that it does not wish to make an offer of employment to any member of the interview pool, it shall consult the dean of the college and the Provost, presenting its reasons for wishing to reject all interviewees and its request either to conduct further interviews (interview alternates) or to cancel the search.

### 14. Letters of Rejection

- a. Letters rejecting non-competitive applicants are dealt with in step 6.
- b. Members of the applicant pool who are not chosen for the interview pool may, after stage 8 has been completed, be notified that interviews are being conducted and that they are not in the interview pool; however, they should not be notified of rejection at this stage.
- c. No member of the interview pool or of the applicant pool should be notified of rejection until the position has been filled or until the decision has been made by the provost not to fill the position.
- d. All members of the applicant pool should be informed either that the University decided not to fill the position or that it was filled by a qualified candidate.

#### 15. Letters of Offer of Position

Letters of offer of position shall be sent only by the provost or the president.

If all candidates refuse or for some other reason the interview pool is exhausted, the department shall either request permission to conduct further interviews (presenting a new list from the interview pool) or request permission to leave the position unfilled until a "new" search can be conducted.

Steps 13, 14, and 15 involve initiatives of the provost or the president. The presentation of requests or recommendations by departments at these stages does not imply the necessary concurrence of the provost or president with such departmental recommendations or requests.

#### 16. Record Keeping

At the completion of the search, Form #88-FP-Search, Faculty Search and Hiring Report Form, must be completed by the chairperson of the search committee. A signed copy of this affirmative action form will become part of the formal hiring documentation and filed in each faculty member's official personnel record located in the Office of the Provost. Additionally, the department must collect the following records and forward the entire search file to the Office of Diversity and Equal Opportunity:

- a. List of the hiring committee (chairperson and consultants should be so designated on the list).
- b. The position vacancy announcement.
- c. List of places (both publications, web sites and agencies/institutions) to which the advertisement was submitted to include the two required outreach efforts.
- d. The names of the non-competitive applicants (step 6).
- e. The names of the members of the applicant pool (step 7).
- f. The names of those interviewed and the composition of the interview pool

(step 10).

- g. Search committee chairperson summary notes (step 12).
- h. Same as f and g if a second interview pool is constituted.
- i. Copies of all letters to all applicants (if a form letter is used, copy of form letter with names to whom sent) and of all letters from all applicants.

The Office of Diversity and Equal Opportunity will keep this information on file for five years.

#### GENERAL NOTE ON DEFINITIONS

At the conclusion of the search, the chairperson of the search committee reports summary information on the search and detailed information on the interviewees to the Special Assistant to the President for Diversity and Equal Opportunity on the Faculty Search and Hiring Report Form, Form #88-FP-Search.

In general, the foregoing document does not specify how departments constitute their search committee (method of selection or size of committee) but it does assume that search committees act on behalf of and with the approval of their departments. Thus it is assumed that at any stage at which information, requests, or recommendations are presented to the dean of the college or to the provost, such action is taken either by direct departmental approval or by the department's general approval of the activities of the committee. The precise manner in which such a relationship is expressed is left to each department to decide.

Approved by the President, October 11, 2002

#### B. Policy on Part-time Tenure/Tenure-track Faculty

An institution may employ tenure-track and tenured faculty members on a part-time basis. In order to be considered tenure-track or to be granted tenure, a part-time faculty member's commitment shall be at least fifty percent time.

1. The University shall follow the same recruitment process for part-time tenure track and part-time tenured faculty positions as for faculty and professional librarians (see Section A)
2. The length of the probationary period for tenure consideration shall ordinarily be based upon the number of equivalent years accrued by a full-time faculty member in a tenure-track position. Part-time tenure-track and part-time tenured faculty are eligible for full-time positions consistent with University policies.
3. Part-time tenure-track and part-time tenured faculty members shall be entitled to participate in the institution's benefit programs on a proportional basis or otherwise, as permitted by those programs.

Based on USM policy II-1.10

Approved by the Board of Regents, April 26, 1990

#### C. Policy on Faculty Employment of Members of the Same Family

It is the policy of the University System of Maryland that appointment and promotion of faculty be based on the qualifications and performance of the person(s) under consideration.

In keeping with this policy, members of the same family, including husband and wife, are eligible for employment as faculty members. However, a direct supervisory relationship shall not exist between the parties in these instances at the time of employment or thereafter, nor shall one member of the family assume for the other the formal role of advocate or judge with respect to conditions of employment, promotion, or tenure. Where members of the same family are recommended for employment in the same department or unit, the arrangement shall be approved in advance and in writing by the president or the president's designee.

Based on USM Policy II-5.00

Approved by the Board of Regents, April 26, 1990

#### D. Offers of Appointment

1. A final offer of appointment can be made only with the approval of the Provost, or the President of Towson University or designee.
2. All faculty appointments are made to a designated rank effective on a specific date. A standard letter of appointment for each rank including tenure status, approved by the Office of the Attorney General for form and legal sufficiency, shall be used. The policies reproduced in the designated portions of the Faculty Handbook, together with the terms described in the letter of appointment, shall constitute the appointment agreement between the institution and the appointee.

#### E. Faculty Appointment Letters or Contracts

1. The terms and conditions of every faculty appointment shall be stated in a written letter or contract, which shall be signed by and which shall be in the possession of both the institution and the appointee before the appointment is begun.
2. Appointment letters or contracts for full-time faculty shall specify whether the appointee is required to serve for the academic year or the fiscal year. Typically, academic-year faculty appointments shall begin no later than one week before the first day of fall classes and end no earlier than the spring commencement date, and fiscal-year appointments shall begin on July 1 and end on June 30 of the following calendar year. In unusual circumstances, an appointment (academic or fiscal) may begin at other times or may be for only a portion of a year.

Approved by the Board of Regents, July 7, 2000

### **VII. Towson University Procedures For Joint Appointments**

#### A. Preamble

The purpose of joint appointments is to foster and facilitate interdisciplinary, multi-disciplinary, and cross-disciplinary teaching and scholarship. As a comprehensive metropolitan university, TU will increasingly be offering academic programs which are interdisciplinary or which benefit from the interpenetrating of multiple academic

disciplines.

To participate in a joint appointment, an interdisciplinary program must constitute its advisory committee as a steering committee, which serves as a promotion, tenure/reappointment, and merit committee, or forms a separate promotion, tenure/reappointment and merit committee from among the faculty who teach in the program.

The promotion, tenure/reappointment and merit committee of an interdisciplinary program must follow all University rules for such committees, formulate its documents and procedures according to the rules of the University Promotion, Tenure/Reappointment and Merit Committee, and be constituted as a promotion, tenure/reappointment and merit committee within the structure of one of the colleges. The Honors College is eligible to be considered an interdisciplinary program within the scope of this policy, if it wishes to form a promotion, tenure/reappointment, and merit Committee.

Joint appointments should be common between a department and an interdisciplinary program. It will be less common for a joint appointment to be made between two interdisciplinary programs or for joint appointments to be made involving more than two entities (e.g., one department and two different interdisciplinary programs).

#### B. Initiation

1. A request for a joint appointment may be initiated by:
  - a. one or both departments;
  - b. department and an interdisciplinary program;
  - c. one or more individuals within a department or interdisciplinary program;
  - d. the administration (i.e., provost, deans).
2. After initiation of the request, a committee, composed of the chairpersons of the two departments (or chairperson of a department and director of an interdisciplinary program) and two or three members of each entity (department/programs), shall be formed. The committee membership shall be chosen by the individual department/program by whatever means the entities wish. This committee shall function as the search and hiring committee in the case of a new faculty position and as the reappointment committee for faculty already at Towson.

#### C. Approval

1. Joint appointments require approval by both of the departments (or department and program), and dean of the college in which each department/program is located, and the provost.
2. Faculty members on joint appointment will receive a detailed letter of appointment with the approval of both of the chairpersons and/or program coordinators, the dean(s), and the provost. This letter of appointment specifies:

3. the designation of home and host department/program;
4. the approximate teaching load distribution between the two departments (department and program) and the range of courses the faculty member will be expected to teach;
5. the faculty member's rights and responsibilities in each of the two departments (department and program);
6. as many potential areas of questions, uncertainty, and conflict as possible, including office location, the source of travel money, utilization of general University resources, and approval procedures for sabbatical leaves and release time grants.

#### D. Implementation

1. One department or program shall be designated the home department/program and the other shall be designated the host department/program. All reappointment, tenure, promotion and merit recommendations shall be made by the home department/program after consideration of input from the host department/program. A faculty may change home departments after consultation with and approval of their home and host department chairs, the deans(s) of the colleges involved and the provost.
2. Faculty with joint appointments shall be a voting member on matters of governance and/or promotion, tenure and merit in their home department and on governance matters in their host department or program. By invitation of their host departments, faculty may also serve on their host departments promotion/tenure/merit committees.

A faculty member shall have the right to serve as a representative of either department/program on appropriate college and university governance bodies and shall be a full (1.0 vote) member of any governance body to which he/she is elected or appointed, provided that the faculty member shall not simultaneously hold the same office on behalf of both units (e.g., the faculty member may not serve on two different college councils simultaneously).

Because the right to serve on behalf of two different units may lead to pressure to undertake more service, the chairperson(s) and the dean(s) should protect the faculty member's right to refuse to serve on more governance bodies than is appropriate.

3. The proportion of teaching load in the home and host departments/programs may vary as needed. However, at least 25% of the teaching load each semester must be in the home department/program. Furthermore, over any two-year period, at least 25% of the total teaching load must be in the host department/program. Exceptions to this policy are permitted with the approval of the department chairpersons.
4. Based on the teaching load distribution, the responsibilities to the home and host departments/programs will vary. These responsibilities shall be stipulated in the letter of appointment and the Statement of Standards and Expectations for New

Tenure-Track Faculty, but as the load distribution changes the responsibilities may be modified by written mutual agreement of the departments/programs and the faculty member.

5. The faculty member on joint appointment will work with the chair/director of both departments/programs in preparing and agreeing upon the annual workload form, but the home department will be the department of record.

E. Basic Requirements for Joint Appointment

1. Both departments (or department and program) must establish need and have the position approved by the dean(s) and the provost.
2. The individual being considered for joint appointment must have the terminal degree in the discipline of the home department and the qualifications deemed necessary for appointment in the host department. In the case of joint appointment between a department and an interdisciplinary program, the terminal degree may be either the home or host discipline, but the individual must have qualifications deemed necessary for appointment in both entities.
3. The individual must be judged capable of teaching a range of upper- and lower-division courses in both departments (or department and program).
4. The individual appointed shall be subject to all University rules, requirements, and expectations that apply to any other faculty member.

F. Abrogating a Joint Appointment

The elimination of one of the departments or programs shall automatically abrogate the joint appointment. The faculty member shall then hold single appointment in the remaining department or program.

Only a faculty member can request that a joint appointment be abrogated and that the faculty member's appointment be confined to only one department/program. Should the faculty member make such a request, abrogation of the joint appointment requires approval by the chairperson(s)/coordinator(s) of the departments/programs, by the dean(s), and by the provost. Once the faculty member has moved to an appointment in a single department/program, he/she becomes subject to the regular faculty policies concerning promotion, tenure, merit, workload forms, voting rights, and other matters addressed in this policy.

All personal matters not specifically addressed in this document or in the letter of agreement (Part C) shall be handled through the home department/program.

Approved by the Council of Deans April 1, 1997

Approved by the University Senate May 5, 1997

**VIII. TOWSON UNIVERSITY POLICY ON FACULTY INTER-DEPARTMENTAL TRANSFERS AND TEMPORARY INTER-DEPARTMENTAL ASSIGNMENTS**

A. Preamble

The transfer of faculty members from one department to another and the practice of a

faculty member teaching "split loads" in more than one department are practices which respond to a variety of needs on the part of the faculty members themselves, the departments involved and the University as a whole. Such needs include the faculty member's development of new interest and skills, changes in enrollment patterns, the necessity to preserve certain expertise in the university community even when demand in that area has fallen, and the desire to avoid retrenching competent tenured members of the faculty. Because of this variety of needs, any policy on transfers, loans, and split loads must be sufficiently flexible to respond to a number of different conditions.

However, there are certain basic principles, which must be adhered to in formulating a transfer/loan/split policy. These principles are as follows:

1. The department is the best judge of any individual's capacity to teach in a subject-matter field for which that department is responsible.
2. The administration of the transfer/loan/split policy must balance consideration for individuals with responsibility for the integrity of academic programs.
3. Rank and tenure are conferred by the University. Therefore, a faculty member cannot be asked to take a reduction in rank nor to relinquish tenure in order to transfer; however, the facts of rank and tenure may be appropriate matters of consideration by the department to which transfer is proposed.
4. Seniority is defined in the Board's Retrenchment Policy as institutional seniority. Therefore, a faculty member cannot be asked to relinquish seniority in order to transfer. Transfer creates full membership in the department into which the faculty member transfers, and the Retrenchment Policy makes ample provision for seniority to be modified by considerations of program integrity and individual faculty expertise.
5. An appropriate, mutually acceptable "probationary period" should occur before transfer, with clear understandings of expectations and evaluation processes.
6. Retooling and transfer are not responses to incompetence or marginal ability; the purpose is to make appropriate use of the expertise of good faculty members, not to shunt marginal faculty from department to department.

## B. Policy Statement

1. General Provisions
  - a. Transfers, loans, and split loads may be initiated by the faculty member, either of the departments concerned, or a dean.
  - b. The arrangements for any transfer, loan or split load will be set forth in a letter of agreement which will be approved and signed by the faculty member, the chairpersons on behalf of the "home" and "host" departments, the dean(s) of the college(s) concerned, and the provost. Specific matters to be covered in these letters of agreement are listed below.

## 2. Policy for Full Transfer

### a. When the slot will be transferred

- i. The letter of agreement will provide for a probationary period of 1.5 years during which the faculty member will teach all or part of his/her load in the "host" department and will be evaluated by the "host" department on that teaching and on such other matters (see below) as have been specified in the letter of agreement. The probationary period shall not be retroactive to any date before its signing unless all the signatories agree to such retroactivity.
- ii. If the faculty member has not yet achieved tenure, all the signatories must agree to whatever extension of the tenure probationary period is necessary to make it coincide with the transfer probationary period and the recommendation to grant or deny tenure must be made at the statutorily proper time by the "host" department, not the "home" department. Because of the necessity to extend the tenure probationary period, transfers of untenured faculty will be negotiated only in extremely unusual circumstances.
- iii. The letter of agreement will address expectations to be fulfilled during the probationary period in the areas of teaching and evaluation, courses to be prepared, credentials to be achieved, research to be produced and committee service to be performed. It will also stipulate that secretarial and duplicating services will be provided by the department in which the teaching takes place and will stipulate where the faculty member's office will be during the probationary period.
- iv. Until the transfer is completed, the "home" department is responsible for evaluation and recommendations regarding increments, promotion, and contract renewal. The "host" department will communicate its evaluations to the "home" department annually. The letter of agreement will include details of such transmittal of evaluations.
- v. Upon completion of the probationary period, the "host" department will make a formal determination as to whether to accept the faculty member as a full member of the department. Upon the "host" department's favorable determination, the faculty member becomes a full member of the "host" department and ceases to be a member of the "home" department. If it cannot accept the faculty member into full department membership, the "host" department may at this point request an extension of the probationary period or may negotiate a split-load agreement (see below).

### b. When the slot will not be transferred

- i. The general provisions above (probationary period, letter of agreement, evaluation) will apply. However, the following additional stipulations will also apply.

- ii. The "host" department must have or find a vacant slot.
- iii. If the faculty member has tenure, he/she must be prepared/preparing in a field, which the "host" department needs and must be competitive with externally available candidates in that field. During the transfer probationary period, the "home" department will be allowed to cover the load with a visiting lecturer or part-timers; if and when the transfer is completed, assuming the need still exists in the "home" department, they will be allowed to refill the slot.
- iv. If the faculty member has not yet attained tenure, he/she must apply for an advertised opening in the "host" department and be selected in competition with external applicants. If the faculty member is selected by the "host" department in this competitive search, he/she must then resign from the "home" department, sign a new contract, and begin the tenure probation process entirely anew.

### 3. Policy for full-time loan

- a. This option is possible only for tenured faculty members. Full-time loan is defined as full-time teaching in the "host" department without intention to transfer.
- b. Because the long-term, full-time loan situation is undesirable, the letter of agreement must specify review and renegotiation every two years.
- c. Normally the "host" department will provide secretarial service, duplicating of course materials, and space for conferring with students (not necessarily a second office; may be space in the office used by "host" department part-timers), unless these items are negotiated otherwise in the letter of agreement.
- d. The faculty member should attend department meetings in both departments (but without a vote in the "host" department). Departmental committee assignments and advising must be negotiated in the letter of agreement on the basis of departmental needs if the objective is long-term loan or ultimate transfer into the host department, it is desirable that committee and advising duties be undertaken in the "host" department; if long-term loan or transfer is not contemplated, it is advisable to maintain a strong identity in the "home" department.
- e. In the P&T cycle, the "host" department will evaluate teaching, scholarly growth related to the "host" discipline, and all departmental work (committees, advising, curriculum development) undertaken in the "host" department, and will transmit those evaluations to the home department. The "home" department will be responsible for deciding whether to recommend promotion and for rank ordering.

### 4. Policy for long-term or intermittent split load

- a. Where there is no intention of ultimate transfer, the letter of agreement will simply specify the method of apportioning load, the evaluation process as in

C-5 above, and that duplicating (not secretarial services) for "host" department courses will be provided in the "host" department.

- b. Where there is intention or possibility of later transfer, the letter of agreement will include periodic review and renegotiation as in C-2 above, department services as in C-3 above for those courses taught in "host" department, negotiated split duties as in D-4 above and the shared evaluation process in E-5 above.

Approved by the Academic Council, May 17, 1982

Approved by University Senate, September 7, 1982

## **IX. VISITING FACULTY**

Visiting faculty appointments are usually made for one academic year or less. Only in unusual circumstances shall a visiting appointment exceed a total of three years. A visiting faculty appointee can become a regular appointee only through a search process before or after the initial appointment in accordance with the procedures outlined in "Search Process." Years of service in a visiting appointment may, upon mutual agreement of the faculty member and the institution, be counted as probationary years for purposes of consideration for tenure.

## **X. INTER-INSTITUTIONAL APPOINTMENTS**

Inter-institutional appointments may be initiated by the administration, one or both departments, or one or more individuals within a department, of institutions within The University System of Maryland. A committee composed of the chairs of the two departments and two faculty members from each department will be selected to function as a search and hiring committee. Inter-institutional appointments must be approved by both departments, the deans of the colleges in which each department is located, the provosts and presidents of each institution.

## **XI. TOWSON UNIVERSITY PROCEDURES FOR AFFILIATE APPOINTMENTS**

### **A. Preamble**

The purpose of affiliate appointments is to foster and facilitate intellectual interconnection among academic departments/programs and between academic departments and programs and other units of the university and/or metropolitan community. As a comprehensive metropolitan university, TU will increasingly be creating institutes and centers and/or partnerships with other higher education institutions, businesses, and/or school systems whose personnel are not faculty but are highly qualified teachers and scholars, and will increasingly be offering academic programs which can benefit from interaction with faculty in multiple departments and with administrators and professional staff both in the center and institutes and in other parts of the university administration and/or metropolitan area.

Consistent with USM and TU ART documents, tenure cannot be earned on an affiliate appointment. An affiliate appointment may confer the opportunity for off-load pay or to teach on a regular basis.

An academic department or program can appoint to affiliate status (1) a tenured or tenure track faculty member from another department or program; (2) an administrator or professional staff member from a center or institute, business, higher education segment or school district; (3) an administrator or professional staff member from any administrative division of the university. (TU's centers and institutes have a similar status to which they can appoint a faculty member, an administrator or professional staff member, or an outside scholar; terminology differs, but such titles as "Fellow of the Center for ..." and "Scholar of the Institute for ..." are common.)

A faculty member, administrator, or staff member may hold affiliate status in more than one department/program simultaneously.

#### B. Initiation

1. A request for an affiliate appointment may be initiated by:
  - a. one or more individuals wishing to be considered for affiliate status;
  - b. the unit in which the faculty or staff member is employed;
  - c. a department or interdisciplinary program wishing to affiliate with the faculty member(s), administrator(s), or staff member(s);
  - d. the administration (provost and deans).
2. After initiation of the request, a committee, composed of the chairperson of the department (or director of the interdisciplinary program) and two or three members of the department/program, shall consider each individual's qualifications, comparing them with the standards set for tenure track faculty at the three professional ranks. The committee shall recommend whether to offer affiliate status and at what level (Affiliate Assistant Professor, Affiliate Associate Professor, or Affiliate Professor).

#### C. Approval

An affiliate appointment must be approved by the department program and the dean of the college in which the department/program is located.

A letter conferring affiliate status must be provided and must have the assent of both the chairperson/coordinator, the dean, and the provost.

#### D. Implementation

1. Affiliate faculty shall be included in the intellectual life of the department or program, and may participate in department/program governance. If their primary appointment is faculty rather than staff, and they hold affiliate status in an interdisciplinary program, they are also eligible to serve on the program's promotion, tenure/reappointment, and merit committee.
2. Status as affiliate faculty confers no vote in college or university levels of governance and does not make one eligible to serve on any college or University committee. (However, an affiliate faculty member's primary position within the

University may confer eligibility to vote and/or serve. For instance, a professor of English who is an affiliate professor of Women's Studies can vote as a member of the English Department and serve on college and University committees as a member of the English Department; likewise an administrator may serve as an appointed member of appropriate University committees.

3. The affiliate faculty member's responsibilities (which may be teaching, advising, mentoring, scholarship, curriculum development, grant writing, etc.) shall be agreed upon by the chairperson/coordinator, the dean, the individual, and the individual's immediate supervisor in their primary university position. This agreement should be in writing, and should be reviewed and updated periodically.

#### E. Basic Requirements for Affiliate Appointment

1. The affiliate appointment shall be proposed as benefiting the department/program and the University, as well as enhancing the career of the individual.
2. Since standards for the professional ranks are used, the individual being considered for affiliate appointment should normally have the terminal degree or equivalent experience and/or service in the discipline of the home department/program or in a closely related field.
3. The individual must be judged capable of the specific department/program duties that are included in the letter of agreement.
4. The individual appointed shall be subject to all University rules, requirements, and expectations that apply to any non-tenurable faculty member.

#### F. Abrogating an Affiliate Appointment

An affiliate appointment automatically terminates when an individual leaves the employ of the University.

In addition, either the faculty member or the department/program can request that the affiliate appointment be ended.

If the individual is not leaving the employ of the University, abrogation of the affiliate appointment requires approval by the chairperson/ director of the department/program, by the dean, and by the provost.

#### G. Personnel Matters – Other

All personnel matters not specifically addressed in this document or in the letter of agreement (Part B) shall be handled through the home department/program.

Approved by the Council of Deans, April 1, 1997

Approved by the University Senate, May 5, 1997

## **XII. TOWSON UNIVERSITY GRADUATE FACULTY MEMBERSHIP: GUIDELINES AND DUTIES**

### A. Membership

1. Appointment

Appointment to the Graduate Faculty, according to the following levels and criteria, may be by nomination/recommendation of the department chair or renewal by eligible faculty.

2. Graduate Faculty

Members are faculty who are eligible to teach courses restricted to graduate student enrollment, serve on departmental graduate committees, direct master's theses, chair master's theses committees, and who may be appointed to the University's Graduate Studies Committee. Graduate Faculty members may hold the rank of assistant, associate, or professor and a full-time academic appointment. Memberships are for a term of five years. All faculty must demonstrate an active scholarship agenda in their field.

3. Associate Graduate Faculty

Members are faculty who are eligible to teach courses, restricted to graduate student enrollment, serve on departmental graduate committees, and participate on master's theses committees in accord with graduate school policy. Associate members are lecturers, adjunct faculty, research professors, or administrative staff with an earned doctorate or appropriate terminal degree on regular academic appointment, or faculty who hold at least a master's degree plus five years of qualifying professional experience and who are approved by the faculty of the appropriate department or discipline. The term of appointment for associate membership may be for one to three years, decided by the dean of Graduate Education and Research based upon the recommendation presented by the appropriate department.

4. Reappointment

In order for Graduate Faculty to be reappointed for another 5-year term or for associate Graduate Faculty to be appointed to Graduate Faculty status, or be reappointed at the associate level, all faculty must demonstrate a program of personal research, artistry, expertise, the product(s) of which have received positive review from experts in the field at appropriate local or national levels of presentation.

- B. Procedures for Appointment

1. Department nomination

The academic department nominates a faculty member for membership in one of the two Graduate Faculty categories to the dean of its college. Upon endorsement by the college dean, the recommendation is forwarded to the dean of Graduate Education and Research who compares the nominee's vitae to the approved departmental guidelines and makes recommendations to a subcommittee of the Graduate Studies Committee for formal approval. If a denial of graduate faculty membership occurs, the nominee may reapply with additional supporting documentation or may appeal the decision to the entire Graduate Studies Committee.

## 2. Renewal

Membership renewal for Graduate and associate members will be reviewed by the department. Failure to meet the criteria may result in removal from list of Graduate Faculty. An appeal process is available in such cases.

### C. Duties of Graduate Faculty

All Graduate Faculty are vested with the responsibility for advancing the University's mission at the graduate level; will provide support for graduate education through teaching, supervising, and advising of graduate students. Graduate Faculty should demonstrate their concern with the improvement of instruction and programs and in their own development as productive individuals.

### D. Privileges of Graduate Faculty

Graduate Faculty status provides eligibility to apply to the University System of Maryland Inter-Institutional Graduate Faculty.

Approved by the University Senate, September 28, 1999

### **XIII. FACULTY JOB POSTING FORM**

(For use for all vacant faculty and professional librarian positions)

<b>EMPLOYER DATA</b>	<b>JOB DATA</b>
Department: _____	Position Title: _____
College: _____	Faculty Rank: (please circle)
Search Chairperson: _____	Tenure Tenure-Track Non-Tenure Short-Term
Telephone: _____	Type of Search: (please circle)
	National Regional Internal
	Number of Positions:
	New Position: (please circle)
	Yes No
	Replacement Position: (please circle)
	Yes No
	If yes, name of previous faculty member:
	_____
Dates to run in Faculty Development News _____	
Publications being used to advertise vacant position _____	

#### **APPROVALS: Please obtain signatures for approval**

\_\_\_\_\_  
Department Chairperson Date

\_\_\_\_\_  
Dean of College or School Date

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Associate Vice President - Academic Affairs Date

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Associate Provost - Academic Affairs Date

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Affirmative Action Officer Date

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**Copy Distribution:** Department Chairperson, Search Committee Chairperson, Dean of College, Associate Vice President - Academic Affairs, Associate Provost - Academic Affairs, Affirmative Action Office

#### XIV. FACULTY POSITION SEARCH PROCEDURES

See <http://wwwnew.towson.edu/provostpbo>:

(click on “Faculty Appointment and Candidate Search Procedures,” then click on “Tenured-track Search Guideline”)

pg. 2 of Faculty Position Search Procedures form

See <http://wwwnew.towson.edu/provostpbo>:

(click on “Faculty Appointment and Candidate Search Procedures,” then click on “Tenured-track Search Guideline”)

pg. 3 of Faculty Position Search Guidelines form

See <http://wwwnew.towson.edu/provostpbo>:

(click on “Faculty Appointment and Candidate Search Procedures,” then click on “Tenured-track Search Guideline”)

## CHAPTER THREE

### PART III: FACULTY WORKLOAD

#### XV. TOWSON UNIVERSITY POLICY ON FACULTY WORKLOAD AND RESPONSIBILITIES

The Mission Statement of Towson University defines the University as a "metropolitan university... committed to a broad liberal arts and sciences education." "Towson emphasizes excellence in teaching and continuous scholarly productivity in support of teaching, while also encouraging original research that advances knowledge, continual scholarly growth, and service to the community." The purpose of this policy on faculty workload and responsibilities is to offer guidance and support to faculty in fulfilling this mission and in carrying out their roles within the institution and the University System of Maryland. Minimum workload and responsibilities for faculty as established by the Board of Regents are stated in the "University System of Maryland Policy on Faculty Workload and Responsibilities." (Appendix C) The policies unique to Towson University are consistent with the USM policies and have been reviewed by the Board of Regents.

##### A. Application

The policy applies to the following individuals:

1. All persons holding tenured and tenure-track positions who are classified as faculty (instructional, research and public service) and are so reported to the Maryland Higher Education Commission through the Employee Data System;
2. All persons who, while holding faculty rank, are classified as administrator and are so reported to the Maryland Higher Education Commission through the Employee Data System, and perform their administrative duties at the level of academic department or equivalent academic unit, including chairs, assistant chairs, program director, etc.;
3. All persons who, while neither tenured nor on the tenure track, are employed full time by the USM, are classified as instructional faculty and are so reported to the Maryland Higher Education Commission through the Employee Data System; and
4. All persons who, while neither tenured nor on the tenure track, are employed full time by TU, are classified as research faculty, and are so reported to the Maryland Higher Education Commission through the Employee Data System, and whose salaries are supported, in whole or in part, by state funds.

This policy does not apply to individuals who hold faculty rank but who are assigned to administrative duties outside the department or equivalent academic units, for example, deans, vice presidents, presidents, etc.; nor does it apply to individuals who are classified as research faculty but whose salary is fully supported by nonstate funds, e.g., federal research grants.

##### B. Characteristics and Definitions of Faculty Workload

As professionals, faculty work independently within the expectations and guidelines of the University in three principal areas: teaching/instruction, scholarship/research, and service.

#### 1. Teaching/Instruction

Since Towson University is a comprehensive university with an emphasis on teaching excellence, the first and most important responsibility is teaching. Teaching or instruction may take a variety of forms. Besides classroom teaching, which may occur as lectures, seminars, laboratory sessions, and clinical classes, instruction also occurs outside the classroom through supervising or directing student teaching or other performances or activities. In addition faculty spend a considerable amount of their time in class preparation, reading, developing new courses and curricula, learning new or innovative instructional methods and practices, grading assignments and exams, and advising students.

#### 2. Scholarship/Research

Faculty at Towson University are also expected to work as scholars in pursuing research, creating original works, and developing new and better ways of teaching. Research may be basic research which leads to the discovery of new information, or it may be applied research, which finds ways to use knowledge for practical purposes. Performances, exhibits, and presentations of creative works may fit either of these categories. And faculty also engage in research when they integrate or connect knowledge to share with students or with colleagues through professional journals or through presentations at professional meetings. Performances, exhibits, or creative presentations might fit into one or more of these categories. Faculty should be guided by the definitions of scholarship/research that have been defined by each college.

#### 3. Service

Service is broadly defined to include participation in the governing and administrative activities of the department, college, or University. It includes working with students and other members of the academic community to fulfill the mission of the University in all of its aspects. It may also include working with the community outside the university, provided that work draws upon the professional training of the faculty and does not mean simply performing one's responsibilities as a good citizen or community member.

### C. Standard Workload Expectations

Because national and local studies of the average faculty workweek vary, the standard workload is best stated in percentages of time devoted to each of the three areas of activity. It is also acknowledged that faculty workloads may vary according to the needs and interests of both the individual and the institution. While faculty spend the majority of their time in teaching, some may devote a greater proportion of their workweek to scholarship while others are more heavily engaged in service. The balance of activities will also vary over the course of the faculty member's career.

The ranges of activity listed below are established in accordance with the Board of Regents' approved faculty workload policy. These percentages can fluctuate based on the needs of the faculty, department, college, and University.

- Instruction: 65-75%
- Research/Scholarship: 15-25%
- Service: 5-15%

[Definitions of course units and equivalents are contained in the USM Policy Workload and Responsibilities. The expected teaching load for faculty at Towson University is 7 or 8 course units per academic year with adjusted research/scholarship and/or service expectations; 6 course units per academic year with a stronger research/scholarship agenda.]

#### D. Exceptions to Standard Workload Expectations

Although all faculty members are expected to be involved in the instructional program, the University System of Maryland Policy on Workload and Responsibilities provides for several exceptions to the standard models:

##### 1. Instruction

Exceptions from the standard instructional load may be based upon a number of factors, including class size; development of new courses; modality of instruction, including distance education; level of instruction discipline; accreditation requirements; etc.

##### 2. Departmental administration

Assumption of responsibility for the functions of chair, assistant chair, or program director, or for special departmental projects, may require reduction of expectations for service, research/scholarship or instruction. The magnitude of such reduction shall be dependent on the scope of administrative responsibilities and size of the department.

##### 3. Externally funded research and service activities

Assignment of additional time for research or service activities can be supported by external funds, either research or training grants. In these instances, the accompanying reduction of expectations for service or instruction should mirror the replacement of departmental salary support by externally funded salary support.

##### 4. Department supported research

Assignment by additional time for research activities supported by the department and consequent reduction of expectations for service or instruction should be related to the institution's mission.

##### 5. Department supported service

Assignment of additional time in areas of service and consequent reduction of expectations for research/scholarship or instruction should be directly related to the duration and the extent of the commitment. For example, individual faculty members may be released from the standard expectation in the areas of

research/scholarship or instruction in order to make major professional contributions - e.g., to work in partnership with the public schools or with business or industry.

6. Department variations

Departments may vary from the institutional exceptions, if approved by the president.

E. Procedures for Selecting Workload Models

Each faculty member will prepare a workload expectations statement based on the guidelines of the University and the University System of Maryland policy. This statement of expectations will be reviewed annually by the responsible department chair and the dean of the college. In consultation with the department chairperson, faculty members may make changes during the annual review period in order to ensure that the statement reflects not only their own goals and objectives but also those of the department and University. Substantive changes, such as those involving a reduction of the teaching load, must have the written approval of the department chairperson and the college dean and a copy forwarded to the provost.

F. Accountability

The systematic review of faculty workload and responsibilities shall be part of the normal annual faculty review for promotion, tenure, reappointment, and merit. Recognition for outstanding performance shall be a part of the merit evaluation process. Consequences for failing to fulfill expectations for workload and faculty responsibilities are defined in both the merit evaluation procedures and the TU Policy Statement on Appointment, Rank and Tenure of Faculty.

G. Faculty Workload Agreement Form

In order to comply with the University System of Maryland requirements for faculty workload expectations and accountability, an agreement must be completed and signed before the last day of classes of the spring semester each year. Exceptions to the standard workload are permitted but in all cases the individual workload must support the mission of the University and be approved by the appropriate chairperson and dean. Should major changes in the workload be required during the year, a request for revision of the agreement may be initiated by the faculty member, the chairperson, or the dean. See page 4-77 for the required format for the agreement for annual workload.

## **CHAPTER THREE**

### **PART IV: FACULTY EVALUATION, REAPPOINTMENT, PROMOTION, TENURE, MERIT, AND LIBRARIAN PERMANENT STATUS**

General information regarding USM policy on evaluation, promotion, tenure, and permanent status may be found in Sections II.A and II.B of the Board of Regents “II-1.00 University System Policy on Appointment, Rank, and Tenure of Faculty,” and Appendix B of this handbook.

#### **XVI. GENERAL PRINCIPLES**

- A. It is neither feasible nor practical to identify in these policies each of the factors to be considered in evaluating faculty for tenure, promotion and reappointment. The evaluative process requires the exercise of sound judgment, confidential deliberation and knowledge of the University, its educational mission and objectives. Many and varied factors are considered in the decisional process including, among others, teaching, research, scholarship, scholarly growth and potential, creative activity and service. Accordingly, the evaluative criteria referenced in these policies are not exclusive and will be considered together with other factors deemed necessary to a thoroughly considered and well-informed decision.
- B. Faculty ranks at Towson University, which may involve a tenure commitment, are professor, associate professor, assistant professor, and instructor. The prefix “Permanent Part-Time” may be applied to any of the ranks and is defined as “working at least two (2) days per workweek for at least 50 percent but not more than 80 percent of the normal workweek for that position.” Permanent part-time faculty are entitled to the same benefits as full-time faculty, but on a pro rata basis.
- C. Appointments to all other ranks, including any qualified rank in which an additional adjective is introduced (such as “visiting” or “clinical professor”) are for a definite term and do not involve a tenure commitment.
- D. Professorial titles are granted only to teaching and/or research personnel who are associated with teaching or research departments or units.
- E. Additions to the ranks listed in Chapter 3 shall be defined and included in the institution’s appointment, rank, and tenure policies subject to the approval of the Board of Regents.

#### **XVII. CRITERIA AND PROCEDURES FOR EVALUATION, PROMOTION, AND TENURE, AND PERMANENT STATUS**

- A. The criteria for promotion and tenure at Towson University are (1) appropriate degree; (2) teaching effectiveness, including student advising; (3) service to the department, college and University, and community-related activities; (4) scholarly

growth as described in “Towson University Policy on Faculty Evaluation for Promotion, Tenure/Reappointment, and Merit” (on page 3-40) and “Process and Procedures for Candidates for Promotion and/or Tenure, (on page 3-43) or “Procedures for Promotion to Professor, Associate Professor, or Assistant Professor Extraordinary Faculty Who Do Not Hold A Terminal Degree.” (on page 3-57) It should be noted that only those research and scholarly activities conducted as post-terminal degree work will be considered for advancement from assistant to associate professor.

B. References in the “By-Laws of the University Senate” (<http://www.towson.edu/senate>) to the composition and responsibilities of the University Promotion Tenure/Reappointment and Merit Committee, “Policy on Faculty Evaluation for Promotion, Tenure/Reappointment, and Merit” (on page 3-40) and “Procedures For Promoting To Professor, Associate Professor, or Assistant Professor Extraordinary Faculty Who Do Not Hold a Terminal Degree” (on page 3-57) contain statements and procedures governing the promotion and tenure process including:

1. Criteria

A statement of criteria upon which reviews will be based and guidelines for appointment or promotion to each academic rank.

2. Procedures

A description of promotion and/or tenure review procedures, including participants, documentation, degree of confidentiality, schedule of the annual cycle for reviews, and authority for final approval.

3. Appeals

A statement of the right of faculty to appeal promotion and tenure decisions, the grounds for such appeals, and a description of appeal procedures.

**XVIII. UNIVERSITY PROMOTION, TENURE/REAPPOINTMENT, AND MERIT COMMITTEE, STRUCTURE AND PROCESS**

A. The University Promotion, Tenure/reappointment, and Merit Committee shall be composed of eight faculty members, one member elected from each of the six colleges and one appointed by the University Senate, and one serving as the Provost designee in an ex officio capacity without voting privileges. Committee members cannot concurrently service on their college PTRM committee.

B. Within two weeks of the beginning of its committee year, the committee shall hold a meeting for the purpose of electing by simple majority vote a chairperson, who shall notify the Member-at-Large of the Executive Committee of the University Senate of the names of the committee members and the chairperson.

C. A quorum shall be a majority of the voting members.

D. Duties

1. To administer the system of faculty evaluation by establishing the calendar, standards, and guidelines and approving department and college documents.

2. To define standards for merit consideration.
3. To review the petition of a faculty member who has alleged an error in procedure or in due process in cases of tenure, reappointment, promotion, or merit.

E. Procedures

1. Distribute documents to department chairpersons.
2. Receive for review all department promotion, tenure/reappointment, and merit documents by the date in the Towson University Promotion, Tenure/reappointment and Merit calendar (if documents have been changed) and notify both the department and the dean of the college of approval status.
3. Recommend policy changes to the Senate.
4. Submit a year-end report to the Senate by June of each year.

**XIX. POLICY ON FACULTY EVALUATION FOR PROMOTION, TENURE/REAPPOINTMENT, AND MERIT**

A. Expectations for Faculty

1. Board of Regents minimum requirements for appointment, promotion and tenure are established by the University System of Maryland (USM) Board of Regents and are stated in the “University System of Maryland Policy on Appointment, Rank, and Tenure of Faculty.” (Appendix B) Clear and previously stated standards and expectations needed for promotion, tenure, reappointment, and merit fulfill the university responsibility outlined in the 1989 AAUP statement on “Procedural Standards in the Renewal or Non-renewal of Faculty Appointments.” (see <http://www.aaup.org/statements/Redbook/Rbrenew.htm>).
2. University

The “Towson University Policy on Appointment, Rank, and Tenure of Faculty” and the “Towson University Policy on Faculty Workload and Responsibilities” (on page 3-34) provide the basis for standards and expectations common to all full or part-time tenure-track faculty. The promotion and/or tenure decision is based both on the needs of the University (programs, enrollments, strategic direction) and the competence and quality of the individual.

Expectations for all faculty include the following basic activities:

- A faculty member is committed to collegiality and academic citizenship, demonstrating high standards of humane, ethical and professional behavior.
- A faculty member is an effective teacher.
- A faculty member meets classes as scheduled and is available for advising and consultation through office hours.
- A faculty member supports the mission, strategic plan, and programs of the department, college and University.

- A faculty member is committed to a discipline or interdisciplinary specialty and is committed to continuing professional development and scholarly growth.
- A faculty member shares the responsibility of University governance and participates each year in the faculty evaluation process.

### 3. College

Each college may create its own standards and expectations, with clear criteria for evaluation. However, no college may contradict or conflict with the University or Board of Regents' standards. These documents must be submitted to the University PTRM Committee for approval. Colleges must formally respond to changes and/or recommendations resulting from the review by the University PTRM Committee and submit a clean copy by the due date specified by the University PTRM Committee.

### 4. Department

(All references to department/departmental or department chairperson are assumed to include the following: department chairperson and program director with faculty.)

Each department must create its own standards and expectations, with clear criteria for evaluation. However, no department may contradict or conflict with college, University, or Board of Regents' standards and expectations. Departments will write clear and specific standards and expectations particular to their discipline with approval or disapproval indicated by the signature of each tenured or tenure-track faculty member of the department. The document shall then be submitted to the University PTRM Committee for approval. A resource template, "Towson University Guidelines for the Development of Departmental Standards and Expectations for Teaching, Scholarship, and Service" is included on page 3-48. Departments must formally respond to changes and/or recommendations resulting from the review by the University PTRM Committee and submit a clean copy by the due date specified by the University PTRM Committee. These department documents remain in effect until changed by the department faculty and approved by the University PTRM Committee.

- a. Department chairpersons will work with continuing faculty to prepare an "Agreement on Faculty Workload Expectations" which is Part II of the new Annual Report (AR) form.
- b. All new faculty shall receive a "Statement of Standards and Expectations for New Tenure-track Faculty" (SENTF form on page 3-65) 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

### B. Materials for Faculty Evaluation

1. The responsibility for presenting the annual review materials, the five-year comprehensive review, and/or the case for promotion, tenure, reappointment, 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 faculty in the University and the candidate's college and department.

2. Type of review determines dossier material and process

a. Annual review of all faculty

Annual review materials must include the following documents:

- AR (Annual Report) or CAR (Chairperson's Annual Report) Form
- Curriculum vitae
- Syllabi of current courses
- Evaluation, as appropriate, of teaching and advising

b. Annual review of non-tenured faculty

Tenure-track faculty shall add the following items to the list above in 2.A.

- Peer evaluations
- Departmental recommendation letter, which must include a written report on the candidate's progress toward tenure

c. Full review for candidates for promotion and/or tenure

A critical part of the dossier shall be a narrative statement in which the candidate describes how he or she has met and integrated the teaching, research, and service expectations of all faculty. All materials listed above in 2.a. and b. from the candidate's date of hire or last promotion must also be included.

d. Comprehensive five-year review of tenured faculty

Once every five years, the annual review shall be replaced by a comprehensive five-year review. See "Comprehensive Review Policies and Procedures" on page 3-60 for details.

e. Merit review

Merit review shall be concurrent with annual review. The review shall follow policies, standards, and procedures outlined in the department's merit policy as approved by the University Promotion, Tenure/Reappointment, and Merit Committee. The merit appeal process shall follow the same protocol as the promotion and tenure process. See page 3-56 for a description of levels of merit.

## C. Process And Procedures for Candidates for Promotion and/or Tenure

### 1. General Procedures

- a. All deliberations pertaining to promotion and tenure, reappointment, and merit at all levels shall be confidential.
- b. The faculty candidate shall apply for consideration according to approved departmental procedures. (This is often required a year before candidacy.)
- c. The faculty candidate shall submit two dossiers simultaneously: a summative dossier which meets the requirements set for eventual submission to the provost. See page 3-44 for promotion and tenure materials submitted to the provost and a lengthier, supportive dossier that lends specificity to the candidate's credentials. See page 3-48 – "Towson University Guidelines for Development of Departmental Standards and Expectations for Teaching, Scholarship, and Service" for typical examples of supportive materials.

### 2. The Department

The minimum procedures required of departments are as follows:

- a. Eligible members of the department PTRM committee shall be determined by the standards specified in the department's document as approved by the University PTRM Committee.
- b. The department PTRM committee shall make a recommendation concerning promotion and/or tenure and reappointment of a faculty candidate to the dean of the college and the college PTRM committee.
- c. The department committee shall prepare a concisely written statement supportive of the recommended decision consistent with the department documentation.
- d. The department chairperson may submit a substantive written statement that either agrees or disagrees with the committee's recommendation. The department chairperson shall serve as a voting member on the department rank committees and department PTRM committees.
- e. The recommended decision shall be conveyed in writing to the faculty candidate, inclusive of any department chairperson's statement and a record of the vote count. Negative judgments should be delivered in person by the department chairperson (or designee) or sent by certified mail to the candidate's home.
- f. The faculty member may submit a written appeal of a negative judgment by the department PTRM committee or the department chairperson. The appeal should be delivered by certified mail or in person, within fifteen (15) business days of having been notified of the judgment. The appeal, accompanied by supportive materials, is submitted to the dean for the college PTRM committee.

- g. The candidate's dossier, inclusive of the written decision of the department to the faculty candidate, any written statement by the department chairperson and a record of the vote count shall be forwarded to the dean's office for the College PTRM Committee.
- h. The faculty candidate's lengthier, supportive file shall be retained by the department and shall be made available to the dean and/or the college PTRM committee upon request for purposes of either an appeal and/or clarification of issues that arise as the process moves forward.

### 3. The College

The minimum requirements for colleges are as follows:

- a. The college PTRM committee shall consist of one representative from each department elected at large by the college by the tenured and tenure-track members of the College for a period of three years. These three-year terms will be staggered to ensure some continuity from year to year. Eligible members shall include tenured faculty at the rank of either associate or full professor. Faculty who are candidates for promotion, tenure, and department chairpersons are not eligible. The dean of the college will serve as a non-voting member of this committee.
- b. The college PTRM committee shall prepare a concise but fully written statement explaining the recommendation.
- c. The dean may submit a substantive statement that either agrees or disagrees with the committee's recommendation with a copy sent to the department chairperson.
- e. The recommended decision shall be conveyed in writing to the faculty candidate, inclusive of any dean's statement and a record of the vote count and shall be forwarded with the candidate's dossier. Negative judgments shall be delivered in person by the dean or sent by certified mail to the candidate's home.
- f. The faculty member may submit a written appeal of the college and/or dean's negative judgment to the provost by certified mail or in person, within fifteen (15) business days of having been notified of the judgment. The appeal should be accompanied by supportive materials.
- g. The dean of the college shall forward to the provost a summative dossier for each candidate for promotion and tenure. The requirements for the dossier are as follows:

All materials should be submitted in a one-inch binder clearly labeled with the faculty member's name, department, and area of review. The documents required will be limited to the following in the exact order:

#### **Section I** University Forms

- New Faculty Annual Report
- Summary of Student Evaluation

- Agreement on Faculty Workload Expectations (AR, Part II)
- A copy of one recent publication or description of creative activity

**Section II** Curriculum Vitae

**Section III** Annual summary statement describing correlation between expectations and accomplishments

The order of the materials in each section should be from most recent year evaluated to the time of last promotion or year of hire.

**Section IV** The written recommendation of the department rank committee and/or tenure committee, including the Departmental Summary Recommendation (DSR) form, the written recommendation of the academic chairperson, and written recommendation of the college.

[Note: For Section IV, the College PTRM chairperson and the dean have responsibility for ensuring that all recommendations are included in the folder.]

The department should retain any other supportive materials and make them available if needed. These materials are not to be forwarded unless specifically requested.

4. The Provost

- Following a review of the composite record, the provost shall prepare a substantive letter of decision conveyed to the faculty candidate, Department PTRM Committee chairperson, department chairperson and dean of the college, and filed with the record. The provost may ask the dean, the department, or the college PTRM committee for additional information prior to making a final decision.
- The faculty candidate may submit a written appeal of a negative judgment by the provost to the University president within two weeks of having been notified of the decision.

5. The President

The final decision for promotion and tenure shall be made by the University president; the final decision for merit rests with the provost.

D. Methods for Faculty Evaluation

The University should have faculty evaluation methods that are consistent with and reflective of the roles and responsibilities of faculty members. Departments may use “Towson University Guidelines for the Development of Departmental Standards and Expectations for Teaching, Scholarship, and Service, (on page 3-48) or develop their own. Methods for evaluation developed by departments shall specify the criteria and procedures that shall be applied to the faculty roles of teaching, scholarship, and service. This shall include the role of the “Agreement on Faculty Workload Expectations” or “AFWE” section of the Annual Review (AR) form on page 3-73. The evaluation materials must be understandable and easy to follow, reflecting a commitment to collegial responsibility. Faculty who do not meet the basic standards and expectations for teaching, scholarship and/or service may be subject to a denial of merit.

1. Teaching and advising

- a. Teaching takes a variety of forms, including the use of technology or classroom-based research to improve teaching, the development of new courses and programs, especially those involving collaborative or interdisciplinary work or K-16 partnerships, faculty exchanges and teaching abroad, involvement in distributive learning.
- b. The primary purpose of the faculty academic advisor is to assist students in the development of meaningful educational plans that are compatible with their life goals. Through private, individual conferences with students, the faculty academic advisor should provide assistance in refining goals and objectives, understanding available choices, and assessing the consequences of alternative courses of action.
- c. Evaluation of teaching and advising shall include information from the following sources:

- i. Evaluation of teaching by student

Student evaluations of instruction are a required part of the evaluation of faculty. Such an evaluation must be recognized for what it is: one kind of evaluation, of a generalized nature, and to be considered only in concert with all other measures of teaching effectiveness. Each department shall develop a form or forms, which shall be used by all members of the department.

Student evaluations shall be conducted in such a manner to assure confidentiality of the student. Student evaluation forms, with a description of the method and timing of administration, shall be approved annually and included in the department promotion, tenure/reappointment, and merit document submitted to the University PTRM Committee for approval.

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

- ii. Evaluation of teaching by peers

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

Departments must develop discipline-specific criteria or guidelines for observing and reporting classroom/clinical observations. These should be included in the documents submitted to the University PTRM Committee for approval.

Further standards and expectations for teaching shall be evaluated by specific criteria developed within individual departments and approved by the University PTRM Committee.

iii. Evaluation of advising

For those faculty members who advise students as part of their workload, student evaluations of advising are required.

iv. Self-evaluation

Self-evaluation of teaching and/or advising effectiveness shall include a narrative statement about individual teaching and/or advising philosophy and an interpretation of student and/or peer/chairperson evaluations.

2. Scholarship

Scholarship is widely interpreted and may take many forms. Faculty may conduct research that generates new knowledge or synthesizes and integrates knowledge. These research agendas may be represented by publications, presentations, or grants. Faculty also conduct their scholarship in the development of creative products, such as original works or integrating creative knowledge in performances, exhibits or other expressive presentations. Other faculty engage in research that is applied, finding new ways to use knowledge for practical purposes, including the scholarship of teaching or of solving problems within academia or the larger community, such as involvement in K-16 partnerships, professional development schools, and other innovative partnerships. Faculty also engage in developing and publishing software and in finding new classroom uses for existing technology. Interdisciplinary efforts where faculty work to expand their knowledge and apply it in new ways constitute yet another form of applied scholarship. Often collaboration requires additional efforts on the part of the faculty members involved, but the many tangible and intangible benefits make such efforts desirable; thus, such effort should be recognized in the evaluation of scholarship.

- a. Faculty should be guided by the definitions of scholarship/research that have been defined by their college and department as well as by the general standards in "Towson University Guidelines for the Development of Departmental Standards and Expectations for Teaching, Scholarship and Service, page 3-48. Evaluation must be in accordance with specific criteria. Departments are to develop specific and objective criteria for evaluating faculty scholarship and research.
- b. Moreover, departments are to encourage collaboration and the mentoring of junior faculty when such criteria are difficult to articulate. It is through such collegial exchange, respect and consensus that the larger missions of both the university and the discipline(s) are served.
- c. Departmental criteria should be approved by the University PTRM Committee and provided each member at the time of initial employment and/or revision of criteria.

3. Service

Service is broadly defined to include participation in the governing and administrative activities of the department, college, or University. It also may include service to one's professional discipline or the larger community outside the university if such service draws upon the faculty member's discipline or interdisciplinary specialty or

further the university mission.

Service may be evaluated by the university standards in this document or by specific criteria developed within individual departments and approved by the University PTRM Committee.

**XX. TOWSON UNIVERSITY GUIDELINES FOR DEVELOPMENT OF DEPARTMENTAL STANDARDS AND EXPECTATIONS FOR TEACHING, SCHOLARSHIP, AND SERVICE**

A. For Teaching: Representing knowledge in one's field by

1. Teaching courses, practice, internships, lessons, etc.

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

b. The standards for promotion to assistant professor:

- An articulate statement of one's teaching philosophy
- Carefully planned and well-organized course syllabi
- Expertise and currency in the content of one's teaching

c. The standards for tenure and promotion to associate professor:

- Responsiveness to cultural and individual differences
- Appropriate and effective testing, evaluation, and grading of students' performance
- Content of courses and teaching processes are supportive of department and/or program mission
- Effective instruction as measured by peer evaluation
- Effective instruction as measured by student evaluation
- Availability to students
- Reflection and growth in teaching methodology
- Recognition in the department and college of the quality of one's teaching
- Incorporation of appropriate instructional technology in one's teaching
- If applicable, has met contractual obligations for approved off-campus activities such as sabbatical leave, international teaching exchanges, grant-supported research, etc.

d. The standards and expectations for promotion to professor. The above standards for tenure plus these additional standards:

- Excellence in teaching

- Demonstrated leadership in mentoring colleagues, particularly junior faculty, in their own teaching.
- e. Potential evidence for a faculty member to present when demonstrating compliance with the above standards:
- A statement of one's teaching philosophy
  - Peer reviews of one's teaching, including peer observations
  - Evaluations of instruction 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
  - Teaching awards and nominations
  - International teaching exchange, sabbatical, or consulting contracts

## 2. Advising students

- a. The standards and expectations for reappointment: The standards for tenure will be used, including strong evidence of potential for meeting standards at time of the tenure decision.
- b. The standards for promotion to assistant professor: The standards for tenure and/or award of terminal degree.
- c. The above standards and expectations for tenure and promotion to associate professor:
- Accessible to assist students with academic questions
  - Knowledgeable about programs, policies, and procedures
  - Accurate in the advice given to students
- d. The standards and expectations for promotion to professor: The above standards for tenure plus this additional standard:

- Mentoring colleagues in effective advising
- e. Potential evidence for a faculty member to present when demonstrating compliance with the above standards:
- Correspondence from students, alumni, colleagues, program coordinators and administrators
  - Advisement records, schedules, and files
  - Evaluations by current students and graduates
3. Mentoring student scholarship (e.g., research, comprehensives, independent study projects, theses, artistic productions or products, shows, etc.)
- a. The standards and expectations for reappointment: The standards for tenure will be used, including strong evidence of potential for meeting standards at time of the tenure decision.
- b. The standards and expectations for tenure and promotion:
- Recognized expertise in the content and/or technical skills required for student scholarship
  - Effective guidance and advisement that enables students to complete their research, creative activity and/or scholarship successfully
  - Ability to evaluate the outcomes or products of student scholarship
- c. Potential evidence for a faculty member to present when demonstrating compliance with the above standards:
- Selected projects, reports, productions, appearances, or theses completed by students
  - Evaluations by students or graduates
  - Subsequent publications or professional presentations by students
  - Correspondence from faculty peers, department chairs, and other committee members
4. Developing course and program curricula
- a. The standards and expectations for reappointment: The standards for tenure will be used, including strong evidence of potential for meeting standards at time of the tenure decision.
- b. The standards and expectations for tenure and promotion:
- Knowledgeable of emerging needs in one's field
  - Knowledgeable of changes in licensure, certification, and accreditation standards in one's field

- Refinement, updating, and improvement of courses that one teaches
- Effective and successful participation in course and program development that is based on established scholarship, best practice, and/or one's sustained experience with practitioners in one's field
- Efforts to obtain funding to support course and program development
- Demonstrated leadership in course and program development
- Demonstrated leadership in accreditation and program approval efforts and activities

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

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

B. For Scholarship: Expanding the knowledge base in one's field by items under either 1. or 2. below or a combination of both 1. and 2.

1. Conducting research and generating new knowledge or creative products

- a. The standards and expectations for reappointment: The standards for tenure will be used, including strong evidence of potential for meeting standards at time of the tenure decision.
- b. The standards for promotion to assistant professor: The standards for tenure and/or award of terminal degree.
- c. The standards and expectations for tenure and promotion to associate professor:
  - A clearly defined scholarship/creative agenda and focus
  - Knowledgeable about alternative approaches to conducting research, including research design, data collection, data analysis, and reporting and interpreting results
  - Expertise in methodologies appropriate to one's scholarship and/or creative agenda

- Efforts to obtain funding to support one's scholarship or creative goals
  - Evidence that one's research agenda or artistic achievement has matured over time
  - Recognition by others of the quality of one's scholarship or artistic expression
- d. The standards and expectations for promotion to professor: The above standards for tenure plus these additional standards:
- A sustained record of conducting and reporting empirical research in one's field or a sustained effort in a particular medium or style
  - Demonstrated leadership in mentoring colleagues, particularly junior faculty, in their efforts to generate new knowledge in their field or unique artistic expression
  - Distinction in the quality of one's scholarship or creative activity
- e. Potential evidence for a faculty member to present when demonstrating compliance with the above standards:
- A description of one's scholarship and/or creative agenda
  - Selected products of one's work, e.g., juried presentations at professional conferences or performances, publications in peer-reviewed journals, books, chapters, monographs, technical reports, invited presentations, shows, instructional/curricular materials, modules, tests, equipment, inventions and conference proceedings
  - Citations by others of one's scholarship or artistic achievement
  - External evaluations and reviews of one's work
  - A summary of requests for reprints of one's publications or repetitions of performances or artistic displays
  - Invitations to review the research and scholarship of others or the artistic merit of fellow performers, artists, or creative talents
  - Membership on editorial boards of scholarly publications
  - Receipt of competitive grants or contracts for research from external and internal funding sources (including an assessment of the competition)
  - Manuscripts, research proposals, programs, artifacts, and other products of scholarship submitted for publication, funding, or dissemination
  - Reports of scholarship or creative projects in progress
  - Awards and other recognition for the quality of one's scholarship or creative endeavor

## 2. Synthesizing and integrating knowledge

- a. The standards for reappointment: The standards for tenure will be used, including strong evidence of potential for meeting standards at time of the tenure decision.
- b. The standards for promotion to assistant professor: The standards for tenure and/or award of terminal degree.
- c. The standards for tenure and promotion to associate professor:
  - Currency in the knowledge base that undergirds one's field of inquiry
  - Application of that knowledge base to one's teaching, service, and other professional activities
  - Continued interaction with others internally and externally who share one's knowledge base
- d. The standards for promotion to professor: The above standards for tenure plus these additional standards
  - Demonstrated leadership in mentoring colleagues, particularly junior faculty, in their efforts to integrate knowledge in their field
  - Reviews of the knowledge base in one's field, identification of critical themes, and recommendations for extending that knowledge base
  - Generation of new theories and models based on the knowledge base in one's field
- e. Potential evidence for a faculty member to present when demonstrating compliance with the above standards:
  - Products of one's synthesis and integration of knowledge, e.g., juried presentations at professional conferences or performances, publications in peer-reviewed journals, books, chapters, monographs, technical reports, invited presentations, shows, instructional/curricular materials, modules, tests, equipment, inventions, and conference proceedings
  - Citations by others of one's synthesis and integration of knowledge
  - External evaluations and reviews of one's work
  - A summary of requests for reprints of one's publications or repeated performances
  - Invitations to review the research and scholarship of others
  - Membership on editorial boards of scholarly publications
  - Receipt of competitive grants or contracts for research from external and internal funding sources (including an assessment of the competition)
  - Manuscripts, research proposals, artistic displays or productions, and

other products of scholarship submitted for publication, funding, or dissemination

- Reports of scholarship in progress
- Awards and other recognition for the quality of one's scholarship or creative endeavor

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

1. In service to the institution

- a. The standards for reappointment: The standards for tenure will be used, including strong evidence of potential for meeting standards at time of the tenure decision
- b. The standards for tenure and promotion to associate professor:
  - Involvement in the institution's faculty governance structure at program, department, college, university or system levels
  - Contributions to the institution that are focused and draw upon one's professional expertise
  - Advocacy in addressing important institutional issues
  - Recognition of the quality and impact of one's service
- c. The standards for tenure and promotion to professor: The standards for tenure plus these additional standards:
  - Leadership in addressing important institutional issues
  - Distinction in the quality of one's service to the institution at program, department, college, university or system levels
- d. Potential evidence for a faculty member to present when demonstrating compliance with the above standards:
  - Membership on faculty committees
  - Leadership positions in the university governance structure
  - Correspondence from colleagues and others
  - Involvement in student activities, organizations and programs

2. In service to practitioners and community

- a. The standards for reappointment: The standards for tenure will be used, including strong evidence of potential for meeting standards at time of the tenure decision.

- b. The standards for tenure and promotion to associate professor:
    - Sustained involvement in the work of practitioners in one's field
    - Contributions to practitioners and community that draw upon one's professional expertise
    - Advocacy in addressing need of practitioners in one's field
    - Recognition by others of the quality and impact of one's service to practitioners and community
  - c. The standards for tenure and promotion to professor: The standards for tenure plus these additional standards:
    - Leadership in addressing issues in one's field
    - Distinction in the quality of one's service or performance
  - d. Potential evidence for a faculty member to present when demonstrating compliance with the above standards:
    - A description of one's agenda for service and of how that service builds on one's professional expertise
    - Examples of involvement with practitioners that is sustained and focused and that draws upon one's professional expertise
    - Correspondence
    - Provision of in-service education or technical assistance
    - Professional consultations
3. In service to one's profession
- a. The standards for reappointment: The standards for tenure will be used, including strong evidence of potential for meeting standards at time of the tenure decision.
  - b. The standards for promotion to assistant professor: The standards for tenure and/or award of terminal degree.
  - c. The standards for tenure and promotion to associate professor:
    - Sustained involvement in professional organizations and associations in one's field at state, regional, national, and/or international levels
    - Contributions to a professional organization or association that draw upon one's professional expertise
    - Advocacy in addressing important issues relevant to one's profession
    - Recognition by others of the quality and impact of one's service to professional organizations

- d. The standards for promotion to professor: the standards for tenure plus these additional standards:
  - Leadership in addressing important issues relevant to one’s profession
  - Distinction in the quality of one’s service to professional organizations
- e. 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

#### D. Merit

In conjunction with cost-of-living adjustments in faculty salaries, which should be mandated annually, Board of Regents’ regulations require that merit salary increases be awarded using a merit system that results in differential increments. The “Statement of Standards and Expectations for New Faculty” or the “Agreement on Faculty Workload Expectations” (AFWE) section of the Annual Report (AR) form or the Chairperson’s Annual Report (CAR) form shall serve as the basis for merit evaluation. To qualify for merit, faculty members shall demonstrate achievement in teaching, scholarship, and service consistent with their Agreement on Faculty Workload Expectations. All faculty will be evaluated each year at the department level for merit.

There will be two levels of merit increase to salary within the three categories of merit as follows:

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

Each department will explicitly and clearly define the above categories for use in their merit deliberations.

Notification and appeals of merit decisions follow the same procedures as those for promotion and tenure/reappointment. Faculty who wish to appeal their department's decision concerning merit should direct their appeal to the College PTRM Committee. Procedural appeals are directed to the University PTRM Committee.

E. Calendar and Forms

1. All departments and programs shall abide by the calendar on page 3-64.
2. All faculty must complete the Annual Report (AR) form (page 3-71). This form replaces the FAR, SSE, AFWE, AFWE Correlation Statement (Annual Summary Statement).
3. First year tenure-track faculty, in cooperation with their department chairperson, shall complete the statement on "Standards and Expectations for New Tenure-track Faculty" (SENTF) form (page 3-65).
4. Department chairpersons and program directors shall complete the Chairperson's Annual Report (CAR) form (page 3-75).
5. The Department Summary Recommendation (DSR) form (page 3-79) shall be completed each fall for all faculty holding a full-time contract.

Approved by the University Senate, May 2, 2000

**XXI. PROCEDURES FOR PROMOTION TO PROFESSOR, ASSOCIATE PROFESSOR, OR ASSISTANT PROFESSOR EXTRAORDINARY FACULTY WHO DO NOT HOLD A TERMINAL DEGREE**

A. Qualifications

1. Service requirement

An applicant for promotion to the rank of professor, associate professor, or assistant professor on the basis of extraordinary achievement shall have served a minimum of ten years as a faculty member at an accredited college or university, no fewer than seven of which shall have been at Towson University.

2. Accomplishments

The accomplishments of the applicant shall be considered to be "extraordinary" if performance in the following areas are especially meritorious:

- a. Teaching: Outstanding teaching accomplishments (e.g., credited with being instrumental in the career development of students who are exceptionally successful in their chosen fields; devised teaching methodology or an instructional design or theory that is widely adopted).
- b. Service: Exceptional university-wide service (such as committee work, special task force studies, major program developments, exemplary administration, etc.), the high quality of which is widely known on this and other campuses.

- c. Scholarship: Outstanding accomplishments as a teacher-scholar, performer, or unique contributor in his/her discipline for which he/she has gained a regional (i.e., both within and outside Maryland) reputation.

3. Evaluation

Whatever accomplishments are considered shall be more extensive in quantity and generally superior in quality to those achievements of faculty with the same period of service who have been promoted with the terminal degree, particularly in those disciplines in which the terminal degree is generally attainable and held by members of this faculty. This determination is to be based on a comparison of the applicant's qualifications with those published by the provost of persons in similar fields who have been promoted at Towson University in recent years.

- B. Procedures

1. Eligibility

- a. Individual

Faculty members to be considered for extraordinary status (either at their own initiative or at the urging of their colleagues) shall submit an application to their department by the end of the second week in February. Consistent with the directives of the Board of Regents, the application shall contain an "accumulated documentation of the faculty member's accomplishments" in the areas of teaching, service, and scholarly achievement. The applicant may supply recommendations from scholars outside the university who are experts in the applicant's discipline and who can evaluate the applicant's scholarship and/or performance. In the area of scholarly achievement, the application should pinpoint with particular specificity the accomplishments deemed worthy of extraordinary status.

- b. Department

The department shall meet to conduct a secret ballot vote on the merits of the individual's request for extraordinary status by the first week of March and shall forward the ballots to the chairperson of the College PTRM Committee and dean.

- c. College

The chairperson of the College PTRM Committee and the dean shall count the ballots by the second week of March and report the results to the Department PTRM Committee.

- d. Department

If the department vote is favorable, the Department PTRM Committee shall submit the candidate's file, along with other documentation, which the department may wish to include, to the Criteria and Screening Committee. This must be done by the third week in April. Because the members of the Criteria and Screening Committee do not necessarily know or understand the discipline of the applicant, supportive materials must be clearly presented

and thoroughly documented. The following guidelines apply to submitted materials:

- i. Peer evaluations of supportive materials, provided by individuals from the candidate's profession, are requested. Such evaluations should describe the nature and scope of the journals in which the candidate's publications appear (e.g., is the journal local, regional, national, or international? Is the journal refereed?) and demonstrate the quality and history of the journals.
  - ii. The application should include a thorough clarification, prepared by the dean, of the academic status of the candidate within the university.
  - iii. The application should include a comprehensive overview of the candidate's career at rank in the three major areas of scholarship, service, and teaching.
  - iv. The application should include a completed Annual Report for each year of tenure at rank.
  - v. The application should include supportive peer evaluations from faculty within the candidate's department.
- e. Consultation outside the university

If the vote is favorable, the dean of the college shall, in consultation with the chairperson of the candidate's department, choose three or four scholars outside the University, who are experts in the candidate's discipline, to evaluate the candidate's scholarship and/or performance. The dean shall request that these outside referees submit their evaluations to the dean by the third week of April. The dean shall send a copy of each evaluation, with an addendum attached clarifying the writer's professional identity and academic credentials, immediately to the Criteria and Screening Committee and shall also send a copy of each evaluation to the chairperson of the candidate's department.

## 2. Criteria and screening committee

### a. Composition

The Criteria and Screening Committee shall consist of the chairperson of each college's PTRM Committee, with one of them appointed as chairperson by the chairperson of the University PTRM Committee.

### b. Evaluation

The Criteria and Screening Committee shall consider the application for extraordinary status and complete its deliberations by the first week of May. If the request is approved, the department shall be notified and the applicant shall be eligible to be considered for promotion during the regular promotion and tenure cycle in the fall.

C. Promotion to Associate Professor

Any person who does not hold a terminal degree and who has been promoted to the rank of assistant professor by the aforementioned procedure shall also be considered to be extraordinary for the purpose of promotion to the rank of associate professor.

D. Promotion to Professor

Any person who does not hold a terminal degree and who has been promoted to the rank of associate professor by the aforementioned procedure shall also be considered to be extraordinary for the purpose of promotion to the rank of professor.

E. Retroactive Equivalency

The procedures described above apply to all candidates for promotion who do not hold terminal degrees, including those for whom equivalency had been established under earlier and different policies.

Approved by the University Senate, December 17, 1990

## **XXII. COMPREHENSIVE REVIEW POLICIES AND PROCEDURES**

A. Preamble

The comprehensive review policies and procedures of Towson University are in accordance with the principles established by the Board of Regents of the University System of Maryland on July 12, 1996. The purpose of these policies and procedures is to establish a comprehensive review of tenured faculty at regular intervals, and is in addition to existing policies on promotion and tenure, and on faculty workload and performance. This comprehensive review policy provides for the accountability of faculty as well as being part of a larger faculty development program, designed to enhance the professional abilities of the faculty as teachers, scholars, and members of the academic/professional community. This comprehensive review process shall not be substituted for the University System of Maryland and institutional policies and procedures relating to the termination of tenured appointments, which are in no way amended by this policy.

B. Comprehensive Review

All tenured faculty shall participate in a comprehensive review at least once in every five years to assess the faculty member's performance over time and to provide an opportunity to establish a professional plan to serve as a basis for the next comprehensive review. The chairperson of each department shall divide the faculty randomly into five mutually exclusive groups for review in each of five years. A faculty member who receives in the comprehensive review an indication that he/she is not meeting expectations shall meet with the department chairperson and dean to establish a plan for faculty development, which may include recommendations of the department review committee. In addition two consecutive annual reviews, which indicate the faculty member has not met minimum expectations, shall occasion an immediate comprehensive review, which shall be in addition to those otherwise required by this policy. Chairpersons, as faculty members, are included in the review

process, and those faculty with joint appointments are to be reviewed according to the schedule of their “home” department.

C. Expectations for Faculty

The expectations for faculty are outlined in Towson’s policy on “Promotion, Tenure/Reappointment, and Merit” and include those requirements established by the University System of Maryland Board of Regents in “University System Policy on Appointment Rank and Tenure of Faculty” and in the “University System of Maryland Policy on Faculty Workload and Responsibilities,” as well as those expectations defined by the University and the faculty member’s department.

D. Basis for Comprehensive Review

The evaluation of faculty members will be based upon activities in three broadly defined areas: teaching, scholarship, and service.

1. Teaching

“Teaching or instruction may take a variety of forms. Besides classroom teaching, which may occur as lectures, seminars, laboratory sessions, and clinical classes, instruction also occurs outside the classroom through supervising or directing student teaching, research, or other performances or activities. In addition, faculty spend a considerable amount of time in class preparation reading, developing new courses and curricula, learning new or innovative methods and practices, grading assignments and exams.” (Towson University Policy on Faculty Workload and Responsibilities.) Advising is also considered to be a critical component of the teaching function at Towson and will be evaluated as part of the comprehensive review.

2. Scholarship

“Faculty at Towson University are also expected to work as scholars in pursuing research, creating original works, and developing new and better ways of teaching. Research may be basic research, which leads to the discovery of new information, or it may be applied research, which finds ways to use knowledge for practical purposes. And faculty also engage in research when they integrate or connect knowledge to share with students or with colleagues through professional journals or through presentations at professional meetings. Performances, exhibits, or creative presentations might fit into one or more of these categories. Faculty should be guided by the definitions of scholarship/research that have been defined by...” their respective college and/or department. (Towson University Policy on Faculty Workload and Responsibilities.)

3. Service

“Service is broadly defined to include participation in the governing and administrative activities of the department, college, university, or USM. It includes working with students and other members of the academic community to fulfill the mission of the University in all of its aspects. It may also include working with organizations of one’s discipline and “the community outside the university, provided that work draws upon the professional training of the faculty and does not mean simply performing one’s responsibilities as a good citizen or

community member.“ (Towson University Policy on Faculty Workload and Responsibilities.)

#### E. Sources and Methods for Comprehensive Review

In order to avoid duplication of effort and to assure consistency in the review process, the sources and methods for the comprehensive review shall be the same as those used for the annual faculty review, except that the comprehensive review shall examine a period of up to five years. All department policies and review procedures must be filed and approved by the dean of the college as well as the University Promotion and Tenure Committee, which is a standing committee of the University Senate. These procedures are defined in detail in Towson University’s “Promotion, Tenure/Reappointment, and Merit Policy.” In summary, they include evaluation of teaching, through student evaluations and peer review; assessment of scholarship, primarily through peer review and consistent with each department’s established standards and mission; and service, as defined by each department and consistent with the uniqueness of its discipline. All aspects of the portfolio need to be evaluated in light of the department, college, and the University missions and strategic plans. Materials used for both the rank committee recommendations and the comprehensive review may include information on publications (including non-print media), grants, international exchanges, technological innovations, works-in-progress, descriptions of special projects, letters of recommendations, teaching observation reports, and other information from the faculty workload document. Faculty must follow specific instructions from the Office of the Provost concerning the organization and presentation of materials.

While the comprehensive review uses the same sources and similar methods as the annual review of faculty, final evaluation must be prepared for each faculty member. In order to avoid duplication and to reduce the amount of materials to be submitted, copies of materials previously submitted with annual reports need not be submitted again. A reflective comprehensive summary shall be written by the faculty member being evaluated, analyzing the preceding five years of his or her work. This summary is included in the documentation submitted to the department PTRM committee. This document shall be considered in decisions of promotion, merit pay, and other rewards.

#### F. Faculty Development Resources

Since the comprehensive review is in part a formative process for future faculty development, for enhancing the learning environment for students, and for the improvement of the academic program as defined in the University, college, and department mission statements, the University is responsible for maintaining a broad foundation of resources to support the faculty. These resources are available through the Division of Academic Affairs and include those of university-wide offices such as the Faculty Development Office, and the Center for Instructional Advancement and Technology, as well as through departmental and college-based programs. It is the University’s obligation to maintain adequate funding for faculty development in order to support the professional growth of its faculty.

Faculty receiving negative reviews shall work with their department chairpersons and college deans to create an appropriate plan for professional development, which must be completed no later than June 30 of the academic year in which the review occurred. The professional development plan must be approved in writing by the

department chairperson and the dean of the college, and signed by all parties, including the faculty member. The progress of the faculty member in meeting the goals of the professional development plan shall be evaluated as part of the annual review process. Faculty receiving a positive review may also choose to create a professional development plan, but they are not required to do so.

G. Comprehensive Review Committee Structure

In order to reduce duplication of effort and encourage consistency in the review process, the appropriate rank committee(s) shall carry out the comprehensive review in each department following the procedures regarding the meeting times, selection of committee chairpersons, and votes on faculty evaluations. The specific procedures to establish rank committees are defined in the "Towson University Promotion, Tenure/Reappointment, and Merit" document.

H. Comprehensive Review Schedule

The comprehensive review schedule shall be consistent with the Towson University Promotion, Tenure/Reappointment, and Merit Calendar and follow the deadline established for annual promotion, tenure and merit decisions.

I. Confidentiality

All comprehensive review proceedings shall be held confidential by the comprehensive review committee members, the faculty member, chairperson, dean and the provost.

J. Appeals

Faculty members being reviewed shall have access to the periodic review reports and may appeal under the guidelines provided in Towson University's "Policy on Faculty Evaluation for Promotion, Tenure/Reappointment, and Merit," page 3-40.

Approved by University Senate, April 6, 1998

## **XXIII. TOWSON UNIVERSITY PROMOTION, TENURE/REAPPOINTMENT, AND MERIT CALENDAR**

### **1. THE FIRST FRIDAY IN MAY**

Formation of Department and College Promotion, Tenure/Reappointment, and Merit (PTRM) Committees.

### **2. THE THIRD FRIDAY IN JUNE**

All of the following documents are due and must be submitted to the department chairperson or designee(s):

- a. Faculty Annual Report (AR) or Chairperson's Annual Report (CAR).
- b. Current professional curriculum vitae
- c. Syllabus for each course currently taught
- d. Evaluation of teaching and advising
- e. Other documents required in Section II.B. or desired by faculty member

### **3. THE THIRD FRIDAY IN SEPTEMBER**

- a. Faculty may add information to update their files for work completed before June 1st.
- b. First Year Probationary Faculty members have met with department chairpersons to complete the Statement on Standards and Expectations for New Tenure-track Faculty (SENTF) form.

### **4. THE SECOND FRIDAY IN OCTOBER**

- a. Department PTRM Committee(s)' recommendations given to all non-first year faculty. See page 3-43 for appeal procedures.
- b. College PTRM documents are due to the University PTRM Committee if changes have been made since last approved.

### **5. THE FOURTH TUESDAY IN NOVEMBER**

All faculty recommendations delivered to the College PTRM Committee.

### **6. DECEMBER 15 (This deadline is mandated by the USM.)**

Tenure-track faculty in the second or any subsequent year of the probationary period must be notified in writing of reappointment or non-reappointment for the next academic year.

### **7. THE THIRD FRIDAY IN JANUARY**

- a. The College (PTRM) Committee's (and the dean's, if applicable) recommendations for tenure and/or promotion given to all faculty members with a copy to the department chairperson. Faculty members may appeal a negative judgment. See page 3-44 for appeal procedures.

- b. The college committee's recommendation concerning faculty members appealing their departmental (PTRM) recommendation delivered to candidate and department chairperson. Faculty may appeal a negative judgment from the college committee. See page 3-44 for appeal procedures.
- c. Department recommendations concerning reappointment for first-year tenure-track faculty delivered to the faculty member and the dean. Faculty may appeal to the college PTRM Committee. See page 3-43 for appeal procedures, which are the same as those for promotion and tenure.

**8. THE SECOND FRIDAY IN FEBRUARY**

- a. All promotion, tenure/reappointment, and merit recommendations delivered to the provost. This includes college appeal recommendations on department recommendations for first-year tenure-track faculty.
- b. Department documents concerning promotion, tenure/reappointment, and merit (with approval form signed by all current faculty members) delivered to the chairperson of the University PTRM Committee, if any changes have been made. All changes must be indicated with redline (for additions) or strikeout (for deletions), submitted in triplicate. Departments not electing to change their documents do not need to report.

**9. MARCH 1<sup>ST</sup> (This deadline is mandated by the USM.)**

Deadline by which tenure-track faculty in their first year of appointment must receive notification by the president of the university should the decision have been made to terminate their appointment. Otherwise, appointments of first-year tenure-track faculty are automatically renewed.

**10. THE THIRD FRIDAY IN MARCH**

- a. Provost's decisions given to all faculty members recommended for tenure and/or promotion. Faculty members may appeal a negative decision. See page 3-45 for appeal procedures.
- b. The provost's decision concerning faculty appeals of their college PTRM committee's recommendation is delivered to the appellant. Faculty members may appeal a negative decision. See page 3-45 for appeal procedures.

**STATEMENT OF STANDARDS AND EXPECTATIONS  
FOR NEW TENURE-TRACK FACULTY (SENTF)**

Name \_\_\_\_\_ Rank \_\_\_\_\_

Department of \_\_\_\_\_

- I. Faculty members will abide by the following documents:
- A. The Faculty Handbook, especially those sections which address faculty rights and responsibilities, contractual policies, and policies for promotion, merit, and tenure review.
  - B. The policies and procedures of the College of \_\_\_\_\_ Promotion and Tenure Committee.
  - C. The policies and procedures set forth in the Department of \_\_\_\_\_ promotion and tenure document.
- II. Faculty members will observe the following general University and College of \_\_\_\_\_ expectations:
- A. Excellence in teaching and advising.
  - B. Professional growth and scholarly activity.
  - C. Service to the department, college, University, and/or USM.
  - D. Collegiality and academic citizenship.
  - E. Possession of the appropriate terminal degree. Faculty members who do not hold an earned doctorate or other appropriate terminal degree at the time of appointment are expected to earn that degree as soon as possible. Only in extraordinary cases will tenure be recommended for an individual not holding the doctorate or other appropriate terminal degree.
- III. Faculty members will observe the following more specific requirements of the Department of \_\_\_\_\_.

In this section, list specific departmental expectations of all new faculty—such as advising; maintaining academic standards; service on department committees; filing of syllabi, exams, and class records; how “themes” or “topics” courses are approved; any special rules about multi-section, multi-instructor courses; any special rules about teaching assignments (such as balance of lower - division and upper-division courses, and time of teaching assignments consistent with needs of the department).

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<sup>1</sup>This is the statement of expectations identified in the “TU Policy on Faculty Evaluation for Promotion, Tenure/Reappointment, and Merit,” and is to be understood within the context of that total policy.

- IV. An overall performance evaluation, supported by the Annual Report (AR), peer evaluations, and student evaluations will be the basis for all recommendations of merit increments, reappointment, promotion, and tenure.

The quality of all activities—teaching, scholarship, and service—is assessed by the department committees and the college committee in arriving at recommendations.

- A. Non-tenured faculty members will be formally evaluated each year during the probationary period. An important part of this evaluation is the classroom observations by tenured faculty members. Each classroom observation is followed by the submission of a written evaluation, to the faculty members observed and to their P&T file.
- B. All faculty members are subject to an annual evaluation by the appropriate departmental committee(s) for purposes of recommending promotion and/or merit increment. All promotion and merit increment recommendations will be based on meritorious performance appropriate to the faculty member's rank. The following will be considered in this evaluation:
1. Excellence in teaching, as evidenced by peer evaluations (including classroom observations; review of syllabi, textbooks, examinations, and other materials; review of grading standards and procedures), student evaluations, and advising activities.
  2. Broadly defined, scholarly activity and professional growth, as evidenced by publication of books, articles, reviews, **[optional depending on department: “poetry and fiction, computer programs, audio and video productions”]** appropriate to the individual's role and professional development at Towson; presentation of course development and development of new competencies needed by the department; revision of courses; attendance at and participation in conferences and workshops; **[optional depending on department: reference to artistic performance appropriate to that department and position]** research; and other professional activity.
  3. Service to the department, college, University and USM, as evidenced by committee activities, the development of new programs, and other activities.
  4. Service to professional societies (Statewide, regional, national, or international) in the discipline or in higher education, though such service will not be expected of all faculty members. Service might include holding office, chairing, or serving on a committee, organizing a conference, etc.

5. Service to the community, though such service may not be expected of all faculty members and will not be regarded as a substitute for service within the University.

## V. Probationary Period

The probationary period shall be that stipulated in the faculty member's letter of appointment. Normally, and unless stated otherwise in the letter of appointment the probationary period shall be seven years at the rank of assistant professor, and from one to four years at the ranks of associate professor and professor; these probationary periods do not include any years of prior service at other institutions or at Towson University unless such has been negotiated in advance and incorporated in the individual faculty member's letter of appointment.

The tenure review takes place in the penultimate year of the probationary period (in the sixth year of an even-year probationary period, the third year of a four-year probationary period; in the case of a one-year probationary period, the tenure review takes place during that year). The department may in exceptional circumstances make a tenure recommendation earlier than the normal tenure review date. Any recommendation for promotion prior to the normal tenure review date must be accompanied by a recommendation for tenure.

If the department recommends tenure or both promotion and tenure prior to the normal tenure review date, and tenure or promotion and tenure is/are not granted, the faculty member remains eligible to be considered for tenure and promotion until the normal tenure review date, which is the final consideration for tenure.

## VI. Specific Expectations of New Faculty Members

Newly appointed faculty members are asked to complete certain assignments related to the area(s) of specialization for which they were hired. The specific expectations for your first year of employment are noted below.

### A. Identification

**Name:** Insert faculty member's name

**Rank:** Insert faculty member's rank

**Date of appointment:** Use the beginning of semester in which contract begins (e.g., September 1995)

**Area(s) of specialization:** List specialization(s) for which faculty member was hired

B. Assignments

1. **Teaching**

List the range of courses the faculty member will be expected to teach; include where appropriate the mix of graduate, upper and lower division, etc.

2. **Course Development**

List existing courses the faculty member is expected to revise, new courses the faculty member is expected to develop — where possible, give timetable (e.g., do so much in the first year, the second year, etc.)

3. **Advising**

Specify when the faculty member is expected to begin advising, and whether advising will be for a specific subset of majors (e.g., only those within a particular concentration), or whether advising will include undeclared and/or interdisciplinary students.

4. **Scholarship**

Achieve a consistent record of high quality scholarly growth, through such activities as presentations at professional conferences and research leading to pedagogical or scholarly publications.

Use the above language or modify it to make it more specific to the particular faculty member.

5. **Department Service**

List expectations concerning committee service, review of library holdings and ordering of library books, and any specific departmental duties the faculty member has been hired to do (e.g., develop a computer instruction lab, serve as coordinator of a program, a concentration, or an institute).

6. **College, University, and/or USM Service**

At least by the third year of probationary service, seek election or appointment to one of the standing or ad hoc committees of the College, the University and/or the USM.

Use the above standard language.

- C. Assignments for subsequent years will be determined annually by the chairperson in consultation with you, based on the University's workload policy, and with reference to the promotion and tenure and merit policies, and will be incorporated into an annual agreement on faculty workload expectations.

SIGNATURES:

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Faculty Member Date

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Department Chairperson Date

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Dean of College Date

**ANNUAL REPORT (AR)**  
**PART I**  
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 (percentage of workload: \_\_\_\_%)

- A. List all of your regular classroom teaching assignments for the fall, mini, spring, and summer semesters, including evening courses. Attach syllabi (must contain general and specific objectives of the course, forms of academic evaluation, including a statement on whether or not plus/minus grading is used, and standards expected) for all courses listed.

Course Title/Number	Credit Hours	Contact Hour	Number of Students responding/enrolled	Quantitative Rating
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- 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 procedures which you have introduced this year (special projects, new courses and/or materials).

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

Correlation Statement. If your productivity did not match your projections for academic year 20\_\_-20\_\_, please explain.

III. Scholarship (percentage of workload: \_\_\_\_%)

[Attach corroborative material where appropriate]

Correlation Statement. If your productivity did not match your projections for academic year 20\_\_-20\_\_, please explain.

IV. Service (percentage of workload: \_\_\_\_%)

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

Institution: \_\_\_\_\_

Discipline: \_\_\_\_\_

Community: \_\_\_\_\_

Correlation Statement. If your productivity did not match your projections for academic year 20\_\_-20\_\_, please explain

**ANNUAL REVIEW (AR)**  
**PART II**

Agreement On Faculty Workload Expectations For Academic Year  
June 1, \_\_\_\_ - May 31, \_\_\_\_

I. Teaching (percentage of workload: \_\_\_\_%)

A. List all of the regular classroom teaching assignments planned for the 20\_\_ - 20\_\_ academic year.

B. Non-classroom assignments which will be part of your regular on-load teaching assignment (i.e., coaching, directorships, supervision of student teachers) for the 20\_\_-20\_\_ academic year.

C. New instructional procedures which you plan to introduce this year (special projects, new courses and/or materials). Also include interdisciplinary, diversity, international, and new technology projects, if appropriate.

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

II. Scholarship (percentage of workload: \_\_\_\_%)

III. Service (percentage of workload: \_\_\_\_%)

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

Institution: \_\_\_\_\_

Discipline: \_\_\_\_\_

Community: \_\_\_\_\_

SIGNATURES:

Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

Chairperson of Department \_\_\_\_\_ Date \_\_\_\_\_

Dean of College \_\_\_\_\_ Date \_\_\_\_\_

**CHAIRPERSON'S ANNUAL REPORT (CAR)**

**PART I**

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. Leadership Report (See Roles, Responsibilities and Core Functions of Academic Chairperson)**  
(percentage of workload: \_\_\_\_%)

**III. Teaching (See Roles, Responsibilities and Core Functions of Academic Chairperson)**  
(percentage of workload: \_\_\_\_%)

A. List all of your regular classroom teaching assignments for the fall, mini, spring, and summer semesters, including evening courses. Attach syllabi (must contain general and specific objectives of the course, forms of academic evaluation, including a statement on whether or not plus/minus grading is used, and standards expected) for all courses listed.

Course Title/Number	Credit Hours	Contact Hours	Number of Students responding/enrolled	Quantitative Rating
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- B. List all other teaching roles as outlined in the Chairperson Roles document.
- C. New instructional procedures, which you have introduced this year (special projects, new courses and/or materials).
- D. Advising (including number of students, whether majors, undeclared, Interdisciplinary students)

Correlation Statement. If your productivity did not match your projections for academic year 20\_\_-20\_\_, please explain.

- IV. Scholarship (See Roles, Responsibilities and Core Functions of Academic Chairperson)  
(percentage of workload: \_\_\_\_%)

Correlation Statement. If your productivity did not match your projections for academic year 20\_\_-20\_\_, please explain

- V. Service (See Roles, Responsibilities and Core Functions of Academic Chairperson)  
(percentage of workload: \_\_\_\_%)

Institution: \_\_\_\_\_

Discipline: \_\_\_\_\_

Community: \_\_\_\_\_

Correlation Statement. If your productivity did not match your projections for academic year 20\_\_-20\_\_, please explain

**CHAIRPERSON'S ANNUAL REVIEW (CAR)**

**PART II**

Agreement On Faculty Workload Expectations For Academic Year

June 1, 20\_\_ - May 31, 20\_\_

I. Leadership (percentage of workload: \_\_\_\_%)

II. Teaching (percentage of workload: \_\_\_\_%)

A. List all of the regular classroom teaching assignments planned for the 20\_\_-20\_\_ academic year.

B. Non-classroom assignments which will be part of your regular on-load teaching assignment (i.e., coaching, directorships, supervision of student teachers) for the 20\_\_-20\_\_ academic year.

C. New instructional procedures which you plan to introduce this year (special projects, new courses and/or materials). Also include interdisciplinary, diversity, international, and new technology projects, if appropriate.

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

III. Scholarship (percentage of workload: \_\_\_\_%)

IV. Service (percentage of workload: \_\_\_\_%)

(For any of these activities, which are part of your workload, please indicate.)

Institution: \_\_\_\_\_

Discipline: \_\_\_\_\_

Community: \_\_\_\_\_

SIGNATURES:

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Faculty Member Signature

Date

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Department Chairperson Signature

Date

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

DEPARTMENT OF \_\_\_\_\_

P & T RECOMMENDATION FORM FOR YEAR \_\_\_\_\_

FOR \_\_\_\_\_

(Faculty Member)

This form is to be completed for all faculty holding a full-time contract by each department upon the conclusion of its promotions and tenure process each fall. It is forwarded to the appropriate college/school Promotion, Tenure/Reappointment and Merit Committee for use during its deliberations. By signing this form faculty candidates indicate that they have read this form and are aware of the department's recommendation(s); it does not necessarily indicate agreement with the recommendation(s). Faculty who wish to appeal the recommendation(s) should follow procedures found in Towson University Policy on Faculty Evaluation for Promotion, Tenure/Reappointment, and Merit in the Faculty Handbook.

The \_\_\_\_\_ Department Tenure Committee voted to recommend that you be:

- Re-appointed
- Tenured
- Not Re-appointed

Your Rank Committee recommends you for the following:

- Promotion to:
- Assistant Professor
  - Associate Professor
  - Professor

The \_\_\_\_\_ Department's Merit Committee recommends you for the following:

- No Merit
- Base Merit
- Base +Merit

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Faculty Member Signature

Date

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Department Chairperson Signature

Date

## **XXIV. LIBRARIAN EVALUATION**

Librarians will be evaluated on annual objectives as determined by the immediate supervisor. A newly hired librarian will receive a written evaluation from his or her immediate supervisor, with a copy to the director, six months after the initial appointment. Every librarian will receive an annual evaluation each spring from his or her supervisor that is also reviewed by the director of the library. The annual objectives and the evaluation will be based on the librarian's contributions to the University and librarianship.

### **A. Job Performance**

The librarian is expected to demonstrate competence in his or her assigned areas of responsibility, such as collection or systems development, bibliographic organization, management, reference, reader service, instruction, or some combination thereof. The supervisory evaluation is a key element in the determination of the quality of performance. Among the factors to be considered are: consistency of performance; ability to innovate; initiative; ability to work effectively with others; amount of responsibility assigned to the librarian; ability to organize work and complete tasks promptly; ability to relate job functions to the more general goals of the library and university; response to criticism; dependability; accuracy; oral and written skills; judgment; professional attitude; adaptability; and leadership.

The quality and extent of contributions made to the solution of library problems through service on internal library committees, task forces, and the instructional program will merit consideration for evaluation and promotion, even though such service may be unrelated to the individual's primary area of responsibility. Among the other factors to be considered are: fulfilling basic obligations of attendance; participating and providing input to library program designs and solutions; working relations with other committee/activity members, and handling timely completion and quality of committee assignments.

### **B. Professional Activities, Continuing Education, Research, Publications, and Teaching**

Meaningful participation in professional activities on local, state, regional, and national levels will be considered in evaluation and promotion. Examples of such participation include offices held, committee assignments, papers presented, awards received, and leadership in the design and development of seminars and workshops. The librarian is expected to demonstrate continued academic study related to the profession and/or the programs of the university. Involvement in continuing education activities, such as formal courses, seminars and workshops, as well as advanced degrees obtained or in progress will also be considered in promotion. Professional contributions such as books, articles, book reviews, editorships, bibliographies, handbooks, teaching appointments and lectures will be included in promotion deliberations.

### **C. University Service**

Consideration will be given to relevant university service, such as participation in the work of the University Senate, university committees, and other university organizations. Special

major projects with one or more academic departments will be given consideration in evaluation and promotion deliberations.

## **XXV. PROCEDURES AND CALENDAR FOR PROMOTIONAL REVIEW FOR LIBRARIANS**

The following procedures and sequence of operations are to be followed by all candidates and by all committees. The procedures have been established to promote consistency of application from one year to the next and to guarantee full and fair hearings for all candidates. All parties are responsible for maintaining security and confidentiality of all materials regarding promotion. Each application for promotion is to be considered solely on its own merits at the time it is submitted.

NOTE: The review and promotion procedure coincides with the TU fiscal calendar rather than with the anniversary of the candidate's appointment. In effect, for purposes of consideration for promotion only, years in rank are counted beginning with an individual's anniversary date at the Cook Library, but increase in pay will not be actualized until the following academic year. It is understood that dates specified in this section of the document indicate the most immediate following anniversary date.

### **A. Promotion Review Sequence**

1. July 15 - Candidates begin process for promotion
  - a. The Library Director shall notify all Librarian I's who are in their sixth year no later than July 15 that they must apply for promotion.
  - b. Except as provided in #1 above, librarians are responsible for tracking their own eligibility for promotional review and for initiating the review process at the appropriate time, if they so elect. A letter of intent to seek promotion must be sent to the Library Director by July 15<sup>th</sup>.
2. August 15 - Candidate's dossier is completed
  - a. The candidate for promotion must submit a dossier to the library director by August 15. (See Appendix E: "Dossier Contents and Responsibilities") The library director shall confirm receipt of the dossier in writing to the candidate.
  - b. The library director shall add to the dossier a current position description and copies of the two most recent TU annual evaluations. The library director shall make the candidate's dossier available for use by the committee.
  - c. The committee shall meet to review the dossier for completeness and to begin the process of contacting references, if necessary. All letters of reference and the supervisor's evaluation shall be submitted to the chair of the committee by September 15.
  - d. The chair of the committee will contact the references and assure them that all letters of reference will be kept in confidence, to the extent permitted by law, so as to protect the privacy of the candidate and to encourage references to be

frank and accurate in their descriptions of the candidate's strengths and weaknesses.

- e. The chair of the committee will forward a copy of the updated curriculum vitae from the dossier to the candidate's current supervisor(s) and request a full evaluation of the candidate's eligibility for advancement in rank. In those cases in which the current supervisor has been in position for less than one year, the past supervisor will be contacted as well.
3. September 15 - Committee begins review of the dossier for promotion
    - a. The chair will review the candidate's dossier for completeness and will set a meeting for the Committee's deliberations. In the event letters of reference or the supervisor's evaluation are not received by September 15, the library director will be advised of the situation and will take appropriate action.
    - b. The committee's secretary should take sufficient notes during all committee deliberations so that reasons for a recommendation can be accurately expressed in writing.
    - c. The committee shall complete its deliberation and reach a decision by secret ballot and shall send written notification of its vote results and recommendation to both the candidate and the library director by October 15. The letter shall contain a statement of reasons for the recommendation and become part of the dossier.
  4. October 15 - Library Director begins review of the dossier for promotion
    - a. The library director receives all dossier materials and the formal notes of the committee. The library director shall accept or reject the request for promotion, give the reasons for that decision in writing, and provide copies of that document to the candidate and the committee by December 1.
    - b. The library director forwards to the provost a summary of the information in the dossier along with the recommendation of the committee by December 15.
  5. February 15 - Process for promotion is completed.
    - a. The provost or designee receives the promotion documentation from the library director. The provost or designee will make the final decision. The provost will send his decision to the president who will notify the candidate and the library director, with a copy to the chair of the committee, of the provost's approval or disapproval of the recommendation for promotion by January 30. If promotion is approved, a letter will be sent from the president indicating promotion will occur July 1 of that calendar year.
    - b. At whatever point the promotion process is terminated, the dossier shall be retained in its entirety in the library director's office for three full years. This

file shall be sealed and kept in a separate secure promotion file apart from the candidate's personnel file.

## B. Promotional Review Timetable

### 1. Promotion from Librarian I to Librarian II

Promotion review is mandatory for librarians at this rank and is based on the anniversary date of appointment.

One who has completed his or her third consecutive complete academic year of full-time employment, or full-time equivalent employment based on per percentage of part-time employment, as a Librarian I may apply for promotional review. At least one academic year must be at TU. One who has completed his or her fifth consecutive year of full-time employment, or full-time equivalent employment based on per percentage of part-time employment, as a Librarian I must initiate a mandatory promotional review.

Promotion to Librarian II, if granted, is announced immediately and becomes effective as of the next academic year following the announcement.

If promotion from Librarian I to Librarian II is denied during employee's completion of his or her sixth consecutive year of full-time employment, or full-time equivalent employment based on percentage of part-time employment, as a Librarian I, the individual's appointment will be terminated in accordance with applicable policies.

### 2. Promotion from Librarian II and Librarian III

Promotional review is neither mandatory nor automatic for librarians at these ranks. To be considered for promotion, the individual librarian must initiate the process described above through submission of a dossier to the library director by the required date.

Review for promotion to Librarian III normally begins after at least six years of professional experience, three of which must be at a level comparable to the rank of Librarian II at TU.

Promotion to Librarian III, if granted, is announced immediately and becomes effective as of the next academic year following the announcement.

If a librarian is denied promotion to Librarian III, he or she shall not be reviewed in the next review cycle.

### 3. Promotion from Librarian III to Librarian IV

Review for promotion to Librarian IV normally begins after at least nine years of professional experience, three of which must be at a level comparable to the rank of Librarian III at TU.

Promotion to Librarian IV, if granted, is announced immediately and becomes effective as of the next academic year following the announcement.

If a librarian is denied promotion to Librarian IV, he or she shall not be reviewed in the next review cycle.

4. Early promotion

Consideration for early promotion may be initiated, normally by a supervisor, in recognition of superior performance and extraordinarily rapid professional development. The librarian may accept or decline opportunity for early promotional review without prejudice to any future review eligibility.

5. Appeal of promotion decision

If a librarian wishes to appeal the decision regarding promotion in rank, the appeal should be submitted in accordance with the Appeals procedures in “Guidelines for Rank, Appointment, Advancement and Permanent Status for Librarians.” (See Appendix E)

## **XXVI. THE LIBRARIAN PROMOTION AND PERMANENT STATUS REVIEW COMMITTEE**

The Librarian Promotion and Permanent Status Review Committee (hereafter referred to as “Committee”) assesses and reports on the accomplishments of each candidate within the criteria defined in this policy and provides to the Library Director an objective and thorough evaluation of the candidate’s qualifications for promotion.

- A. The Librarian Promotion and Permanent Status Review Committee is a standing committee, which consists of four librarians above the rank of Librarian I, including Associate Library Directors, who hold regular positions (PINs). The Library Director is ineligible for service on the Committee.
- B. The librarians who hold permanent positions in Cook Library elect four regular members and one alternate member for staggered terms to the committee. This election is held in May with the new committee convening July 1. The Library Director will be immediately notified of the election results. The first election will be conducted by the chair of the outgoing committee. Two regular members will be elected for a three-year term; one regular member for a two-year term, one regular and the alternate member for a one-year term. Thereafter, the election will be held by the chair of the reconstituted committee for annual open positions on the committee.
- C. The term of service for committee members is three years. Members serve staggered terms to preserve continuity from one year to the next. The alternate serves a one-year term. Following the completion of a full term on the committee, an individual is ineligible for election for a period of one year.
- D. A chair and a secretary are elected for a one-year term by the committee from its members. The chair will have at least one year’s experience on the Committee and will hold permanent status. The Library Director will be immediately notified of the election results.
- E. Since the alternate member may be required to take the place of an indisposed or ineligible member at any time, the alternate will attend all Committee meetings.

- F. No Committee member may be present at or participate in discussion or vote on: 1) the application of a candidate under his or her direct supervision; 2) his or her own application for promotion; 3) the application of his or her present direct supervisor; 4) the application of his or her spouse or for any other individual with whom there may be a clearly defined conflict of interest. The chair of the Committee will be responsible for identifying such situations. Should the Committee have questions concerning other potential conflicts of interest, e.g. persons who share the same household, the Library Director will be responsible for deciding whether a member of the Committee should be excluded from participating in discussion or voting on a candidate's application for promotion. The Library Director has the discretion to appoint a non-elected member to the Committee should the number of excluded members fall below the mandated quorum as described in section G.
- G. A quorum shall consist of four committee members, either the four regular members, or, when necessary, three regular members and the alternate.