

1 **Revised December 16, 2016**

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11 **DEPARTMENT OF ECONOMICS**

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13 **POLICIES AND PROCEDURES FOR PROMOTION, TENURE, REAPPOINTMENT,**
14 **MERIT AND COMPREHENSIVE REVIEW**

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17
18 (Also referred to as the Department's PTRM Document.)
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30 Approved by the Department Faculty: December 16, 2016

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32 Approved by the College of Business and Economics PTRM Committee: January 30, 2017

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34 Approved by the University Promotion and Tenure Committee: March 10, 2017
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1 **DEPARTMENT OF ECONOMICS**

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3 **POLICIES AND PROCEDURES FOR PROMOTION, TENURE,**
4 **REAPPOINTMENT, MERIT AND COMPREHENSIVE REVIEW**

5
6 This document describes the standards, procedures, and processes of the Department of
7 Economics in reappointment, tenure, promotion, comprehensive review, and merit, under
8 the guidelines set forth in section V of the “University Appointment, Rank and Tenure
9 (ART) Document”. All full-time faculty, tenured, tenure track, lecturer, and visiting, are
10 covered, but the applicability of some items are limited by the terms of appointment.
11

12
13 **EVALUATION FOR PURPOSES OF REAPPOINTMENT, TENURE,**
14 **PROMOTION AND MERIT**

15
16 The Department of Economics requires that faculty hold an earned doctorate in a relevant
17 discipline in order to be considered for tenure. Those individuals not holding an earned
18 doctorate may be appointed to the full-time faculty as lecturers. Regardless of a faculty
19 member’s tenure status or eligibility, the standards for performance review will be based
20 on the departmental workload agreement document (approved by the department, the
21 college and the Provost) submitted by the faculty member in consultation with the chair
22 of the department and Dean of the College of Business and Economics (CBE). All
23 policies, procedures and processes will be followed in concert with the University
24 Document on Appointment, Rank and Tenure.
25

26 Further, since the Department of Economics is a discipline within the CBE, its faculty are
27 expected to meet professional accreditation standards in their role as educators.
28

29 Faculty play a key role in advancing the mission of Towson University. To that end,
30 faculty are chiefly responsible and will be held accountable for the design and delivery of
31 instructional programs in line with Towson’s emphasis on being a learning institution.
32 All faculty are further expected to engage in activities that advance the scholarship of
33 their disciplines as well as in service activities that enhance the teaching/learning mission
34 of the department and college, as well as appropriate professional organizations within
35 their respective disciplines.
36

37 The department recognizes that each faculty member offers a unique combination of
38 education, skills, interests, experiences and career aspirations. Consequently, while the
39 standards for performance will be consistent among faculty, the areas in which each
40 faculty member is evaluated and the weight assigned to each of those areas will differ
41 among faculty, consistent with the annual workload agreements.
42

43 **Teaching**

1 Student learning is at the core of Towson's mission and therefore represents a primary
2 commitment of the faculty of the department. The teaching component of performance
3 includes actual time spent in the classroom, class preparation time, time spent keeping
4 current in the subject areas being taught, evaluation of student performance, office hours
5 spent counseling students enrolled in the faculty member's courses and time spent
6 advising assigned students from the department's major fields of study. Recognition also
7 extends to supervision of student internships, study abroad, graduate instruction, and
8 directed / independent studies. The expectation is that over time teaching will improve.
9

10 Advising and mentoring students are also critical components of the department's
11 mission to develop students. Each faculty member is expected to assume the duties of
12 advising students. Performance in this area may be determined by the faculty member's
13 ability and willingness to meet students, the development of advising expertise, and
14 student feedback.
15

16 Faculty teaching graduate classes need to be designated as Graduate Faculty.
17

18 Teaching will be evaluated according to the following four components:
19

20 *Instructional Delivery Skills.* This component involves the creation of an overall
21 classroom environment conducive to learning, clarity of communication, enthusiasm, and
22 display of a respectful and caring attitude toward students. Instructional delivery skills
23 may be assessed using student course evaluation data and classroom visitation.
24

25 *Instructional Design.* This component involves the application of theory to practice,
26 course objectives, the level of rigor and challenge of courses, the selection, scope,
27 sequence and organization of topics, the methods of teaching, and the methods of
28 evaluating student performance. Instructional design may be assessed using a narrative
29 prepared by the faculty member, syllabi, assignments and exams, and student course
30 evaluations.
31

32 *Content Expertise.* This component involves the level of subject matter knowledge
33 displayed by the faculty member and the currency of such knowledge. Content expertise
34 may be assessed using a narrative prepared by the faculty member, classroom visitation,
35 faculty writings and presentations, publications related to the scholarship of teaching and
36 participation in continuing education / professional development.
37

38 *Course Management.* This component involves punctuality in meeting class and office
39 hour responsibilities, attendance, prompt grade reporting and accessibility to students
40 enrolled in the faculty member's classes. Course management may be assessed using
41 student course evaluations.
42

43 A variety of means to assess teaching effectiveness are available. Three of the most
44 commonly used methods are peer observation, student evaluations and a teaching

1 narrative.

2
3 *Peer Observation.* Non-tenured faculty members shall be visited each academic year by
4 a member of the department's promotion/tenure/reappointment/merit ("PTRM")
5 committee. A member of the PTRM committee shall observe tenured faculty members a
6 minimum of twice every five years. The observation must be scheduled at a day and time
7 convenient for both the faculty member being evaluated and the observer. Prior to any
8 observation, the observer should obtain the course syllabus and confer with the faculty
9 member on the subject being covered that day as well as the pedagogy employed and
10 objectives of the course session. Faculty doing online teaching should provide course
11 access to a peer observer.

12
13 After observing the class for a reasonable period of time, the visitor prepares a peer
14 evaluation form, which must be submitted to the faculty member within one week for
15 inclusion in the faculty member's annual report. A copy of the peer observation form
16 appears in Appendix A.

17
18 Upon the required visitations having been completed, a faculty member may request one
19 additional visitation from either the original visitor or another qualified faculty member,
20 as outlined above. Faculty development is a key objective of the department and faculty
21 who wish to incorporate the feedback received during the initial visitation to improve
22 their current year's performance will be allowed to do so.

23
24 *Student Course Evaluations.* Every faculty member, full and part-time, shall be
25 evaluated by students in all courses, including minimester and summer courses. Faculty
26 will use the approved teaching evaluation form(s) and processes that have been approved
27 by the department and/or the university. Such evaluations should be commensurate with
28 both the aggregate mean scores for the department's full-time, tenure and tenure-track
29 faculty and those teaching different sections of the same course.

30
31 *Teaching Narrative.* A teaching narrative is a comprehensive statement prepared by
32 faculty members describing relevant instructional practices employed in their teaching.
33 Example items that could be included in a narrative are (but not limited to): continuous
34 improvement initiatives, assignments and grading standards, learning outcomes, and
35 technology applications.

36
37 These three evaluation methods— peer observation, student evaluations, and teaching
38 narratives—are intended to provide a holistic view of a faculty member's teaching
39 performance.

40 41 42 **Scholarship**

43
44 Scholarship involves the investigation of the significance and meaning of knowledge,

1 undertaken through critical analysis and interpretation. Scholarship may be applied,
2 where knowledge is applied to real world problems to gain an understanding of how the
3 knowledge can be used to help individuals and institutions resolve such problems.
4 Scholarship may be of teaching, where faculty build bridges between their understanding
5 and student learning and results are disseminated to a wider audience. The scholarship of
6 teaching may range from simple critical observation of classroom patterns, to use of
7 classroom data to try out new classroom interventions, to research that compares testing
8 methods to see which best fosters learning. Scholarship may also be that of discovery,
9 where new knowledge is developed through rigorous and disciplined investigative
10 efforts.

11
12 The CBE expects all full-time faculty members to maintain scholarly standards.
13 However higher levels of performance are necessary for tenure, promotion, annual merit
14 and/or graduate teaching responsibilities or workloads explicitly designed to encourage
15 higher levels of scholarship.

16
17 Faculty members will prepare a statement describing scholarship activities and results for
18 a given year. Examples of scholarly initiatives eligible for inclusion are (but not
19 restricted to): are: manuscript development, peer-reviewed journal publication(s),
20 conference presentations and proceedings, new or substantially revised research book or
21 monograph, a scholarship award, substantial research grant or contract, and a nationally
22 or internationally recognized research fellowship.

23 24 **Service**

25
26 Faculty are expected to contribute their professional expertise to the department, college,
27 university and professional associations. They are encouraged, but not required, to
28 contribute to their communities in ways which advance the University's mission. Faculty
29 service work, both at the University and/ professional associations begins with
30 membership and active participation on committees and eventually progresses to
31 leadership roles. Assessment will consider the level and extent of participation and
32 contribution to service endeavors (rather than mere membership) and the collegiality
33 displayed in treating others in a respectful manner. In presenting their service for review,
34 faculty members should prepare a narrative, which explains the scope and depth of their
35 contributions and may also solicit letters of support / reference from those under whom
36 the service was engaged.

37
38 All faculty members will present a narrative of their service contributions with their
39 annual materials. Sample items that may be presented in the service narrative included
40 (but need not be limited to): reviewer of manuscripts for journal or conference, elected
41 member of department or college committee, elected officer for professional
42 organization, discussant at a conference, membership on committee or task force or
43 similar activity, working group, chair at a conference, review work for publisher, radio or
44 TV interviews, faculty advisor to student organization, editor of scholarly journal,

1 editorial board of scholarly journal, executive officer of elected committee, service
2 award, elected or appointed member of university committee, elected chair of department
3 or college committee
4

5 **STANDARDS FOR MERIT, TENURE, AND PROMOTION**

6

7 As stated in the *Appointment, Retention and Tenure (ART) Policy of Towson University*
8 document, sec. IIB1, pp.8-9, all faculty are responsible for complying with University
9 standards and expectations.
10

11 All faculty shall meet the contractual duties of employment including meeting all classes
12 as scheduled, preparing course syllabi, holding office hours for consultation and advising,
13 evaluating student performance, administering course evaluations, participating in the
14 governance of the department, college or university, attending department and college
15 meetings, committing to collegiality and adhering to written policies.
16

17 **Standards for Merit Recommendation**

18

19 There are four levels of performance assigned merit ratings over the faculty member's
20 year of record.

- 21 • **UNSATISFACTORY** –(Developmental Plan Required, No Merit)

22 An unsatisfactory judgment shall be recommended when a faculty member has not met
23 the minimum expectations for contracted duties of employment. A faculty development
24 plan will be required and mentoring will be provided.

25 No merit can be awarded.

- 26 • **ACCEPTABLE** – (Fully meets expectations, but performance is not meritorious;
27 No Merit Award)

28 An *acceptable* judgment shall be recommended when a faculty member has met the
29 contracted duties of employment, however, is not compliant with the criteria for a
30 meritorious recommendation.
31

- 32 • **MERITORIOUS** (Performance is noteworthy and exceeds expectations)

33 In addition to meeting the contractual duties of employment, a *meritorious* judgment
34 shall be recommended when the faculty is deemed meritorious in teaching and one other
35 category (scholarship or service), and a judgment of acceptable in the third category.
36

37 A rating of meritorious in teaching shall mean that the faculty member has demonstrated
38 strong teaching as acknowledged in the sources of evidence appropriate to an annual

1 review. A rating of meritorious in scholarship shall mean that the faculty member has
2 provided evidence of ongoing scholarly work through the annual report, whether that
3 work has been published, or is pending publication, or constitutes other forms of
4 intellectual contributions (e.g., peer-reviewed conference paper presentations, recipient of
5 a research grant from an external agency or substantial editorial responsibilities for a
6 quality peer-reviewed journal), or reflects evidence of significant manuscript
7 development. A rating of meritorious in service shall mean that the faculty member has
8 provided evidence of relevant and effective service to either the University (be it at the
9 department, college or university-wide level), the community or the profession.

- 10 • **OUTSTANDING-** (Performance is truly exceptional)

11 In addition to meeting the contractual duties of employment, an *outstanding* judgment
12 shall be recommended when the faculty is deemed outstanding in teaching and one other
13 category (scholarship or service), and at a minimum has received a judgment of
14 meritorious in the third category.

15
16 A rating of outstanding in teaching shall mean that the faculty member has demonstrated
17 exemplary teaching as acknowledged in the sources of evidence appropriate to an annual
18 review. A rating of outstanding in scholarship may mean, but is not limited to, a peer-
19 reviewed publication. A rating of outstanding in service should include, but is not limited
20 to, recognition of such outside the department, college or university.

21 **Standards for Advancement to Tenure and Promotion to Associate Professor**

22
23 Faculty members seeking advancement to tenure and promotion to Associate Professor
24 should demonstrate significant contributions in each of the three critical areas; teaching,
25 scholarship and service.

26
27
28 *Teaching.* There should be consistently satisfactory or excellent performance in teaching
29 as demonstrated through previously outlined elements (i.e. peer observations, student
30 evaluations and a teaching portfolio).

31
32 *Scholarship.* Faculty are expected to publish 3 or 4 articles in peer-reviewed journals,
33 with consideration given to journal ranking and to sole and lead authorship. There should
34 also be evidence of continuing scholarly progress. A maximum of one grant of \$50,000
35 or more may count as one journal article.

36
37 *Service.* For advancement to tenure and promotion there should be a record of
38 contributions to the department and college. Contributions may take the form of active
39 membership on committees or task forces, representing the department or college in
40 university events, and serving as an advisor for student organizations. Professional and
41 civic service are also favorably recognized. Faculty are also acknowledged for
42 promoting an atmosphere of respect and civility.

1
2 **Standards for Promotion to Professor**
3

4 Associate professors applying for advancement to Professor should meet all requirements
5 for promotion from Assistant to Associate Professor in terms of teaching, scholarship and
6 service as set forth under Standards for Advancement to Tenure and Promotion to
7 Associate Professor. These standards will be applied to performance demonstrated after
8 promotion to Associate Professor. The appointee shall have a minimum of ten years of
9 full-time university/college teaching experience.

10
11 *Teaching.* There should be consistently satisfactory or excellent performance in teaching
12 as demonstrated through previously outlined elements (i.e. peer observations, student
13 evaluations and a teaching portfolio).

14
15 *Scholarship.* Faculty are expected to publish 3 or 4 articles in peer-reviewed journals,
16 with consideration given to journal ranking and to sole and lead authorship. There should
17 also be evidence of continuing scholarly progress. A maximum of one grant of \$50,000
18 or more may count as one journal article.

19
20 *Service.* For advancement there should be a record of contributions to the department
21 and college. In addition to a record of active involvement, candidates for advancement to
22 Professor should present evidence of service leadership. Professional and civic service
23 are also favorably recognized. Faculty are also acknowledged for promoting an
24 atmosphere of respect and civility.

25
26 Additionally, candidates for Professor, as representatives of the department, college and
27 university should demonstrate:

- 28
29
 - A national reputation or expertise affirmed through the recognition of their work.
 - Responsibility for mentoring junior faculty.

30
31

32 **Third-Year Review**
33

34 The department PTRM committee shall conduct a Third-Review of tenure-track
35 candidates as called for in Appendix 3 to the Towson University Policy on Appointment,
36 Rank, and Tenure of Faculty (sec. III.D.5). This process includes:

- 37
38
 - A portfolio prepared by the faculty member to be reviewed. This portfolio will
39 present documentation related to the faculty member's contributions for the first
40 two years of his/her service. Completion of this portfolio by the third Friday in
41 January, at which point it is sent to the department chair and PTRM committee for
42 review.

- An evaluation of the portfolio by the department PTRM committee including a statement about the faculty member’s performance relative and with an assessment about the progress toward tenure and promotion.
- Sharing the results of this review, in writing and in meetings with the candidate, department chair and PTRM chair no later than the first Friday in March.
- Sharing the results of this review with the college Dean but not with the college PTRM committee or with the Provost.

Comprehensive Five-Year Review

All tenured faculty members shall be reviewed every five years in accordance with the processes outlined in Appendix 3 to the Towson University Policy on Appointment, Rank, and Tenure of Faculty (sec. III.D.7). In particular these reviews require:

- Preparation of a comprehensive review portfolio as outlined in Section I.B.3.d.
- The department PTRM committee assesses the candidate’s performance relative to the department’s standards in each critical performance category (teaching, scholarship, service). The committee’s review is to be submitted to the department chair by the second Friday in October.
- The department prepares an independent, written evaluation.
- The PTRM committee’s evaluation, its vote count and department chair’s evaluation are to be given to the candidate by the fourth Friday in October.

PROCEDURE AND COMMITTEE MEMBERSHIP FOR ALL REVIEWS (REAPPOINTMENT, TENURE, PROMOTION, MERIT AND COMPREHENSIVE)

PTRM Committee Membership

The PRTM Committee shall decide on recommendations for reappointment, tenure, and merit. All tenured faculty members of the department are members of the PTRM Committee.

In the event a committee has fewer than three members within the department, the committee shall be supplemented with tenured faculty members from other departments within the college or from the appropriate department if the faculty member being reviewed has a joint appointment, including a joint appointment between colleges. The additional tenured faculty members shall be selected from a list of at least three (3) faculty members recommended by the faculty member under review. The faculty member shall submit the list of recommended faculty members on or before the third Friday in June. The department chairperson and the dean will review the list from the appropriate college and make recommendations by the first Friday in September. The college PTRM committee will select the additional faculty member(s) to be added to the committee on

1 or before the third Friday of September of the review year.

2
3 **Rank Committee Membership**

4
5 The Rank Committee shall decide on recommendations for promotion, and shall conduct
6 comprehensive reviews in accordance with the ART document. All tenured and tenure-
7 track faculty members who have served at least three years at the University and who
8 hold higher rank than the person to be evaluated or equal rank for full professors are
9 members of the person’s Rank Committee for promotional decisions and comprehensive
10 review.

11
12 In the event a committee has fewer than three members within the department, the
13 committee shall be supplemented with tenured faculty members from other departments
14 within the college or from the appropriate department if the faculty member being
15 reviewed has a joint appointment, including a joint appointment between colleges. The
16 additional tenured faculty members shall be selected from a list of at least three (3)
17 faculty members recommended by the faculty member under review. The faculty member
18 shall submit the list of recommended faculty members on or before the third Friday in
19 June. The department chairperson and the dean will review the list from the appropriate
20 college and make recommendations by the first Friday in September. The college PTRM
21 committee will select the additional faculty member(s) to be added to the committee on
22 or before the third Friday of September of the review year.

23
24 **PTRM Committee Chairperson**

25
26 By the first Friday in May, the PTRM Committee will elect a chairperson by majority
27 vote. The chairperson will organize and schedule deliberations in accordance with the
28 published PTRM schedule. The committee chair will report, in writing, the results of all
29 votes to the candidates as well as to the next level of deliberation, the College PTRM
30 Committee. The department chair serves as a nonvoting member of the committee.

31
32 The committee chair will submit written reports of final votes to candidates. The
33 chairperson of the PTRM Committee is responsible for the security of all files and for the
34 inclusion of all decisional documents. A detailed summary of tenure and rank decisions
35 with complete justification must be included in the materials transmitted to the CBE
36 PTRM Committee.

37
38 **Confidentiality**

39
40 All department committee deliberations will be conducted under strict confidentiality.

41
42 **Quorum and Voting**

43
44 Two-thirds of committee members must be present to call a vote on any recommendation.

1 Proxy or absentee votes are not permitted. Each committee member receives one equal
2 vote. A majority of favorable votes of those cast is necessary for a favorable
3 recommendation. Tie votes are not considered majority and will be reported as such to
4 the next level of review, the CBE PTRM Committee. Abstentions are not permitted.
5 Faculty members on sabbatical or other leave may vote on all matters in department
6 business, including tenure, promotion and merit recommendations as if they were
7 performing their regular duties. If they chose not to participate, the number of the
8 electorate for quorum purposes shall be reduced accordingly. Meetings are to be
9 conducted in accordance with Robert's Rules of Order.

10
11 All votes will be conducted by a balloting process described in Appendix 3, Sec III.A.5
12 of the ART document. Each committee member records a vote on a ballot then signs,
13 dates and includes his/her university ID number. The ballots are then transferred to the
14 Provost's office.

15
16 Recommendations for tenure and advancement to associate professor shall be made
17 concurrently. A positive recommendation for one decision must be accompanied by a
18 positive recommendation for the other.

19 **Appeals**

20
21
22 Department recommendations may be appealed to the College of Business and
23 Economics PTRM committee, subject to the protocols established in the CBE PTRM
24 document and the ART document.

25 **Documents Required for Faculty Portfolios**

26
27
28 Faculty members must comply with the requirements for the content and format of their
29 portfolio materials. These requirements are especially critical for portfolios considered
30 for tenure, promotion, third-year and comprehensive reviews.

31 **DOCUMENT REVIEW AND REVISION**

32
33
34 This document is subject to review by the department every three years. All tenure and
35 tenure-track department members are eligible to participate and vote on proposed
36 revisions.

37 **CALENDAR FOR PROMOTION/TENURE ACTIONS**

38
39
40 The department shall adhere to the schedule for all promotion, tenure, reappointment and
41 merit actions as outlined in the current ART document (currently section VI).

42
43 *First Friday in May*

1 Department committees are formed.

2
3 *Third Friday in June*

4
5 All of the following documents are due and must be submitted to the department
6 chairperson or designee(s):

- 7
8
 - 9 • Faculty Annual Report (AR) or Chairperson's Annual Report (CAR).
 - 10 • Current professional curriculum vitae
 - 11 • Syllabus for each course currently taught
 - 12 • Evaluation of teaching and advising
 - 13 • Other documents required in Section II.B or desired by faculty member

14 Faculty seeking advancement to tenure and or rank promotions during the next
15 academic year should notify the department chair.

16
17 *First Friday in September*

18
19 Tenure/promotion/comprehensive review portfolios are due to the PTRM committee
20 chair.

21
22 *Third Friday in September*

23
24 Faculty may add information to update their files for work completed before June 1st.

25
26 First Year Probationary Faculty members have met with department chairpersons to
27 complete the Statement on Standards and Expectations for New Tenure-track Faculty
28 (SENTF) form.

29
30 *Second Friday in October*

31
32 Department PTRM Committee(s)' recommendations given to all nonfirst year faculty.

33
34 *Fourth Tuesday in November*

35
36 All faculty recommendations delivered to the College PTRM Committee.

37
38 *First Friday in December*

39
40 Department PTRM documents, with the approval forms, shall be submitted to the
41 CBE PTRM Committee by the first Friday in December

42
43 *December 15 (This deadline is mandated by the USM.)*

1
2 Tenure-track faculty in the second or any subsequent year of the probationary period
3 must be notified in writing of reappointment or non-reappointment for the next
4 academic year.

5
6 *Third Friday in January*

7
8 Department recommendations concerning reappointment for first-year tenure-track
9 faculty delivered to the faculty member and the Dean. Faculty may appeal to the
10 college PTRM Committee.

11
12 *First Friday in February*

13
14 The Dean forwards the summative portfolio inclusive of the committee's and the
15 Dean's recommendations of each faculty member with a recommendation concerning
16 promotion and/or tenure or five-year comprehensive review to the Provost.

17
18 The Dean forwards all recommendations regarding reappointment/non-reappointment
19 to the Provost. If the Dean disagrees with the department recommendation, the Dean
20 shall prepare his/her own recommendation and send a copy to the faculty member and
21 add this recommendation to the summative portfolio.

22
23 *Second Friday in February*

24
25 The Dean will, following his/her review, forward department recommendations for
26 faculty merit to the Provost. If the Dean disagrees with the department
27 recommendation, the Dean shall add his/her recommendation to the faculty member's
28 evaluation portfolio and deliver the negative decision in person or by certified mail to
29 the faculty member's home.

30
31 Department documents concerning promotion, tenure/reappointment, and merit (with
32 an approval form signed by all current faculty members) are submitted to the
33 university PTRM committee.

34
35 Negative reappointment recommendations for first-year faculty are forwarded from the
36 Provost to the President.

37
38 *March 1*

39
40 First year faculty must be notified of non-reappointment by written notification from
41 the university President.

42
43 *First Friday in March*

1
2
3
4
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8

Faculty under third-year review must be provided with written and face-to-face feedback on their performance toward tenure.

Third Friday in March

Provost’s letter of decision is conveyed to the faculty member, department and college PTRM committee chairpersons, department chairperson, and of the college.

APPENDIX A
Peer Observation and Review Form

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Faculty Member Visited: _____

Visited by: _____ Date: _____

Course Title and Number: _____

I. Course Content:

II. Pedagogy:

III. Class Conduct.

Signed: _____ (Evaluator)

Signed: (Read and understood) _____ (Instructor)