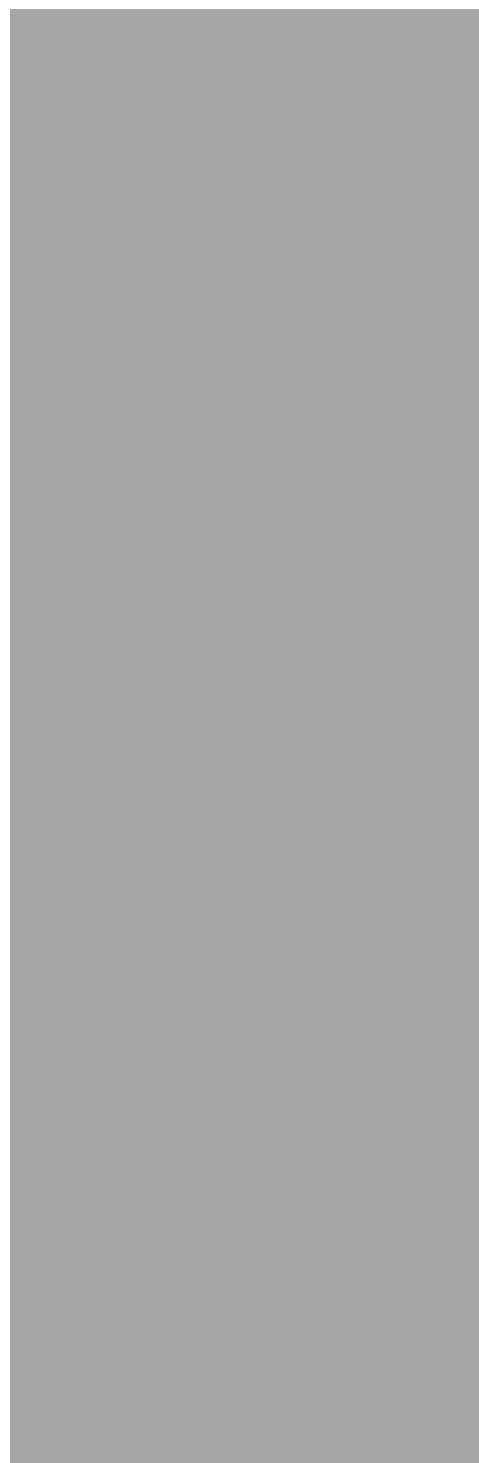


Department of Educational Technology and Literacy

**PROMOTION, TENURE, AND REAPPOINTMENT,  
AND MERIT POLICIES AND PROCEDURES**

**Approved by UPTRM Committee on June, 2019**



Department of Educational Technology and Literacy  
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## Department of Educational Technology and Literacy

# PROMOTION, TENURE AND REAPPOINTMENT, AND MERIT POLICIES AND PROCEDURES

This document is organized into sections: General Faculty Responsibilities; Definitions of Teaching, Scholarship, and Service; Standards for Merit for Tenure-Track and Tenured faculty; Standards for promotion and tenure; and a section about the process of decision-making. In this last section are specific procedures for the formulation of Merit and of Promotion, Tenure and Reappointment Committees. The last section also includes procedures for submitting documents and a calendar.

### **I. General Faculty Responsibilities**

**Due to the diversity of ECTL programs and the great differences in ECTL faculty responsibilities, both the Promotion, Tenure and Reappointment and the Merit Committees are given the special charge to examine individual faculty in the light of his/her unique roles and responsibilities.**

**All faculty in the Department of Educational Technology and Literacy are expected to ethically perform their specific duties, including:**

1. Demonstrate commitment to teaching and to the delivery of quality instruction.
2. Prepare well-organized syllabi, examinations, and other course materials.
3. Maintain high standards of instruction using a variety of materials, including appropriate technology.
4. Be responsive to cultural and individual differences.
5. Provide effective instruction as measured by both student and peer evaluations.
6. Be accessible to students and provide accurate advising.
7. Refine and update the courses one teaches.
8. Keep current in the knowledge base that under-girds one's field.
9. Interact with other professionals in one's field both internally and externally.
10. Be involved in the institution's faculty governance at the program and department levels.

### **II. Definitions of Teaching, Scholarship and Service**

**A. Teaching** is the primary mission of Towson University. In the College of Education, teaching takes on a heightened importance. We believe that it is at the core of our mission; it is our responsibility to model best practices. Teaching performance will be evaluated from the following evidence submitted by the candidate:

- A. Course materials including syllabi and innovations
- B. Self-evaluation (including commentary on special circumstances related to teaching)
- C. Peer evaluations
- D. Student course surveys and narrative evaluations; (plus average of key items for each course)
- E. Grade distribution

#### **1. Satisfactory Teaching**

- C. Peer reviews of one's teaching through collegial observation that describes effective instruction.
- D. Narrative student evaluations of one's teaching that provide evidence of effective teaching.
- E. Cumulative quantitative ratings on student surveys across courses that average above 3.6 on a 5.0 scale.
- F. Academic advising that is knowledgeable, accurate and

**Table 2: Sample activities and products embedded within scholarship**

Form of Scholarship	Sample Activities	Sample Products
<u>Scholarship of Application:</u> applying knowledge to consequential problems be they internal or external to the university	<ul style="list-style-type: none"><li>• School consulting</li><li>• State/LEA consulting</li><li>• Applied research in university settings</li><li>• Applied research in school settings</li><li>• Training/Ce</li></ul>	



**C. Service**

Faculty members demonstrate “**Excellent**” service by providing contributions to two or more of the following. It is expected that EDTL faculty demonstrate their commitment to service as documented by activities such as:

- A. Membership on department, college, and university committees and task forces;
- B. Leadership positions in the department, college, and university governance structure;
- C.

#### **IV. Standards for promotion and tenure**

This section describes specific information about expectations for faculty who are being reviewed by the PT&R Committee for promotion and tenure. The first section addresses faculty who are moving from assistant to associate professor. The second section discusses faculty who are moving from associate to full professor. As stated in the University's Appointment, Rank, and Tenure (ART) document, the "Activities considered being within the criteria for promotion and tenure shall be flexible and expansive" (ART, p.12). Table #3 of the College of Education Document is a helpful guide (College of Education, p.22).

1. **Associate Professor and advancement to tenure.** In addition to the expectations listed in section I,

2. **Promotion to Professor** – In addition to expectations listed in sections I and V, faculty must demonstrate a leadership role as evidenced by some or all of the following:

**A. Teaching** –

- 1) Extensive mentoring of colleagues, particularly junior faculty, in their teaching and advising.
- 2) Taking a leadership role in updating, and/or developing courses and curriculum.
- 3) Directing accreditation and / or program approval efforts.

**B. Scholarship** –

- 1) A sustained record of scholarship in one's field.
- 2) Extensive mentoring of colleagues and/or doctoral students in their scholarly activity.
- 3) Recognition in one's field at the state, regional, national, or international level.

**C. Service** –

- 1) Leadership positions on college and university committees.
- 2)



B. PT&R Committee Responsibilities and Procedures

- 1) The Promotion, Tenure and Review Committee will review the portfolio of each faculty member who is being considered for promotion and/or tenure. Faculty have at least two weeks to evaluate documents submitted for review. It is the expectation that review committees will thoroughly view all pertinent documents. After members of the

member if elected to one of the six voting faculty positions. Election for Merit Committee members, for a term of ONE year, is held at the May department meeting.

- 8) In case a vacancy is created on the Merit Committee, an election will be held at the next department meeting to fill the vacancy until the original member returns.
- 9). Eligible members of the department Merit committee shall be determined by the standards specified in the department's document as approved by the College of Education PTRM committee, the College of Education dean, and the Towson University PTRM committee.\*

B. Merit Committee Responsibilities and

the following procedures, or one approved by the Department Chair for off-campus courses, is to be used at the end of each course:

- a) The instructor allows a colleague to administer and collect the evaluations when the instructor is absent from the room and to deliver them in sealed envelopes to the department. The instructor distributes the forms, ask the students to place their completed forms personally in the class envelope provided, and assigning a student to seal and deliver the envelopes to the department promptly. The instructor is absent from the room when the students complete the forms.
- b) The department will arrange to tally all of the evaluations.
- c) Examples of possible prompts for the narrative evaluation are provided in Appendix B.

B. Evaluation by Colleagues

- 1) Peer visitations for formative purposes.

- a)

d) A faculty member may design an individual observation form, which he/she may ask visiting colleagues to use in evaluating his/her teaching.

4) Post Visitation Activities

a) Visitation reports should be presented to the instructor within one month of any observation. The instructor should receive, read, and sign all materials at this time. The subject of the report will have two weeks to attach additional or alternative relevant information to any of these materials. If a serious question arises with regard to the faculty member's skills in the classroom, the department chairperson and/or appropriate committee chair may arrange for additional visits.

5) Online Peer Observation

- a) For purposes of promotion, tenure and merit:
- i. Faculty, who teach course(s) that fit the Towson **online course** category, may request an "Online Observation" as their required peer observation.
  - ii. Faculty, who teach course(s) that fit the Towson **Web enhanced or Web supported course** categories, may request a supplemental online course observation of their online materials.

6) Procedure

- a) Faculty will choose an online module or topic to be "observed."  
b)

encouragement where progress is deemed satisfactory or exemplary. ECTL Department P&T committee evaluations of a candidate's interim progress will become part of the faculty member's file at the department level; however, it will not be forwarded to either the college PTR&M committee or the Provost.

2. The faculty member to be reviewed shall prepare an interim evaluation portfolio of activities for evaluation by the department's PTR&M committee. The department P&T committee will evaluate the materials and prepare a clear, written statement of progress toward tenure addressing tea

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**9. Third Friday in January**

- A. The Department PT&R Committee and Chairperson recommendations concerning reappointment for first year tenure-track faculty are delivered to the faculty member and the Dean.
- B. All documentation for Third Year Review of tenure-track faculty is submitted by the faculty member to the Department Chairperson.

**10. First Friday in February**

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