

**TOWSON UNIVERSITY  
DEPARTMENT OF NURSING**

**PROMOTION, TENURE, REAPPOINTMENT and MERIT (DON PTRM)  
POLICIES AND PROCEDURES**

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Table of Contents**

<b><u>I. Membership of the Department Committee(s) for Promotion, Tenure/Reappointment and Merit</u></b>	
A. Composition of the Committee	3
B. Election of Committee Members, including Dates and Method of Vote	3
C. How Alternates are Chosen/Vacancies Filled	3
D. Eligibility and Term	3
<b><u>II. Policies and Procedures of the DON PTRM Committee</u></b>	
A. Confidentiality	4
B. Definition of Quorum	4
C. Procedures for Deliberation of Evaluation Portfolio and Department Standards	4
D. Voting Privileges and Procedures	4
E. Evaluation Process (Schedules and Procedures)	5
F. Role of Department Committee Chair	9
G. Role of the Department Chair	10
H. Reporting to Candidates	10
I. Appeal Procedures: Promotion, Tenure Review, Merit	11
J. Review of Department PTRM Document	12
<b><u>III. DON Standards and Criteria for Evaluation of Teaching/Advising, Scholarship, and Service</u></b>	
A. Teaching and Advising	12
B. Scholarship	13
C. Service	13
<b><u>IV. DON Standards and Criteria for Tenure and/or Promotion</u></b>	
A. Standards and Criteria for Tenure and/or Promotion to Associate Professor	13
B. Standards and Criteria for Promotion to Professor	14
C. Standards and Criteria for Promotion Recommendations for Clinical Faculty	15
<b><u>V. DON Standards and Criteria for Evaluation of Merit at Each Level</u></b>	
A. Standards for Merit in Teaching for Tenured, Tenure-track, and Clinical Faculty	17
B. Standards for Merit in Scholarship for Tenured and Tenure-track Faculty	18
C. Standards for Merit in Scholarship for Clinical Faculty	18
D. Standards for Merit in Service for Tenured and Tenure-track Faculty	19
E. Standards for Merit in Service for Clinical Faculty	19
<b><u>APPENDICES</u></b>	
APPENDIX A: Calendar	20
APPENDIX B: DON faculty Potential Evidence for Teaching/Advising, Scholarship and Service	23
APPENDIX C: Annual Report Form and Department Summary Tables	32
APPENDIX D: Peer observation, teaching and advising evaluation template	43
APPENDIX E: Departmental Summary Recommendation (DSR) Form	57
APPENDIX F: Voting Record	58

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In conformity with DON Bylaws and the Towson University Faculty Handbook, DON PTRM administers the systems of faculty evaluation by implementing the provisions set forth in the document "Appendix 3 to the Towson University Policy on Appointment, Tenure and Rank of Faculty" (ART, August 2010).

Information pertinent to any individual's tenure and/or promotion and/or merit appeal recommendation will be held confidential by all committee members.

**I. Membership of the Department Committees for 1. Promotion, Tenure/Reappointment and Merit (PRM) and 2. Tenure:**

**A. Composition of the Committees**

1. The Department of Nursing PTRM Committee shall be composed of three tenured faculty members at the Associate or Professor rank, and two Clinical faculty members at the Clinical Associate or Clinical Professor rank. All committee members must have a minimum of three years of service at the University.
2. The Tenure Committee consists of all tenured faculty in the DON.
3. The Department of Nursing Chairperson sits ex-officio and will be a non-voting member.

**B. Election of Committee Members, including Dates and Method of Vote**

1. Eligible faculty may either be nominated or self-nominate to the DON chair and voting takes place at a DON faculty meeting in April.
2. Committee members are elected by full-time tenured, tenure-track, and clinical faculty.
3. The Department electorate shall vote using confidential ballot.
4. Votes will be tallied and the elected members notified in April.
5. Members of the PRM committee are elected for a three-year term.
6. The committee shall elect a chairperson and a vice chair, who must be a tenured faculty member, by simple majority vote in May.
7. The committee shall elect a secretary, who may be any member of the committee, by simple majority vote in May.

**C. How Alternates Are Chosen/Vacancies Filled**

1. If a vacancy in the committee's membership should occur, nominations shall be put forth at the next regularly scheduled Faculty Organization meeting to fill the vacancy.
2. In the event that there are fewer than three tenured faculty members in the Department when a candidate is being considered for promotion and/or tenure, the committee will be supplemented with tenured faculty member(s) from other departments within the College.
3. The additional tenured faculty member(s) shall be selected by the DON Chair and the CHP Dean from a list of at least three faculty members recommended by the faculty member under review.
4. If the PTRM Committee Chair is unable to serve a full term, an alternate will be elected to serve as an interim chair for the remainder of the PTRM Committee Chair's term.

**D. Eligibility and Term**

1. Eligible members include tenured faculty members at the Associate or Professor rank, and two Clinical faculty members at the Clinical Associate or Clinical Professor rank with a minimum of three years of service at the University.
2. Members of the committee shall serve for a period of three years but no more than two consecutive terms unless there are not enough eligible faculty to serve.

- a. Terms will begin on June 1 of their first year and end on May 31 of their third year.
- b. These three-year terms will be staggered to insure some consistency from year to year. Refer to Section VII for calendar of important dates.

## **II. Policies and Procedures of the DON PTRM Committee**

### **A. Confidentiality**

1. Members of the committee will maintain strict confidentiality concerning its deliberations and recommendations at all points during and after the process, with the exception of the information provided to candidates.
2. All votes regarding tenure and/or promotion taken by the DON PTRM Committee shall be by confidential ballot, either by paper or electronic, signed with the Towson University ID number, dated by the voting member, and tallied by the committee chair.
3. The confidential ballots shall not be included in the faculty evaluation portfolio but shall be forwarded under separate cover to the Dean, to be preserved with the tenure and promotion file until three years following the faculty member's termination or resignation from the university.

### **B. Definition of Quorum**

A quorum shall be a simple majority of the eligible voting members.

### **C. Procedures for Deliberation of Evaluation Portfolio and Department Standards**

1. The PTRM committee will review all evaluation portfolios and vote for the following types of reviews: reappointment/annual review, merit, third-year review, promotion, tenure, comprehensive five-year reviews and three-year clinical contracts.
2. Recommendations made by the DON PTRM Committee are dependent on the standards and expectations for promotion, tenure and merit in the areas of teaching/advising, scholarship, and service (refer to section III of this document) developed by the DON PTRM Committee in accordance with the CHP PTRM document and the TU ART Policy and approved by DON faculty.
3. Promotion, Tenure, and Multi-Year Review letters should provide a clear and concise summative evaluation and focus on the period of review and support the PTRM committee's deliberations and vote.
4. All the recommendation letters should be sent to the Department Chair.
5. The DON PTRM Committee Chair shall forward a signed, dated report of the result of the vote and the committee's recommendations to the Dean's office by the second Friday in November. For third year review, promotion, tenure, comprehensive five-year reviews, and three-year clinical review for contract, the Department PTRM Committee chair shall forward all the candidate's materials to the Dean's office following the University guidelines. The confidential ballots shall not be included in the faculty evaluation portfolio. The ballots shall be forwarded under a separate cover to the Dean.
6. Negative recommendations regarding promotion and/or tenure shall be delivered in writing in person or sent by certified mail to the faculty member's last known address and/or through electronic delivery via FDS by the administrator at the appropriate level.

### **D. Voting Privileges and Procedures**

1. A committee member must be present for all deliberations in order to vote and must be present to vote.
2. Committee members on sabbatical or leave may vote. In order to vote on any faculty evaluation recommendations, they must have been present for all deliberations and are in attendance at the meeting in which the vote is taken.
3. After careful review of all documentation, each committee member will vote. All recommendations made by the committee must be made by a quorum of a simple majority of

members eligible to vote on that issue; the outcome will be decided by the majority vote. In the case of a tie vote, the case will be reviewed again by the eligible voting members and voted on a second time in the area of tied vote. If the vote remains tied, the lower rating will prevail.

4. The DON Tenure Committee will vote on recommendations for tenure. In order to vote on a tenure recommendation for the candidate, all DON tenured faculty must be present for deliberations and voting.
5. Clinical PRM committee members are not eligible to vote on tenure, reappointment or promotion of tenure track faculty or on promotion of tenured faculty. Only members of the Tenure Committee may vote for tenure.
6. Only tenured members of the PRM Committee may vote on promotion to Associate Professor or Professor.
7. Clinical PRM committee members are eligible to vote on merit for clinical, tenure track, and tenured faculty and on reappointment and promotion of clinical faculty.
8. No eligible committee member shall abstain from a vote for tenure or promotion unless the Provost authorizes such abstention based on good cause, such as an impermissible conflict of interest.
9. No faculty member may be present during deliberations or voting on their own evaluation portfolio, nor evaluation portfolios for relatives, family members, or other persons indicated under Towson University's nepotism or conflict of interest policies.
10. Tenured faculty will vote by secret ballot and decide by majority vote to recommend;
  - a. tenure, and/or promotion be granted
  - b. that tenure, and/or promotion not be granted
11. The PTRM committee chair shall forward a signed, dated report of the results of the vote and the committee's recommendations to the next level of review.

#### **E. Evaluation Process**

1. The faculty member under evaluation is responsible for preparing, organizing, and submitting materials by the required deadline, and in the appropriate format, as stipulated in the TU ART calendar (see Appendix A).
2. The faculty member shall be responsible for making distinctions between the various categories of teaching, scholarship, and service and shall include such distinctions as they deem appropriate to each evaluation portfolio section. All documentation shall be submitted in the form of an evaluation portfolio that addresses the professorial role, expectations of faculty in the university, and the faculty member's College and Department standards and criteria. The type of review determines both portfolio material and process.
3. Annual Review
  - a. The PTRM committee shall annually review faculty for merit and/or reappointment as appropriate.
  - b. Evaluation portfolio materials for annual review of all tenured, tenure- track, and clinical faculty must include the following documents for activities that occurred between June 1<sup>st</sup> and May 31<sup>st</sup>. Documents are due to the Department Chair by the 3rd Friday in June.
  - c. Annual review must include the following documents organized according to University PTRM standards:

Section I:

    - Updated CV
    - One representative document of scholarly activity during the academic year.

Section II:

- Completed and signed Annual Report (ARI & II) or Chairperson Annual Report (CAR) (parts I & II) for the year under review and AR II for the coming Academic year
- The first-year tenure-track faculty will include complete and signed SENTF
- Course grade distribution report

Section III:

- Summary chart of quantitative student evaluation (see Appendix C)
- Qualitative and quantitative evaluations of teaching as tabulated by the University
- Summative chart of advising evaluations (see Appendix C)
- Peer evaluations, if observed during the year under review

Section IV:

- Optional supporting statement

Section V:

- Leave empty for recommendations (to be added by the appropriate party)

Section VI:

- Supplemental materials in the areas of teaching, scholarship, and service

4. First Year Faculty Review

The primary purpose of this review is to evaluate a first-year faculty member's performance in their first semester and make a recommendation for reappointment. The Department Chair will review all relevant documentation for first-year faculty; meet with the candidate to discuss the review and make a recommendation for reappointment or non-reappointment. Should the Chair's recommendation be for non-reappointment, the Department PTRM Committee will convene to review the relevant documentation and vote in accordance with standard PTRM procedure. This revised review process is a permanent change and will be the standard procedure moving forward.

5. Third Year Review of Tenure-Track Faculty

- a. At the conclusion of the fall semester during a candidate's third year at Towson University, the Department PTRM Committee shall conduct a Third-Year Review of tenure-track candidates. The intent of the evaluation is to assess progress toward tenure and to advise and mentor the faculty member. This includes providing assistance where issues or shortcomings in the candidate's profile are identified and encouragement where progress is deemed satisfactory or exemplary.
- b. Evaluation portfolio materials for third-year review of faculty must include the following documents:
  - Section I:
    - Curriculum vita
    - A copy of one recent peer-reviewed publication
  - Section II:
    - University Forms: Completed and signed AR I and II forms arranged from most recent to year of hire.

Section III:

- Summary chart of quantitative student evaluation (see Appendix C)
- Qualitative and quantitative evaluations of teaching as tabulated by the University
- Summative chart of advising evaluations (see Appendix C)
- Peer evaluations

Section IV:

- Supporting Statement: Summary statement describing correlation between expectations and accomplishments in the areas of scholarship, teaching, and service. This statement should be no more than five pages in length. The statement should include a clear scholarship plan outlining the activities and progress towards meeting the criteria and standards for promotion.

Section V:

- Leave empty for recommendations (to be added by the appropriate party)

Section VI:

- Supplemental materials in the areas of teaching, scholarship, and service

- c. The Department PTRM committee will evaluate the materials and prepare a clear, written statement of progress toward tenure addressing teaching/advising, a plan for and evidence of scholarly/creative activity, and service and other relevant criteria. This statement:
    - i. must include an indication of whether or not the faculty member's work to date is leading towards a positive tenure and promotion decision; and
    - ii. must provide guidance for the improvement of the evaluation portfolio in the event of a satisfactory or unsatisfactory rating.
  - d. The following three-level scale is to serve as a general guideline for the review:
    - i. **Superior** progress. Requirements include excellence in teaching/advising, excellence in scholarship, and meeting Department standards in service.
    - ii. **Satisfactory** progress. Requirements include progress towards excellence in teaching and scholarly productivity with satisfactory service as determined by the Department. This ranking indicates that the Department has determined that progress towards tenure is satisfactory, but improvements are needed.
    - iii. **Not satisfactory** progress. This evaluation requires change by the faculty across one or more dimensions. This essentially means that continuance on this performance trajectory is unlikely to result in a favorable tenure decision.
  - e. All documentation is due to the Chair of the Department by the third Friday in January.
  - f. Feedback should be both in writing and in a face-to-face meeting with the Department Chair and the Department PTRM Committee Chair no later than the first Friday in March. The written report will be shared with the Dean. In accordance with TU ART, Section III.B.3, the faculty member shall sign a statement indicating that he/she has read, but does not necessarily agree with, the evaluation.
6. Promotion and/or Tenure Review
- a. The promotion and/or tenure review shall be conducted following the timeline agreed upon by the individual faculty member and the Provost's Office. The purpose of this review is to assess the faculty member's accomplishments in relation to the standards and expectations delineated in the TU ART and the CHP and DON PTRM documents.
  - b. Materials required for this review should be assembled and indexed as follows (unless

specified differently in the annual Provost's memo):

Section I:

- Curriculum vita
- A copy of one peer-reviewed publication during the time period under review

Section II:

- University Forms: Completed and signed AR I and II forms arranged from most recent during the time period under review

Section III:

- Summary chart of quantitative student evaluation (see Appendix C)
- Qualitative and quantitative evaluations of teaching as tabulated by the University
- Summative chart of advising evaluations (see Appendix C)
- Peer evaluations

Section IV:

- Supporting Statement: Summary statement describing the integration of scholarship, teaching, and service and the correlation between expectations and accomplishments. The statement should include a clear scholarship plan outlining activities and goals for the next five years. This statement should be no more than five pages in length.

Section V:

- Leave empty for recommendations (to be added by the appropriate party)

Section VI:

- Supplemental materials in the areas of teaching, scholarship, and service

#### 7. Comprehensive (Five-Year) Review of Tenured Faculty

- a. All tenured faculty shall be reviewed at least once every five years. Comprehensive reviews are summative for a period of the preceding five Academic Years. The materials included in this portfolio are identical to that of a promotion and tenure review (section II.E.6.b) of this document.
- b. The comprehensive review policies herein are in accordance with the principles established by the USM Board of Regents on 7/12/96 and shall not be construed to substitute for them. The comprehensive review shall be conducted in accordance with all policies, including appeals, relevant to the Annual Review process except as noted in this section.
- c. The Chair of the Department, in consultation with the Dean of the College of Health Professions shall establish the cycle for comprehensive reviews of faculty within the department. A faculty member who has submitted formal notice of retirement during the fourth or fifth year of his/her comprehensive review cycle with an intention to retire at the end of that cycle may be exempted from the comprehensive review process at the discretion of the Dean of the College.
- d. The Department PTRM Committee shall review the evaluation portfolios and shall prepare a written report, with vote count, for each recommendation. The recommendation shall contain reference to each category evaluated: teaching/advising, scholarship, and University/civic/professional service. The statement should be consistent with the department's standards and expectations and submitted to the Department Chair by the second Friday in October.



- e. The Department Chairperson shall prepare an independent evaluation of each faculty member under review and include it in the faculty member's evaluation portfolio by the fourth Friday in October.
  - f. The faculty member's evaluation portfolio, inclusive of the written recommendation of the PTRM Committee, the written evaluation of the Department Chair, and the vote count shall be forwarded by the Department PTRM Committee Chair to the Dean's office by the second Friday in November.
  - g. A faculty member may appeal a negative recommendation at any point in the process, following procedures outlined in the Appeals Section (section II.G) of this document.
  - h. All recommendations shall be conveyed in writing to the faculty member, inclusive of any Department Chairperson's statement and a record of the vote count no later than the fourth Friday in October. Negative recommendations shall be delivered in person by the Department Chairperson or sent by certified mail to the faculty member's last known address.
  - i. A negative comprehensive review shall be followed by the development of a written professional development plan to remediate the faculty member's failure to meet minimum expectations as noted in the comprehensive review. This written plan shall be developed by the faculty member and approved by the Chair and the Dean by the third Friday in June of the Academic Year in which the negative review occurred. The plan shall be signed by the faculty member, Chair and Dean.
  - j. The plan shall be implemented in the fall semester following approval of the plan. Evidence of improvement must be clearly discernible in evaluation portfolio materials submitted in the next annual review process. Criteria for improvement will be identified and will match the concern(s) that prompted the professional development plan. Progress towards improvement will be determined by the Department Chair and Dean. Lack of evidence of discernible improvement may result in a formal warning, sanction or termination.
  - k. Two consecutive annual reviews indicating the faculty member has not met minimum expectations shall occasion an immediate comprehensive review, which shall be in addition to those otherwise required by policy.
8. Three-Year Clinical Review for Contract
- a. Per the *Policy for Clinical Faculty Evaluations, Reappointment, Promotion and Merit (02-01.08)*, clinical faculty with three consecutive positive annual reviews of performance in the past three years may request a three-year contract review.
  - b. The materials included in this portfolio are identical to that of a promotion and tenure review (section II.E.6.b) of this document.
9. During the course of the evaluation process, the faculty member or the DON Chairperson may add to the evaluation portfolio information.
- a. Added information must be related to work that was completed prior to June 1 that has only become available after the deadline stipulated in the Towson University Annual Review, Reappointment, Third-Year Review, Merit, Promotion, Tenure, and Comprehensive Review Calendar (Appendix A of this document).
  - b. The added information shall relate specifically to the faculty member's performance as presented by either the faculty member in their evaluation portfolio or in the chairperson's evaluation of the faculty member's performance. In case the Chairperson added materials related to the faculty member's performance, the faculty member will be notified by the DON Chair.

- c. Information added by the faculty member to update the evaluation portfolio must be included by the third Friday in August.
10. If confidential external reviews are solicited pursuant to Departmental or College promotion and tenure policies, they will remain confidential and will not be made available to the faculty member. These reviews will not be included in the faculty evaluation portfolio but will be forwarded under separate cover to each subsequent level of review. (For guidelines, refer to the CHP PTRM document.)

**F. Role of Department Committee Chair**

1. In collaboration with the Department Chair and PTRM members, the committee chair will assign appropriate faculty members to observe all full-time faculty members didactic and/or clinical experiences for the purpose of evaluation of teaching. The assignment shall be communicated to faculty within the first month of the academic year.
2. The Committee Chairperson, or designee, shall prepare a written faculty recommendation letter for reappointment/annual review, merit, third-year, promotion, tenure, comprehensive five- year review, and three-year clinical review for contract, with reference to each category evaluated including teaching/advising, scholarship, and Department/CHP/University/civic/ professional service and add the recommendation to the faculty member's portfolio.
3. To complete the DSR form for each faculty and to obtain or assign a designee to obtain the signature of the Department Chair and individual faculty members on the DSR form. In the event of a negative decision, the Department Chairperson is responsible for conveying the negative decision to the faculty member.
4. The PTRM Committee Chairperson, as required by University procedures, will deliver materials to the Dean's office and obtain a receipt for all documents. (TU ART 02-01.00-3-36).

**G. Role of the Department Chair**

1. Each year the Department chair shall review and discuss with each individual faculty member their *Annual Report* which describes the correlation between expectations and achievement.
2. The DON chair will meet with the first-year Tenure-track faculty to discuss the review of all relevant documents, including CV, teaching, and peer evaluations; and make a recommendation for reappointment or non-reappointment to the Department PTRM Committee. For negative review, the Department PTRM Committee will review the relevant documents and vote in accordance with standard PTRM procedure and report the outcome no later than the third Friday in February. The PTRM Chair will advance the recommendations of the PTRM Committee and the Chair to the Dean.
3. The Department Chair may provide the Department PTRM Committee with relevant information about the individual faculty member's overall performance as a member of the Department.
4. If the Department Chair agrees with the PTRM Committee's recommendation and letter, a final sentence is added to the PTRM Committee's letter stating agreement with the recommendation. If the Department Chair disagrees with the PTRM Committee's recommendation, wants to highlight other points, or provide additional information, the Chair may submit a separate letter.
5. The Department Chair shall prepare an independent recommendation of each faculty member considered for third-year review, promotion and/or tenure, five-year comprehensive review,

and three-year clinical review for contract and include it in the faculty member's portfolio by the required deadline.

#### **H. Reporting to Candidates**

1. The Department PTRM Committee report with recommendation for reappointment/annual review, merit, third-year, promotion, tenure, comprehensive five- year review, and three-year clinical contract, with reference to each category evaluated including teaching/advising, scholarship, and Department/CHP/University/civic/ professional service, vote count, and the Department Chair's evaluation are distributed to the faculty member by the fourth Friday in October.
2. Negative recommendations shall be delivered through electronic delivery via FDS, in writing, in person by the Department Chair or sent by certified mail, return-receipt-requested to the faculty member's last known address and post-marked by the third Friday in January.
3. Recommendations shall be added to the faculty member's evaluation portfolio which is forwarded by the Department PTRM Committee Chairperson to the Dean's office in the specified format by the required deadlines.

#### **I. Appeal Procedures: Promotion, Tenure Review, Merit (TU ART 02-01.00)**

1. All appeals shall be made in writing. The timeframe for appeals at all levels is twenty-one calendar days beginning with the date that the negative judgment is delivered in person, through electronic delivery via FDS, or the date of the postmark of the certified letter.
2. There are three types of appeals.
  - a. Substantive appeals refer to perceived errors in judgment by either the Department PTRM committee, the Department Chairperson, the CHP PTRM Committee the Dean and/or the Provost with regard to evaluation of the faculty member's performance.
    - i. The next higher level shall serve as the appeals body. Appeals must be delivered by certified mail or in person to the CHP PTRM Committee, Dean, or Provost within 21 calendar days of notification of the negative recommendation.
    - ii. The appeal must be in writing, clearly stating the grounds for appeal and must be accompanied by supporting documents. The faculty member may supplement the evaluation portfolio under review with any statement, evidence, or other documentation s/he believes would present a more valid perspective on his/her performance.
    - iii. Appeals of DON recommendations shall be copied to the DON Chair and the Department PTRM Chair. Appeals of CHP recommendations shall be copied to the CHP Dean and the CHP PTRM Committee.
    - iv. All material placed in the file during an appeal, including challenge material, shall become a part of the cumulative expansion of the evaluation portfolio and shall not be removed by subsequent levels of evaluators.
    - v. Within fifteen business days of receipt of a formal appeal with attached materials, (e.g. the CHP PTRM Committee, the University PTRM Committee, or the Provost) shall review the case and provide a written response to the substantive appeal. Copies of this letter will be provided to all parties who were copied on the original appeal letter.
    - vi. Recommendations made by the Provost may be appealed to the President whose decision is final.
  - b. Procedural appeals relate to alleged errors in the procedures followed in the review, recommendation and notification process, and shall follow the procedures below.
    - i. Procedural appeals shall be made to the University PTRM Committee.

- ii. The appeal must be in writing, clearly stating the alleged procedural error(s). The appeal shall be accompanied by supporting documents and should be delivered by certified mail or in person to the CHP Dean, Provost, or UPTRM Chair within 21 calendar days of having been notified of the negative recommendation.
  - iii. Appeals of DON recommendations shall be copied to the DON Chair, the Department PTRM Chair, the Dean, and the University PTRM Committee Chair. Appeals of College recommendations shall be copied to the Dean, the College PT Committee, the Department Chair, and the University PTRM Committee Chair. Appeals of Provost recommendations shall be copied to the Dean and Department Chair.
  - iv. Within 15 business days of receipt of a formal appeal with attached materials, the University PTRM Committee shall review the case and provide a written response. Copies of this response will be provided to all parties who were copied on the original appeal letter.
  - v. Recommendations of the University PTRM Committee may be appealed to the President whose decision shall be final. The Chair of the University PTRM Committee will monitor the appeal process.
- c. Appeals alleging unlawful discrimination in race, color, religion, age, national origin, gender, sexual orientation and disability shall follow the specific procedures described in Towson University policy (06-01.00).

**J. Review of Department PTRM Document**

- 1. The DON shall review its PTRM document every three years and submit evidence of such review to the CHP PTRM Committee, the CHP Dean, and the University PTRM Committee.
- 2. The Department PTRM document, when new or revised, shall be approved by a simple majority vote of all full-time faculty members after their review.
- 3. Following approval, the document, along with the transmittal form, shall be forwarded to the College PTRM Committee in accordance with the procedures and dates specified in the TU ART.

**III. DON Standards and Criteria for Evaluation of Teaching/Advising, Scholarship, and Service (CHP PTRM Policies and Procedures)**

**A. Teaching/Advising**

- 1. The DON PTRM Committee acknowledges that teaching and advising encompass a range of activities and occur in a variety of contexts. The evaluation of teaching and advising for faculty members should rely on evidence of activities which are consistent with the proportion of time allotted for teaching and advising on the individual faculty member's workload agreement. These efforts may take a variety of forms including, but not limited to (See Appendix B):
- 2. Evidence of teaching and advising effectiveness may include:
  - Student evaluations of teaching and advising
  - Peer evaluations
  - Self-evaluation
  - Evaluation of student learning outcomes
- 3. Procedure for evaluation of teaching by students
  - a. 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, and to be considered only in concert with all other measures of teaching effectiveness.
  - b. All faculty shall be evaluated by students for classroom and/or clinical every semester, as

appropriate. This includes all on-load, off-load, on-line, traditional classroom, and hybrid courses taught during the Academic Year, minimester, and summer terms. (TU ART policy 02-01.00, Appendix 3, II. C. 2.)

- c. Student evaluations must be conducted in such a manner to assure confidentiality of the student.
4. Procedure for evaluation of teaching by peers
  - a. In collaboration with the Department Chair and PTRM members, the committee chair will assign appropriate faculty members to observe all full-time faculty members didactic and/or clinical experiences for the purpose of evaluation of teaching. The assignment shall be communicated to faculty within the first month of the academic year.
  - b. Peer review observations shall be conducted as follows for tenure-track and tenured faculty:
    - i. Tenure-track – two reviews per year of reappointment
    - ii. Tenured – two reviews conducted during five-year review periods one must be in the year immediately prior to review.
  - c. Peer review observations shall be conducted as follows for clinical faculty:
    - i. Clinical – two reviews per year of reappointment
    - ii. Clinical faculty with three years of consecutive positive reviews have one review per year.
    - iii. Clinical with three-year contract - two reviews conducted during three-year review periods
  - d. It is the responsibility of the faculty being observed to schedule the day and time with a peer reviewer and to provide the appropriate documentation.
  - e. The *Faculty Evaluation of Teaching* (theory or clinical) form (see Appendix D) should be used to document peer evaluations. A copy of the completed evaluation should be given to the faculty member within two weeks of the observation and a copy forwarded to the Academic Chairperson by the faculty member being reviewed.
5. Evaluation of Advising

Student evaluations of advising are required annually. The advisor will distribute the forms to assigned Nursing advisees. All forms will be returned to the advisor for review (see Appendix D, *Department of Nursing Advising Evaluation Tool*).

## **B. Scholarship**

The DON PTRM Committee values a wide range of scholarship activities, which are consistent with the proportion of time allotted for scholarship on the individual faculty member's workload agreement. The committee acknowledges that faculty engage in various forms of scholarship. (See Appendix B.)

## **C. Service**

The DON PTRM Committee values a wide range of service contributions, which are consistent with the proportion of time allotted for service on the individual faculty member's workload agreement. (See Appendix B.)

1. It is the responsibility of the faculty member to describe and explain the type of civic and/or professional service he or she may be performing outside the University and its relevance to the mission of the College and/or University, as applicable.

#### **IV. DON PTRM Standards and Criteria for Tenure and/or Promotion**

DON Faculty are expected to meet the criteria and standards of the University and College for tenure and/or promotion (*CHP PTRM Policies and Procedures, 2021*).

##### **A. Standards and Criteria for Tenure and/or Promotion to Associate Professor**

1. Teaching and Advising
  - a. Demonstration of knowledge of the field(s) in which they are teaching, including current and emerging trends.
  - b. Demonstration of refinement, updating, and improvement of the courses that one teaches.
  - c. Demonstration of teaching excellence and student learning as evidenced by but not limited to peer and student evaluations and the faculty member's teaching narrative.
  - d. Demonstration of growth and evolution that supports the teaching and learning process.
  - e. Demonstration of effective and successful participation where appropriate in course development, program development and/or assessment that is based on established scholarship, best practice, and/or sustained experience with practitioners in one's field.
  - f. Demonstration of effective and successful participation in student advising.
2. Scholarship
  - a. Demonstration of the ability to initiate, implement, and complete scholarly work at Towson University in their area of specialty.
  - b. Demonstration of a clearly defined active and ongoing agenda that reflects one or more forms of scholarship. The candidate's scholarship shall reflect evolving depth and breadth in agenda and focus.
  - c. Demonstration of tangible evidence of sustained scholarly activities with substantive outcomes. This evidence should include a number of peer reviewed publications and substantive scholarly activity (e.g., grants received, authorship of books or book chapters).
3. Service
  - a. A record of sustained involvement in shared governance related to committees and other activities at the Department, and College, and/or University Level.
  - b. A record of active contributions to a professional and/or community organization, and/or in a civic engagement activity in their area of professional expertise, and which advance the University's mission.

##### **B. Standards and criteria for promotion to professor**

1. Teaching and Advising

In addition to continuing to have met the teaching and advising standards since promotion to associate professor, the faculty member seeking promotion to professor will meet the following standards in teaching:

  - a. Demonstration of consistent excellence in teaching and advising
  - b. Demonstration of new teaching and/or advising challenges, which have resulted in successful outcomes
  - c. Demonstration of mentoring of colleagues in teaching and/or advising
  - d. Demonstration of leadership in an aspect of teaching and/or advising
2. Scholarship

In addition to continuing to meet the scholarship standards since promotion to associate professor the faculty member seeking promotion to full professor will meet the following standards:

- a. Demonstration of a clear focus in scholarly activities
  - b. A record of sustained scholarship that has had a substantial impact on their field of study or related to a professional issue/area
  - c. Evidence of national reputation, which may take the form of peer-reviewed publications and presentations; substantive funded grants; books; leadership in setting accreditation standards for academic programs; invitations to be a reviewer for national/international journals in the field; and/or other forms of scholarship with a major impact. This scholarship could be within the faculty member's area of expertise or could be interdisciplinary.
  - d. Demonstration of mentoring of colleagues in their scholarship activities.
  - e. Letters of evaluation from external reviewers, which will be solicited from outside the University pursuant to the Guidelines approved by the Academic Senate. (See CHP PTRM document Appendix B).
3. Service
- In addition to continuing to meet the service standards since promotion to Associate Professor the faculty member seeking promotion to full professor will meet the following standards:
- a. Demonstration of a sustained record of service at the department level and at the college or university level since their promotion to associate professor.
  - b. Substantive leadership in a role at the Department level, the College, or University level, as well as at the professional level or as part of civic engagement.
  - c. Demonstration of mentoring of colleagues in their service activities.

### C. Standards and Criteria for Promotion Recommendations for Clinical Faculty

*(CHP Guidelines for Clinical Faculty Evaluation, Reappointment, Promotion and Merit)*

- a. Clinical faculty at all ranks (except Clinical Professor) are eligible for review for promotion.
  - b. The minimum number of years in rank is six years full-time University teaching for Clinical Associate Professors and a minimum of ten years for Clinical Professor. Review will typically occur no earlier than the sixth-year in a clinical faculty position.
  - c. An earned doctoral degree is required for the appointment to the Clinical Assistant professor rank and subsequent promotion.
  - d. DON PTRM Committee and the chairperson both make recommendations regarding the promotion.
  - e. Typically a three-year contract is recommended when there is a recommendation for promotion with a request for consideration for the three-year contract.
  - f. Promotion recommendations are also made by the College PTRM Committee and the College Dean.
  - g. Promotions are approved by the Provost.
  - h. Potential examples and evidence for faculty members to present when demonstrating compliance with the following standards are in Appendix B.
1. Teaching and Advising
- a. The standards for the rank of **Clinical Assistant Professor** include demonstration of:
    - (1) knowledge of the field(s) in which they are teaching, including current and emerging trends
    - (2) growth and evolution that supports the teaching and learning process
    - (3) effective clinical/professional teaching and student learning in the designated area of expertise
    - (4) effective and successful participation in student advising
    - (5) participation in mentoring activities to support effective teaching and/or advising

- b. In addition to meeting the standards for Clinical Assistant Professor, for promotion to **Clinical Associate Professor** the following standards include demonstration of:
  - (1) refinement, updating, and improvement of the courses that one teaches
  - (2) superior clinical/professional teaching ability and student learning in the designated area of expertise
  - (3) continued growth and evolution that supports the teaching and learning process
  - (4) continued effective and successful participation in student advising
  - (5) continued participation in mentoring activities to support effective teaching and/or advising
  
- c. In addition to meeting the standards for Clinical Assistant and Clinical Associate Professor, for promotion to **Clinical Professor** the following standards include demonstration of:
  - (1) sustained excellence in clinical/professional teaching and student learning in the designated area of expertise
  - (2) effective and successful participation in course development, program development and/or assessment that is based on established scholarship, best practice, and/or sustained experience with practitioners in one's field
  - (3) mentoring of colleagues in teaching and/or advising
  - (4) a sustained record of excellence in teaching and advising
  
- 2. Scholarship
  - a. The standards for the rank of **Clinical Assistant Professor** include:
    - (1) A clearly defined area of expertise that can be developed into a scholarship plan that reflects the potential for ongoing growth in the designated area of expertise.
    - (2) Currency in the knowledge based supporting one's designated area of expertise that is demonstrated yearly and over time in rank.
    - (3) Integration and application of one's professional scholarly activities to teaching or service or other professional activities.
    - (4) Begin and continue over time dissemination of one's scholarly activities in one's area of expertise.
    - (5) Participation in mentoring faculty, clinical practitioners, or students in their efforts to integrate or generate new knowledge in the field.
  
  - b. The standards for **promotion** from Clinical Assistant Professor to **Clinical Associate Professor** include:
    - (1) Demonstrated evidence that one's scholarship plan has matured over time.
    - (2) Currency in the knowledge base supporting one's designated area of expertise that is demonstrated yearly and over time in rank.
    - (3) Integration and application of one's professional scholarly activities to teaching and service or other professional activities.
    - (4) Demonstrated continued dissemination of one's scholarly activities in one's area of expertise.
    - (5) Recognition by others of the quality of one's scholarship.
    - (6) Continued participation in mentoring faculty, clinical practitioners, or students in their efforts to integrate or generate new knowledge in the field.
  
  - c. The standards for **promotion** from Clinical Associate Professor to **Clinical Professor** include:



- (1) A sustained record of scholarship activity within one's designated area of expertise that is validated and disseminated to the professional community.
- (2) Currency in the knowledge base supporting one's designated area of expertise; that is demonstrated yearly and over time in rank.
- (3) A sustained record of integration and application of one's professional scholarly activities to teaching and service or other professional activities.
- (4) Distinction in the quality of one's scholarship.
- (5) Excellence in mentoring faculty, clinical practitioners, or students in their efforts to integrate or generate new knowledge in the field.
- (6) Letters of evaluation from external reviewers, which will be solicited from outside the University pursuant to the Guidelines approved by the Faculty Senate. (See CHP PTRM document Appendix B).

### 3. Service

Clinical faculty are expected over time to develop a record of service that reflects contributions to the institution and the profession/discipline and/or the community. Service to the institution included involvement in faculty governance at the program and department level and at the college and/or university level. The nature and extent of involvement in service at the college and university level will be dictated in part by opportunities for committee involvement, professional expertise, and institutional need.

- a. The standards for the rank of **Clinical Assistant Professor** include demonstration of:
  - (1) service involvement in faculty governance at the program and department level (this does not exclude service at the College or University level)
  - (2) service contributions to the institution and/or profession and/or community that draws upon one's professional expertise
- b. In addition to meeting the standards for Clinical Assistant Professor, for promotion to **Clinical Associate Professor**, the following standards include demonstration of:
  - (1) advocacy in a service activity in faculty governance at the Department level and College and/or University level and profession and/or community level
  - (2) recognition of the quality and impact of one's service contributions, particularly at the Department and /or College levels
- c. In addition to meeting the standards for Clinical Assistant and Clinical Associate Professor, for promotion to **Clinical Professor**, the following standards include demonstration of:
  - (1) a sustained record of service activity in faculty governance at the Department and College and/or University levels
  - (2) advocacy in addressing important issues or needs
  - (3) participation in mentoring of colleagues within the Department
  - (4) leadership in addressing important institutional, professional, or community issues
  - (5) distinction in the quality of one's service at multiple levels of faculty governance

## V. **DON Standards and Criteria for Evaluation of Merit at Each Level**

Faculty members will be evaluated for merit based on the information provided through annual reviews. There are three categories of merit:

- a. Needs Improvement (No Merit): Performance fails to meet standards.
- b. Satisfactory (Base Merit): Performance meets standard and contributes to fulfilling the mission of the University, College, and Department.

- c. Excellent (Base Merit plus one Performance Merit): Performance exceeds standards in teaching, scholarship, or service and satisfactory performance in other performance categories.

**A. Standards for Merit in Teaching/Advising for Tenured, Tenure-track, and Clinical Faculty**

- 1. Needs improvement in teaching denotes that the faculty member did not meet department standards for satisfactory teaching/advising.
- 2. Satisfactory (base merit) in teaching requires all of the following:
  - a. Appropriate course syllabi construction and content
  - b. Evidence of positive student comments in student evaluation data included in annual binder
  - c. Satisfactory performance on student evaluations for all courses based on quantitative and qualitative feedback
  - d. Satisfactory performance on peer evaluations based on quantitative and qualitative feedback (when available)
  - e. Satisfactory performance on student advising evaluation based on quantitative and qualitative feedback (when available)
- 3. Excellence (base plus merit) in teaching requires meeting all of the requirements for Satisfactory in addition to:
  - a. Above average or outstanding performance on student evaluations for all courses based on quantitative and qualitative feedback
  - b. Above average or outstanding performance on peer evaluations based on quantitative and qualitative feedback (when available)
  - c. Outstanding performance on student advising evaluation on quantitative and qualitative feedback (when available)

**B. Standards for Merit in Scholarship for Tenured and Tenure-track Faculty**

- 1. Needs Improvement in scholarship denotes that the faculty member did not meet department standards for satisfactory scholarship.
- 2. Satisfactory (base merit) in scholarship involves appropriate documentation of scholarly output during the academic year which may include:
  - a. Submitted external grant
  - b. Submitted internal grant
  - c. Peer-reviewed publication (including published book review)
  - d. Book/book chapter
  - e. Peer-reviewed presentation at regional/national/international conference
  - f. Leadership role in accreditation reports
- 3. Excellence (base plus merit) in scholarship requires appropriate documentation of scholarly output during the academic year which may include:
  - a. PI or co-PI on submitted external grant
  - b. PI or co-PI on funded internal or external grant with significant research activity
  - c. First/senior author on book/book chapter
  - d. First/senior author on peer-reviewed publication
  - e. First/senior author on peer-reviewed research presentations at national/international conferences
  - f. Peer reviewer for conferences, journals, grants
  - g. Obtaining or maintaining specialty certification in one's field of expertise
  - h. External validation of successful accreditation report outcome

**C. Standards for Merit in Scholarship for Clinical Faculty**

1. Needs Improvement in scholarship denotes that the faculty member did not meet department standards for satisfactory scholarship.
2. Satisfactory (base merit) in scholarship involves satisfactory maintenance of clinical excellence as evidenced by appropriate documentation related to the following activities which include:
  - a. Demonstration of clinical competency in the field through clinical practice, clinical presentations, specialty certification, and/or continuing education.
  - b. Active collaboration in appropriate scholarly activities (e.g., conference presentations, publications, grant submission, etc.).
3. Excellence (base plus merit) in scholarship requires meeting all satisfactory criteria in addition to providing appropriate documentation of the scholarly outputs which may include:
  - a. Peer-reviewed research presentation in one's area of expertise at conference in a role as a presenting author
  - b. Peer-reviewed publication
  - c. Book/book chapter
  - d. PI or co-PI on a grant
  - e. Author of ancillary published content associated with clinical expertise
  - f. Peer reviewer for conferences, journals, grants
  - g. Demonstration of clinical excellence in the field through external validation, professional recognition

**D. Standards for Merit in Service for Tenured and Tenure-track Faculty**

1. Needs improvement in service denotes that the faculty member did not meet department standards for satisfactory service.
2. Satisfactory (base merit) in service requires the faculty member to:
  - a. Participate in service relevant to their discipline
  - b. Participate in service at the Department, College, University, discipline, and/or community engagement related to academic expertise
3. Excellence (base plus merit) in service requires meeting all satisfactory criteria and additional activities that may include:
  - a. Leadership position on a committee at any level
  - b. Membership on a committee at the College or University level
  - c. Curriculum development and/or accreditation efforts related to administrative role and/or department priorities
  - d. Thesis, dissertation, comprehensive exam committee role
  - e. Editor/editorial board member for peer-reviewed journal
  - f. Membership on a discipline-specific advisory board or council

**E. Standards for Merit in Service for Clinical Faculty**

1. Needs improvement in service denotes that the faculty member did not meet department standards for satisfactory service.
2. Satisfactory (base merit) in service requires the faculty member to incorporate activities that use one's clinical/professional expertise (based on criteria outlined in the *CHP Guidelines for Clinical Evaluation, Reappointment, Promotion and Merit Document*):
  - a. Participate in service relevant to their discipline
  - b. Participate in service at the department college, university, discipline, and/or community engagement related to academic expertise
3. Excellence (base plus merit) in service requires meeting all satisfactory criteria and additional activities that may include:

- a. Leadership position on a committee at any level
- b. Membership on a committee at the College or University level
- c. Curriculum development and/or accreditation efforts
- d. Thesis, dissertation, comprehensive exam committee role
- e. Editor/editorial board member for peer-reviewed journal
- f. Community-based service contributions related to faculty role and in one's area of expertise
- g. Participation in professional activities related to the faculty member's expertise (e.g. programs, consultations, boards or councils)

**APPENDIX A. Calendar**  
*(CHP PTRM Policies and Procedures and  
University Calendar from TU ART Document)*

**First Friday in May**

Department and College PTRM Committees are formed

**Third Friday in June**

- All faculty members submit an evaluation portfolio to the Department Chairperson or designee(s).
- Faculty submit a list of at least three names of any additional faculty to be included on department tenure and/or promotion committee (if necessary) to the Department Chairperson and Dean.
- All faculty members with a negative comprehensive review must have final approval by Chairperson and Dean of the written professional development plan.

**August 1 (USM Mandated)**

Tenure-track faculty in the third or later academic year of service must be notified in writing of non-reappointment prior to the third or subsequent academic year of service if the faculty member's appointment ends after the third or subsequent academic year. To meet this deadline, a modified schedule may be required as provided in Section III.D.4.a of Appendix 3 of the ART policy.

**First Friday in September**

Department Chairperson approval of the list of additional faculty to be considered for inclusion in the Department Tenure and/or Promotion Committee.

**Second Friday in September**

University PTRM Committee shall meet and elect a chair and notify the Senate Executive Committee's Member-at-large of the Committee members and Chairperson for the academic year.

**Third Friday in September**

- Faculty notify Department Chairperson by letter with copy to the Dean of intention to submit materials for promotion and/or tenure in the next academic year.
- Final date for faculty to add information to update their evaluation portfolio for work that was completed before June 1
- First year faculty members must finalize the Statement of Standards and Expectations for New Tenure-Track Faculty (SENTF) with Department Chairperson.

**Fourth Friday in September**

Department Chairperson notifies department faculty, Dean, and Provost of any department faculty member's intention to be reviewed for promotion and/or tenure in the next academic year.

**Second Friday in October**

- Department PTRM Committee's reports with recommendations and vote count on all faculty members are submitted to the Department Chairperson.
- College PTRM documents are due to the University PTRM Committee if changes have been made.
- Department PTRM documents are delivered to the College PTRM Committee if any changes have been made.

**Fourth Friday in October**

- Department Chairperson's written evaluation for faculty considered for reappointment in the second through fifth years, promotion, tenure, and comprehensive five-year review is added to the faculty member's evaluation portfolio and conveyed to the faculty member.
- The Department Chairperson will place their independent evaluation into the evaluation portfolio.
- The Department PTRM Committee's report with recommendations and vote count and the Department Chairperson's evaluation are distributed to the faculty member.

**Second Friday in November**

The faculty member's evaluation portfolio, inclusive of the Department PTRM Committee's written recommendation with record of the vote count, completed Department Summary Recommendation Form (Appendix E), Department Vote Record (Appendix F), and the written recommendation of the Department Chairperson, are forwarded by the Department PTRM Chairperson to the Dean's office.

**November 30th**

- All documentation to be used as part of the consideration process must be included in the evaluation portfolio.
- The Dean must notify the Provost in writing of reappointment/non-reappointment recommendation(s) for tenure-track faculty in their second or subsequent academic year of service.
- Negative recommendations shall be delivered in person by the Dean or sent by certified mail to the faculty member's home.

**December 15th (USM Mandated)**

- Tenure-track faculty in the second academic year of service must be notified by the President in writing of non-reappointment for the next academic year.
- The College PTRM Committee will conduct a review of promotion and tenure materials submitted to the College during and/or immediately following the final exam periods and hold possibly one meeting at the beginning of January, if needed.

**First Friday in January**

- The College PTRM Committee reports with vote counts and recommendations for faculty reviewed for tenure and/or promotion are submitted to the Dean.

**Third Friday in January**

- The Dean's written evaluation regarding promotion and/or tenure with recommendation is added to the faculty member's evaluation portfolio.
- The College PTRM Committee's report with vote counts and recommendations and the Dean's recommendation are conveyed in writing to the faculty member.
- All documentation for the third-year review of tenure-track faculty is submitted by the faculty member to the Department Chairperson.
- First year TT faculty submit all relevant documentation (SENTF, CV, syllabi, student, and peer evaluations). The reflective statement on Teaching, Scholarship, and Service will be submitted as part of the June annual review materials. Each department determines the process for submitting or collecting materials.

**First Friday in February**

- The Department Chair, after reviewing documentation and meeting with the First year TT faculty

member, makes a recommendation for reappointment or non-reappointment.

- If reappointment, Department Chair notifies faculty member, department PTRM committee, Dean, and Provost.
- If non-reappointment, Department Chair notifies faculty member, Dean, and department PTRM committee and forwards all relevant documentation to the department PTRM committee and to the Dean.
- The College Dean forwards the summative portfolio inclusive of the committee's and the Dean's recommendations of each faculty member with a recommendation concerning promotion and/or tenure or five-year comprehensive review to the Provost.
- The Dean forwards all recommendations regarding reappointment/non-reappointment to the Provost. If the Dean disagrees with the Department recommendation, the Dean shall prepare their own recommendation and send a copy to the faculty member and add this recommendation to the summative portfolio.

#### **Second Friday in February**

- The Dean will, following their review, forward Department recommendations for faculty merit to the Provost. If the Dean disagrees with the Department recommendation, the Dean shall add their recommendation to the faculty member's evaluation portfolio and deliver the negative recommendation in person or by certified mail to the faculty member's home.
- Department documents concerning promotion, tenure/reappointment, and merit (with an approval form signed by all current faculty members) are submitted to the University PTRM Committee.

#### **Fourth Friday in February**

The Dean notifies in writing first-year TT faculty member, Department Chair, Department PTRM Committee Chair, and Provost of their recommendation. Provost makes the recommendation to the President prior to March 1.

#### **March 1**

First-year TT faculty must be notified of non-reappointment by written notification from the University President.

If non-reappointment, the first-year TT faculty member can present their appeal to the President.

#### **First Friday in March**

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 Dean of the College.

**APPENDIX B.1: DON tenured and tenure-track faculty potential evidence for teaching/advising, scholarship and service**  
*(CHP PTRM Policies and Procedures)*

	<b>Potential Evidence</b>
<b>Teaching / Advising</b>	<ul style="list-style-type: none"> <li>• Statement of one’s teaching/advising philosophy</li> <li>• Documents demonstrating significant changes to course syllabi over time</li> <li>• Copies of course and program proposals</li> <li>• Demonstration of participation in accreditation or program approval change</li> <li>• Evaluations of instruction by current students</li> <li>• Periodic analysis and interpretations of the student’s evaluations</li> <li>• Peer observation by faculty</li> <li>• Evaluations obtained by means of focus groups</li> <li>• Standardized tests score or pre/post test results</li> <li>• Refinement of teaching methods, materials, and strategies</li> <li>• External or internal curriculum and instructional development grants</li> <li>• Teaching awards and nominations</li> <li>• International teaching exchange, sabbatical, or consulting contracts</li> <li>• Articulation of mentoring relationships with junior faculty, clinicians, or other professional colleagues</li> <li>• Consultation regarding teaching within and beyond University</li> <li>• Advising evaluations</li> <li>• Effective guidance and advising that enables students to complete their research projects</li> <li>• Evidence of knowledge of emerging needs in one’s field</li> <li>• Effective participation in course and program development</li> <li>• Demonstrated leadership in course and program development</li> <li>• Demonstrated leadership in accreditation and program approval</li> <li>• Participation on accreditation or program approval teams</li> <li>• Evidence of respecting diversity and inclusion at a variety of levels</li> <li>• Evidence of novel or exemplary teaching methods, materials, or strategies</li> <li>• Evidence of mentoring students and other faculty members</li> </ul>
<b>Scholarship</b>	<ul style="list-style-type: none"> <li>• Publications in peer reviewed journals</li> <li>• Publication of a book, book chapter, or monograph</li> <li>• Competitive internal and external grants as PI, Co-PI, Faculty Consultant, or Project Director attempted and received</li> <li>• Citation of others of one’s scholarship</li> <li>• External evaluation and reviews of one’s scholarly work</li> <li>• Invitations to review the research and scholarship of others</li> <li>• Presentations of one’s scholarship</li> </ul>



	<ul style="list-style-type: none"> <li>• Reports of scholarship or projects in progress</li> </ul>
<p><b>Service</b></p>	<ul style="list-style-type: none"> <li>▪ Active involvement in faculty governance at the Department, College or University level</li> <li>▪ Leadership positions in the department, College or university</li> <li>▪ Leadership or advocacy in student activities, organizations and programs</li> <li>▪ Advocacy in addressing important issues or needs</li> <li>▪ Provision of in-service education or technical assistance</li> <li>▪ Professional consultations</li> <li>▪ Activities in professional organizations at the international, national, regional, or state levels</li> <li>▪ Committee membership in professional organizations</li> <li>▪ Leadership in professional organizations and associations</li> <li>▪ Service to licensure, certification or accreditation boards</li> </ul>

**APPENDIX B.2: DON clinical faculty potential evidence for teaching/advising, scholarship and service**  
*(CHP Guidelines for Clinical Faculty Evaluation, Reappointment, Promotion and Merit)*

Teaching/Advising	
Standard	Potential Evidence
Clinical Assistant Professor Teaching Standards	Clinical Assistant Professor Potential Evidence
1) Demonstration of knowledge of the field(s) in which they are teaching, including current and emerging trends.	<ul style="list-style-type: none"> <li>▪ Evidence of knowledge in the field, including current and emerging trends (e.g., syllabi, lecture content, inclusion of current research and evidence based practice, etc.)</li> <li>▪ Requests from peers, professionals, or community members to share clinical knowledge and expertise in a professional forum or via consultation</li> </ul>
2) Demonstration of growth and evolution that supports the teaching and learning process.	<ul style="list-style-type: none"> <li>▪ Evidence of refinement, updating and improving courses (e.g., teaching narrative, new or revised instructional procedures, etc.)</li> <li>▪ Evidence of effective and successful participation in course development, program development and/or assessment that is based on established scholarship, best practice, and/or sustained experience with practitioners in one's field.</li> </ul>
3) Demonstration of effective clinical / professional teaching and student learning in the designated area of expertise.	<ul style="list-style-type: none"> <li>▪ Evidence of positive and effective teaching (e.g., peer evaluations, student evaluations, teaching narrative, etc.)</li> <li>▪ Correspondence from students, alumni, colleagues, program coordinators, and administrators</li> </ul>
4) Demonstration of effective and successful participation in student advising.	<ul style="list-style-type: none"> <li>▪ Evidence of effective and successful student advising (e.g., student advising evaluations)</li> </ul>
5) Demonstration of participation in mentoring activities to support effective teaching and/or advising	<ul style="list-style-type: none"> <li>▪ Requests to help others with their teaching and documentation of providing assistance</li> <li>▪ Selected projects, reports, presentations or theses completed by students</li> </ul>
Clinical Associate Professor Teaching Standards	Clinical Associate Professor Teaching Potential Evidence
1) Demonstration of knowledge of the field(s) in which they are teaching, including current and emerging trends.	<ul style="list-style-type: none"> <li>▪ Evidence of knowledge in the field, including current and emerging trends (e.g., syllabi, lecture content, inclusion of current research and evidence-based practice, etc.)</li> <li>▪ Requests from peers, professionals, or community members to share clinical knowledge and expertise in a professional forum or via consultation;</li> </ul>

2) Demonstration of refinement, updating, and improvement of the courses that one teaches.	<ul style="list-style-type: none"> <li>▪ Evidence of refinement, updating and improving courses (e.g., teaching narrative, new or revised instructional procedures, etc.)</li> <li>▪ Evidence of effective and successful participation in course development, program development and/or assessment that is based on established scholarship, best practice, and/or sustained experience with practitioners in one's field.</li> </ul>
3) Demonstration of superior clinical / professional teaching ability and student learning in the designated area of expertise.	<ul style="list-style-type: none"> <li>▪ Evidence of positive and effective teaching (e.g., peer evaluations, student evaluations, teaching narrative, etc.)</li> <li>▪ Correspondence from students, alumni, colleagues, program coordinators, and administrators</li> </ul>
4) Continued demonstration of growth and evolution that supports the teaching and learning process.	<ul style="list-style-type: none"> <li>▪ Teaching methods, materials, and strategies published or presented</li> <li>▪ Maintaining Certified Nurse Educator certification</li> </ul>
5) Continued demonstration of effective and successful participation in student advising.	<ul style="list-style-type: none"> <li>▪ Evidence of effective and successful student advising (e.g., student advising evaluations)</li> </ul>
6) Continued demonstration of participation in mentoring activities to support effective teaching and/or advising	<ul style="list-style-type: none"> <li>▪ Requests to help others with their teaching and documentation of providing assistance</li> <li>▪ Selected projects, reports, presentations or theses completed by students</li> </ul>
7) Participation in mentoring activities to support effective teaching/or advising	<ul style="list-style-type: none"> <li>▪ Requests to help others with their teaching and documentation of providing assistance</li> </ul>
Clinical Professor Teaching Standards	Clinical Professor Teaching Potential Evidence
1) Demonstration of knowledge of the field(s) in which they are teaching, including current and emerging trends.	<ul style="list-style-type: none"> <li>▪ Evidence of knowledge in the field, including current and emerging trends (e.g., syllabi, lecture content, inclusion of current research and evidence based practice, etc.)</li> <li>▪ Requests from peers, professionals, or community members to share clinical knowledge and expertise in a professional forum or via consultation;</li> </ul>
2) Demonstration of refinement, updating, and improvement of the courses that one teaches.	<ul style="list-style-type: none"> <li>▪ Evidence of refinement, updating and improving courses (e.g., teaching narrative, new or revised instructional procedures, etc.)</li> </ul>
3) Demonstration of sustained excellence in clinical / professional teaching and student learning in the designated area of expertise.	<ul style="list-style-type: none"> <li>▪ Evidence of positive and effective teaching (e.g., peer evaluations, student evaluations, teaching narrative, etc.)</li> <li>▪ Correspondence from students, alumni, colleagues, program coordinators, and administrators</li> </ul>
4) Demonstration of effective and successful participation in course development, program development and/or assessment that is based on established scholarship, best practice, and/or sustained experience with practitioners in one's field.	<ul style="list-style-type: none"> <li>▪ Teaching methods, materials, and strategies published or presented</li> <li>▪ Participation on accreditation or program approval teams</li> <li>▪ Correspondence from colleagues who have participated on committees that have developed curriculum or conducted accreditation or program</li> </ul>

	<p>approval reviews</p> <ul style="list-style-type: none"> <li>▪ University curriculum and instructional development grants</li> </ul>
5) Demonstrated mentoring of colleagues in teaching and/or advising.	<ul style="list-style-type: none"> <li>▪ Requests to help others with their teaching and documentation of providing assistance</li> </ul>
6) Demonstration of a sustained record of excellence in teaching and advising.	<ul style="list-style-type: none"> <li>▪ Teaching awards and nominations</li> <li>▪ International/national teaching exchange or consulting contracts</li> <li>▪ Demonstrated leadership in course and program development</li> <li>▪ Demonstrated leadership in accreditation and program approval</li> <li>▪ Evidence of respecting diversity and inclusion at a variety of levels</li> </ul>
<b>Scholarship</b>	
<b>Standard</b>	<b>Potential Evidence</b>
Clinical Assistant Professor Scholarship Standards	Clinical Assistant Professor Potential Evidence
1) A clearly defined area of expertise that can be developed into a scholarship plan that reflects the potential for ongoing growth in the designated area of expertise.	<ul style="list-style-type: none"> <li>▪ A description of one's scholarship in their designated area of expertise.</li> <li>▪ External letters of recommendation identifying one's expertise and potential.</li> </ul>
2) Currency in the knowledge based supporting one's designated area of expertise that is demonstrated yearly and over time in rank.	<ul style="list-style-type: none"> <li>▪ Documentation of one's required licensure(s) and/or certification(s).</li> <li>▪ Documentation of continuing education.</li> <li>▪ Clinical practice hours.</li> </ul>
3) Integration and application of one's professional scholarly activities to teaching or service or other professional activities.	<ul style="list-style-type: none"> <li>▪ Requests for guest lectures, presentations, professional committee work, etc.</li> <li>▪ Serving as an industry or professional practice expert.</li> </ul>
4) Begin and continue over time dissemination of one's scholarly activities in one's area of expertise.	<ul style="list-style-type: none"> <li>▪ Guest lectures.</li> <li>▪ Presentations.</li> <li>▪ Written works such as newsletters and editorials in trade and/or professional practice publications.</li> </ul>
5) Participation in mentoring faculty, clinical practitioners, or students in their efforts to integrate or generate new knowledge in the field.	<ul style="list-style-type: none"> <li>▪ Documentation from one's mentees.</li> <li>▪ Narrative statement describing mentoring relationships with junior faculty, clinicians or other professional colleagues.</li> </ul>
Clinical Associate Professor Scholarship Standards	Clinical Associate Professor Potential Evidence
1) Demonstrated evidence that one's scholarship plan has matured over time.	<ul style="list-style-type: none"> <li>▪ Narrative statement clearly defining one's specialization and growth over time.</li> <li>▪ Participation and increased responsibility in scholarship and research activities.</li> <li>▪ Participation or submission in a grant or grant</li> </ul>

	application.
2) Currency in the knowledge base supporting one's designated area of expertise that is demonstrated yearly and over time in rank.	<ul style="list-style-type: none"> <li>▪ Documentation of advanced certification(s).</li> <li>▪ Participation in dissemination of clinical expertise via guest lecture, in-service presentation or consultation.</li> <li>▪ Disseminated clinical expertise via regular and ongoing consultation.</li> </ul>
3) Integration and application of one's professional scholarly activities to teaching and service or other professional activities.	<ul style="list-style-type: none"> <li>▪ Creation of educational materials that demonstrate integration/synthesis of knowledge.</li> <li>▪ Creation of new workshops related to the designated area of clinical expertise.</li> <li>▪ Writing technical reports and/or evidenced-based policy that reflects integration of knowledge.</li> <li>▪ Developing a new case report related to the designated area of clinical expertise for dissemination.</li> </ul>
4) Demonstrated continued dissemination of one's scholarly activities in one's area of expertise.	<ul style="list-style-type: none"> <li>▪ Presenter at a local, regional conference, national or international conference.</li> <li>▪ An invited presenter at a local, regional conference, national or international conference.</li> <li>▪ Developing and/or writing of monographs or technical reports for publication.</li> <li>▪ Publication of a case report related to the designated area of clinical expertise.</li> <li>▪ Author or co-author of an article in an academic or practice journal or a book chapter.</li> </ul>
5) Recognition by others of the quality of one's scholarship.	<ul style="list-style-type: none"> <li>▪ Published reviews of scholarly works.</li> <li>▪ Citation by others of one's scholarship.</li> </ul>
6) Continued participation in mentoring faculty, clinical practitioners, or students in their efforts to integrate or generate new knowledge in the field.	<ul style="list-style-type: none"> <li>▪ Documentation from one's mentees.</li> <li>▪ Narrative statement describing mentoring relationships with junior faculty, clinicians or other professional colleagues.</li> </ul>
Clinical Professor Scholarship Standards	Clinical Professor Potential Evidence
1) A sustained record of scholarship activity within one's designated area of expertise that is validated and disseminated to the professional community.	<ul style="list-style-type: none"> <li>▪ Peer reviewed or invited presentation at a national or international conference.</li> <li>▪ Author or co-author of an article in a peer reviewed or practice journal or a book chapter.</li> <li>▪ Competitive internal or external grants attempted and/or received.</li> </ul>
2) Currency in the knowledge base supporting one's designated area of expertise; that is demonstrated yearly and over time in rank.	<ul style="list-style-type: none"> <li>▪ Invited keynote presentations.</li> <li>▪ Peer reviewed or invited presentation at a national or international conference.</li> </ul>
3) A sustained record of integration and application of one's professional scholarly activities to teaching and service or other professional activities.	<ul style="list-style-type: none"> <li>▪ External adoptions of one's educational works.</li> <li>▪ Publication or presentation of novel or exemplary teaching methods, materials or strategies.</li> <li>▪ Leadership of accreditation processes and writing a self-study.</li> </ul>
4) Distinction in the quality of one's scholarship.	<ul style="list-style-type: none"> <li>▪ Awards and other recognition for the quality of one's scholarship.</li> <li>▪ External evaluations and reviews of one's work.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Continued citation by others of one's scholarship.</li> </ul>
5) Excellence in mentoring faculty, clinical practitioners, or students in their efforts to integrate or generate new knowledge in the field.	<ul style="list-style-type: none"> <li>▪ Documentation from one's mentees.</li> <li>▪ Narrative statement describing mentoring relationships with junior faculty, clinicians or other professional colleagues.</li> <li>▪ External reviews.</li> </ul>
<b>Service</b>	
Standard	Potential Evidence
Clinical Assistant Professor Service Standards	Clinical Assistant Professor Service Evidence
1) Demonstrates service involvement in faculty governance at the Department level; (this does not exclude at the College or University level)	<ul style="list-style-type: none"> <li>▪ Membership on faculty committees (e.g., thank you letters for participation, emails; etc.)</li> <li>▪ Correspondence from colleagues and others (e.g., letter of thanks for participation; ask your committee chair for a letter of participation or record of keeping minutes; minutes [if not confidential]; emails; evidence of completing the assigned duties based on the committee, etc.)</li> </ul>
2) Demonstrates service contributions to the institution and / or community that draws upon one's professional expertise	<ul style="list-style-type: none"> <li>▪ Membership on committees (e.g., letter of thanks for participation, emails, etc.)</li> <li>▪ Membership in professional organizations and associations at national, regional, and state levels</li> <li>▪ Correspondence from colleagues and others (e.g., letter of thanks for participation, emails, etc.)</li> <li>▪ Involvement in student activities, organizations, and programs (e.g., copies of programs; organizational charts, etc.)</li> <li>▪ Involvement of community service or programs (e.g., copies of programs; letters of thanks from the community or organization leader, etc.)</li> </ul>
Standard	Potential Evidence
Clinical Associate Professor Service Standards	Clinical Associate Professor Service Evidence
1) Demonstrate service involvement in faculty governance at the Department and College levels	<ul style="list-style-type: none"> <li>▪ Membership on faculty committees (e.g., letter of thanks for participation, emails, etc.)</li> <li>▪ Correspondence from colleagues and others (e.g., letter of thanks for participation, emails, etc.)</li> </ul>
2) Demonstrate advocacy in service involvement in faculty governance at the Department level and/or College level	<ul style="list-style-type: none"> <li>▪ Evidence of leadership role in the faculty University governance structure at any level</li> </ul>
3) Demonstrates service contributions to the institution and / or community that draws upon one's professional expertise	<ul style="list-style-type: none"> <li>▪ Evidence of significant contribution in the University governance structure (e.g., organizational charts, letter of thanks for role and contributions, emails, etc.)</li> <li>▪ Correspondence from colleagues, committees and others (e.g., letter of thanks for leadership role or</li> </ul>

	<p>key contributions, emails, etc.)</p> <ul style="list-style-type: none"> <li>▪ Involvement in student activities, organizations, and programs (e.g., copies of programs; organizational charts, etc.)</li> <li>▪ Membership in professional organizations and associations at national, regional, and state levels</li> <li>▪ Committee membership in professional organizations (e.g., letter of thanks, emails, letters, etc.)</li> </ul>
4) Recognition of the quality and impact of one's service contributions, particularly at the Department and / or College levels	<ul style="list-style-type: none"> <li>▪ Correspondence from colleagues and others (e.g., letter of thanks for key contributions, emails, etc.)</li> <li>▪ Evidence of involvement in student activities, organizations, and programs (e.g., copies of programs, letter of thanks from the Honors College or Study Abroad, etc.)</li> </ul>
Standard	Potential Evidence
Clinical Professor Service Standards	Clinical Professor Service Evidence
1) Demonstrates a sustained record of service activity in faculty governance at the Department, College and/or University levels;	<ul style="list-style-type: none"> <li>▪ Examples of involvement with practitioners that is sustained and focused and that draws upon one's professional expertise (e.g., letter of thanks for participation, emails, etc.)</li> <li>▪ Correspondence from colleagues and others (e.g., letter of thanks for participation, ask your committee chair for a letter of participation or record of keeping minutes, minutes [if not confidential], emails, evidence of completing the assigned duties based on the committee, etc.)</li> </ul>
2) Provides advocacy in addressing important issues or needs	<ul style="list-style-type: none"> <li>▪ Provision of in-service education or technical assistance (e.g., copies of programs, organizational charts, emails, etc.)</li> <li>▪ Evidence of advocacy and / or mentoring in issues involving student and/or colleagues (e.g., thank you letters, emails, etc.)</li> </ul>
3) Demonstrates participation in mentoring of colleagues within the Department	<ul style="list-style-type: none"> <li>▪ Correspondence from colleagues or mentees (e.g., letter or emails of recognition/thanks).</li> </ul>
4) Demonstrates leadership in addressing important institutional, professional, or community issues	<ul style="list-style-type: none"> <li>▪ Leadership positions in the university governance structure (e.g., organizational charts; thank you letters for role and contributions, emails, etc.)</li> <li>▪ Leadership in professional organizations and associations at national, regional, and state levels (e.g., organizational charts, thank you letters, etc.)</li> <li>▪ Evidence of service to licensure, certification, or accreditation boards (e.g., organizational charts, thank you letters, etc.)</li> <li>▪ Examples of involvement in professional organizations that is sustained and focused and that</li> </ul>

	<p>draws upon one's professional expertise</p> <ul style="list-style-type: none"> <li>▪ Correspondence from leaders in professional organizations and associations in one's field</li> <li>▪ Professional consultation (any written proof)</li> </ul>
5) Distinction in the quality of one's service at all levels of faculty governance (Department, College and / or University)	<ul style="list-style-type: none"> <li>▪ Correspondence from committee members, colleagues and others (e.g., thank you letters for key contributions, emails, etc.)</li> <li>▪ Evidence of influence in student activities, organizations, and programs (e.g., copies of programs, thank you letters from the Honors College or Study Abroad, letters of distinctions, etc.)</li> </ul>
<p>Note: This list provides examples of formats for dissemination and validation, but is not exhaustive.</p>	



**APPENDIX C  
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.

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

- C. 1. Attach evaluations from all of your teaching assignments for the fall, mini, spring, and summer terms from the course evaluation reports provided by the Office of Assessment (If your department or college uses an alternative or additional course evaluation survey that has been approved by the UPTRM, then you may also include those results). The course evaluation reports from the Office of Assessment will each include the course title and number, credit hours, number of students enrolled/responding, and response data for each item (median, mean, standard deviation, N).

2. You may, if you wish, include a narrative statement on your teaching that includes your interpretation of the course evaluations and how you intend to use the results to inform and improve your teaching.

3. Insert below your class GPA and grade distribution. These data are provided to your dean's office by the Office of Institutional Research (Fall data are sent in February and Spring data are sent in mid June). Your dean's office will distribute these data to departments. You may fill out this table by indicating the number of students in each grade category, or you may electronically insert the information by cutting and pasting the entire section from the report.

Grade Dist	A	A-	B+	B	B-	C+	C	D+	D	F	Total	W	O	Mean
Course														

4. Attach syllabi for all courses listed (must contain all elements required for syllabi in Policies and Procedures for the Classroom: Course Syllabus).

- D. Non-classroom assignments which are part of your regular on-load teaching assignment (i.e., coaching, directorships, supervision of student teachers).
  
- E. New instructional procedures which you have introduced this year (special projects, new courses and/or materials).
  
- F. 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.

II. 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.

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

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

Community:

Profession:

University (all levels):

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,

20\_\_ - May 31, 20\_\_

- 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: \_\_\_\_\_%) Service (percentage of workload: \_\_\_\_\_%)

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

Community:

Profession:

University (all levels):

SIGNATURES:

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_



Faculty: xxx

Annual Report  
 Summary of Instructor Ratings  
 Student Evaluation Ratings: Classroom  
 AY – XXXX-XXXX

Course & section	NURS 472	NURS 484	NURS	NURS	NURS	NURS	NURS
Credits							
Semester/Year							
Respondents/Enrolled							
Response Rate %							
Instructor Evaluation	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Explained concepts clearly							
Assigned grades according to stated criteria							
Provided feedback on my performance as the course progressed							
Demonstrated knowledge about course subject matter.							
Was available for consultation							
Encouraged me to do my best							
Overall Instructor Average							
Grand Mean of all semester courses:							

*5/Strongly Agree; 4/ Agree; 3/ Neither Agree nor Disagree; 2/ Disagree; 1/ Strongly disagree*

Faculty: \_\_\_\_\_

Annual Report  
 Summary of Instructor Ratings  
 Student Evaluation Ratings: Clinical  
 AY – \_\_\_\_ - \_\_\_\_

Course & section	NURS	NURS	NURS	NURS
redits				
Semester/Year				
Respondents/Enrolled				
Response Rate %				
Instructor Evaluation	Mean	Mean	Mean	Mean
Oriented me to the clinical setting.				
Used the course learning objectives to provide opportunities to enhance clinical competence.				
Assisted in my application of nursing knowledge in the clinical setting.				
Assisted in the further development of my critical thinking skills.				
Helped me to strengthen my organizational skills and prioritize client care.				
Helped me to identify resources to enhance client care.				
Fostered my ability to serve as an advocate for clients and families.				
Evaluated my skill performance and provided feedback for improvement.				
Evaluated my nursing practice as it related to development and implementation of a plan of care for clients and families				
Encouraged self evaluation				
Provided feedback about my overall performance on a regular basis.				
Facilitated clinical conferences that contributed to my learning				
Treated me with respect				
Communicated openly and professionally with me.				
Was supportive to my personal development as a nurse				
Helped increase my level of confidence in nursing practice.				
Enhanced my ability to apply theory to practice.				
Assisted me in making the clinical a valuable experience.				
Assisted me in identifying my professional role and responsibilities				
Overall Instructor Average				
Grand Mean of all semester courses:				

*5/Strongly Agree; 4/ Agree; 3/ Neither Agree nor Disagree; 2/ Disagree; 1/ Strongly disagree*



Qualitative Summary

Faculty Response to Evaluation/ Recommendations

Faculty: \_\_\_\_\_

Annual Report  
 Summary of Instructor Ratings  
 Student Evaluation Ratings: Practicum Preceptor  
 AY - \_\_\_\_ - \_\_\_\_

Course & section	NURS	NURS	NURS
Credits			
Semester/Year			
Respondents/Enrolled			
Response Rate %			
Instructor Evaluation	Mean	Mean	Mean
Provided the support and advisement needed for me to begin this clinical course			
Was readily available for advisement via phone and email as needed throughout the clinical course.			
Provided me with encouragement throughout the clinical course.			
Encouraged self-evaluation.			
Provided feedback about my overall performance on a regular basis.			
Treated me with respect.			
Communicated openly and professionally with me.			
Was supportive to my personal development as a nurse.			
Helped increase my level of confidence in nursing practice.			
Enhanced my overall experience in my nursing education.			
Assisted me in identifying my professional role and responsibilities.			
Overall Instructor Average			
Grand Mean of all semester courses:			

Faculty: \_\_\_\_\_

Annual Report  
 Summary of Instructor Ratings  
 Student Evaluation Ratings: Simulation  
 AY- \_\_\_\_ - \_\_\_\_

Course & section	NURS	NURS	NURS	NURS	NURS	NURS	NURS
Credits							
Semester/Year							
Respondents/Enrolled							
Response Rate %							
Instructor Evaluation	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Used the course learning objectives to enhance my critical thinking skills.							
Assisted me in developing and applying my nursing knowledge through the simulation lab setting to improve my competency levels in patient/client care.							
Helped me to strengthen my organizational skills and prioritize client care.							
Evaluated my skill performance and provided feedback for improvement.							
Encouraged self-evaluation.							
Facilitated small group discussions that contributed to my learning.							
Treated me with respect.							
Communicated openly and professionally with me.							
Was supportive to my personal development as a nurse.							
Helped increase my level of confidence in nursing practice.							
Enhanced my ability to apply theory to practice.							
Overall Instructor Average							
Grand Mean of all semester courses:							

*5/Strongly Agree; 4/ Agree; 3/ Neither Agree nor Disagree; 2/ Disagree; 1/ Strongly disagree*

**APPENDIX D**  
Department of Nursing  
Faculty Observation Form

Date: \_\_\_\_\_ Course: \_\_\_\_\_

Peer Observer: \_\_\_\_\_ Rank: \_\_\_\_\_

Faculty Observed: \_\_\_\_\_ Rank: \_\_\_\_\_

Please rate your peer on the following criteria using the following scale.

**5** = Exceptional performance; exceeds performance expectations.

**4** = Consistently meets and at times exceeds performance expectations.

**3** = Consistently meets performance expectations.

**2** = Occasionally meets performance expectations.

**1** = Needs Improvement.

*\* Note: Those elements checked as "Needs Improvement" require comments.*

---

KNOWLEDGE - Clear presentation of principles and concepts.

5

4

3

2

1

Comments:

---

---

---

METHODS - Multiple methods are used to present content.

5

4

3

2

1

Comments:

---

---

---

COMMUNICATION SKILLS - Facilitates exchange of ideas.

5

4

3

2

1

Comments:

---

---

PEDAGOGY - Course is learner-centered; teacher serves as facilitator, guide, or mentor.  
 Sound pedagogy is evident.

5	4	3	2	1
---	---	---	---	---

Comments:

ASSESSMENT - Assessment strategies are varied and consistent with course outcomes.

5	4	3	2	1
---	---	---	---	---

Comments:

OBSERVER OVERALL COMMENTS

TOTAL POINTS (sum of all points)	
AVERAGE POINTS (mean of all points)	
RATING LEVEL  4.5-Above 4.00-4.49 3.00-3.99 2.99-Below	(Circle One)  Outstanding Above Average Average Below Average

FACULTY COMMENTS

--

Observer Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

4/27/18, PTRM  
4/26/19, PTRM

**Towson University  
Department of Nursing  
Online Course Faculty Evaluation Form**

**Faculty Evaluation of Teaching**

Check one

PEER EVALUATION

FACULTY SELF ASSESSMENT

NAME

RANK

DATE

SETTING: Online

COURSE NURS XXX

STUDENTS     Indicate number and class level (sophomore, junior, senior) –

TOPIC (or area of focus)

OBJECTIVES

**I. Course Checklist**

- \_\_\_\_\_ Syllabus contains all required sections including:
- Contact information
  - Text/Resource Information
  - Hardware/Software requirements and information on how to obtain necessary software
  - Student Learning Outcomes
  - Grading Criteria
  - Grading Scale
  - Instructor Bio
  - Time Requirements
  - Policies and Procedures
- \_\_\_\_\_ Calendar available and up-to-date.
- \_\_\_\_\_ Course orientation
- \_\_\_\_\_ Course organized in modules that include content, assessments, assignments, discussions, etc.

## II. Course Criteria

Please rate your peer on the following criteria using the following scale.

**5** = Exceptional performance; exceeds performance expectations.

**4** = Consistently meets and at times exceeds performance expectations.

**3** = Consistently meets performance expectations.

**2** = Occasionally meets performance expectations.

**1** = Needs Improvement.

*\* Note: Those elements checked as “Needs Improvement” require comments.*

<b>1. Technology</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Course operates smoothly; instructor uses standard technologies, makes appropriate use of available course management tools and other technologies.						
<b>2. Knowledge</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Clear presentation of principles and concepts, incorporation of real world examples and applications, and a variety of information types. Learning outcomes reflect knowledge, reinforcement, or application levels. Writing style is clear.						
<b>3. Methods</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Multiple media types are used to present content and to provide activities and interactions among peers and with instructor. Provisions are made for varied learning styles. Learner navigation and controls are available and consistent.						
<b>4. Instructional Design</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>



Course construction, content presentation, features, and navigation are logical and support the learner. Content is relevant to the course and free of unnecessary links and information.						
<b>5. Pedagogy</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Course is learner-centered; teacher serves as facilitator, guide, or mentor. Sound pedagogy is evident. Multiple types of interactions are possible; environment is safe and encouraging.						
<b>6. Communication</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Learning activities provide multiple opportunities for reflection and critical thinking. Communication tools are used to						
Create activities and for interactions. Performance expectations and instructor availability are explicit.						
<b>7. Assignments</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
A variety of active learning opportunities are available. Assignments are consistent with content presentation and learning objectives. Assignments are appropriate to course level and subject.						
<b>8. Assessment</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Assessment strategies are varied and consistent with content presentation, learning objectives and assigned activities. Formative and summative assessments are used; instructions are clear; feedback is provided to the student.						
<b>9. Access</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>

Course content was provided in a variety of accessible modalities and formats to accommodate a broad range of student learning needs.						
<b>Total Score:</b>						

TOTAL POINTS (sum of all points)	
AVERAGE POINTS (mean of all points)	
RATING LEVEL	(Circle One)
4.5-Above	<b>Outstanding</b>
4.00-4.49	Above Average
3.00-3.99	Average
2.99-Below	Below Average

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

COMMENTS OF  
EVALUATEE

\_\_\_\_\_  
Signature of Evaluatee Date

Date of Preconference \_\_\_\_\_

Date of Post conference \_\_\_\_\_

Additional follow-up indicated  
Yes : If yes, date of follow up

No

KTO/BF 4/2013  
Reviewed/Revised 01/2018 (na)



FACULTY EVALUATION TOOLS  
Student Evaluation of Teaching (Course/Instructor)

Please respond to the items below as they relate to your learning experience in this course. Select the option that best describes your experience. Your answers are confidential and provide valuable feedback to the instructor and University.

Student Demographics

<b>What was the main reason you enrolled in this course?</b>	
0	It was a requirement for the major or the program
0	It fulfilled a Gen. Ed. requirement
0	It provided me with professional development or career training
0	It fit my schedule
0	Someone recommended the course or the instructor
0	I was interested in the topic
0	Other
0	No response
<b>What is your attendance record for this class?</b>	
0	Never miss a class
0	Missed 1 or 2 classes
0	Missed 3 or 4 classes
0	Missed 5 or more classes
0	Not applicable
0	No response
<b>About how many hours per week, in addition to your class session (traditional or online), do you spend preparing for this course?</b>	
0	Less than 1 hour
0	1-2 hours
0	3-4 hours
0	5-6 hours
0	7 or more hours
0	No response
<b>What grade do you expect in this course</b>	
0	A
0	B
0	C
0	D
0	F
0	No response

<b>Course</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
Course learning objectives were clearly described in the syllabus	0	0	0	0	0	0
The course was clearly organized	0	0	0	0	0	0
Assignments/tests reflected the primary content of this course as set out in the course learning objectives	0	0	0	0	0	0
Course learning objectives were met	0	0	0	0	0	0
I understood the requirements for course grading	0	0	0	0	0	0
I was challenged intellectually by the course	0	0	0	0	0	0
	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>	<b>Very Poor</b>	<b>No Response</b>
Overall, the course was:	0	0	0	0	0	0

<b>Instructor</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
Organized presentations clearly	0	0	0	0	0	0
Explained concepts clearly	0	0	0	0	0	0
Had high expectations for my learning	0	0	0	0	0	0
Provided guidance in meeting the course learning objectives	0	0	0	0	0	0
Assigned grades according to stated criteria	0	0	0	0	0	0
Provided feedback on my performance as the course progressed	0	0	0	0	0	0
Demonstrated knowledge about course subject matter	0	0	0	0	0	0
Was available for consultation	0	0	0	0	0	0
Encouraged me to do my best	0	0	0	0	0	0

	Excellent	Very Good	Good	Poor	Very Poor	No Response
Overall, the instructor was:	0	0	0	0	0	0

**Open Ended Questions**

**What do you like about this course?**

**What could be improved about this course?**

**Would you recommend this class to others? Why or why not?**

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## DEPARTMENT OF NURSING EVALUATION OF CLINICAL INSTRUCTOR

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Instructor Name: \_\_\_\_\_ Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

The Department of Nursing at Towson University is requesting your response on the following evaluation to assess components of this course. This data is used to evaluate the effectiveness of the nursing curriculum to better meet the needs of student body.

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**On a scale of one to five please evaluate your clinical instructor on the following items.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
<b>My clinical instructor:</b>	5	4	3	2	1	N A
Oriented me to the clinical setting.						
Used the course learning objectives to provide opportunities to enhance clinical competence.						
Assisted in my application of nursing knowledge in the clinical setting.						
Assisted in the further development of my critical thinking skills.						
Helped me to strengthen my organizational skills and prioritize client care.						
Helped me to identify resources to enhance client care.						
Fostered my ability to serve as an advocate for clients and families.						
Evaluated my skill performance and provided feedback for improvement.						
Evaluated my nursing practice as it related to development and implementation of a plan of care for clients and families.						
Encouraged self-evaluation.						
Provided feedback about my overall performance on a regular basis.						
Facilitated clinical conferences that contributed to my learning.						
<b>Upon completion of the course, I feel my clinical instructor:</b>						
Treated me with respect.						
Communicated openly and professionally with me.						
Was supportive to my personal development as a nurse.						
Helped increase my level of confidence in nursing practice.						
Enhanced my ability to apply theory to practice.						
Assisted me in making the clinical a valuable experience.						
Assisted me in identifying my professional role and responsibilities.						

**DEPARTMENT OF NURSING EVALUATION OF PRACTICUM INSTRUCTOR**

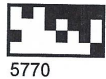
Instructor Name: \_\_\_\_\_ Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

The Department of Nursing at Towson University is requesting your response on the following evaluation to assess components of this course. This data is used to evaluate the effectiveness of the nursing curriculum to better meet the needs of student body.

**On a scale of one to five please rate your practicum instructor on the following items.**

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree OR N/A	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
<b>My practicum instructor:</b>	5	4	3	2	1	NA
Provided the support and advisement needed for me to begin this clinical course.						
Was readily available for advisement via phone and email as needed throughout the clinical course.						
Provided me with encouragement throughout the clinical course.						
Encouraged self-evaluation.						
Provided feedback about my overall performance on a regular basis.						
<b>Upon completion of the course, I feel my practicum instructor:</b>						
Treated me with respect.						
Communicated openly and professionally with me.						
Was supportive to my personal development as a nurse.						
Helped increase my level of confidence in nursing practice.						
Enhanced my overall experience in my nursing education.						
Assisted me in identifying my professional role and responsibilities.						
<b>Additional Input:</b>						





**Department of Nursing**  
**Student Evaluation of Foundations Course Clinical Skills & Simulation Lab Instructor**

Course Example NURS 999-101  
   -    -

Semester and Year Example: FA2011  
  -

Instructor's Name

Course Code/Number

*The Department of Nursing at Towson University is requesting your response on the following evaluation to assess the teaching component of this course. These data are used to evaluate the effectiveness of the nursing curriculum to better meet the needs of the student body.*

*On the agreement scale, please evaluate your lab instructor on the following items. When responding, fill in the oval completely using a pencil or a dark color pen (blue or black)*

*example: ○ ○ ●*

***My lab instructor***

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
Used the course learning objectives to enhance my critical thinking skills.	○	○	○	○	○	○
Assisted me in developing and applying my nursing knowledge through the simulation lab setting to improve my competency levels in patient/client care.	○	○	○	○	○	○
Helped me to strengthen my organizational skills and prioritize client care.	○	○	○	○	○	○
Evaluated my skill performance and provided feedback for improvement.	○	○	○	○	○	○
Encouraged self-evaluation.	○	○	○	○	○	○
Facilitated small group discussions that contributed to my learning.	○	○	○	○	○	○

***Upon completion of the course, I think my lab instructor:***

Treated me with respect.	○	○	○	○	○	○
Communicated openly and professionally with me.	○	○	○	○	○	○
Was supportive to my personal development as a nurse.	○	○	○	○	○	○
Helped increase my level of confidence in nursing practice.	○	○	○	○	○	○
Enhanced my ability to apply theory to practice.	○	○	○	○	○	○

***Would you like to provide any additional input?***

*Feel free to use the back of this form for additional input, thank you.*

**APPENDIX E**

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

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

RECOMMENDATION FORM FOR YEAR \_\_\_\_\_

FOR \_\_\_\_\_  
(Faculty Member)

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

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

The \_\_\_\_\_ Department PTRM Committee voted to recommend that you have:

- Tenure granted
- Tenure denied

The \_\_\_\_\_ Department PTRM Committee recommends you for the following:

Promotion to T/TT or Clinical:

- Associate Professor
- Professor
- No promotion

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

- No Merit
- Base Merit
- Base +Merit

The \_\_\_\_\_ Department PTRM Committee recommends that you be:

- Reappointed
- Not reappointed

The \_\_\_\_\_ Department PTRM Committee recommends that your performance for the period covered by the Five Year Comprehensive Review be judged:

- Satisfactory
- Less than Satisfactory

\_\_\_\_\_  
Committee Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

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

In the event of multiple decisions made by different committees with different committee chairs, those committee chairs should add their signatures on the backside of this form.  
7/11/2013

**APPENDIX F. Voting Record**

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

Faculty (Rank)		Tenure/ Reappoint Vote	Promote Vote	5 YR Review	Merit Review	Merit Teaching Vote	Merit Scholarship Vote	Merit Service Vote	Merit Overall Decision
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				

Faculty (Rank)		Tenure/ Reappoint Vote	Promote Vote	5 YR Review	Merit Review	Merit Teaching Vote	Merit Scholarship Vote	Merit Service Vote	Merit Overall Decision
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				
	Yes				No Merit				
	No				Satisfactory				
					Excellent				

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

\_\_\_\_\_  
Department PTRM Chairperson/Date

\_\_\_\_\_  
Department Chairperson/date