

DEPARTMENT OF LEARNING TECHNOLOGIES, DESIGN, AND SCHOOL LIBRARY MEDIA

PROMOTION, TENURE, AND REAPPOINTMENT,
POLICIES AND PROCEDURES

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PROMOTION, TENURE AND REAPPOINTMENT, POLICIES AND PROCEDURES

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

I. General Faculty Responsibilities

Due to the diversity of LTDM programs and the great differences in LTDM faculty responsibilities, the Promotion, Tenure and Reappointment Committee is given the special charge to examine individual faculty in the light of his/her unique roles and responsibilities.

All faculty in the Department of Learning Technologies, Design, and School Library Media are expected to ethically perform their specific duties, including:

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

II. Definitions of Teaching, Scholarship and Service

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

1. Course materials including syllabi and innovations
2. Self-evaluation (including commentary on special circumstances related to teaching)
3. Peer evaluations
4. Student course surveys and narrative evaluations; (plus average of key items for each course)
5. Grade distribution

1. Satisfactory Teaching may be informed by a combination of the following:

- A. Course syllabi and other instructional materials that show well organized material, clarity and rigor.
- B. Self-assessment that describes effective instruction.

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

2. Excellent Teaching may be informed by a combination of the following:

- A. Course syllabi and other instructional materials that show high standards of instruction, which includes clarity, rigor, and creativity, including the use of technology and other innovations.
- B. Self-assessment that describes high standards of instruction, which is innovative, engaging, and rich in content.
- C. Peer reviews of one's teaching through collegial observation that describes high standards of instruction.
- D. Narrative student evaluations that indicate high quality teaching.
- E. Cumulative quantitative ratings on student surveys across courses that average above 4.0 on a 5.0 scale.
- F. Academic advising that is (1) accessible to assist students with academic questions, (2) capable to provide knowledge of programs, policies, and procedures and (3) accurate and timely in providing information to students.
- G. High quality mentoring of doctoral students, which is accessible and accurate.
- H. Evidence of teaching excellence such as teaching awards and nominations.
- I. Samples of student work.

B. Scholarship

The LTDM Department employs a model of faculty development [and leadership] that recognizes essential work of faculty members in teaching, research and service. Scholarship is present in each of these three areas and thus enables faculty to capture and represent the broad range of scholarly activities carried out in the metropolitan university. In each area - teaching, research, and service – scholarship may take the form of Discovery, Integration, Application, or Instruction as described in the Boyer Model (1990).

- A. The Scholarship of Discovery, which attempts to discover new information.
- B. The Scholarship of Integration, which seeks to interpret, synthesize, and/or bring new insight to bear on other research.
- C. The Scholarship of Application, which applies knowledge to the world of practice and the larger community.
- D. The Scholarship of Teaching, which attempts to develop new ways to facilitate students as active learners who think creatively and critically.

Below is re-printed Table 2 of the College of Education Promotion & Tenure document, which offers examples of activities and products for each form of scholarship. "This list is not inclusive of all products that faculty may use for the evaluation of scholarship, and we encourage faculty to add products that they deem relevant to their work" (p.7). In particular for LTDM, scaffolding the work of graduate students who are doing original research is a form of scholarship; faculty should be credited for directing dissertation studies and similar work.

Table 2: Sample activities and products embedded within scholarship Form of Scholarship Sample Activities Sample Products

Form of Scholarship	Sample Activities	Sample Products
Scholarship of Application: applying knowledge to consequential problems be they internal or external to the university	<ul style="list-style-type: none"> • School consulting • State/LEA consulting • Applied research in university settings • Applied research in school settings • Training/Consulting collaboratively with the community, a cluster of schools, a school system, a university/college, etc. • Doctoral mentoring on research projects 	<ul style="list-style-type: none"> • Presentations to committees or groups • Workshops for schools and community • Groups • Accreditation report • New program development • Grants, grant reports, and executive summaries • Materials developed in support of MSDE committee work (new courses, standards, etc.) • Publication of book, a chapter in a book, article in refereed journal (print or on-line) and/or material in non-refereed journals (print or on-line). • Evaluation of a university/college, school system program or grant including scholarship of another individual's work.
Scholarship of Discovery: traditional research, including knowledge for its own sake	<ul style="list-style-type: none"> • Basic research • Evaluation research • Review, critique, or synthesis of existing research • Dissertation Mentoring 	<ul style="list-style-type: none"> • Publication of book, a chapter in a book, article in refereed journal (print or on-line), and/or material in non-refereed journals (print or on-line). • Grants and contracts awarded • Grants, grant reports, and executive summaries. • Presentations at conferences
Scholarship of Integration: applying knowledge in ways that overcome the isolation and fragmentation of the traditional disciplines	<ul style="list-style-type: none"> • Multi-disciplinary/cross-department research/study 	<ul style="list-style-type: none"> • Publication of book • Publication of a chapter in a book • Publications of articles in refereed journals (print or on-line) • Publications in non-refereed journals (print or on-line) • Grants, grant reports, and executive summaries
Scholarship of Teaching: exploring the dynamic endeavor involving all the analogies, metaphors and images that build bridges between the teacher's understanding and the student's learning	<ul style="list-style-type: none"> • Teacher research of one's own teaching and student learning • Writing an accreditation report 	<ul style="list-style-type: none"> • Materials/Publications designed to reach an audience of practitioners, parents, students, or other members of the community • New program development • Publication of book, a chapter in a book, article in refereed journal (print or on-line), and or material in non-refereed journals (print or on-line). • Overseeing the development of new cohort groups • Designing and/or providing materials for adjunct faculty • Grants, grant reports, and executive summaries

C. Service

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

- A. Membership on department, college, and university committees and task forces;
- B. Leadership positions in the department, college, and university governance structure;
- C. Involvement in the work of practitioners in one’s field;
- D. Involvement in professional organizations and associations in one’s field at the state, regional, national, or international level;
- E. Service to community associations; and
- F. Service may also include civic service ‘that may or may not be directly related to one’s academic expertise, but in ways which advance the university’s mission’.

III. Standards for promotion and tenure

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

1. **Associate Professor and advancement to tenure.** In addition to the expectations listed in section I, faculty are evaluated per the following expectations:
 - A. **Teaching** – It is expected that LTDM faculty pursuing promotion to the rank of Associate Professor and advancement to Tenure will demonstrate excellence in teaching as described in above over multiple years.
 - B. **Scholarship** – The four areas of research scholarship (Discovery, Application, Integration, and Teaching) overlap considerably and it is expected that individual faculty will vary in their involvement in the four areas. Although there will be variation, it is expected that LTDM faculty pursuing promotion to the rank of Associate Professor and advancement to Tenure will demonstrate excellence in scholarship over multiple years. Examples are presented in Table 2 above and include such documented activity as the following:
 - 1) Juried presentations at professional conferences, invited lectures.
 - 2) Publications in peer-reviewed journals, books, chapters, monographs, or electronic resources.
 - 3) Development and publications of textbooks and other instructional and curricular materials.
 - 4) Mentoring, development or completion of doctoral student dissertation projects including evidence of a significant role in the research process.
 - 5) Invited review of scholarly works of others.
 - 6) Membership on editorial boards of scholarly publications.
 - 7) Submission for the receipt of competitive grants or contracts.
 - 8) Awards and other recognition for one’s scholarship.

- C. **Service** – Faculty members are responsible for service to the University, their discipline, and the broader community. In the College of Education, service is often demonstrated in collaborations and partnerships with each other and with practitioners in the field. It is expected that LTDM faculty pursuing promotion to Associate Professor and advancement to Tenure will demonstrate their commitment to Service as documented by such activities as:
 - 1) Membership on department, college, and university committees and task forces over multiple years.
 - 2) Leadership positions in the college governance structure.
 - 3) Involvement in the work of practitioners in one's field (e.g. school liaisons, collaborations with other educators, serving on School Board committees).
 - 4) Involvement in professional organizations and associations in one's field at the state, regional, national, or international level.
2. **Promotion to Professor** – In addition to expectations listed in sections I and V, faculty must demonstrate a leadership role as evidenced by some or all of the following:
- A. Teaching –
 - 1) Extensive mentoring of colleagues, particularly junior faculty, in their teaching and advising.
 - 2) Taking a leadership role in updating, and/or developing courses and curriculum.
 - 3) Directing accreditation and / or program approval efforts.
 - B. Scholarship –
 - 1) A sustained record of scholarship in one's field.
 - 2) Extensive mentoring of colleagues and/or doctoral students in their scholarly activity.
 - 3) Recognition in one's field at the state, regional, national, or international level.
 - C. Service –
 - 1) Leadership positions on college and university committees.
 - 2) Distinction in contributions to governance at the University and/or System levels.
 - 3) Recognition for service to practitioners in one's field or the community.
 - 4) Leadership in professional organizations in one's field at the state, regional, national, or international level.

IV. Processes

- 1. **Quorum** A quorum of members is defined as 50% of all eligible voting members, plus one. All meetings of the department PTR committee must have quorum before proceeding.
- 2. **Confidentiality** All Promotion, Tenure, and Reappointment Committee proceedings shall be called and chaired by the department PTR committee chairperson. All deliberations and decisions will held in strictest confidence by committee members, chairperson, dean and provost. Following completion of the meetings, the substance of discussion and attribution of discussions are not allowed to be shared.
- 3. **Confidential Ballots** All votes regarding Promotion, Tenure, and Reappointment reviews taken by any committee and/or the department shall be by confidential ballot. The expectation is that all PTR votes will be conducted in-person. If there is a need for remote voting, the Involved @ TU web-based program will facilitate all remote PTR voting. All ballots will include the Faculty ID

number and will be retained in accordance with USM records retention policies. The voting record for each vote will be printed and will include a record of faculty ID numbers associated with each ballot. The committee chairperson will tally the committee's votes and will forward a signed, dated report of the vote results and the committee's recommendations to the next level of review. The confidential ballots shall be forwarded under separate cover to the Provost, to be preserved with the tenure and promotion file until three years following the faculty member's termination or resignation from the university.

4. **Committee Service** All tenured faculty members in the department will serve on the PTR committee and review all available portfolios. Department PTR committee members who are presenting themselves for promotion shall excuse themselves from any deliberations related to their promotion materials.
5. **Election of LTDM Chair of Promotions, Tenure, and Reappointment Review** One faculty member will be elected as the chair of the Promotion, Tenure and Reappointment committee, and will serve a three-year term. The chairperson election will be held during the semester prior to the incumbent's term expiration. All votes will be held in-person, using anonymous paper ballots. The successful committee chairperson shall receive a majority of the votes from eligible PTR committee faculty members.
6. **Role of PTR Chairperson** The chairperson of the PTR committee shall call and preside over all meetings of the PTR committee. In addition, the PTR chairperson shall tally all committee votes, produce a printed vote record for each vote, and ensure that the vote record is forwarded to the next level of review.
7. **Promotion, Tenure and Reappointment Committee**
 - A. **PTR Committee Membership and Voting Privileges**

The Promotion, Tenure and Reappointment Committee shall consist of all tenured faculty in the department. Eligible members of the department PTR committee(s) shall be determined by the standards specified in the LTDM Department document as approved by the College of Education PTR committee, the College of Education Dean, and the Towson University UPTRM committee.
 - B. **PTR Committee Responsibilities and Procedures**
 - 1) The Promotion, Tenure and Review Committee will review the portfolio of each faculty member who is being considered for promotion and/or tenure. A quorum must be present to vote on PTR matters. Faculty have at least two weeks to evaluate documents submitted for review. It is the expectation that review committees will thoroughly view all pertinent documents. After members of the Committee have evaluated a faculty member's portfolio, the committee will discuss their evaluations and vote by confidential ballot. The department chairperson may not vote in tenure and promotion decisions made by the department PTR committee. In case of a tie, there will be further discussion followed by a confidential vote until a majority decision is reached. At the end of the voting, ballots will be retained by the Chair of the PTR Committee until completion of the University's promotion and tenure process. The recommended decision shall be conveyed in writing to the department chairperson by the second Friday in October. The department chairperson includes their own evaluation in the faculty's portfolio by the fourth Friday in October. All recommendations should be conveyed to the faculty member no later than the fourth Friday in October.

- 2) First-year Faculty Reappointment: Following the guidelines issued by the University Promotion and Tenure Committee, the department chairperson will make recommendations for reappointment, as described in section C below.
- 3) A final evaluation form (Department Summary Recommendation (DSR) form; see Faculty Handbook) will be signed by the department PTR chairperson.
- 4) A letter of support or non-support will be written by the Committee and forwarded to the LTDM Department Chair, with copies to the candidate.
- 5) The decision of the PTR Committee will be shared with the faculty member in a conference with the department chair and one other committee member.
- 6) The PTR Committee will follow the University PTR calendar.
- 7) Voting privileges of faculty on sabbatical/leave are the same as they are for all faculty, contingent upon their reading of all faculty dossiers, and attending the deliberation meetings.

C. First-year faculty retention review

During a tenure-track faculty member's first year of service, the department chairperson will review all relevant documentation for first-year faculty, including SENTF, CV, course syllabi, and student and peer evaluations; meet with the candidate to discuss the review; and make a recommendation for reappointment or non-reappointment. If the Chairperson's decision is for non-reappointment, the Department PTR committee will convene to review the relevant documentation and vote in accordance with standard PTR procedure.

NOTE: Consideration for promotion and/or tenure is not an automatic process; faculty must apply for consideration at least one academic year in advance of PTR evaluation. Faculty must make a written application to the Department Chair for consideration for promotion by third Friday in September of the year prior to the year in which they would like to be considered for promotion and/or tenure. By the fourth Friday in September of the academic year prior to the year in which a faculty member is to undergo tenure or promotion, the department chair shall notify all members of the department of those intentions and shall confirm those intentions to the dean and the Provost.

8. Sources for faculty submissions

For comprehensive reviews, including tenure and promotion to associate professor, promotion to full professor, and five-year reviews, faculty will use the digital portfolio set up in SharePoint by OTS/Office of the Provost.

9. Amendments to this document

LTDM Department PTR documents will be periodically updated and reviewed by the faculty. Faculty need at least one week to review changes to the PTR document. Changes will be accepted based on a majority vote of the eligible faculty. For issues of promotion and tenure, tenured and tenure track faculty will have voting privilege. Changes to this document must be approved by the COE PTR committee and the Towson University PTR committee.

10. Procedures for evaluation of faculty teaching

A. Evaluation by Students

1. All students in every course, including summer and mini-mester, must be given the opportunity to evaluate the instructor and course without fear of prejudicing their standing.

2. Approved departmental evaluation forms must be distributed to all students if they are not distributed digitally by the University. If they are distributed manually for some reason, complete anonymity for the student, and so as to assure that the instructor does not see them until grades are sent to the Registrar and the results are tallied by the department. One of the following procedures, or one approved by the Department Chair for off-campus courses, is to be used at the end of each course:
 - a) The instructor allows a colleague to administer and collect the evaluations when the instructor is absent from the room and to deliver them in sealed envelopes to the department. The instructor distributes the forms, ask the students to place their completed forms personally in the class envelope provided, and assigning a student to seal and deliver the envelopes to the department promptly. The instructor is absent from the room when the students complete the forms.
 - b) The department will arrange to tally all of the evaluations.
 - c) Examples of possible prompts for the narrative evaluation are provided in Appendix B.

B. Evaluation by Colleagues

1. Peer visitations for formative purposes.
 - a. All faculty are encouraged to invite other members to observe his/her teaching and to provide him/her with written and/or oral comments as helpful feedback.
2. Peer visitations for evaluative purposes.
 - 1) Non-tenured, tenure-track will have a minimum of two (2) peer observations per review period. The department PTR committee will approve the peers selected for the review. For tenure track faculty, a “review period” is defined as one calendar year.
 - 2) Tenured faculty must be observed at least twice “per review period”. The department PTR committee will approve the peers selected for the review. For tenured faculty, a “review period” is defined as five calendar years
 - 3) Non-tenure-track faculty must be visited once a year by tenured faculty during their first two years and once every three years after that. In addition to the required visits, faculty may invite colleagues in the Department of Educational Technology and Literacy or other departments to observe them in teaching situations. The observers should write a summary reaction and submit it to the instructor observed.
3. Visitation Activities
 - 1) It is recommended that all observers make an effort to attend the class from the beginning and remain until a time when an exit will create minimal distraction.
 - 2) An oral discussion of the observation should take place within two weeks of the in-class observation. This will allow for an open exchange prior to the final writing of the review.
 - 3) The observer must write a summary reaction and submit it to the instructor observed. The faculty member has the right to determine if they intend to have this review included within their Promotion and Tenure and/or Merit documents or have another observation. It is suggested that the summary reaction contain references to the following qualities:
 - A. Organization or structure of the lesson
 - B. Clarity of instruction
 - C. Rapport with class

D. Professional competence

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

4. Post Visitation Activities

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

5. Online Peer Observation

For purposes of promotion and tenure:

- a. Faculty, who teach course(s) that fit the Towson online course category, may request an "Online Observation" as their required peer observation.
- b. Faculty, who teach course(s) that fit the Towson Web enhanced or Web supported course categories, may request a supplemental online course observation of their online materials.

6. Procedure

- 1) Faculty will choose an online module or topic to be "observed."
- 2) A pre-observation orientation will be scheduled to provide printed course materials, a course login for the observer, and show the observer the elements that support the module.
- 3) The written evaluation should address the following areas:
 - A. Student orientation to an online environment,
 - B. Course and module design,
 - C. Faculty-to-student interactivity,
 - D. Student-to-student and student-to-faculty interactivity.
- 4) A post-observation or debriefing session will be scheduled to provide the faculty member with feedback and allow the faculty member to provide additional clarification to the observer's questions.

VI. Administrative or special assignments

Faculty whose duties for the Department are not primarily nor solely teaching should submit appropriate evidence analogous to the teaching observation.

VII. Third Year Review

1. At the conclusion of the fall semester during a candidate's third year at Towson University, the department PTR 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. LTDM Department PTR committee evaluations of a candidate's interim progress will become part of the faculty member's file at the department level; however, it will not be forwarded to either the college PTR committee or the Provost.
2. The faculty member to be reviewed shall prepare an interim evaluation portfolio of activities for evaluation by the department's PTR committee. The department PTR committee will evaluate the materials and prepare a clear, written statement of progress toward tenure addressing teaching/advising, a plan for evidence of scholarly/creative activity, and service and other relevant criteria.
3. Feedback should be both in writing and in a face-to-face meeting with the department chair and the department PTR committee chair no later than the first Friday in March. The written report will be presented to the dean.
4. In order to ensure that all materials and documentation used in making recommendations for annual review (includes annual review and third-year review) contain appropriate information, all documentation shall be submitted in the form of an evaluation portfolio that addresses the expectations of faculty in the university, college and department. For added details, including the calendar, about the Third Year Review see the College of Education PTR document.

VIII. Comprehensive Review

1. All LTDM tenured faculty shall participate in a comprehensive review at least once in every five years (ART, p. 3-4). The faculty member should submit a reflective comprehensive summary analyzing the preceding five years of his or her work in the areas of teaching, scholarship, and service. These documents shall include all Annual Review (AR) and Annual Workload Plan (AWP) documents prepared during yearly review cycles. Copies of additional materials previously submitted with annual reports need not be resubmitted.
2. All recommendations shall be conveyed in writing to the faculty member, inclusive the Department Chairperson's statement and a record of the vote count. Negative recommendations shall be delivered using Towson University's secure File Delivery Service (FDS).
3. 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 to the faculty member and approved by the chair and the dean. 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 (See ART p. 44-6).

IX. LTDM promotion, tenure, and reappointment review appeals policy

The policy for appeals in all instances of unfavorable faculty evaluation for promotion, tenure, comprehensive review, and reappointment in individual cases will follow the appeals policy as

outlined in the Towson University Policy on Faculty Evaluation for Promotion, Tenure, and Reappointment in the ART document.

X. Calendar

The Department of Educational Technology and Literacy will adhere to the Towson University Promotion, Tenure and Reappointment Calendar as outlined in the ART document. See the College of Education PTR document for appeal procedures for promotion. The key calendar items/dates are:

1. The First Friday in May

Formation of the Department's Promotion, Tenure and Reappointment (PTR) Committee

2. The Third Friday in June

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

- A. Faculty Annual Report (AR) and Annual Work Plan (AWP) or Chairperson's Annual Report (CAR) Notebook
- B. Current professional curriculum vitae
- C. Syllabus for each course currently taught
- D. Evaluation of teaching and advising
- E. Other documents required as specified in the above sections or desired by faculty member

3. The Third Friday in September

- A. Faculty may add information to update their files for work prior to June 1st.
- B. First Year Probationary Faculty members have met with Department Chairperson to complete the Statement on Standards and Expectations for New Tenure-track Faculty (SENTF) form.
- C. Faculty notifies Department Chair of intention to submit materials for promotion and/or tenure in the next academic year.

4. The Second Friday in October

Department PTR Committee reports with recommendations and vote counts are submitted to the Department Chair.

5. The Second Friday in November

The faculty member's evaluation portfolio, inclusive of the Department PTR Committee's written recommendations with record of the vote count, and the written recommendation of the department chairperson, are forwarded by the department PTR chairperson to the Dean's office.

6. November 30th

All documentation to be used as part of the consideration process must be included in the evaluation portfolio.

7. The First Friday in December

Department PTR documents are delivered to the college PTR committee if any changes have been made.

9. Third Friday in January

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

10. First Friday in February

The Dean shall review the department recommendations concerning promotion, tenure and reappointment and forward them to the Provost.

11. Second Friday in February

- A. Department documents concerning promotion, tenure and reappointment (with an approval form signed by all current faculty members) are submitted to the University PTR Committee.

12. First Friday in March

Faculty undergoing Third Year Review must be provided with written and face-to-face feedback on their performance towards tenure.

