

The University of Toledo
College of Medicine and Life Sciences
Faculty Tracks for Academic Rank and
Criteria for Promotion and Tenure

I. Introduction

A. Faculty Tracks for Academic Rank.

There are six (6) tracks for full-time and part-time academic faculty members and two (2) for community or adjunct/visiting faculty members.

1. Academic Basic Scientist Track (tenure-eligible) (begins on page 6)
2. Basic Science Educator Track (tenure-eligible) (begins on page 10)
3. Research Track (begins on page 18)
 - Basic Science and Clinical Science
4. Clinical Scholar Track (tenure-eligible) (begins on page 21)
5. Clinical Educator Track (tenure-eligible) (begins on page 26)
6. Practitioner Track (begins on page 34)
 - UToledo Practitioner and ProMedica Practitioner faculty
7. Community-Based Track (begins on page 37)
8. Adjunct/Visiting Faculty Track (begins on page 40)

B. Eligibility and Process for Appointment and Promotion at the College of Medicine and Life Sciences (COMLS)

COMLS faculty with doctorate degrees (e.g. M.D., Ph.D., D.O. DDS, DVD, and equivalent) or terminal degrees in their professional field are eligible for appointments and/or promotion to the Assistant Professor, Associate Professor or Professor level. As per the Faculty Rules and Regulations, appointments at the Instructor or Assistant Professor level will be recommended by department chairs and reviewed by the Dean of the COMLS without requirement for departmental Appointments, Promotions, and Tenure Committee (dAPT) or COMLS Appointments, Promotions, and Tenure Committee (APT) review. Appointments or promotion to the Associate Professor or Professor rank in the Academic Basic Scientist Track, Basic Science Educator Track, Research Track, Clinical Scholar Track, Clinical Educator Track, Practitioner Track, Community-Based Track, or the Adjunct/Visiting Track will require the following as per the Academic Personnel Calendar and the Faculty Rules and Regulations unless the candidate held the position in another academic institution:

1. Review and recommendation by the dAPT
2. Review and recommendation by the Department Chair
3. Review and recommendation by the COMLS APT
4. Review and recommendation by the Dean of COMLS to the Provost

As per the UToledo Academic Personnel Calendar and the Faculty Rules and Regulations, the Provost reviews and sends the completed recommendation regarding appointment or promotion to the President of the University of Toledo (UToledo) for final action by the UToledo Board of Trustees (BOT). All necessary promotion documents including letters of recommendation, student evaluations, and reference letters should follow the format as in the COMLS APT Checklist and the COMLS Procedures for Appointments, Promotions, or Tenure.

C. Selection of Tracks/Change of Tracks.

Selection of the appropriate track for new faculty will be determined by the Department Chair and included in the recommendation for appointment in the offer letter. This should be performed in consultation with the faculty member.

Any change in track by a faculty member will be upon recommendation of the Department Chair (if within the same Department), Department Chairs (if changing Departments), the faculty member, and the Dean. Recommendations for changing from one track to another must include appropriate justification and approval. Approval for change from one track to another will be at the discretion of the Dean of the COMLS after review of the justification and new track requirements. The Dean may request review and recommendation of the COMLS APT Committee at their discretion. A faculty member with an initial appointment in a tenure or non-tenure track may switch tracks once after approval by the Dean. If a faculty member changes tracks and applies for promotion and/or tenure, they must meet the requirements for promotion and/or tenure in the new track.

Full-time faculty members hired in tenure-eligible tracks have seven (7) years to be promoted from assistant professor to associate professor. Subject to written request by the Chair (if applicable) or the Dean (required) and approval by the Provost, annual extensions for promotion to Associate Professor in tenure-eligible tracks may be granted for a maximum of three (3) additional years, as stated in the Faculty Rules and Regulations. Faculty members hired in a non-tenure track who switch to the tenure track and who are at the rank of Assistant Professor will have seven (7) years to be promoted to the rank of Associate Professor as indicated above, starting from the day they switched to the tenure-eligible track and are also eligible for a maximum extension of three (3) additional years as described above.

Determination of the appropriate track for part-time faculty members will depend on their role, function, location of activity, and percent paid employment.

Designation of Title: All full-time faculty members, except for Community-based, ProMedica-based, and Adjunct faculty, will have the same title, for example “Associate Professor of Medicine.” Community-based and ProMedica-based faculty members will have their title preceded by “Clinical”, for example, “Clinical Professor of Surgery.” Adjunct or Visiting faculty members will have their titles preceded by the term “Adjunct.”

D. Track Descriptions and Criteria for Promotion.

The track descriptions and criteria for each of the tracks regarding appointment and promotion serve as guidelines for the College of Medicine and Life Sciences appointments and promotions. The intent of this document is to give faculty, Department Chairs, dAPT committees, and the COMLS APT Committee criteria that will elaborate the essential threshold expectations for each level of appointment or promotion, while not impeding the responsibility of the APT Committee to use appropriate discretion in their deliberations and recommendations. Threshold criteria outlined in this document are the minimum requirements that must be met to allow the dossier to progress from the dAPT to the COMLS APT Committee. Dossiers not meeting threshold criteria will not be voted on by the full COMLS APT Committee and will be returned to the department chair. Returned dossiers will not be eligible to be re-reviewed or reconsidered during the current academic promotion and tenure review cycle. The COMLS APT Committee may consider elements not addressed in the criteria that would support or hinder a recommendation for appointment, promotion, and/or tenure. Additional supporting factors for consideration by the COMLS APT Committee may be provided as part of the promotion package.

Please refer to the appendix for definitions of the terms “Education,” “Scholarship,” “Service,” “Research,” “Independence,” “National Recognition,” and “Primary (Senior) Author.”

E. Tenure eligibility

Tenure may be awarded to full-time faculty members in tenure-eligible tracks at the level of Associate Professor and higher. The APT committee reviews tenure independently from promotion. A tenure decision is postponed in the setting of a new faculty appointment unless the new faculty fulfills requirements described in the “Expedited Tenure Review” policy (#3364-72-15). Tenure is awarded based on merit and value for UToledo and UToledo COMLS and is conferred by the UToledo BOT.

The candidate for tenure must demonstrate sustained and ongoing excellence in scholarship, education, service, and professionalism, meeting excellence in all fields in each track, and significantly exceeding the threshold criteria. The candidate for tenure must complete and submit the *Tenure Questionnaire* (see next section) to the APT Committee as a part of tenure request. Requirements for tenure include:

- Lifetime/long-term commitment with significant and sustained academic accomplishments demonstrating merit and value for UToledo and/or UToledo COMLS;
- Active and innovative contribution to the development of UToledo and/or UToledo COMLS in areas of teaching, scholarship and service (clinical, national, professional, community and/or administrative);
- Renowned and prominent national or international reputation corresponding to academic appointment. Typically, this includes invited lectures or presentations at national or international meetings or invited lectures at peer institutions nationally or internationally;

- Continued career development;
- Stellar record of development of either creative and innovative educational material, or new knowledge, or unique areas of expertise.

F. Tenure Questionnaire

Candidates for tenure are asked to provide thorough, yet concise, responses to following questions. No more than four (4) pages, single-spaced, should be used to highlight:

1. Merit as an academician

- External grant funding (if applicable):** Explain how your previous and current external funding supporting your scholarly activity significantly exceed the threshold criteria in your track. Explain your role on the projects and your future plans to sustain your scholarly work.
- Publications, presentations, national reputation:** Explain how you have demonstrated the prominence of your academic reputation at the national/international levels and have significantly exceeded the threshold criteria in your track (*e.g.*, h-index; impact factor of journals where your research has been published; presentations at national/international meetings; unique area of expertise; honors and awards; invited reviews and editorial activities; service for professional societies, etc.).
- Education:** Explain your stellar record of commitment to educating COMLS learners, development of either creative and innovative educational material, or new knowledge, or unique areas of expertise (as applicable to your current track) that have significantly exceeded the threshold criteria in your track.
- Service:** Explain how your service (*including clinical service, if applicable*) to UToledo, COMLS, and your Department has significantly exceeded the threshold criteria in your track.
- Future goals:** Give an assessment and description of your plans for continued career development.

2. Value to UToledo and COMLS

- Describe your long-term commitment to UToledo and COMLS in terms of your previous and planned academic accomplishments (*e.g.*, education, scholarship, service, clinical service, administration, etc.).
- Explain innovative contributions to the development of programs at UToledo and COMLS in areas of teaching, scholarship, and service, at the clinical, research, national, professional, community and/or administrative levels (as applicable).

G. Professionalism

Faculty in all tracks and at all ranks are required to conduct themselves at all times with professionalism to safeguard trainees, colleagues, staff, patients and others in the learning environment. Faculty members are expected to understand and comply with the AAMC guiding principles for promoting a positive learning environment and those expectations stated in the College of Medicine and Life Sciences Policy 3364-081-004-018-00, The Learning Environment and Faculty Professionalism.

Standards of professional behavior expected in the educational setting include, but are not limited to:

1. Creating a positive atmosphere conducive to learning and supporting the ethical principles of medicine and research including honesty, confidentiality and integrity;
2. Maintaining appropriate boundaries, trust, humanism, respect for diversity and appropriate forms of communication with students, faculty, staff, patients and others, and using a dignified approach to conflict resolution; and
3. Maintaining ethical standards expected of medical and research professionals from the perspective of individual performance.

Serious professionalism violations and patterns of unprofessional behavior are addressed as per the Learning Environment and Faculty Professionalism Policy and the Faculty Rules and Regulations.

Professionalism expectations must be met for promotion and/or tenure, in all tracks, at all ranks, and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

H. Requirement for licensure for clinical faculty

As per the Faculty Rules and Regulations, Article 1/section N, *“Each Faculty Member who is required by the terms of his or her appointment to hold, in good standing, a temporary, limited, or regular license or certificate to practice professionally in the state of Ohio will maintain such license or certificate in good standing.”* In addition, faculty at the assistant professor or instructor rank may receive a faculty appointment prior to board examination in the American Board of Medical Specialties (AMBS) provided they have fulfilled the requirements to sit for certification exams (*i.e.*, are board eligible). For clinical faculty who request promotion or appointment at the Associate Professor or Professor rank ongoing board certification in their area of practice is a requirement.

II. Academic Basic Scientist Track (Tenure Track)

A. Introduction

This track is designed for faculty members who are committed to the creation of new knowledge through empirical research and who are also dedicated to teaching. Information regarding professionalism expectations and tenure eligibility are listed in section I, E-F.

A candidate may be considered for promotion in this track during the sixth (6th) year after attaining a university academic appointment at the current rank (*i.e.*, dossier is reviewed by the COMLS APT committee during the 6th year of appointment). In rare circumstances, an earlier promotion may be considered for those truly exceptional candidates who have significantly exceeded all criteria set forth in this criteria document for their track and proposed rank.

Scholarship is the most important criterion for promotion in the Academic Basic Scientist Track and excellence in scholarship can be demonstrated by

- a. Investigator-initiated research accomplishments.
- b. Collaborative research accomplishments.
- c. National or international recognition of research accomplishments as demonstrated by:
 - Awarding of grants from national or international agencies that are awarded based on peer review;
 - Publication of peer-reviewed articles in high-quality journals;
 - Presentation of research at national or international meetings;
 - Participation in peer-review processes, such as service on NIH review committees, service on editorial boards, or as journal reviewer.

B. Assistant Professor

An Assistant Professor in the Academic Basic Scientist Track shall have an appropriate academic or professional degree and training and demonstrate the following:

1. **Scholarship**
 - a. A commitment to performing basic science research and to publishing in peer-reviewed journals.
 - b. A commitment to obtaining peer-reviewed research support.
2. **Education** –A commitment to teaching in the classroom and mentorship in the laboratory.
3. **Service** - A commitment to fulfilling the mission and vision of the department and the University of Toledo’s academic community.

C. Associate Professor

An Associate Professor in the Academic Basic Scientist Track will have attained independence, leadership and creativity as a researcher, will have significant achievements in all categories (scholarship, education, service, and professionalism), and will have demonstrated excellence in scholarship and one additional category.

An application must include 6 or more letters of recommendation, including:

- At least 4 recommendation letters from external reviewers (including 1 letter from an independent reviewer not personally knowledgeable of the applicant); and
- At least 2 recommendation letters from UToledo faculty.
- All referees must hold either Associate Professor or full Professor positions.

1. Scholarship – The following are threshold (*i.e.*, minimal) criteria required for review of the promotion dossier by the APT committee:

- a. Sustained and ongoing scholarship activities. Typically, this includes peer-reviewed, extramural research support, preferably national, and typically as a principal investigator. Sustained means that the faculty member has obtained at least two grants while an Assistant Professor. Ongoing means that funding is active at the time of submission.
- b. Publication of a minimum of twelve (12) peer-reviewed articles in national or international journals. The candidate will have served as a primary or senior author on at least six (6) of these. It is expected that the majority of the publications will have occurred after appointment to Assistant Professor at UToledo.
- c. Peer-reviewed and invited presentations at regional, national, or international meetings.

Scholarship excellence criteria:

- Reviewer for a refereed journal, editorial board member, member of a study section for the peer review of grants;
- Participation in scientific, educational and/or research review processes at state or national levels;
- Development and/or dissemination of intellectual properties;
- Consultant to externally funded grant, medical or scientific organization;
- Involvement in administrative aspects of research (e.g. organization and direction of research initiatives)

2. Education

Recognition as an effective teacher in classroom, in laboratory and small discussion group environments; and recognition of mentoring skills or contribution to design, organization, presentation, or evaluation of educational programs.

Continued educational contributions to COMLS graduate (MSBS, MS, MPH, MSOH, or PhD) students, medical students, nursing students, physician assistant students

and/or COMLS postdoctoral fellows or residents and other COMLS programs are required for educational excellence. Examples include the following:

- a. Effective teaching in classrooms and small discussion groups. Evidence of high-quality teaching will be based on student evaluations (all evaluations from the three most recent years, at a minimum, should be included), peer evaluations, improvement in student learning outcomes, and also by recognition by receipt of Teaching Award(s).
- b. Advising/Mentoring: Research mentoring skills (in laboratory) as documented by the candidate's level of involvement and quality of advising and mentorship activities for students.
- c. Development of specific curriculum related to medical or graduate student (or postdoctoral fellow/resident) education (such as development of elective courses, specific classroom-based lectures, additional online or other modules, and new programs, and new pedagogy or assessment tools).
- d. Learner Assessment: Participation in development, implementation, analysis or reporting of data regarding learners' knowledge, skills, and attitudes and/or involvement in assessment of student educational outcomes and development of remediation methodology. Service on student curriculum evaluation committees at departmental or college level.

3. Service

Participation on institutional committees and on committees in professional scientific societies, review groups, and advisory boards.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

D. Professor

A Professor in the Academic Basic Scientist Track has attained national or international recognition as a basic scientist, scholar, or educator.

An application must include 6 or more letters of recommendation, including:

- At least 4 letters of recommendation from external reviewers (including 1 from an independent reviewer not personally knowledgeable of applicant); and
- At least 2 letters of recommendation from UToledo faculty.
- All referees must hold full Professor positions.

A Professor has continuing outstanding achievements among the following criteria:

1. **Scholarship** – The following are threshold (*i.e.*, minimal) criteria required for review of the promotion dossier by the APT committee.
 - a. Sustained and ongoing scholarship activities. Typically, this includes peer-reviewed, extramural research support, preferably national, and typically as a principal investigator. Sustained means that the faculty member has obtained at least two R01 grants, or equivalent. Ongoing means that funding is active at the time of submission.
 - b. Continuity of scientific investigation involving empirical research over several years that has produced significant contributions to the scientific literature of a field as documented in the candidate's bibliography.
 - c. Peer-reviewed and invited presentations at national or international meetings.

Additional scholarship activities that can demonstrate excellence:

- Reviewer for a refereed journal, editorial board member, member of a study section for the peer review of grants.
- Participation in scientific, educational and/or research review processes at national or international levels.
- Development and/or dissemination of intellectual properties.
- Consultant to externally funded grant, medical or scientific organization.
- Involvement in administrative aspects of research (e.g. organization and direction of research initiatives).

2. Education

- a. Continued recognition as an effective teacher or mentor in the laboratory and/or classroom environments (all evaluations from the three most recent years, at a minimum, should be included).
- b. Ongoing participation in continuing education programs nationally or internationally.
- c. Successful mentoring of students to become independent scholars.

3. Service

Leadership on institutional committees, national societies, editorial boards or national study boards, government or foundation scientific advisory committees.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

III. Basic Science Educator (Tenure Track)

A. Introduction

This track is intended for faculty members whose contributions entail variable combinations of education, research, scholarship, service, and administration, but whose primary contributions are in education and teaching in COMLS programs. Faculty members on this track may include basic scientists, physicians, statisticians, and others in health care and related professions who hold a terminal academic degree. While the Educator role is the primary criterion, scholarship and service are also expected of all faculty members in the Basic Science Educator Track. Information regarding professionalism expectations and tenure eligibility are listed in section I. E-F.

A candidate may be considered for promotion in this track during the sixth (6th) year after attaining a university academic appointment at the current rank (*i.e.*, dossier is reviewed by the COMLS APT committee during the 6th year of appointment). In rare circumstances, an earlier promotion may be considered for those truly exceptional candidates who have significantly exceeded all criteria set forth in this criteria document for their track and proposed rank.

Owing to the importance of commitment and accomplishment in the education arena for this track, it is expected that faculty in this track will place greater emphasis on education than on service or scholarship. The degree of their dedication and accomplishment in meeting the educational needs of the Department and the College will be used in determining their readiness for promotion.

Education criterion will be demonstrated by excellence in activities from among the following as cited for each rank:

- a. Effective teaching and mentoring/advising in classrooms and other settings where effective teaching takes place;
- b. Development or evaluation of innovative educational programs;
- c. Supervision and management of continuing education programs;
- d. Creating education tools such as virtual, simulated, electronic or web-based contents.

B. Assistant Professor

An Assistant Professor in the Basic Science Educator Track will have completed training in an appropriate discipline and possess an appropriate professional degree. Faculty who holds a Ph.D. or equivalent academic degree will not usually be required to have a license, depending on the nature of their service. In addition, an Assistant Professor in this track should show strengths among the following categories.

1. Education

Evidence of teaching ability and commitment.

2. Scholarship

Evidence of an interest in and commitment to scholarship.

3. Service

Evidence of a commitment to active committee participation and administrative service in fulfilling the mission of Basic Science Education within the University of Toledo COMLS.

C. Associate Professor

For promotion to Associate Professor in the Basic Science Educator Track, the candidate will meet threshold promotion criteria in all categories (education, scholarship, service, and professionalism) and will have attained excellence in education and one other category.

An application must include four (4) or more letters of recommendation, including:

- At least two (2) letters of recommendation from external reviewers (one [1] letter has to be from an independent reviewer not personally knowledgeable of applicant) and;
- At least two (2) letters of recommendation from UToledo faculty.
- All referees must hold either Associate Professor or full Professor positions.

1. Education

Threshold criteria:

The candidate must provide evidence of having contributed substantially to medical education. These contributions should be apparent from past and present quality of teaching (all evaluations from the three most recent years, at a minimum, should be included), time commitment to teaching, and number of courses and programs to which the candidate has contributed.

Excellence criteria:

Continued educational contributions to COMLS graduate (MSBS, MPH, MSOH, MS or PhD) students, medical students (within undergraduate medical education), physician assistant students and/or COMLS postdoctoral fellows or residents and their programs are required. These are outlined within five categories of educational activity. Education excellence requires evidence showing significant accomplishment in the first two categories (teaching and curriculum) and in at least one of the other three categories (learner assessment, advising/mentoring, educational leadership/administration).

Educational activity sub-categories:

a. Teaching (required):

- (1) Active and sustained participation in teaching students in classroom, small groups and/or in other settings with qualitative assessments at regular intervals. Evidence of high-quality teaching will be based on student evaluations, peer evaluations, improvement in learn outcomes, and also by recognition by receipt of Teaching Award(s). There is an expectation that the individual completes all student evaluations on a timely basis.
- (2) If appropriate, active and sustained participation in postdoctoral fellow or residency program teaching with evidence of sustained teaching of high-quality based on evaluations, teaching awards, outcomes and/or peer evaluations.

b. Curriculum: Evidence of educational excellence is required in (1) or (2):

- (1) Development of specific curriculum related to medical or graduate student (or postdoctoral fellow/resident) education (such as development of elective courses, specific classroom-based lectures, additional online or other modules, new programs and if appropriate new patient education programs. There is an expectation for innovative student education such as new pedagogy or assessment tools.
- (2) Scholarship on innovation in student and/or postdoctoral fellow (or resident if appropriate) education and its presentation at the regional or national level. Evidence of scholarship will be seen in the number of presentations, articles or research projects related to student education activities.

c. Learner Assessment: Evidence is required in (1) or (2):

- (1) Participation in development, implementation, analysis or reporting learners' knowledge, skills, and attitudes data and/or involvement in assessment of student educational outcomes and development of remediation methodology.
- (2) Service on student or resident curriculum evaluation committees at departmental or college level.

d. Advising/Mentoring: Documentation of the candidate's level of involvement and quality of advising and mentorship activities for students and/or residents.

e. Educational leadership/Administration: Evidence is required in (1) or (2):

- (1) Administrative responsibilities in student educational programs with evidence to support maintaining or exceeding benchmarks for quality.
- (2) Service regional and/or national student education committee(s).

2. Scholarship

Threshold criteria:

Publication of a minimum of five (5) manuscripts, program descriptions or evaluations, book chapters, monographs, or other innovative, educationally-relevant materials (not including abstracts) is expected, with the majority in educational research. The candidate must be primary or senior author on at least two (2) publications. It is expected that five (5) of the publications will have occurred after

appointment to the Assistant Professor level at UToledo.

Excellence criteria:

In addition to meeting the threshold criterion above, significant achievements will come from among the following:

- PI on educational, research or other trials or on extramural educational or research grants.
- Reviewer for a refereed journal, editorial board member, member of a study section for the peer review of grants.
- Participation in scientific, educational and/or research review processes at state or national levels
- Presentation of scientific, educational, abstracts, reviews, or analytic studies at national/international meetings
- Development and/or dissemination of intellectual properties
- Co-investigator on educational or research grants.
- Consultant to externally funded grant, medical or scientific organization
- Involvement in administrative aspects of education and/or research (e.g. organization and direction of education and/or research initiatives)
- Significant self-development activity to increase educational and/or research effectiveness (e.g. Faculty Development programs).

3. Service

Threshold criteria:

There must be evidence that the candidate has made quality educational and administrative contributions locally or regionally, as indicated by internal letters of reference.

Excellence criteria:

In addition to the above threshold criteria, excellence in service requires further significant achievements from among the following criteria since last promotion.

- Leadership in defining and disseminating superior educational tools and concepts.
- Established local or regional reputation in the area of teaching or through unique administrative skills.
- Presentations of educational and administrative topics at local, regional or national meetings.
- Administration or leadership in local, regional or national organizations.
 - Effectiveness in administrative skills including leadership on committees within the University of Toledo.
 - Developing/implementing new and innovative educational tools, programs and concepts at the University of Toledo, local, regional or national levels.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

D. Professor

Promotion to Professor in the Basic Science Educator Track is based on achievements, which demonstrate continued professional growth and contributions to UToledo and since last promotion. The successful candidate will have sustained excellence in education. Additional contributions in the scholarship and service areas are supportive factors in consideration of promotion to this rank. Finally, professionalism is required for promotion.

An application must include 4 or more letters of recommendation, including:

- At least two (2) letters of recommendation from external reviewers (one [1] has to be from independent reviewer not personally knowledgeable of applicant) and;
- At least two (2) letters of recommendation from UToledo faculty.
- All referees must hold full Professor positions.

1. Education

Continued educational contributions to COMLS (MSBS, MS, or Ph.D.) students, medical students (sometimes referred to as undergraduates), physician assistant students and/or COMLS postdoctoral fellows or residents and their programs are required for educational excellence. These are outlined within five categories of educational activity. To establish excellence as an educator, the candidate should demonstrate a leadership role through accomplishments in the first two categories (teaching and curriculum) and from at least one of the other three categories (learner assessment, advising/mentoring, educational leadership/administration).

Categories:

a. Teaching

- (1) Active and sustained participation in teaching students in classroom, small groups and/or in other settings with qualitative assessments at a regular interval. Evidence of high-quality teaching will be based on student evaluations (all evaluations from the three most recent years, at a minimum, should be included), peer evaluations, improvement in learn outcomes, and also by recognition by receipt of Teaching Award(s). There is an expectation that the individual completes all student evaluations on a timely basis.
- (2) If appropriate, active and sustained participation in residency program teaching with evidence of sustained teaching of high-quality based on evaluations, teaching awards, outcomes and/or peer evaluations.

b. Curriculum: Evidence of educational excellence is required in (1) and (2):

- (1) Development of specific curriculum related to undergraduate, medical or graduate student (or resident/fellow) education (such as development of elective courses, specific classroom-based lectures, additional online or other modules, new programs and if appropriate new patient education programs. There is an expectation for innovative student education such as new pedagogy or assessment tools.

(2) Scholarship on innovation in student and/or fellow (or resident if appropriate) education and its presentation at the regional or national level. Evidence of scholarship will be seen in the number of presentations, articles or research projects related to student education activities.

c. Learner Assessment: Evidence is required in both (1) and (2):

(1) Participation in development, implementation, analysis or reporting learners' knowledge, skills, and attitudes data and/or involvement in assessment of student educational outcomes and development of remediation methodology.

(2) Service on student or resident curriculum evaluation committees at departmental or college level.

d. Advising/Mentoring: Documentation of the candidate's level of involvement and quality of advising and mentorship activities for students and/or residents.

e. Educational leadership/Administration: Evidence is required in (1) or (2)

(1) Administrative responsibilities in student educational programs with evidence to support maintaining or exceeding benchmarks for quality.

(2) Service regional and/or national student education committee(s).

2. Scholarship

Threshold criteria:

Publication of a minimum of ten (10) manuscripts, program descriptions or evaluations, book chapters, monographs, or other innovative, educationally-relevant materials (not including abstracts) is expected, with the majority in medical education research. The candidate must be primary or senior author on at least four (4) publications, with two [2] publications as primary or senior author since promotion to Associate Professor, and publications must be in peer-reviewed journals. It is expected that five (5) of the publications will have occurred after appointment or promotion to the Associate Professor level at UToledo. Additional threshold criteria include:

- a. Participation in review of educational research at state or national levels.
- b. Presenting observations, abstracts, reviews, or other information at national and/or international meetings related to the field of medical education at the undergraduate or graduate level.
- c. Reviewing or editing educational publications.

Excellence criteria:

The candidate should demonstrate leadership role accomplishments from among the following scholarly activities:

- a. Principal investigator or co-PI on an externally-funded educational research projects or trials;
- b. Development of intellectual properties or patents.

- c. Serving as an editor of a national educational journal.

3. Service

To establish excellence, the candidate should demonstrate leadership role accomplishments from among the following service activities:

- a. Continuous involvement or leadership in administrative programs.
- b. Expertise in a specific educational field as evidenced by reputation and productivity at the regional and national level.
- c. Chair or officer role on local, regional, and national organizations.
- d. Committee chair responsibilities within the University of Toledo's system.
- e. Developing, implementing or directing new educational programs and concepts.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

IV. Research Track (not Tenure eligible)

A. Introduction

This track is reserved for faculty members who are dedicated to supporting the research mission of a department. These faculty members are encouraged to be involved in teaching. They may not have an independent reputation in research. The major service obligation of these faculty members will be directed toward research supported by extramural agencies. However, intramural service in the form of graduate or medical college committee participation, course design and mentoring may also be considered a part of faculty duty and responsibilities within this track. Teaching is secondary to scholarship in importance but is encouraged and will be considered a positive factor for promotion. Information regarding professionalism expectations are listed in section I. F.

A candidate may be considered for promotion in this track during the sixth (6th) year after attaining a university academic appointment at the current rank (*i.e.*, dossier is reviewed by the COMLS APT committee during the 6th year of appointment). In rare circumstances, an earlier promotion may be considered for those truly exceptional candidates who have significantly exceeded all criteria set forth in this criteria document for their track and proposed rank.

Criteria for promotion are listed below. These are threshold (*i.e.*, minimal) criteria required for review of the promotion dossier by the APT committee.

B. Assistant Professor

An Assistant Professor in the Research Track shall have an appropriate academic and/or professional degree and training and shall meet the following criteria:

1. Scholarship

- a. Evidence of a commitment to scholarship (primarily research).
- b. Evidence of a commitment to obtaining peer-reviewed research support (but need not be as a principal investigator).

2. Education

Evidence of a commitment to education in the classroom and/or the laboratory as a mentor.

3. Service

Evidence of a commitment to service within the institution or the scientific community.

C. Associate Professor

An Associate Professor in the Research Track will have made significant contributions as noted below with scholarship being the primary criterion for promotion.

An application must include four (4) or more letters of recommendation including:

- At least two (2) letters of recommendation from external reviewers (one [1] letter of recommendation has to be from independent reviewer not personally knowledgeable of applicant) and;
- At least two (2) letters of recommendation from UToledo faculty.

1. Scholarship – Threshold (*i.e.*, minimum) criteria to be considered for Associate Professor include:

- a. Continuing significant contributions to securing extramural research support.
- b. Publication of a minimum of ten (10) peer-reviewed articles in high-quality national or international journals as well as review articles, chapters and books. It is expected that the majority of the publications will have occurred after appointment at Assistant Professor level. There are no threshold criteria for the number of primary or senior author publications in this track.
- c. Peer-reviewed and invited presentations at regional, national, or international meetings.

2. Education - Recognition as an effective educator in the classroom (all evaluations from the three most recent years, at a minimum, should be included) or research laboratory.

3. Service

- a. Evidence of participation in review committees of the state and federal government and service on editorial boards.
- b. Service on institutional committees.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

D. Professor

A Professor in the Research Track will have attained national or international recognition as a researcher and may also have established a reputation in education or in service.

An application must include four (4) or more letters of recommendation including:

- At least two (2) letters of recommendation from external reviewers (one [1] letter of recommendation has to be from independent reviewer not personally knowledgeable of applicant) and;
- At least two (2) letters of recommendation from UToledo faculty.

1. Scholarship

- a. Development of a systematic program of scientific investigation that has yielded significant contributions.
- b. A bibliography that indicates a major contribution to the understanding of field.
- c. Continuing peer-reviewed research support as a principal investigator or co-investigator.
- d. Peer-reviewed and invited presentations at regional, national, or international meetings.

2. Education - Recognition as an effective educator at a local (all evaluations from the three most recent years, at a minimum, should be included), regional, or national level.

3. Service

- a. Leadership on institutional committees, regional or national societies, editorial boards, regional or national study boards.
- b. Leadership role in scientific committees advisory to government and or foundations.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

V. Clinical Scholar Track (Tenure Track)

A. Introduction

The Clinical Scholar Track is for faculty members in clinical departments who conduct substantial research in the laboratory or in the clinical arena, teach, provide clinical service, and contribute to the administrative function of the University and the community. Faculty members on this track may include physicians, psychologists, social workers, ethicists, statisticians, and others in health care and health care related professions. Information regarding professionalism expectations, licensure requirements, and tenure eligibility are listed in section I. E - G.

A candidate may be considered for promotion in this track during the sixth (6th) year after attaining a university academic appointment at the current rank (*i.e.*, dossier is reviewed by the COMLS APT committee during the 6th year of appointment). In rare circumstances, an earlier promotion may be considered for those truly exceptional candidates who have significantly exceeded all criteria set forth in this criteria document for their track and proposed rank.

Scholarship is the most important criterion for promotion in this track. These faculty members are expected to independently create new knowledge or the synthesis of knowledge, compete successfully for extramural grant support, and demonstrate productivity based on their publication record and national or international recognition. Excellence in scholarship can be demonstrated by:

- a. Clinical or basic science investigations
- b. National or international recognition of research accomplishments as demonstrated by
 - Publication of peer-reviewed articles in high-quality journals
 - Awards of extramural grants
 - Presentation of research at national or international meetings
 - Participation in peer-review processes, such as service on NIH review committees, service on editorial boards, or as journal reviewer
 - Other forms of scholarship relevant to the candidate's research area

Criteria for promotion are listed below. These are threshold (*i.e.*, minimal) criteria required for review of the promotion dossier by the APT committee.

B. Assistant Professor

An Assistant Professor in the Clinical Scholar Track will have completed training in a clinical discipline, have certification (or will be making progress toward certification) by an American Board (physicians) or available equivalent for other disciplines, and have a license to practice in Ohio. Faculty who hold a Ph.D. or equivalent academic degree may not necessarily be

required to have a license, depending on the nature of their service. Each of these basic expectations will take into account relevant variations dependent upon the discipline. In addition, an Assistant Professor in this track should show strengths among the following categories.

1. Scholarship

- a. Evidence of a commitment to performing clinical or basic science investigations and to publication in peer review journals.
- b. Evidence of a commitment to obtaining extramural support.

2. Education - Evidence of teaching ability and commitment.

3. Service – Evidence of a commitment to fulfilling the mission of the clinical department commensurate with time that is not protected for research.

C. Associate Professor

An application must include 6 or more letters of recommendation, including:

- At least four (4) letters of recommendation from external reviewers (including 1 letter of recommendation from an independent reviewer not personally knowledgeable of the applicant) and
- At least two (2) letters of recommendation from UToledo faculty.
- All referees must hold either Associate Professor or full Professor positions.

The Associate Professor in the Clinical Scholar Track will have attained independence, leadership, and creativity as a clinical scholar, and will have significant achievements in each of the following categories:

1. Scholarship

- a. Success in obtaining extramural support for research. These may be in the form of independent grants or contracts from government agencies or not-for-profit agencies, or contracts from industry. In this track, obtaining extramural support that is ongoing at the time of promotion is required.
- b. Publication of a minimum of ten (10) peer-reviewed articles in high-quality national or international journals as well as review articles, chapters and books is a threshold criterion for promotion to Associate Professor on this track. The candidate will have served as a primary or senior author on at least five (5) of these. It is expected that the majority of the publications will have occurred after appointment at Assistant Professor level.
- c. Peer-reviewed and invited presentations at regional, national, or international meetings.
- d. PI on educational, research or clinical trials (includes site PI on multicenter trials) or on extramural educational or research grants.

2. Education

- a. Recognition as an effective teacher in laboratory, classroom or clinic environments; recognition of mentoring skills; or contributions to the design, organization, presentation or evaluation of educational programs.
- b. Participation in continuing education programs locally, regionally or nationally

Excellence in education as evidenced by activities in the following categories:

- a. Teaching: For faculty in this track, active and sustained participation in teaching graduate, preclinical and/or clinical year (third and fourth year) medical students is required. For clinical faculty holding a M.D. or D.O. degree, participation in preclinical (1st and 2nd year medical students) teaching is a significant factor for promotion.

Teaching may be in classrooms, small groups, by distance learning (online) and/or in clinical settings with qualitative assessments at a regular interval. Didactic teaching (i.e. prepared presentations on key clinical topics) is encouraged. Evidence of high-quality student teaching will be based on student evaluations (all evaluations from the three most recent years, at a minimum, should be included), peer evaluations, improvement of learner outcomes, and also by recognition by receipt of teaching award(s). If appropriate, there is an expectation that the individual completes all student or resident evaluations on a timely basis.

- b. Curriculum: Development of specific curriculum related to student or resident education (such as development of electives, specific classroom-based lectures, additional online or other modules; new CME programs, new COMLS patient education programs).
- c. Learner Assessment: Participation in development, implementation, analysis or reporting learners' knowledge, skills, and attitudes data and/or involvement in assessment of student educational outcomes and development of remediation methodology. Service on student or resident curriculum evaluation committees at departmental or college level.
- d. Advising/Mentoring: The level of involvement and quality of advising and mentorship activities for students and/or residents.
- e. Educational leadership/administration: Administrative responsibilities in student or resident educational programs with evidence to support maintaining or exceeding benchmarks for quality.

3. Service

- a. Certification by an American Board (physicians) or available equivalent for other disciplines.

Clinical Scholar Track

- b. Effectiveness of clinical expertise. There must be evidence that the candidate has provided or contributed to quality medical care locally or regionally as indicated by internal letters of reference.
- c. Effectiveness of administrative skills and service.
- d. Quality of service to the University of Toledo's academic community and to professional, scientific and public service societies. Participation on institutional committees and on committees in professional scientific societies, review groups or advisory boards.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

D. Professor

A Professor in the Clinical Scholar Track has attained national or international recognition as a clinical scientist or scholar.

An application must include 6 or more letters of recommendation, including:

- At least four (4) from external reviewers (including one [1] from an independent reviewer not personally knowledgeable of the applicant) and
- At least two (2) from UToledo faculty.
- All referees must hold full Professor positions.

A Professor has continuing outstanding achievements from among the following criteria:

1. Scholarship

- a. Continuity in scientific investigation over several years that has produced significant contributions to the scientific or scholarly literature in a field as documented in the candidate's bibliography.
- b. Sustained success in obtaining extramural support for research and/or clinical trials. These may be in the form of independent grants or contracts from government agencies or not-for-profit agencies, or contracts from industry. In this track, obtaining extramural support that is ongoing at the time of promotion is required.
- c. Peer-reviewed and invited presentations at regional, national, or international meetings
- d. PI on educational, research or clinical trials (includes site PI on multicenter trials) or on extramural educational or research grants is a positive factor for promotion.

2. Education

- a. Recognition as an effective teacher or mentor in the laboratory, classroom or clinical environments (all evaluations from the three most recent years, at a minimum, should be included).
- b. Participation in continuing education programs nationally and locally or regionally.
- c. Successful mentoring of students to become independent scholars.

3. Service

- a. Leadership on institutional committees, regional or national societies, editorial boards, regional or national study boards.
- b. Participation in scientific advisory committees.
- c. Continued evidence that the candidate has provided or contributed to quality medical care locally, regionally, or nationally.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

VI. Clinical Educator Track (Tenure Track)

A. Introduction

This track is meant for faculty members whose contributions entail variable combinations of education, scholarship, clinical service, and administration, but is intended for faculty members who are primarily involved in patient care, teaching, and administration. Faculty members on this track may include physicians, physician assistants, educators, psychologists, social workers, ethicists, statisticians, and others in health care and health care related professions. While educational contributions are the primary criteria, scholarship, as defined by the generation of new knowledge, synthesis of existing knowledge, or analytical observations is also expected of all faculty members in the Clinical Educator Track. Information regarding professionalism expectations and tenure eligibility are listed in section I. E-F.

A candidate may be considered for promotion in this track during the sixth (6th) year after attaining a university academic appointment at the current rank (*i.e.*, dossier is reviewed by the COMLS APT committee during the 6th year of appointment). In rare circumstances, an earlier promotion may be considered for those truly exceptional candidates who have achieved excellence in all criteria set forth in this criteria document for their track and proposed rank.

Owing to the importance of commitment and accomplishment in the education arena for this track, it is expected that faculty in this track will place greater emphasis on this component of their responsibilities than on service or scholarship. The degree of their dedication and accomplishment in meeting the education needs of the Department and the College will be used in determining their readiness for promotion.

Education is the most important criterion for this track. It can be demonstrated by the following as outlined for each rank.

- a. Effective teaching and mentoring in classrooms and clinical settings.
- b. Development or evaluation of innovative educational programs.
- c. Assessment of learners
- d. Educational leadership and administrative activities

B. Assistant Professor

An Assistant Professor in the Clinical Educator Track will have completed training in a clinical discipline, have certification (or will be making progress toward certification) by an American Board (physicians) or available equivalent for other disciplines, and have a license to practice in Ohio. Faculty who holds a Ph.D. or equivalent academic degree may not necessarily be required to have a license, depending on the nature of their service. Each of these basic expectations will take into account relevant variations dependent upon the discipline. The candidate will meet professionalism expectations. In addition, an Assistant Professor in this track should show strengths among the categories of education, scholarship and service.

1. Education

Evidence of teaching ability and/or commitment to education excellence. For clinical faculty holding an M.D. or D.O. degree, participation in preclinical (1st and 2nd year medical students) teaching is expected. For other clinical faculty with terminal degrees in their field, teaching is expected, as appropriate for their field and rank.

2. Scholarship

Evidence of an interest in and commitment to scholarship. Scholarship is defined broadly for this track. It includes clinical investigations as well as other methods of generating or synthesizing new knowledge, such as reviews, meta-analysis, or clinical treatment development and evaluation, and analytical observations (case reports). Scholarship related to medical education is encouraged.

3. Service

Evidence of a commitment to clinical and administrative service in fulfilling the mission of the clinical department and the University of Toledo's system.

C. Associate Professor

Promotion to Associate Professor in the Clinical Educator Track is based on achievements in education, scholarship, and service.

An application must include 4 or more letters of recommendation, including:

- At least two (2) from external reviewers (including one [1] from an independent reviewer not personally knowledgeable of the applicant) and
- At least two (2) from UToledo faculty.
- All referees must hold either Associate Professor or full Professor positions.

The candidate will meet professionalism expectations. In addition, the candidate will meet threshold criteria in all three categories of education, scholarship, and service, and will have attained excellence in education and one other category.

1. Education

The candidate must provide evidence of substantial contributions to and innovation in education in the health fields.

Criteria for documenting educational excellence:

Continued educational contributions to COMLS medical students (sometimes referred to as undergraduates), physician assistant, nursing, graduate (MSBS, MPH, MSOH, MS or PhD) students and/or COMLS residents and their programs are required for educational excellence. These are outlined within five categories of educational activity highlighted by the AAMC. Education excellence requires evidence showing significant accomplishment in the first two categories (teaching and curriculum) and in

at least one of the other three categories (learner assessment, advising/mentoring, educational leadership/administration).

Categories:

a. Teaching: Education activities may be at one or more of the following levels:

- (1) For faculty in this track, active and sustained participation in teaching is required. For clinical faculty holding a M.D. or D.O. degree, participation in preclinical (1st and 2nd year medical students) teaching is a significant factor for promotion. For other clinical faculty with terminal degrees in their field, teaching is expected, as appropriate for their field and rank.

Active and sustained participation in teaching students in classrooms, small groups, by distance learning (online) and/or in clinical settings with qualitative assessments at a regular interval. Didactic teaching (i.e. prepared presentations on key clinical topics) is encouraged. Evidence of high-quality student teaching will be based on student evaluations (all evaluations from the three most recent years, at a minimum, should be included), peer evaluations, improvement of learner outcomes, and also by recognition by receipt of teaching award(s). If appropriate, there is an expectation that the individual completes all student or resident evaluations on a timely basis.

- (2) Active and sustained participation in teaching medical students in the clinical years (3th and 4th year students) in classroom, by distance learning, in small groups, in research settings or in clinical settings with qualitative assessments at a regular interval. Didactic teaching (i.e. prepared presentations on key topics) is encouraged. Evidence of high-quality student teaching will be based on evidence that may include student evaluations, peer evaluations, improvement of learner outcomes, and also by recognition by receipt of teaching award(s). There is an expectation that the individual completes any required student evaluations on a timely basis.
- (3) Active and sustained participation in residency program teaching with evidence of sustained teaching of high-quality based on resident evaluations, teaching awards, residency outcomes, and/or peer evaluations. Didactic teaching (i.e., prepared presentations on key clinical topics) is encouraged. There is an expectation that the individual completes all learner evaluations on a timely basis.

b. Curriculum: Evidence of educational excellence **is required** in (1) or (2)

- (1) Development of specific curriculum related to student or resident education (such as development of electives, specific classroom-based lectures, additional online or other modules; new CME programs, new COMLS patient education programs). There is an expectation for innovative student and/or resident education such as new pedagogy or assessment tools.
- (2) Scholarship on innovations in student and/or resident education and its presentation at the national level. Evidence of scholarship will be seen in the

number of presentations and published manuscripts related to student or resident education activities.

- c. Learner Assessment:** Evidence **is required** in (1) or (2)
- (1) Participation in development, implementation, analysis or reporting learners' knowledge, skills, and attitudes data and/or involvement in assessment of student educational outcomes and development of remediation methodology.
 - (2) Service on student or resident curriculum evaluation committees at departmental or college level.
- d. Advising/Mentoring:** Documentation of the candidate's level of involvement and quality of advising and mentorship activities for students and/or residents.
- e. Educational leadership/administration:** Evidence **is required** in (1) or (2)
- (1) Administrative responsibilities in student or resident educational programs with evidence to support maintaining or exceeding benchmarks for quality.
 - (2) Service on regional and/or national student and/or resident education committee(s).

2. Scholarship

Threshold criteria:

- The candidate has at least five (5) peer-reviewed clinical or scientific reports, program descriptions or evaluations, book chapters, monographs, or other clinically relevant materials (not including abstracts) since promotion to Assistant Professor.
- The candidate is primary or senior author on 2 or more publications.
- The majority of publications have been since appointment to Assistant Professor at UToledo COMLS.

Excellence criteria: *(significant achievements from among the following)*

- PI on educational, research or clinical trials (includes site PI on multicenter trials) or on extramural educational or research grants.
- Publication of peer-reviewed papers in high-quality national/international journals.
- Reviewer for a refereed journal, editorial board member, member of a study section for the peer review of grants.
- Participation in clinical/scientific, educational and/or research review processes at state or national levels
- Presentation of clinical/scientific, educational, abstracts, reviews, or analytic studies at national/international meetings
- Development and/or dissemination of intellectual properties
- Co-investigator on educational, research or clinical (trial) grants.
- PI on educational, research or clinical trials (includes site PI on multicenter trials) or on extramural educational or research grants is a positive factor for promotion.
- Consultant to externally funded grant, medical or scientific organization
- Involvement in administrative aspects of education and/or research (e.g. organization and direction of education and/or research initiatives)

- Scholarship of “practice” or “application” reflected by clinical practice activities that enhance recognition of medical center (e.g., improving patient care, treatment of complex cases based on a reputation for care)
- Significant self-development activity to increase educational and/or research effectiveness (e.g. Faculty Development programs).

3. Service:

Threshold criterion:

The candidate holds certification by an American Board (physicians), or available equivalent certification for other disciplines. If a physician, there must be evidence that the candidate has contributed to quality medical care locally or regionally as indicated by internal and external (if appropriate) letters of reference.

Criteria for documenting service excellence:

In addition to the above threshold criteria, excellence in service requires further significant achievements from among the following since last promotion.

- a. Leadership position in defining and disseminating superior quality care in a specific area of expertise. Development of new clinical treatments, devices, or concepts.
- b. Established local or regional reputation for expertise in a field as evidenced by productivity and clinical competence.
- c. Chair of major UToledo COMLS or UTMC committees (e.g., Admissions committee, Curriculum committee, APT Committee, IRB committee, Medical Executive Committee).
- d. Officer of a National or State-wide organization, or Chair of a committee of a national or international organization
- e. Active service on major UToledo COMLS or UTMC task forces.
- f. Active participation in UToledo COMLS, UTMC, or UTP committees.
- g. Participation in local, regional, state, or national medical organizations.
- h. Participation in non-medical organizations at the local, state, or national level.

D. Professor

Promotion to Professor in the Clinical Educator Track is based on achievements that demonstrate continued professional growth and contributions to UToledo since last promotion, particularly in education. Furthermore, the candidate’s achievements should be recognized to be comparable to accomplishments by faculty members at the same rank at other academic medical and biomedical institutions. The candidate will meet professionalism expectations. In addition, the successful candidate will have sustained excellence in education. Additional contributions in the scholarship and service areas are supportive factors in consideration of promotion to this rank.

An application must include 4 or more letters of recommendation, including:

- At least two (2) from external reviewers (including one [1] from an independent reviewer not personally knowledgeable of the applicant) and
- At least two (2) from UToledo faculty.
- All referees must hold full Professor positions.

1. Education

Criteria for documenting educational excellence:

Continued educational contributions to COMLS students and/or COMLS residents and their programs are required for educational excellence. These are outlined within five categories of educational activity highlighted by the AAMC. To establish excellence as an educator, the candidate should demonstrate a leadership role through accomplishments in the first two categories (teaching and curriculum) and from at least one of the other three categories (learner assessment, advising/mentoring, educational leadership/administration).

Categories:

a. Teaching:

- (1) For faculty in this track, active and sustained participation in teaching COMLS undergraduate, graduate and/or medical students is encouraged. For clinical faculty holding a M.D. or D.O. degree, participation in preclinical (1st and 2nd year medical students) teaching is a significant factor for promotion. Active and sustained participation in teaching students in classrooms, small groups, by distance learning (online) and/or in clinical settings with qualitative assessments at a regular interval. Didactic teaching (i.e. prepared presentations on key clinical topics) is encouraged. Evidence of high-quality student teaching will be based on student evaluations (all evaluations from the three most recent years, at a minimum, should be included), peer evaluations, improvement of learner outcomes, and also by recognition by receipt of teaching award(s). If appropriate, there is an expectation that the individual completes all student or resident evaluations on a timely basis.
- (2) Active and sustained participation in teaching medical students in the clinical years (3rd and 4th year students) in classroom, by distance learning, in small groups, in research settings or in clinical settings with qualitative assessments at a regular interval is required. Didactic teaching (i.e. prepared presentations on key topics) is encouraged. Evidence of high-quality student teaching will be based on evidence that may include student evaluations, peer evaluations, improvement of learner outcomes, and also by recognition by receipt of teaching award(s). There is an expectation that the individual completes any required student evaluations on a timely basis.
- (3) Active and sustained participation in residency program teaching with evidence of sustained teaching of high-quality based on resident evaluations, teaching awards, residency outcomes, and/or peer evaluations. Didactic teaching (*i.e.*, prepared

presentations on key clinical topics) is encouraged. There is an expectation that the individual completes all learner evaluations on a timely basis.

b. Curriculum: Evidence of educational excellence is required in (1) or (2):

- (1) Development of specific curriculum related to student or resident education (such as development of electives, specific classroom-based lectures, additional online or other modules; new CME programs, new COMLS patient education programs). There is an expectation for innovative student and/or resident education such as new pedagogy or assessment tools.
- (2) Scholarship on innovations in student and/or resident education and its presentation at the national level. Promotion to Professor rank requires national presentations. Evidence of scholarship will be seen in the number of presentations, articles or research projects related to student or resident education activities.

c. Learner Assessment: Evidence is required in (1) or (2):

- (1) Participation in development, implementation, analysis or reporting learners' knowledge, skills, and attitudes data and/or involvement in assessment of student educational outcomes and development of remediation methodology.
- (2) Service on student or resident curriculum evaluation committees at departmental or college level.

d. Advising/Mentoring:

Documentation of the candidate's level of involvement and quality of advising and mentorship activities for students and/or residents.

e. Educational Leadership/Administration: Evidence is required in (1) or (2):

- (1) Administrative responsibilities in student or resident educational programs with evidence to support maintaining or exceeding benchmarks for quality.
- (2) Service on regional and/or national student and/or resident education committees.

2. Scholarship

To establish excellence as a scholar, the candidate should demonstrate leadership role accomplishments from among the following scholarly activities:

- (a) PI on educational, research or clinical trials (includes site PI on multicenter trials) or on extramural educational or research grants is a positive factor for promotion.
- (b) Extramural research support.

- (c) Peer-reviewed publications in which the candidate is primary/senior author.

Threshold criteria: The candidate will have at least 10 publications, of which at least 5 are in peer-reviewed journals. Others may include clinical, educational or scientific reports, program descriptions or evaluations, book chapters, monographs, or other clinically relevant materials (not including abstracts). At least 5 publications must be since promotion to Associate Professor and the candidate should be primary or senior author on at least 4 of the publications (3 since promotion to Associate Professor) in peer-reviewed journals.

- (d) Participation in review of clinical or basic science research at state or national levels.
- (e) Presenting clinical, educational or scientific observations, abstracts, reviews, or other information at national and/or international meetings.
- (f) Development of intellectual properties or patents.
- (g) Reviewing or editing clinical or scientific publications.

3. Service

To establish excellence as a service provider, the candidate should demonstrate leadership role accomplishments from among the following service activities:

- (a) Continuous and longstanding delivery of superior quality health care.
- (b) Expertise in a field as evidenced by reputation, clinical competency, and productivity.
- (c) Professional or personal skill and knowledge.
- (d) Committee chair or officer role on local, regional, and national organizations.
- (e) Committee chair responsibilities within the University of Toledo.
- (f) Developing or directing new treatment programs and using new devices or concepts.
- (g) Service to profession, including serving as board examiner.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

VII. Practitioner Track (Non-Tenure Track)

A. Introduction

These individuals are in association by contract with UToledo COMLS, including the ProMedica based faculty members (through the academic affiliation), and are involved in teaching and in clinical practice. They enhance the University's educational mission while providing exemplary clinical care. In accord with LCME Standard 4.2, which states that "The faculty of a medical school demonstrate a commitment to continuing scholarly productivity that is characteristic of an institution of higher learning.", expectations for promotion in this track require evidence of scholarly productivity. Scholarship in this category can consist of collaborating with or assisting other University of Toledo faculty members in scholarly productivity but does not need to rise to the level of primary (senior) authorship. Information regarding professionalism expectations and licensure requirements are listed in section I. F - G.

A candidate may be considered for promotion in this track during the sixth (6th) year after attaining a university academic appointment at the current rank (*i.e.*, dossier is reviewed by the COMLS APT committee during the 6th year of appointment). In rare circumstances, an earlier promotion may be considered for those truly exceptional candidates who have significantly exceeded all criteria set forth in this criteria document for their track and proposed rank.

Criteria for promotion are listed below: These are threshold (*i.e.*, minimal) criteria required for review of the promotion dossier by the APT committee.

B. Assistant Professor

An Assistant Professor in the Practitioner Track should have:

- Completion of terminal degree/training as appropriate to discipline and licensure.
- Completed training in a clinical discipline, have certification (or will be making progress toward certification) by an American Board (physicians) or available equivalent for other disciplines, and have a license to practice in Ohio as applicable.

1. Service

Evidence of a commitment to clinical service in fulfilling the mission of a clinical department by providing clinical services, and/or providing an inpatient or outpatient venue for clinical education.

2. Education

Evidence of a commitment to clinical education.

3. Scholarship

Although not essential, scholarly activity will be considered a positive factor.

C. Associate Professor

An application must include three (3) or more letters of recommendation, including:

- Either internal (UToledo) or external faculty recommendation letters;
- The majority of the recommendation letters must come from outside the candidate's department;
- All referees must hold either Associate Professor or full Professor positions.

An Associate Professor in the Practitioner Track should provide evidence of the following:

1. Service

- a. Continued or substantial impact on the mission of a clinical department by providing an inpatient or outpatient venue for clinical education.
- b. Certification by an American Board (physicians) or equivalent for other disciplines as appropriate.
- c. Recognition as a competent and caring clinician

2. Education

- a. Effective supervision of medical students, residents, fellows and other trainees as evidenced by learners' evaluations. All evaluations from the learners must be submitted from the last three years, at a minimum, and must include no less than 12 evaluations.
- b. Participation in a direction of seminars, clinical conference, residencies, or other training programs and continuing education programs.

3. Scholarship

- a. Three (3) publications in professional journals (may include case reports) with majority (2) published after appointment to Assistant Professor. There is no requirement for primary (senior) authorship on publications.
- b. Co-investigator or PI on educational, research or clinical trials (includes participation on multicenter trials) is a positive factor.
- c. Oral or poster presentation for regional and national meetings will be considered as a positive factor.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

D. Professor

A Professor in the Practitioner Track will have a sustained or transformational impact on the service mission of a clinical department and have shown educational leadership.

An application must include three (3) or more letters of recommendation, including:

- Either internal (UToledo) or external faculty recommendation letters;
- The majority of the recommendation letters must come from outside the candidate's department;
- All referees must hold full Professor positions.

1. Service

- a. Sustained or transformational impact on the mission of a clinical department through provision of high-quality clinical services and providing inpatient or outpatient venues for clinical education.
- b. Recognition as an authority in a clinical specialty area within the region as well as the institution.
- c. Leadership in the medical community at the regional or national level.

2. Education

- a. Leadership in teaching by sustained teaching and mentoring of medical students, residents, fellows, and other trainees as evidenced by learners' evaluations. All evaluations from the learners must be submitted from the last three years, at a minimum, and must include no less than 12 evaluations.
- b. Significant contribution to design, organization or conduct of a clinical teaching service, clinical course, or other educational program.

3. Scholarship

- a. Five (5) publications in professional journals (may include case reports) published after appointment to Associate Professor. There is no requirement for primary (senior) authorship on publications.
- b. Co-investigator or PI on educational, research or clinical trials (includes participation on multicenter trials) is a positive factor.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

VIII. Community-Based Track (Non-Tenure Track)

A. Introduction

Clinical Faculty members in the College of Medicine and Life Sciences are clinicians who volunteer their services to the educational and service programs at UToledo. Most clinical faculty members will enter at the Instructor or Assistant Professor level at the discretion of the Chair of the sponsoring department. Information regarding professionalism expectations and licensure requirements are listed in I F - G.

For faculty on the Clinical Track, essential service includes participating in didactics or small group teaching sessions on a rotational basis, or in one-on-one settings; compliance with requests for resident and student evaluations in a timely manner; and providing the clerkship or residency program director with documentation of teaching for departmental accreditation.

The required letter from the Department Chair recommending the faculty member's promotion to the Dean of the COMLS must document the history of teaching and service to the college. Additional required documents are listed in the APT Procedures document of the COMLS.

A candidate may be considered for promotion in this track during the sixth (6th) year after attaining a university academic appointment at the current rank (*i.e.*, dossier is reviewed by the COMLS APT committee during the 6th year of appointment). In rare circumstances, an earlier promotion may be considered for those truly exceptional candidates who have significantly exceeded all criteria set forth in this criteria document for their track and proposed rank.

Candidates being considered for promotion will be evaluated for their achievements in the areas of education, scholarship and service to the institution, and for professionalism.

B. Clinical Assistant Professor

Appointment and promotion to this rank will be awarded on the basis of a faculty member's contributions to education, scholarship and service.

1. Education is considered the most important activity for clinical faculty members. Commitment to teaching is essential. For faculty appointed at the rank of instructor, promotion from instructor to Clinical Assistant Professor generally will be dependent on a sustained teaching effort. (Minimum of two years within the past 3 years).
2. Scholarship - Publications and clinical research are considered as positive factors. Contribution to the research efforts may in some cases be the sole basis for promotion although in most cases there also will be a contribution to the educational mission.
3. Service - Service to the mission of a clinical department is considered a positive factor.

C. Clinical Associate Professor

Promotions to this rank will be awarded on the basis of a faculty member's contributions to education, scholarship, and service to the department.

Three (3) letters of recommendation are required. At least one letter of recommendation must be from outside the candidate's department.

1. Education

Clinical Associate Professors will have demonstrated one or both of the criteria listed below over a sustained period of time (5 or more years). This activity needs to be current. All evaluations from the learners must be submitted from the last three years, at a minimum, and must include no less than 12 evaluations.

- a. Effective mentoring of medical students, house staff or other clinical trainees. This may occur by involving students or residents in the daily ambulatory office practice or by having residents assigned full-time to a sub-specialty service directed by the mentor. Sustained contribution as a mentor with positive student evaluations will be required for promotion to this rank.
- b. Participation in and direction of seminars, clinical conferences, resident training sessions or student training programs or leading professional education programs.

2. Scholarship

Publications and clinical research are considered as positive factors. Contribution to the research efforts may in some cases be the sole basis for promotion although in most cases there also will be a contribution to the educational mission.

3. Service

Service to the mission of a clinical department is considered a positive factor.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

D. Clinical Professor

A Clinical Professor will have a sustained commitment to education of at least 10 years or will have demonstrated leadership in education, scholarship, service to the department or research.

Three (3) letters of recommendation are required. At least one letter of recommendation must be from outside the candidate's department.

1. Education

- a. Sustained mentoring of medical students, house staff or other clinical trainees. Mentoring is described above in the guidelines for the promotion to Clinical Associate Professor. Promotion to Professor requires a continuing career of serving as a mentor and a role model for trainees over the significant portion of one's career. All evaluations from the learners must be submitted from the last three years, at a minimum, and must include no less than 12 evaluations.
- b. Leadership, demonstrated by contributions in design or organization or presentation of a course, clinical teaching service, directing regional placement of residents /students or other educational programs.
- c. Leadership in promoting his/her hospital or practice site as a center of educational excellence for trainees is essential.

2. Scholarship

Publications and clinical research are considered as positive factors. Contribution to the research efforts may in some cases be the sole basis for promotion, although in most cases there also will be a contribution to the educational mission.

3. Service

Service to the mission of a clinical department is considered a positive factor.

4. Professionalism

Professionalism expectations listed on page 5 must be met for promotion and/or tenure and are determined by a review of the applicant's faculty personal file and other pertinent information, as needed.

IX. Adjunct Faculty Track and Visiting Faculty Appointments

As per the Faculty Rules and Regulations, adjunct faculty members are primarily faculty members at other universities or employees of other institutions who contribute regularly to the teaching, research or clinical programs of the University. Their primary role is to contribute to the educational and scholarship missions of UToledo although they may occasionally contribute to the service mission as well. In general, their rank within UToledo will be consistent with the rank they hold at their home institution. Adjunct appointments are non-tenure eligible and the appointment will not exceed 50% of the individual's professional time. Additional information on appointments in this category are listed in the APT procedures document.

As per the Faculty Rules and Regulations, Visiting Appointments are a type of Regular Appointment conferred on part-time or full-time Faculty, employed on a temporary basis, holding the restricted rank of Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor or Visiting Professor. Such appointments are for one year or less and may be renewed. Visiting Appointments are without tenure and may be with or without remuneration. Additional information on appointments in this category are listed in the APT procedures document.

Appendix:

DEFINITIONS

Academic Personnel Calendar:

The Academic Personnel Calendar is maintained by the Office of the Provost and sets the timelines and administrative sequence for dossier reviews for faculty considered for promotion and/or tenure review.

College Appointment, Promotions, and Tenure Committee (APT):

The COMLS APT committee is composed of tenured Professors formed at the college level from a cross section of COMLS Departments that reviews all applications for appointment or promotion to the rank of Associate Professor or Professor and all applications for tenure in faculty at the rank of Associate Professor or Professor in tenure eligible tracks.

COMLS

College of Medicine and Life Sciences

Department Appointment, Promotions, and Tenure Committee (dAPT):

The dAPT is the committee formed at the departmental level that reviews all applications for appointment or promotion to the rank of Associate Professor or Professor and all applications for tenure in faculty at the rank of Associate Professor or Professor in tenure eligible tracks.

Education:

Education is defined as any activity that accomplishes the transmission of existing knowledge from the educator to the University of Toledo medical students, graduate students, residents, clinical fellows, research fellows, other faculty members, other clinicians and scientists as well as the community-at-large. Education includes, but is not limited to, classroom teaching, web based educational materials, CDs, DVDs, development of progress for schools, kindergarten through grade 12 (K-12) and programs for public awareness are included. Other educational activities include course development and evaluation, supervision of clinical or scientific work, conducting continuing education programs and publication of a textbook. Where education-related work also leads to the production of new knowledge and publication of that knowledge, (as in the empirical evaluation of a new educational approach, which is published in a peer-reviewed journal) it may also be considered as scholarship.

Faculty Rules and Regulations:

Refers to the *University of Toledo Faculty Rules and Regulations For Faculty not bound by Collective Bargaining Agreements, College of Medicine and Life Sciences, College of Health and Human Services, As approved by the Board of Trustees, December 2020*

Independence:

Considerations include whether the faculty member has established an independent research program and whether the faculty member has authored publications and/or received externally funded grants without their graduate, post-doctoral, fellowship advisor, or an individual colleague (peer or senior), as a co-author, co-principal investigator (co-PI), or co-investigator

(co-I). Co-authorship with collaborators is expected to follow the norms of the field (*e.g.*, guidelines for defining authorship in peer-reviewed journals). The APT will assess the faculty member's independent contribution to all scholarship activities.

National Recognition:

Being recognized by faculty members within one's specific discipline or field of study at other biomedical or educational institutions. One may achieve national recognition of one's educational accomplishments, scholarship, and service to one's profession or by a unique clinical contribution. Examples of achieving recognition would include but are not limited to:

1. Conducting workshops at national meetings (education);
2. A record of substantive publications as a primary author in peer-reviewed journals (scholarship);
3. Service on editorial review boards (scholarship);
4. Developing an innovative clinical method, which is described in publications or in paper/poster presentations with demonstrated clinical value (clinical contribution/scholarship);
5. Service to national professional/scientific societies, study groups and governmental panels (professional service); and
6. Receiving peer-reviewed research support from federal sources or national foundations (scholarship/research).

Primary (Senior) Author:

The primary author is usually identified by first person listed as an author on a peer-reviewed publication. For promotion and/or tenure, the APT will assess if the applicant actually conducted the majority of the work reported in a paper. The senior author is usually identified by the last person listed on a peer-reviewed publication. Senior authorship usually indicates that the bulk of the work was conducted under the mentorship of the applicant for promotion.

Research:

A subcategory of scholarship involving the empirical testing of hypotheses, in the clinic or laboratory, through studies of health and disease.

Scholarship:

An activity that leads to the production of new knowledge, which is communicated to the world and posterity by appropriate permanent records (usually publications but also including peer-reviewed and invited presentations with published abstracts). Scholarship includes, but is not limited to, research. Other activities that are considered forms of scholarship include a) Theoretical analyses and/or syntheses of existing data, b) secondary analyses, including meta-analyses of existing data, c) comprehensive reviews of an area of knowledge, d) evaluation research and outcome studies (clinical or educational), and e) development, description, and/or evaluation of new clinical, educational and/or data-analytic approaches. Analytic observations and description of rare, unusual or clinically important cases (as in case reports) may also be considered as scholarship when those descriptions result in new knowledge.

Service:

Service to the institution, patients and scientific/professional societies is incorporated in this category, including administrative and committee service.