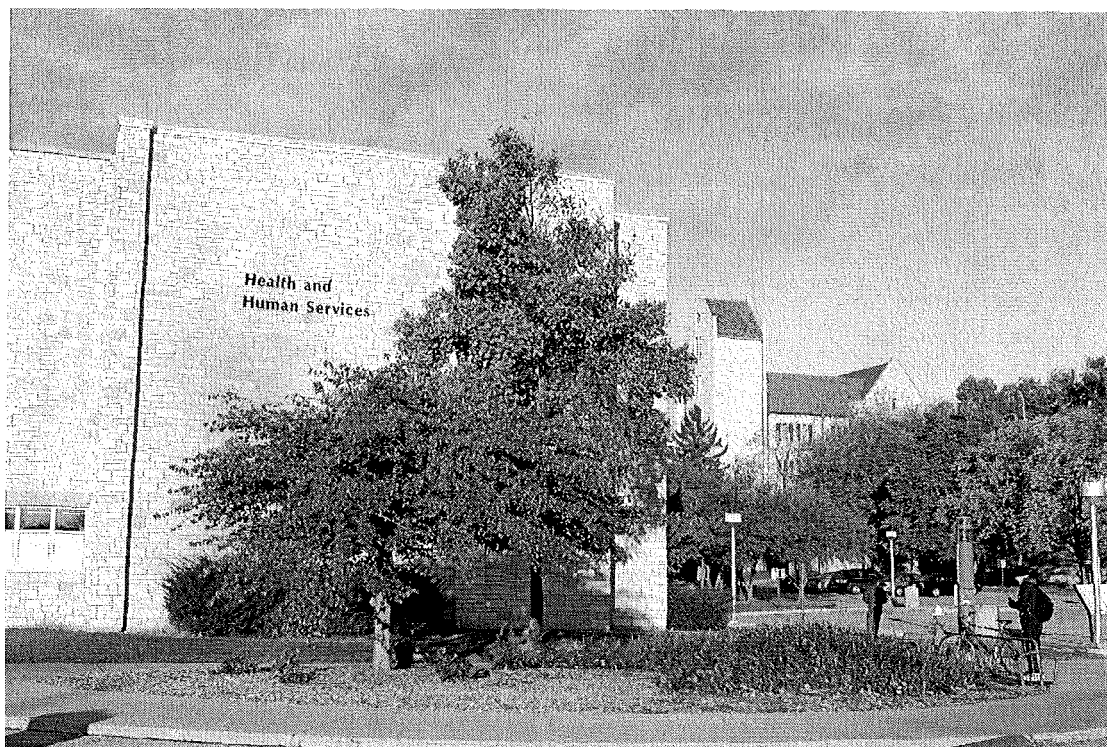


UNIVERSITY OF TOLEDO
College of Health and Human Services
Department of Exercise and Rehabilitation
Sciences

FACULTY HANDBOOK

For faculty with open-ended, continuing contracts who are not covered by the Collective Bargaining Agreement and who were hired on or after the "revised and approved" date below.

Faculty hired before the "revised and approved" date below are bound by the version of the Faculty Handbook that was current at his/her date of hire or the version agreed upon by the faculty member and his/her Chair.



Approved: _____

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THE UNIVERSITY OF TOLEDO

MISSION STATEMENT

The University of Toledo is a national, public research university where students obtain a world-class education and become part of a diverse community of leaders committed to improving the human condition in the region and the world.

VISION STATEMENT

The University of Toledo will be a nationally ranked, public research university with internationally recognized expertise and exceptional strength in discovery, teaching, clinical practice and service.

VALUES

Excellence
Student-centeredness
Research and Scholarship
Professionalism and Leadership
Diversity

Updated: August 2007
October 2018

THE UNIVERSITY OF TOLEDO COLLEGE OF HEALTH AND HUMAN SERVICES

PURPOSE STATEMENT

The purpose of the College of Health and Human Services (CHHS) of The University of Toledo is to promote excellence in student learning, research and service in professional roles within the College, and to collaboratively work with the other colleges and the local and global community in achieving the mission of the University.

Updated: February 2017

UNIVERSITY OF TOLEDO COLLEGE OF HEALTH AND HUMAN SERVICES

This Faculty Handbook is intended to provide comprehensive information related to an individual's roles and responsibilities as a faculty member of the University of Toledo who is not bound by the Collective Bargaining Agreement. It is intended to supplement other core documents and resources related the role of a faculty member, including the University's Rules and Regulations for faculty not bound by a Collective Bargaining Agreement and the University policies that relate to faculty.

The Rules and Regulations document can be found at:

https://www.utoledo.edu/depts/facaffairs/pdf/rules_regulations.pdf

One specific content area of the Rules and Regulations document that is particularly pertinent to faculty in the College of Health and Human Services is the Professional Activities Conducted Elsewhere section. It specifically states that "Lectureships, training, consulting arrangements, research and other professional activities that are conducted as extramural activities are encouraged to the extent that they do not interfere with the performance of primary duties and responsibilities at The University of Toledo or impair the performance of the individual as a scholar, teacher, researcher or administrator or create a conflict of interest. Such activities will require the prior approval of the Chair, Dean, and the Provost." The pre-approval form can be found in Appendix A.

Policies that pertain to faculty can be found at: <http://www.utoledo.edu/policies/>

Several policies of particular interest to faculty include:

[3364-72-03 Faculty Workload Measurement and Reporting Requirements for College of the University of Toledo](#)

[3364-72-04 Honorary Degrees](#)

[3364-72-05 Departments and Department Chairs](#)

[3364-72-06 Faculty returning after retirement](#)

[3364-72-07 Grievance procedures](#)

[3364-72-08 Emeritus faculty](#)

[3364-72-11 University evaluation of faculty qualifications](#)

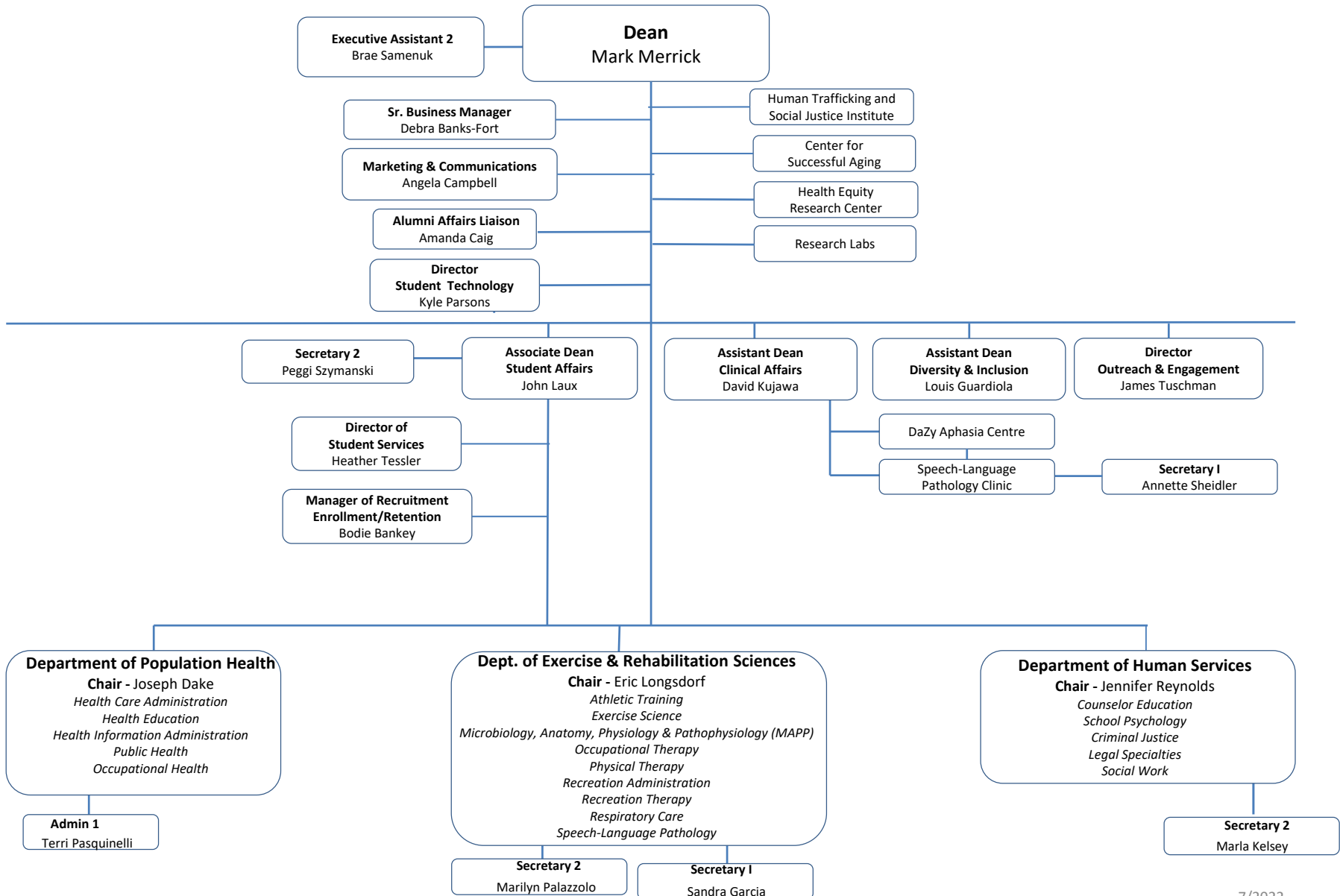
[3364-72-12 Administrator assuming a faculty position](#)

[3364-72-50 Faculty consulting](#)

[3364-72-51 Faculty grievance and appeals](#)

[3364-72-52 Post tenure review policy](#)

College of Health and Human Services 2022-23 Organizational Chart



**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

COLLEGE FACULTY COMMITTEES

Faculty Affairs Committee: for faculty with open-ended, continuing contracts who are not covered by the Collective Bargaining Agreement.

The Faculty Affairs Committee will consist of: 1) one faculty member with an open-ended, continuing contract, who is elected by faculty from each of the programs with faculty not covered by the Collective Bargaining Agreement and 2) one faculty member elected by a vote of all faculty with open-ended, continuing contracts not covered by the Collective Bargaining Agreement who will serve as a member-at-large to the committee.

The Dean or the Dean's designee may serve as a non-voting, *ex-officio* member of the committee.

Members shall serve a term of three years with one program member rotating off the committee each year.

Initially, the members of the committee shall serve for 1, 2, and 3 years, to be determined by the members of the committee. The member-at-large shall serve a 3-year term.

All members of the committee shall serve no more than two consecutive terms of membership.

The Faculty Affairs Committee shall have the following responsibilities:

Elect a chairperson and determine procedures for committee operations

Provide a forum to address issues related to faculty development, benefits, retention, and evaluation;

Serve as a voice of the faculty with open-ended, continuing contracts in matters related to faculty life and evaluation.

Review annually The University of Toledo College of Health and Human Services Faculty Handbook for faculty with open-ended, continuing contracts who are not covered by the Collective Bargaining Agreement.

Recommendations of the Committee will move to the faculty with open-ended, continuing contracts not covered by the Collective Bargaining Agreement for deliberation and action. Upon approval, the recommendations will be forwarded to the Dean. This committee has no reporting responsibility to the College Council.

Minutes will be distributed to committee members after each meeting. Minutes will be available to all faculty with open-ended, continuing contracts not covered by the Collective Bargaining Agreement through their program representative to the Faculty Affairs Committee.

Meetings will be scheduled as necessary; but not less than once per academic year.

Any full-time or part-time faculty (.5 or greater) with an open-ended, continuing contract not covered by the Collective Bargaining Agreement or the Dean may bring forward an item for discussion.

The Department Chairs are responsible for organizing the elections for populating this committee.

Approved: 7/3/91
Revised: 7/17

Appointment and Promotion Committee (APC): for faculty with open-ended, continuing contracts who are not covered by the Collective Bargaining Agreement.

The APC Committee will consist of: 1) one faculty member from each of the programs with faculty not covered by the Collective Bargaining Agreement and one at-large faculty member. Each faculty member will have an open-ended, continuing contract, and will be at the rank of associate professor or above. At least one member must be at the rank of full professor with tenure.

Members shall serve a term of three years with one program member rotating off the committee each year.

Initially, the members of the committee shall serve for 1, 2, and 3 years, to be determined by the members of the committee. The member-at-large shall serve a 3-year term.

All members of the committee shall serve no more than two consecutive terms of membership.

The APC shall have the following responsibilities:

Elect a chairperson and determine procedures for committee operations. The chairperson shall form a tenure subcommittee when necessary as outlined in the "Composition of Tenure Subcommittee (Ad Hoc)" section of The University of Toledo College of Health and Human Services Faculty Handbook for faculty with open-ended, continuing contracts who are not covered by the Collective Bargaining Agreement.

Provide College-level review of faculty dossiers and make recommendations to the Dean of the College regarding promotion and initial appointments. The Chairs of the Schools in which the programs with faculty not covered by a Collective Bargaining Agreement reside shall notify the Committee the number of dossiers in need of review each year.

Periodically review, update, and make recommendations regarding criteria for appointment to rank, promotion, and awarding of tenure.

Communicate with the Faculty Affairs Committee regarding issues of mutual interest which include, but are not limited to, faculty evaluation policies and procedures as they relate to promotion and the awarding of tenure.

Conduct mid-promotion /tenure review of a dossier upon request of a faculty member.

All recommendations passed by the Committee will be forwarded to the Dean's office. This committee has no reporting responsibility to the College Council. It is the equivalent of the College Personnel Committee (CPC).

Meetings will be scheduled as necessary; but not less than once per academic year.

Any full-time or part-time faculty with an open-ended, continuing contract not covered by the Collective Bargaining Agreement or the Dean may bring forward items for discussion.

The Department Chairs are responsible for organizing the elections for populating this committee.

Approved: 8/2/95
Revised: 7/17

UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES

Position: Program Director

- Develop and implement in collaboration with the program faculty educational programs that meet current accreditation or certification standards, if applicable, and which fulfill the mission of the College of Health & Human Services and The University of Toledo.
- Develop the program policies and procedures and forward to the Department Chairperson.
- Direct the development of a master course schedule.
- Develop in collaboration with program faculty a calendar of events/activities that comports with that of the College of Health & Human Services and The University of Toledo.
- Plan for appropriate staffing that meets the needs of the curriculum and students.
- Conduct with program faculty ongoing curriculum development, review of program goals and objectives, development of program self-study, and program evaluation.
- Develop an annual budget in consultation with the faculty and submit to the Department Chair. Will also monitor program budget on a regular basis.
- Oversee the development of the admissions policies and processes.
- Plan, lead and participate in student recruitment and retention activities.
- Represent the program in meetings called by the Chair, Dean and higher administrators and professional community.
- Direct faculty recruitment efforts in consultation with program faculty and make recommendations for appointments to the Department Chair and Dean.
- Advise Department Chair on quality improvement issues within the program.
- Communicate with faculty members on a regular basis and through regular scheduled meetings and provide minutes of these meetings to those faculty members and the Department Chair.
- Encourage faculty members to communicate ideas for improvement of their program, Department and the College of Health & Human Services.
- Prepare in collaboration with the faculty and submit an annual report to Department Chair.
- Provide input on support staff performance in collaboration with the Department Chair.
- Assist in the development of College of Health & Human Services policies that impact on quality assurance, student selection, retention and academic support.
- Provide assistance with the program's web page development and maintenance.
- Other responsibilities and requirements as assigned by the Department Chair, Dean or Provost.

Approved: 7/ /10

Revised and Approved: 7/1/2016

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

CONTACT HOURS AND FACULTY LOADS

For program planning, development and evaluation purposes, the following will act as general guidelines for faculty, Program Directors, Department Chairs, Associate Deans and Deans in the College of Health and Human Services.

Credit Hour/Contact Hour Calculations (1 contact hour = 50 minutes)

1 credit hour of lecture = 750 minutes per semester (see University Policy #3364-71-23) = 15 contact hours

1 credit hour of online = 750 minutes per semester = 15 contact hours

1 credit hour of lab = 1500 minutes per semester = 30 contact hours

1 credit hour of seminar = 1500 minutes per semester = 30 contact hours

Workload for Fieldwork and Clinical Education Coordinators are discipline specific.

Faculty Loads

Faculty appointed to full time 12 month, tenure track positions in externally accredited graduate programs that prepare students for licensure and professional practice will teach a total of 360 contact hours per academic year, which includes summer semester. These contact hours can be spread throughout the 3 semesters as best fits the need of the program. The 360 contact hour teaching load represents 70% of a faculty member's workload, which is the maximum effort for teaching. The minimum expectation for scholarly activity is 20% and for service is 10%.

This faculty teaching load is based on the nature of the program and its curriculum. Courses that are part of an externally accredited graduate curriculum that prepares students for licensure and/or professional practice require greater time and effort by the faculty of record for the following reasons:

- Many courses are only offered once per year due to the nature of the program and its curriculum. If it is necessary to offer a course in two different semesters, the same faculty member may teach the same course in the two different semesters, but the same faculty member typically does not teach multiple sections of the same course in the same semester.
- Courses prepare students for evidence-based practice, and thus must be rigorously reviewed and updated annually to ensure course content is based on the most current and contemporary evidence.
- Many courses or modules within a course must be taught by faculty who are currently licensed/certified in the profession, because the content and skills within each course prepare the student for licensure/certification and/or professional practice. Furthermore, no graduate or teaching assistant is eligible to be the instructor of record for a course in the program in which he/she is enrolled.
- Given the need for faculty to teach in their areas of content expertise, faculty are often teaching components or modules within courses for which they are not the faculty of record and/or are co-teaching a course. The use of contact hours makes it easier to track a faculty member's actual time spent teaching throughout the professional program.
- Courses prepare students for competent professional practice, and thus require extensive student assessment beyond just objective written tests. Higher levels of learning must be assessed through written papers and reports; critical case study analyses and reviews; laboratory experiences and comprehensive practical examinations; and through simulated, interprofessional patient/community management experiences.

Assignment of Workload

Adjustments in teaching assignment can be granted based upon specific justifications presented by the faculty member to the Department chairperson in collaboration with the program director. It is the responsibility of the faculty member to provide written justification when requesting a reduction in his or her instructional workload below the 360 contact hours workload.

- Each faculty member requesting an instructional workload of less than 360 contact hours will submit a form, referred to as the “Workload Agreement Worksheet” developed by the College and approved by the Office of the Dean with his or her workload forms at the time of submission of information to the program director and the chairperson of the Department. Faculty members who assume time-intensive administrative tasks such as serving as program directors or center directors, will have reassigned time established at the time of hire/appointment and thus, will not need to re-negotiate this re-assigned time each year.
- Faculty members will receive a written copy of their workload agreement from the Department chairperson for review prior to submission of workload agreements to the Office of the Dean. As is required for faculty covered by the CBA (refer to Article 10.3.2.1), a copy of each faculty member’s workload will be posted in a public area in each Department for three (3) days prior to being submitted to the Office of the Dean. After review by the Office of the Dean, workload agreements and supporting documentation will be submitted to the Office of the Provost for final approval.
- If unforeseen events (i.e. lower than anticipated enrollment, awarding of grant that provides faculty support) should occur during the academic year, the faculty member’s instructional assignment may be modified.
 - The faculty member will be notified not less than two (2) weeks (10 business days) prior to the first day of class if their instructional workload is to be changed from the original agreed upon assignment.
 - Requests for changes to an instructional workload agreement will not be considered within two (2) weeks prior to the start of the fall or spring semester as a result of receiving a grant.
 - Deviation from the originally agreed upon instructional workload may result in a change in course assignment or an increase in the research and/or service expectation for that semester.
 - A change in workload requires submission of a new workload agreement to the chairperson and the Office of the Dean for approval.
- Each faculty member will hold office hours appropriate to their academic discipline outside of the times scheduled for class or will be available to meet with students outside of class times. Each faculty member will make available to the Department administrative assistant his or her office hours at the beginning of each semester.

Considerations in Assigning Workload

Program directors in collaboration with Department chairpersons need the flexibility to adapt course offerings in response to student demands which may vary from semester-to-semester or academic years. Flexibility in assigning workloads (including instructional workloads) allows the program director in collaboration with the chairperson to assign courses to faculty members with the appropriate expertise to teach courses and also optimize the course offerings based on student demand and the plan of study established for each program.

Program directors in collaboration with Department chairpersons need flexibility in assigning some faculty members with the maximum instructional workload (not to exceed 360 contact hours/12 month academic year) while other faculty members receive more reassignment time for additional research workload (based on demonstrated productivity).

Workload guidelines established by the college, Department or program must align with the tenure and promotion expectations established by the college and schools in order to reconcile expectations of individual faculty members with the teaching, research and service mission of the university, college and Department.

Each full-time faculty member is expected to maintain a standard full instructional workload equivalent to 360 contact hours per 12 month academic year. This workload may be reduced for research active full-time faculty members according to the following guidelines and the table presented below:

- Reassigned instructional workload is appropriate for a faculty member who is research active and maintaining an average of 2 scholarly works per year or the equivalent professional activity over the last 3 consecutive years.
- The quality of the publication or professional activity may be considered in determining reassignment time. The Department chairperson in collaboration with the program director or the Office of the Dean may request supporting evidence of quality of the research and/or scholarly activity.
- Exceptions to the three (3) year average requirement will be made for new hires and/or as approved by the Office of the Dean.
- Reassignment time for professional activities will not be supported for activities to be worked on during the upcoming semester or academic year without significant evidence of past productivity.
- For the purposes of assigning instructional workload, research active shall be defined as works of professional or scholarly activity that have an identifiable outcome or product as of a result of engaging in that activity. This includes, but is not limited to peer-reviewed manuscripts, funded/unfunded grants, books, book chapters, presentations and other discipline appropriate outcomes.
- For the purposes of assigning instructional workload, teaching shall be defined as a process leading to the convergence of knowledge and understanding and includes, but is not limited to, mentoring undergraduate and graduate students enrolled in independent studies and/or non-thesis scholarly projects and/or theses/dissertations not part of the faculty member's research activity.

Faculty members are expected to participate in professional service, institutional governance, student advising, and other areas of service; these activities are in addition to the 360 contact hours of instructional workload. The expectations for service are outlined in the college and Department elaborations.

Faculty members who assume *time-intensive administrative tasks such as serving as program directors*, will have reassignment time thereby reducing their instructional workload. The equivalent credit hour(s) for release from their instructional workload will be established/negotiated at the time of hire/appointment and will not need to be re-approved each year.

Faculty members must submit their request(s) for reassignment from the instructional workload using the "Workload Agreement Worksheet" form provided by the Office of the Dean when submitting their workload agreement form.

Establishing Contact Hour Equivalent for Instructional Workload

In accordance with Policy 3364-72-03 Faculty Workload Measurement and Reporting Requirements for Colleges of the University of Toledo, each chairperson, college Dean and unit leader will develop a faculty workload measurement methodology, which will be translated into "Credit Hour Equivalents per Semester".

- Credit Hour Equivalents (CHEs) are the additional credit hours assigned to a course for additional contact hours. CHEs are combined with the course credit hours to define the instructional workload. NOTE that because faculty workload is already recorded in contact hours, it is NOT necessary to convert the additional contact hours into CHE's. The additional contact hours are simply combined with the annual workload contact hours.
- It is important to provide reasonable compensation (in time) to faculty members when considering instructional activities that are performed outside of their normal requirements and/or expectations of a scheduled course that has met the minimal enrollments (see examples below).
- When submitting requests, it is important for faculty members and Department chairpersons in consultation with program directors to consider that **one (1) credit hour is equivalent to 750 minutes of contact time per semester, which is equivalent to 15 contact hours.** Justification of additional contact hours for instructional workload should include evidence of an equivalent student experience (i.e. contact time plus expectations outside of the classroom) including but not limited to an independent study contract, thesis or dissertation syllabus (as required by HLC).

- The expected outcomes of a Master’s thesis or a Doctoral dissertation include, but are not limited to research outcomes such as presentations and publications. Therefore, supervision of masters theses and/or doctoral dissertations is expected for research active full-time faculty members and does not contribute to the standard instructional workload of 360 contact hours per year unless the student research is not part of the faculty member’s ongoing research.
- Faculty members must submit their request for instructional workload consideration using the “Workload Agreement Worksheet” by requesting contact hours for activities including, but not limited to the following;
 - Clinical supervision of students
 - Program directors for contact hours above and beyond that which have already been established/negotiated at the time of hire (for example, for extra re-assigned time in a given year for an external accreditation self-study report and onsite evaluation)
 - Supervision of undergraduate independent study
 - Supervision of senior thesis or capstone course
 - Supervision of honors thesis
 - Large course/section size
 - Supervision of graduate independent study
 - Supervision of non-thesis master’s scholarly project and capstone projects
 - Supervision of master’s thesis/doctoral dissertation not part of the faculty member’s active research projects
 - Advisement of interns
 - Other teaching activities without a course number critical to the program’s mission and goals

Relationship of Workload to Evaluation and Merit

A faculty member’s workload assignment shall be based on the member’s contributions in each of the three areas; teaching, professional activity and service. The evaluation weights assigned to the three areas shall be linked to the assignment of workload in each of the three areas.

Teaching %*	Professional Activity %*	Service %*	Instructional Workload (Contact Hours)	Publications or Scholarly Works
70	20	10	360	1/yr
65	20-55	10-30	315	1/yr
60	20-55	10-30	270	2/yr
55	20-55	10-30	225	>2/yr + other#
50	20-55	10-30	180	>2/yr + other#
45	20-55	10-30	135	Release Funds
40	20-55	10-30	90	Release Funds
35	20-55	10-30	45	Release Funds

*The sum of the first 3 columns must equal 100.

#Depending on the distribution of percent effort in each category, “other” may be additional scholarly products, greater service effort, increased administrative duties, etc.

Workload represents the assigned duties and activities a faculty member is expected to perform over a specified time. It also represents the time resources the faculty member will be allocated to perform those duties and activities. The degree to which a faculty member accomplishes his or her negotiated workload is documented in the faculty member’s Faculty Evaluation Summary (FES). Failure to abide by or accomplish one’s total workload agreement as described in the Faculty Development Plan (FDP) should be reflected in a faculty member’s performance evaluation of the FES and future workload assignments. Failure to abide by the terms of a workload agreement may even serve as grounds for some plan of correction to be implemented. Abiding by the terms of one’s workload agreement, in

and of itself, should not be viewed as meritorious. Merely doing the job to which one has agreed is not meritorious. Meritorious performance should be viewed as performing activities

- over and above those assigned in the workload agreement,
- for which no resources were allocated,
- for which effort or resources were significantly undervalued, or
- in a manner or fashion that exceeds expectations and represents a level or quality of work beyond reasonable compliance with the workload

Outside Employment and Activities

The following excerpts have been reprinted from the document titled, “Faculty Rules and Regulations for Faculty not Bound by a Collective Bargaining Agreement in the College of Medicine and Life Sciences and the College of Health and Human Services”.

Professional activities conducted elsewhere:

Lectureships, training, consulting arrangements, research and other professional activities that are conducted as extramural activities are encouraged to the extent that they do not interfere with the performance of primary duties and responsibilities at The University of Toledo or impair the performance of the individual as a scholar, teacher, researcher or administrator or create a conflict of interest. Such activities will require the prior approval of the department Chair, Dean of the appropriate college, and the Provost.

Clinical Practice:

All full-time members of the Faculty, if they are legally qualified and duly appointed, may engage in clinical practice with prior approval of their Chair or Dean and to the extent that it does not interfere with the performance of primary duties and responsibilities at The University of Toledo or impair the performance of the individual as a scholar, teacher, researcher or administrator or create a conflict of interest. In addition, Faculty may engage in clinical practice only as clinical employees of The University of Toledo, members of practice plans approved by the Board, contractors under a contract approved by The University of Toledo or under special exceptions with the prior written approval of the Chair, Dean, and the Provost, as appropriate.

Any faculty member that engages in work, as defined above, must submit the “Outside Professional Service Report” that is available from the Office of the Provost website. This form is due prior to beginning of each semester and must be approved by the chairperson of the Department in collaboration with the program director and the Dean prior to the commencement of the outside employment. Any changes in status during the semester must be reviewed by the Department chairperson and the Dean and be accompanied by a revised “Outside Professional Service Report.”

Approved: 7-10-91
Revised: 8-20-97
Revised: 6-30-10
Revised: 4-8-18

UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES
FACULTY DEVELOPMENT AND EVALUATION

Faculty Development and Evaluation Summary

Faculty members within the College of Health and Human Services who are not bound by a Collective Bargaining Agreement must annually specify goals and report on the status of (and document when requested) corresponding measurable outcomes. Department Chairpersons (or Dean if a faculty member is a Chairperson) will evaluate faculty members in their respective departments in collaboration with Program Directors based on the corresponding productivity and performance.

Faculty development planning requires faculty members to specify goals and anticipated outcomes in each of the three categories of (i) teaching, (ii) scholarship, and (iii) service. Faculty evaluation is based on the productivity and performance of faculty members relative to their specified goals and measurable outcomes. The goals and anticipated outcomes for the upcoming academic year are to be specified in the Faculty Development Plan/Faculty Evaluation Summary form (FDP/FES). The FDP in conjunction with the Workload Agreement Form as required by The University is due to the Program Director two weeks prior to the due date to the Department Chair as determined by the Provost's Office each year (typically in early spring semester). The FDP and Workload Agreement Form should include the immediately upcoming summer semester and the following fall and spring semesters.

In the fall, faculty will complete the FES portion of the FDP/FES form and submit it to the Program Director who will then review it, meet with the faculty member, and make written comments before submitting it to the Department Chair. The faculty member's FDP that was developed in spring may also be revised at this time based on results of the self-evaluation and program director comments. The due date for the FES will be according to the Academic Personnel Calendar for "Pre-tenure evaluation years 3-5". This includes faculty who are in years 1-2. The time period will cover the summer semester from the previous year (not the summer semester just completed) and the previous fall and spring semesters.

It is expected that faculty consult and collaborate with their respective Program Director to complete both the Workload Agreement Forms and the self-evaluation prior to submitting them to the Department Chair.

Once the FES is reviewed by the Department Chair, it will be forwarded to the Dean, the Provost, and the President using the timeline outlined in the Academic Personnel Calendar. It is noted that review by the College Personnel Committee (CPC) and the University Committee on Academic Personnel (UCAP) is not required. Faculty contracts are renewed annually, July to June, with notification of contract renewal in early May. Notifications of non-renewal are outlined in the Rules and Regulations for Faculty not Bound by a Collective Bargaining Agreement.

Revised: 7/17

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

APPOINTMENT, PROMOTION AND TENURE POLICIES AND PROCEDURES

Philosophy

The College of Health and Human Services recognizes the role of the University as an academic institution that exists to communicate, preserve and create knowledge as well as to apply that knowledge in a wide range of occupational, community and clinical settings. The College of Health and Human Services accepts the concept that faculty appointments be based upon general criteria established by the University and which are implemented by the Dean of the College of Health and Human Services in consultation with faculty. It further accepts the concept that promotion of faculty is based upon an objective process of peer and self-evaluation of the candidate's contribution to teaching, scholarship and service. It is the philosophy of the College of Health and Human Service that faculty members are expected to demonstrate continued growth and excellence in all three areas of the traditional role. Promotion decisions will be based upon peer evaluation of the evidence the faculty member provides to support this claim. The College of Health and Human Services recognizes that some faculty also carry responsibilities that may be administrative in nature, and that these responsibilities, as articulated in a formally approved job description, will also serve as criteria against which a candidate will be evaluated for promotion. Finally, tenure, though not required, is viewed as the culminating recognition that a faculty member in the College of Health and Human Services has attained a status of excellence worthy of University wide endorsement.

Definitions

Appendix A contains definitions of the various terms used relative to a faculty member's roles and responsibilities.

Resources

Appendices B-D include examples of teaching, scholarship, and service. Appendix E is a sample peer evaluation form that a faculty member can use when evaluating teaching excellence of one's peer.

**THE UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

FACULTY TRACKS

Introduction

The academic track is for individuals primarily engaged in academic teaching and scholarship. The clinical track is for individuals primarily involved in clinical practice and/or fieldwork practice, including practice-based instruction of students. The CHHS clinical track is designed to accommodate the unique needs of the CHHS. Criteria for rank and tenure will involve teaching, scholarly activity, and service, with the two different tracks placing different emphases among these three areas (please see below).

All regular CHHS faculty who hold part-time appointments at The University of Toledo will be on the academic or clinical track (part-time faculty are not eligible for tenure but are eligible for promotion). Full-time faculty at The University of Toledo with joint appointments in the College of Health and Human Services and another college at The University of Toledo will adhere to the rules for appointments and tracks as established by a single college designated as primary for that individual.

An overview of ranks and criteria for appointments are as follows (see the following sections for specific appointment and promotion criteria):

Academic Track (Tenure Track) (Professor, Associate Professor, Assistant Professor, Instructor)

- i. Teaching
 - teaching effectiveness (in classrooms, small discussion groups, labs, and/or clinical and fieldwork education)
 - development of innovative educational materials or methods
 - research mentoring effectiveness

- ii. Scholarly Activity
 - investigator-initiated research accomplishments
 - collaborative research accomplishments
 - national/international recognition
 - research training and research credentials
 - accomplishments as demonstrated by
 - publication of peer-reviewed articles
 - publication of professional books, chapters, and monographs
 - other publications
 - research grants, including those awarded based on peer review
 - other grants and contracts contributing to research and scholarship
 - presentation of research and scholarly activities at meetings and conferences
 - participation in peer-review processes

- iii. Service
 - effectiveness of academic administration
 - quality of service to the academic community at The University of Toledo
 - quality of service to professional and health consumer organizations
 - clinical and/or fieldwork effectiveness

Clinical Track (Tenure Track) (Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Instructor)

- i. Teaching
 - effectiveness of clinical and/or fieldwork mentoring
 - development of innovative educational programs integrating academic and practical education
 - teaching effectiveness (periodically demonstrated in classrooms, labs, and/or small discussion groups)

- ii. Clinical and/or Fieldwork Scholarly Activity
 - collaborative research and scholarly accomplishments
 - accomplishments as demonstrated by
 - scholarly integration of clinical and/or fieldwork experience (publication of review articles, book chapters, texts, case reports, development of community partnerships, etc.)
 - publication of peer-reviewed articles
 - publication of professional books and monographs
 - other publications
 - grants, including those awarded based on peer review
 - presentation of research and scholarly activities at meetings and conferences

- iii. Practice and Service
 - effectiveness of clinical and/or fieldwork service
 - clinical and fieldwork effectiveness
 - clinical and fieldwork administrative effectiveness
 - quality of service to the academic community at The University of Toledo
 - quality of service to professional and health consumer organizations

Adjunct (Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Adjunct Professor, Adjunct Instructor, Adjunct Lecturer)

Adjunct appointments will be conferred to persons who are primarily faculty members at other universities or employees of other institutions and at the same time contribute regularly to the teaching, research or clinical programs of The University of Toledo. Adjunct appointments are without tenure, may be with or without remuneration and will not exceed 50% of the individual's professional time. Notification will be specified in a letter of appointment or, if remunerated, in a contract. Performance evaluation will depend entirely on the terms negotiated upon appointment, both in terms of the performance areas and performance criteria.

Visiting Appointments

Visiting appointments will be conferred to 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. Notification will be specified in a letter of appointment or, if remunerated, in a contract. Performance evaluation will depend entirely on the terms negotiated upon appointment, both in terms of the performance areas and performance criteria.

Community-Based (formerly known as Volunteer) Appointments

Community-based appointments are conferred on individuals who devote professional time and effort to official programs and approved activities of The University of Toledo. Community-Based Volunteer faculty appointments are renewed annually, and are without tenure or remuneration. Notification of appointment is through a letter of appointment.

Joint Appointments

Joint appointments will be conferred to faculty members who provide service that is mutually beneficial to the respective schools/departments/colleges. One department/college will be designated the primary department/college for matters of rank, tenure and remuneration.

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES
SUMMARY OF RANK CRITERIA**

Rank	Academic Track	Clinical Track
Instructor	<ul style="list-style-type: none"> - Master's degree - Appropriate professional credentials 	<ul style="list-style-type: none"> - Master's degree - Appropriate professional credentials - Professional experience related to discipline
Assistant Professor	<ul style="list-style-type: none"> - Master's degree and completion of all but dissertation for doctoral degree - Appropriate professional credentials - Teaching or professional experience related to discipline - Beginning scholarship as evidenced by publications or presentations 	<ul style="list-style-type: none"> - Master's degree - Appropriate professional credentials - Professional experience related to discipline - Beginning scholarship as evidenced by collaborative efforts
Associate Professor	<ul style="list-style-type: none"> - Doctoral degree - Appropriate professional credentials - Appropriate teaching and professional experience - Sustained commitment to scholarship as demonstrated by publication and presentation record 	<ul style="list-style-type: none"> - Master's degree - Appropriate professional credentials - Professional experience related to discipline - Teaching experience (didactic and/or clinical) - Sustained commitment to scholarship as demonstrated by collaborative publication and presentation record
Professor	<ul style="list-style-type: none"> - Doctoral degree - Appropriate professional credentials - Significant teaching experience - Professional experience - Significant contributions to scholarship as demonstrated by publication and presentation record - National recognition for scholarly contributions and/or educator contributions 	<ul style="list-style-type: none"> - Doctoral degree - Appropriate professional credentials - Teaching experience (didactic and/or clinical) - Professional experience related to discipline - Scholarly commitment and record as demonstrated by publication and presentation record

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

**TIMELINE FOR PROMOTION FOR FULL TIME (1.0 FTE) FACULTY IN THE
ACADEMIC TRACK**

Instructor to Assistant Professor (to be reviewed)

Appointments at the rank of Instructor may be renewed annually for a total period not exceeding five years, unless terminated earlier in accordance with the Faculty Rules and Regulations for Faculty in the College of Health Sciences, Medicine and Nursing not bound by a Collective Bargaining Agreement (2010). Only the first three years may be excluded from the calculation of the final date for mandatory promotion from Assistant Professor to Associate Professor or for termination. Appointments shall be without tenure.

Prior to June 30 of the third year, the faculty member must be notified in writing by the Dean that all faculty time after June 30 will be included in his or her determination of final date for mandatory promotion, termination or reclassification. No later than the fourth year after the initial appointment, the Department Chair, with input from the Program Director, will evaluate the faculty member regarding eligibility for promotion to Assistant Professor. By June 30 of the fourth year, each Instructor must be promoted to Assistant Professor, or be notified in writing by the Dean that the contract will be terminated no later than June 30 of the fifth faculty year.

Assistant Professor to Associate Professor:

Appointments may be renewed annually for a total period not exceeding seven years unless terminated earlier in accordance with the Faculty Bylaws.

No later than the beginning of the sixth year (July 1) after attaining the rank of Assistant Professor, any faculty member wanting to be promoted shall notify his/her Program Director who will notify the Department Chair. The Department Chair, with input from the Program Director, will evaluate the faculty member regarding eligibility for promotion to the rank of Associate Professor. If eligible, the faculty member will submit the required documents for promotion as outlined in the "Application Procedures for Promotion" section in this handbook. No later than the end of the sixth year (June 30) at the rank of Assistant Professor, the faculty member must be promoted to the rank of Associate Professor or be notified in writing by the Dean that the contract will be terminated no later than June 30 of the seventh year. Upon written request of the Chair and/or Dean, and approved by the President, the deadline for mandatory promotion or termination may be extended annually for a maximum of three additional years. However, the total number of years since initial faculty appointment shall not exceed ten. A faculty member may request to include any time spent at the rank of Assistant Professor at a comparable higher educational institution prior to employment at The University of Toledo to be considered as part of the evaluation process and timeline for promotion provided the degree held prior to employment at The University of Toledo was at the minimum level required by the faculty member's track at The University of Toledo.

Associate Professor to Professor:

A faculty member promoted to (or initially appointed to) the rank of Associate Professor will not be required to be promoted to the rank of Professor. A faculty member having been appointed to the rank of Associate Professor for at least three (3) years will be eligible for consideration for promotion to the rank of Professor. A faculty member may request to include any time spent at the rank of Associate Professor at a comparable higher educational institution prior to employment at The University of Toledo to be considered as part of the evaluation process and timeline for promotion provided the degree held prior to employment at The University of Toledo was at the minimum level required by the faculty member's track at The University of Toledo.

For part-time faculty, an individualized timeline for promotion will be established and documented in the faculty development plan.

CHS Faculty Approval: 6/21/99
Revised and Approved: 02/28/01
Revised and Approved: 06/30/10
Revised: 07/2017

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

PROMOTION CRITERIA FOR THE ACADEMIC TRACK

The following are criteria for promotion only. Tenure is optional for faculty not bound by a collective bargaining agreement. If a faculty member chooses to apply for tenure either at the same time he/she applies for promotion to associate professor or full professor, or at a time after being promoted, the faculty member must follow the expectations for awarding tenure outlined in this Faculty Handbook, in addition to the promotion criteria. It is possible that if a faculty member applies for promotion and tenure at the same time, that promotion could be granted while tenure is denied.

Promotion from Instructor to Assistant Professor

- Minimum academic credential: Master's degree plus doctoral dissertation pending (ABD).
- Maintain professional credentials including certification and/or licensure as determined by the department.
- Develop or maintain professional competence in one's discipline.
- Provide high quality teaching as evidenced by peer, student, and participant evaluation.
- Demonstrate initiation of a research agenda.
- Demonstrate active participation (service) on committees at the departmental, college, college, community, and/or professional levels.
- Adhere to the Timeline for Promotion as established by The University of Toledo College of Health Sciences Faculty Handbook For Faculty With Open-Ended, Continuing Contracts Who Are Not Covered By The Collective Bargaining Agreement and Faculty Rules and Regulations for Faculty in the College of Health Sciences, Medicine and Nursing not bound by a Collective Bargaining Agreement.

Promotion from Assistant Professor to Associate Professor

- Minimum academic credential: Doctoral degree
- Maintain professional credentials including certification and/or licensure as determined by the Department and /or program's accreditation agency
- Maintain professional competence in one's discipline
- Provide high quality teaching as evidenced by:
 - The utilization of current and appropriate teaching methods to support student learning
 - The utilization of current and appropriate technology to support student learning
 - The flexibility to address and plan for varied multiple student learning needs
 - The assessment of student learning in alignment with student-learning outcomes
 - The recognition of the value and the provision of learning opportunities that link class instruction with clinical, community, and other out of class experiences when appropriate
- Document sustained and ongoing commitment to one's research agenda as evidenced by:
 - Ongoing research and professional activity (e.g., research in progress, manuscripts and/or grants in preparation, and project development) that are consistent with research aims/goals outlined in the candidate's Detailed Narrative of Professional Activity.
 - Since being hired, the candidate shall publish a minimum of five professional publications in indexed, peer reviewed journals, excluding abstracts. This includes manuscripts that are published, in-press, or accepted for publication. At least three of these publications must stem from work that was initiated by the candidate, and conducted at UT. The candidate must be primary/senior/first/lead author (as determined by his/her specific academic discipline) on at least three publications. The candidate should strive to publish their research in upper-tiered journals within their academic discipline. As described in the college elaborations, other discipline appropriate publications (e.g., book or book chapter, white papers, etc.) may be counted. In such cases, the candidate must submit written justification regarding the substantive nature and value of the "alternate" publication.

- For faculty who come to UT with a previous history of scholarly productivity, they may be able to count a portion of the work that was done prior to coming to UT. Decisions about what can be included will be made by the Appointment and Promotion Committee (APC) in consultation with the program director and the Department chair. Faculty who count previously published works toward their total must demonstrate during their time at UT that they can maintain the same level of productivity as is expected from faculty who are on the tenure track.
 - A minimum of five peer reviewed presentations at state, regional, national, or international conferences or meetings.
 - Evidence of on-going grant writing activities to support the candidate's research program. This includes grants submitted to both internal and external agencies.
 - If the candidate is applying for promotion with tenure at the same time, please see additional criteria in the section regarding tenure.
- Active participation (service) on committees at the program, department, college, university, community, and/or professional levels as evidenced by:
 - A narrative describing the candidate's service, its impact, and the relationship to the candidate's role and responsibility within the department, college, and university
 - Evidence of high impact and relevant service
 - A list of institutional, professional, and community service
 - Service activity that is not related to the faculty member's role and responsibilities within the Department, College and University is not relevant to the tenure and promotion process.
- Adhere to the Timeline for Promotion as established by The University of Toledo College of Health and Human Services Faculty Handbook For Faculty With Open-Ended, Continuing Contracts Who Are Not Covered By The Collective Bargaining Agreement and Faculty Rules and Regulations for Faculty in the College of Health and Human Services and Medicine and Life Sciences not bound by a Collective Bargaining Agreement.

Promotion from Associate Professor to Professor

- Maintain professional credentials including certification and/or licensure as determined by the Department and/or program's accreditation agency.
- Maintain professional competence in one's discipline.
- Provide high quality teaching as evidenced by:
 - Mentoring of junior faculty
 - Recognition from outside the university for the quality and innovation of teaching activity
 - Leadership in determining the nature of teaching practices for the Department as a whole
 - Successful use of alternative, innovative teaching with evidence of effectiveness
 - Evidence of leadership in the promotion of interprofessional education among students in the Department and college
- Demonstrate significant commitment to scholarship as evidenced by all of the following since his/her promotion to associate professor:
 - Attainment and progress towards research aims/goals outlined in the candidate's Detailed Narrative of Professional Activity.
 - A coherent research program demonstrated by a robust record of publication in one's discipline.
 - A minimum of eight professional publications in indexed, peer reviewed journals, excluding abstracts since promotion to Associate Professor. The candidate must be primary/senior author on at least four of these publications. As described in the college elaborations, other discipline appropriate publications (e.g., book or book chapter) may be counted. In such cases, the candidate must submit written justification regarding the substantive nature and value of the "alternate" publication.
 - Strong evidence of a well-planned and on-going grant writing activity that clearly demonstrates the pursuit of external grant funding to supports the candidate's research program. A minimum of one external grant award is required.
 - Recognized by peers as a leader and expert in one's discipline of study.
 - If the candidate is applying for promotion with tenure at the same time, please see additional criteria in the section regarding tenure.

- Leadership in addition to active participation (service) on committees at the departmental, college, university, community and/or professional levels as evidenced by demonstration of a high level of professional service at all levels of their professional community. Commitment and engagement at the state and national level are required. International participation further speaks to the expertise and high professional attainment in his/her respective area of study. In addition, candidates for full professor must demonstrate service within the university itself through highly visible leadership roles at all levels (university, college, department, and program).
- Adhere to the timeline for Promotion as established by The University of Toledo College of Health and Human Services Faculty Handbook For Faculty With Open-Ended, Continuing Contracts Who Are Not Covered By The Collective Bargaining Agreement and Faculty Rules and Regulations for Faculty in the College of Health and Human Services and Medicine and Life Sciences not bound by a Collective Bargaining Agreement.

CHS Faculty Approval: 04/14/99

Revised: 07/2017

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

PROMOTION CRITERIA FOR THE CLINICAL TRACK

The following are criteria for promotion only. Tenure is optional for faculty not bound by a collective bargaining agreement. If a faculty member chooses to apply for tenure either at the same time he/she applies for promotion to associate professor or full professor, or at a time after being promoted, the faculty member must follow the expectations for awarding tenure outlined in this Faculty Handbook, in addition to the promotion criteria. It is possible that if a faculty member applies for promotion and tenure at the same time, that promotion could be granted while tenure is denied.

Further, there is not a timeline for promotion in the clinical track. Appointments may be renewed annually for an unlimited time unless terminated earlier in accordance with the Faculty Bylaws.

Promotion from Clinical Instructor to Clinical Assistant Professor

- Minimum academic credential: Master's degree
- Maintain appropriate professional credentials including certification and/or licensure as determined by the department.
- Identify and develop area(s) of expertise (e.g., specialty certification, program development).
- Provide high quality didactic and/or clinical teaching as assigned as evidenced by peer and student evaluation.
- Demonstrate initiation of a collaborative research and/or scholarly agenda.
- Demonstrate active participation (service) on committees at the departmental, college, community, work, and/or professional levels.
- Adhere to the Timeline for Promotion as established by The University of Toledo College of Health Sciences Faculty Handbook For Faculty With Open-Ended, Continuing Contracts Who Are Not Covered By The Collective Bargaining Agreement and Faculty Rules and Regulations for Faculty in the College of Health Sciences, Medicine and Nursing not bound by a Collective Bargaining Agreement.

Promotion from Clinical Assistant Professor to Clinical Associate Professor

- Minimum academic credential: Master's degree
- Maintain appropriate professional credentials including certification and/or licensure as determined by the department.
- Maintain and enhance area(s) of expertise (e.g., specialty certification, program development).
- Provide high quality didactic and/or clinical teaching as assigned as evidenced by peer and student evaluation.
- Document sustained and ongoing commitment to one's collaborative scholarship agenda as demonstrated by publications and presentations. A clinical track faculty member may or may not be the principal investigator.
- Provide evidence of active participation (service) on committees at the departmental, college, community, work, and/or professional levels.
- Adhere to the Timeline for Promotion as established by The University of Toledo College of Health Sciences Faculty Handbook For Faculty With Open-Ended, Continuing Contracts Who Are Not Covered By The Collective Bargaining Agreement and Faculty Rules and Regulations for Faculty in the College of Health Sciences, Medicine and Nursing not bound by a Collective Bargaining Agreement.

Promotion from Clinical Associate Professor to Clinical Professor

- Minimum academic credential: Doctoral degree
- Maintain and enhance appropriate professional credentials including certification and/or licensure as determined by the department.
- Maintain and enhance area(s) of expertise (e.g., specialty certification, program development).
- Provide high quality didactic and/or clinical teaching as assigned as evidenced by peer and student evaluation.
- Demonstrate significant commitment to scholarship as demonstrated by collaborative publications and presentations. A clinical track faculty member(s) may or may not be the principal investigator.
- Document external recognition for scholarly contributions and/or educator contributions.
- Provide evidence of leadership in addition to active participation (service) on committees in one's practice and at the departmental, college, university, community, and/or professional levels.

- Adhere to the Timeline for Promotion as established by The University of Toledo College of Health Sciences Faculty Handbook For Faculty With Open-Ended, Continuing Contracts Who Are Not Covered By The Collective Bargaining Agreement and Faculty Rules and Regulations for Faculty in the College of Health Sciences, Medicine and Nursing not bound by a Collective Bargaining Agreement.

CHS Faculty Approval: 0 4/14/99

**THE UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES
APPLICATION PROCEDURES FOR PROMOTION
ACADEMIC AND CLINICAL TRACKS**

Introduction

The application and dossier for promotion is your opportunity to convince your peers that your academic history and accomplishments over several years warrant movement upward in the ranks of the professorate. Planning for promotion should begin early in your faculty career because promotion (and tenure) decisions are based upon a track record of demonstrated excellence in the traditional areas of teaching, scholarly activity (research) and service and not just a synopsis of your current activities. Therefore it is imperative to keep meticulous records of your accomplishments in the areas noted above. The Application Procedures are designed to help you prepare early and comprehensively for your application for promotion.

It is recommended that as a candidate, you prepare a well-organized dossier in accordance with University policies and procedures that provides qualitative and quantitative evidence of your accomplishments and development as a faculty member in your program and in the College of Health and Human Services. It may be helpful to have a colleague review and edit your application and dossier to ensure it is complete and without grammatical, spelling or formatting errors.

Overview

All recommendations for promotion to the rank of Associate Professor or Professor will be reviewed by the Appointments Promotion Committee.

The rules for faculty promotion are determined by the Faculty Rules and Regulations for Faculty in the College of Health and Human Services and the College of Medicine and Life Sciences not bound by a Collective Bargaining Agreement and by the guidelines laid out in this Handbook.

An application for promotion may be initiated by the candidate, by the program director, by the Department chair or by the Dean of the College of Health and Human Services.

Information submitted to the committee will be kept in confidence.

Timetable for faculty promotions

Deadline dates for all required materials will follow the timeline for tenure and/or promotion in the Academic Personnel Calendar as follows:

Program Director receives dossier in accordance with University policies and procedures 2 weeks prior to the date it is due to the Department Chair, and informs the Department Chair that it has been received. The Program Director thoroughly reviews the dossier and includes a written evaluation.

Department Chair receives dossier, reviews it, and provides a written evaluation.

The Appointment and Promotion Committee (APC) receives dossier (the equivalent of the College Personnel Committee). Committee members evaluate the candidate's dossier materials and vote according to the **GUIDELINES FOR COMMITTEE EVALUATION OF CANDIDATES** (see below).

The Chair of the Appointment and Promotion Committee will submit a written report in accordance with University policies and procedures, summarizing the committee's recommendations and justification. The Dean shall forward all positive recommendations for promotion to the Provost for review and recommendation. The Dean, with concurrence of the Provost, will forward positive recommendations to the President who will forward them to the Board of Trustees for final action. Note that review by UCAP is not required. Any negative recommendations or recommendations for deferral shall be communicated by the Dean of CHHS to the nominating chair and the candidate.

In the event of a negative recommendation, the nominating chair or candidate may appeal to the Dean to have the Appointments Promotion Committee re-evaluate the candidate's dossier. An updated curriculum vitae and any other new information would then need to be sent to the Committee through the Dean's Office.

Guidelines for committee evaluation of candidates

All Appointments Promotion Committee members will review each candidate's dossier prior to the committee meeting. The committee may also seek such consultative advice as it deems necessary.

A candidate can be considered for promotion to associate professor and tenure or to professor and tenure at the same time provided the criteria and required supporting materials for both promotion and tenure are included in the dossier. However, tenure is not required, in which case if the candidate is applying for promotion only, the additional criteria for tenure will not be required.

Each candidate can only be reviewed by a person once for promotion. The committee will base its evaluation of each candidate on the written materials available to the committee. At regular committee meetings, written comments from absent committee member(s) will be considered, but only members present may vote.

A vote will be considered to be valid if a majority of the committee members voted. A majority of those voting is required for a positive recommendation for promotion. The vote will be anonymous. In case of tie, the findings will be forwarded to the dean, noting exact vote.

Documentation required for promotion

The documentation for promotion and the process by which it is submitted shall be in accordance with University policies and procedures. The documentation may include, but not be limited to the following:

- CURRICULUM VITAE OF THE CANDIDATE. The curriculum vitae must be accurate and current. Missing or ambiguous information may adversely affect the committee's evaluation or delay the evaluation process. BIBLIOGRAPHY should be contained in the curriculum vitae. This must be accurate and current, and should conform to the BIBLIOGRAPHY FORMAT.
- A LETTER FROM THE PROGRAM DIRECTOR AND A LETTER FROM THE Department CHAIR as described in the timetable section above. The letters must evaluate each applicable activity of the candidate (e.g., scholarship, teaching, service and administration) and indicate the approximate percentage of time devoted to each. In case the candidate is the chairperson reporting to the Dean, the letter of recommendation to the Appointment and Promotion Committee will come from the Dean.
- LETTER OF APPLICATION that includes a detailed narrative statement and self-evaluation of each of the following areas: teaching, scholarly activity, and service for the period at current rank. Specifically:
 - EVALUATION OF TEACHING. Evidence may include student evaluation of course and instructors, or graduate and peer evaluations, other materials if applicable and relevant, and innovative activities in teaching or curricular design.
 - EVALUATION OF SCHOLARLY ACTIVITY. Evidence may include results of evaluation by peers or department chair (may refer to annual evaluation, mention year, page, etc.) Faculty may include 3-5 of the most significant works published since the previous promotion.
 - EVALUATION OF SERVICE.
 - General Service -- Evidence may include efforts to enhance the effectiveness of The University of Toledo and one's department and/or program, or profession.
 - Administrative Service -- Administrative service and effectiveness of effort within the program, department, CHHS and other units at The University of Toledo should be described particularly as related to development and management. Evidence may include results of evaluation by peers, program director or department chair (may refer to annual evaluation, mention year, page, etc.)
- Documentation to support the detailed narrative of each of the three areas in #5 above.
- Any internal letters of support, and if also applying for tenure, the required external letters as described in the tenure section of this handbook.
- Copies of all Faculty Evaluation Summaries (FES) for the period at current rank.

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

CRITERIA AND APPLICATION PROCEDURES FOR AWARDING OF TENURE

Introduction

The University of Toledo is a national, public research university where students obtain a world-class education and become part of a diverse community of leaders committed to improving the human condition in the region and the world. The vision of The University of Toledo is to be a nationally ranked, public research university with internationally recognized expertise and exceptional strength in discovery, teaching, clinical practice and service. The values of The University of Toledo are Excellence, Student-centeredness, Research and Scholarship, Professionalism and Leadership, and Diversity.

Tenure is awarded to qualified full-time faculty in an academic track applying for or holding regular appointments at the rank of Associate Professor or Professor based on their projected contributions to the mission, vision, and in reflection of the values of The University of Toledo and its constituent colleges, departments and programs. It is a commitment by the institution to the academic freedom and continuous employment of such faculty in meeting the institution's mission, vision, and values consistent with the Faculty Rules and Regulations for Faculty in the College of Health and Human Services and Medicine and Life Sciences not bound by a Collective Bargaining Agreement.

Tenure represents the most significant commitment that the institution can grant to a faculty member. Thus it is imperative that the tenure review process be conducted in a manner that will promote the highest levels of teaching, scholarly activity, and service. Only UT, through its Board of Trustees, as the fiscally responsible agent, can grant tenure.

Each candidate can only be reviewed by a person once for tenure, that is, if a candidate is not awarded tenure, any subsequent review must be completed by different tenure committee members.

There is no requirement for faculty not bound by a collective bargaining agreement to be nominated or apply for tenure at UT.

Eligibility

The candidate must:

- be applying for OR be at the rank of Associate Professor or Professor **and**

- be a member of The University of Toledo Faculty for a minimum of three (3) years before being considered for tenure. An individual promoted to the rank of Professor at The University of Toledo may apply for tenure at any time. Exceptions to this time requirement at The University of Toledo are:

- (1) a candidate who comes from another institution with tenure; or
- (2) a candidate who comes with the rank of Associate Professor or higher from another institution without tenure and had been at an eligible rank for a minimum of three years, and:
 - Provides evidence of continuing career development,
 - Actively and innovatively contributes to the on-going mission of UT,
 - Shows promise in all areas of academic responsibilities, and
 - Shows excellence in the three areas of teaching, research and other scholarly activities, and service.

Composition of Tenure Subcommittee (Ad Hoc)

The Tenure Subcommittee (Ad Hoc) shall be formed by the APC chairperson and should have a minimum of five tenured faculty members selected by the procedures outlined in the The University of Toledo College of Health and Human Services Faculty Handbook for faculty with open-ended, continuing contracts who are not covered by the Collective Bargaining Agreement. The majority of the members will be from the College of Health and Human Services (CHHS). The Tenure Subcommittee (Ad Hoc) will be chaired by the tenured member-at-large from the Appointment and Promotion Committee. The Tenure Subcommittee (Ad Hoc) Chairperson will request the

appointment of tenured faculty from within or outside the CHHS to the tenure committee, in consultation with the APC Committee and the Dean of CHHS.

Procedures

A faculty member applying for tenure at the same time as promotion will follow the procedures outlined in the Application Procedures for Promotion section.

A faculty member choosing to apply for tenure independent of promotion will apply with support from his/her program director. The program director's letter of support must be included in the tenure documents in accordance with University policies and procedures.

The chairperson of the Department, or in the case of chairperson, the Dean of CHHS will nominate the candidate for tenure and will include a letter of support and forward it to the Tenure Subcommittee (Ad Hoc) for review.

Recommendations from the Tenure Subcommittee (Ad Hoc) are determined by ballot of all voting members of the subcommittee following a complete review of the application and tenure documents. The final vote of the Tenure Subcommittee (Ad Hoc) will be recorded reflecting the number of votes for and against the recommendation, and number of abstentions. Tenure Subcommittee (Ad Hoc) members may not vote when there is a conflict of interest or potential for conflict of interest (e.g. author of a letter of recommendation). Any faculty member may only vote at one level of the process in considering a candidate's tenure.

The recommendations for the awarding of tenure, including the rationale for the subcommittee's findings, will be forwarded to the Dean. If accepted by the Dean, the Dean will forward his/her letter of support to the Provost who shall submit the recommendations to the President who will submit his/her recommendation to the Board of Trustees for their consideration and approval. Note that review by UCAP is not required.

The Provost will inform the Dean and the candidate of the decision of the Board of Trustees.

The deadlines for each of the above reviewers (chair, APC, Dean, Provost, President) will be the same as those outlined in the Academic Personnel Calendar.

Supporting Material, Academic Track

If a faculty member is applying for tenure independent of promotion, the documentation should include, but not be limited to the following:

- The documents previously used for promotion, with updates in each section as necessary
 - Curriculum vitae
 - Detailed Narrative of Professional Activity
 - Three representative professional publications in indexed, peer reviewed journals, excluding abstracts
- Individual letters from the candidate's program director and chairperson as outlined in the section on procedures above which comment fully on the individual's qualifications and potential for enhancement of the program, Department, CHHS, and The University of Toledo
- Evidence of at least one grant award (internal or external)
- Letters of Support -- solicited by the candidate, internally and/or externally to provide further evidence of excellence in teaching, scholarship, and service.
- External Letters of Review- three letters of external review from respected professional colleagues in the candidate's discipline are required. The purpose of external reviews is to provide objective, third party, neutral evaluations of whether the candidate has met or exceeded the minimum Department and college requirements for promotion/tenure in the area of Professional Activity. The criteria for and the process of identifying reviewers is as follows:
 - External reviews for those at the level of Associate Professor must be done by individuals who are at the rank of Associate or Professor.
 - External reviews for those at the level of Professor must be done by individuals who are at the rank of Professor.
 - External reviewers will be solicited and selected by the chairperson of the tenure subcommittee (Ad Hoc). The candidate will assemble a list of up to five potential reviewers who have the appropriate academic rank and familiarity with the candidate's area of research. Potential reviewers who have a past or current

professional relationship with the candidate (e.g., graduate or post-doctoral advisor, former classmate, instructor, or Chairperson, or professional collaborator) will not be considered. The chairperson of the tenure subcommittee will select three individuals from the list of potential reviewers.

- A copy of these criteria for tenure.

Supporting Material, Clinical Track

If a faculty member is applying for tenure independent of promotion, the documentation should include, but not be limited to the following:

- The documents previously used for promotion, with updates in each section as necessary
 - Curriculum Vitae
 - Detailed Narrative of Professional Activity
 - Three representative professional publications in indexed, peer reviewed journals, excluding abstracts
- Individual letters from candidate's program director and chairperson as outlined in the section on procedures above, which comment fully on the individual's qualifications and potential for enhancement of the program, Department, CHHS, and The University of Toledo
- Evidence of at least one of the following: funded research, personnel training grants (internal or external), or significant contribution to clinical training programs for learners/students for The University of Toledo, for example, clinical programs with sustained learner involvement or clinical educator training programs.
- Letters of Support- solicited by the candidate, internally and/or externally to provide further evidence of excellent in teaching, scholarship, and service.
- External Letters of Review- three letters of external review from respected professional colleagues in the candidate's discipline are required. The purpose of external reviews is to provide objective, third party, neutral evaluations of whether the candidate has met or exceeded the minimum Department and college requirements for promotion/tenure in the area of Professional Activity. The criteria for and the process of identifying reviewers is as follows:
 - External reviews for those at the level of Associate Professor must be done by individuals who are at the rank of Associate or Professor.
 - External reviews for those at the level of Professor must be done by individuals who are at the rank of Professor.
 - External reviewers will be solicited by the chairperson of the tenure subcommittee (Ad Hoc). The candidate will; assemble a list of up to five potential reviewers who have the appropriate academic rank and familiarity with the candidate's area of research. Potential reviewers who have a past or current professional relationship with the candidate (e.g. graduate or post-doctoral advisor, former classmate, instructor, or chairperson, or professional collaborator) will not be considered. The Chairperson of the tenure subcommittee will select three individuals from the list of potential reviewers.
- A copy of these criteria for tenure.

Availability of other information

The Tenure Subcommittee (Ad Hoc) reserves the right to request additional information from the candidate, discipline-specific experts, Department chairperson, or Dean for use in deliberation.

Appeal

If the chairperson does not support the candidate's application for tenure, the candidate may appeal this unfavorable decision to the Dean in writing.

An unfavorable decision regarding tenure by the Dean or higher level administrators shall be transmitted by the Dean to the nominating chairperson and the candidate. An unfavorable decision by the Dean may be appealed in writing to the Provost.

The candidate will have ninety (90) Calendar days to appeal any unfavorable decision.

In the event that the candidate is not awarded tenure, the candidate will maintain their faculty position. If the candidate chooses to re-apply, he/she can do so no earlier than the next application cycle.

APC approval: 05/26/99
CHS Faculty approval: 06/21/99
Revised: 07/2017

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES
OPTIONAL PRELIMINARY REVIEW PROCESS**

Introduction

The Preliminary Review is optional and should not be construed as required. The members of the Appointment and Promotion Committee will provide a Preliminary Review of a faculty member's dossier for promotion at their regularly scheduled meetings. The purpose of the Preliminary Review is to provide formative feedback to a faculty member regarding progress toward promotion. A Preliminary Review is intended to be part of the overall faculty development process and as such, feedback from the Preliminary Review may be helpful to the faculty member when formulating future faculty development plans. Information from the Preliminary Review may help a faculty member focus efforts in ways which are beneficial for achieving timely promotion.

The Preliminary Review process and information provided are confidential. In order to be beneficial, a faculty member should have a minimum of two years remaining prior to anticipated application for promotion when requesting the Preliminary Review.

The Preliminary Review Process

A faculty member wishing to participate in the Preliminary Review process should submit to the Appointment and Promotion Committee four copies of the following:

1. A letter to the Appointment and Promotion Committee requesting Preliminary Review. This letter should include a self-evaluation of teaching, scholarly activity, and service for the period at current rank.
2. Curriculum Vitae (see format for promotion).
3. Any other supporting materials the faculty member wishes the Committee to consider.

Copies must be submitted to the Chair of the Appointment and Promotion Committee three weeks in advance of a regularly scheduled Appointment and Promotion Committee meeting. A written response from the Appointment and Promotion Committee will be provided within two to three months of submission of materials. No records will be kept from the Preliminary Review and all materials submitted will be returned to the faculty member.

Approved: 6/23/98 (A & P Committee)

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

APPENDIX A: DEFINITIONS

Teaching

An activity that transmits existing knowledge, skills and attitudes to students, faculty members, clinicians, and scientists at The University of Toledo as well as members of the lay and professional communities-at-large. Teaching includes, but is not limited to, classroom instruction. Other activities include course development and evaluation, supervision of clinical or scientific work, and conducting continuing education programs. 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 be also considered scholarly activity.

Scholarly Activity

Scholarly activity includes, but is not limited to: a) the production of new knowledge through the empirical testing of hypotheses, b) theoretical analyses and/or syntheses of existing data, c) secondary analyses, including meta-analyses of existing data, d) comprehensive reviews of an area of knowledge, e) evaluation research and outcome studies (clinical or educational), and f) development, description, and/or evaluation of new clinical, educational and/or data-analytic approaches. Description of rare, unusual, or clinically important cases may also be considered as scholarship when those descriptions result in new knowledge. Scholarly activity is typically communicated to the world and posterity by appropriate permanent records (usually publications but also including peer-reviewed and invited presentations).

Service

Service to the institution, patients, clients, the community and scientific/professional societies is included in this category. May include administrative and committee service.

National Recognition

National recognition is being recognized by individuals within one's specific discipline or field of study at other institutions. One may achieve national recognition of one's educational accomplishments, scholarship, service to one's profession, or by a unique clinical contribution. Examples of achieving recognition include, but are not limited to: 1) conducting workshops at national meetings, 2) a record of substantive publications as a primary author in peer-reviewed journals, 3) service on editorial review boards, 4) developing an innovative clinical method which is described in publications or in paper/poster presentations with demonstrated clinical value, 5) service to national professional/scientific societies, study groups, and government panels, and 6) receiving peer-reviewed research support from federal sources or national foundations.

Primary/Senior/First/Lead Author

The primary author is usually identified by first authorship if the individual personally conducted the majority of work reported in a paper, or a subsequent or corresponding author when the bulk of the work was conducted under the mentorship of the individual.

Administration

The administrative category is used to report activities that are required to manage aspects of the college, departments, and programs that are outside of teaching, scholarship, and service categories. Some faculty may have administrative responsibilities such as associate deans, department chairs, program directors, fieldwork coordinators, academic coordinators of clinical education, residency coordinators, and directors of clinical and educational programming. Specific administrative duties and any related adjustments such as workload release time and/or stipends are negotiated with and assigned by the faculty member's supervisor. Administrative workload is reported as a percentage of effort within the teaching category for the purposes of the workload agreement, faculty development plans, and faculty evaluation summaries.

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

APPENDIX B: EXAMPLES OF TEACHING ACTIVITIES

The expectation for Teaching, in regards to promotion, is that a faculty member will make contributions to the discipline for which he or she has been trained (or related discipline) through the dissemination of professional knowledge and skills. The degree and extensiveness of one's contributions will be expected to increase as one advances from one faculty rank to the next. Teaching contributions can be demonstrated in a number of ways.

Program Teaching

- Oversight of didactic and/or clinical courses
- Development of teaching/instructional materials
- Implementation of innovative teaching/learning strategies

Intra/Interdisciplinary Teaching

- Classroom instruction: CHS/UT
- Short presentation (In-service)
- Seminar (advanced)
- Workshop/Continuing Education course

External Teaching

- Classroom instruction
- Seminar (advanced)
- Workshop/Continuing Education course
- Short presentation (In-service)

Student Advisement

- Major Advisor for thesis and dissertations
- Major Advisor for scholarly project
- Supervision of student research
- Member of thesis committee
- Major advisor for dissertation (internal or external)
- Member of dissertation committee (internal or external)

Other

- Mentorship of others in teaching
- College of Graduate Studies representative at thesis defense

Additional ways "Excellence in Teaching" could be demonstrated:

Special Recognition/Achievement

- Teaching Fellowship
- External Awards for Teaching
- Internal Awards for Teaching
- Publication/copyright of instructional theory and/or materials

CHS Faculty Approval: 6/21/99

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

APPENDIX C: EXAMPLES OF SCHOLARLY ACTIVITIES

The expectation for scholarly activity, with regards to promotion, is that a faculty member makes a contribution to his or her discipline or related discipline's knowledge base. The degree or extensiveness of one's contribution would increase as one moves from one faculty rank to the next. Scholarly contributions can be demonstrated in a number of ways. Below are examples of ways in which one's scholarly activity accomplishments could be documented. Because of the nature of knowledge generation, peer-reviewed activities hold particular importance for judging one's scholarly activity contributions. For more detailed information, refer to the Promotion Criteria.

Grants

Peer-reviewed research grants
Peer-reviewed training grants
Grants & Contracts (non-peer-reviewed support)
UT supported grants
Academic/industry (business) collaborative research

Articles

Peer-reviewed research articles
Other peer-reviewed articles
Non-peer-reviewed articles
Editorial articles

Books

Authored Books
Edited books
Book chapters
Monographs

Research Activities

Investigator initiated research (non-grant/departmental support)
Lab-based research
Clinical research
Field based research
Epidemiological research
Teaching and/or learning research
Case studies

Presentations: Peer-reviewed presentations/workshops;_Other presentations/workshops/posters

Special Recognition/Achievement: External awards for scholarship; Internal awards for scholarship

Development and implementation of an evidence-based program: This must include a written manual that describes the aims and approach of the program, and documents the published evidence and theoretical support underpinning the program. Additionally, there must be a plan to evaluate the program's effectiveness/efficacy.

Serving as a reviewer for a journal, conference, or external granting agency: Reviewing the work of others is considered a scholarly activity and is documented by the numbers of grants, articles, and/or books reviewed. However, holding a position on an editorial board or conference planning committee is a service activity.

CHS Faculty approval: 6/21/99

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

APPENDIX D: EXAMPLES OF SERVICE ACTIVITIES

The expectation for service, with regards to promotion, is that a faculty member makes contributions to the program, department, college, profession and community through active participation in committees and other bodies that help advance the missions of the respective organizations. The degree or extensiveness of one's contribution would increase as one moves from one faculty rank to the next. Service contributions can be demonstrated in a number of ways. Below are examples of ways in which one's service accomplishments could be documented. Leadership roles and service commitments beyond The University of Toledo are expected to achieve national recognition normally associated with higher faculty ranks.

Leadership Position in Internal Committees/Task Forces

- Program
- Department
- College of Health and Human Services
- Other Colleges within The University of Toledo
- The University of Toledo

Leadership Position in External Committees/Task Forces

- State/Local Professional Associations
- State/Local Organizations or Foundations (e.g. American Heart Association)
- National/International Professional Associations
- National/International Associations/Foundations
- Government Advisory Groups/Panels including Peer Review Panels for Grants

Elected Offices

- State/Local Professional Associations
- State/Local Community Organizations or Foundations
- National/International Professional Associations and/or Community Associations/Foundations

Editorial Boards

- Editorial Board – Non-Peer Reviewed Journal/Publication
- Invited Reviewer – Non-Peer Reviewed Journal
- Editor or Department Editor – Non-Peer Reviewed Journal
- Editorial Board – Peer Reviewed Journal
- Invited Reviewer – Peer Reviewed Journal
- Editor or Department Editor – Peer Reviewed Journal

Membership in Internal Committees/Task Forces

- Program
- Department
- College of Health Sciences
- Other Colleges within The University of Toledo
- The University of Toledo

Membership in External Committees/Task Forces

- State/Local Professional Associations
- State/Local Community Organizations or Foundations
- National Professional Associations
- National Civic/Philanthropic Organizations or Foundations

Other

- Advisor to Student Organizations
- Clinical/Professional Practice (voluntary or paid)
- Published Book or Article Reviews
- Professional Related Consultation (voluntary or paid)
- Professionally Related Service to the Community

Special Recognition/Awards for Service

CHS Faculty Approval: 6/21/99

**UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH AND HUMAN SERVICES**

APPENDIX E: PEER EVALUATION OF TEACHING EXCELLENCE

Faculty Member _____ Evaluator _____

Date of Evaluation _____ Course Title/Number _____

Content Focus/Title _____ Length of Session _____

Please list example(s) of teaching observed (e.g.: Lecture, discussion, small group, seminar, lab, etc.):

Consider 5 = Agree Strongly; 4 = Agree Mostly; 3 = Partly Agree and Partly Disagree; 2 = Disagree Mostly; and 1 = Disagree Strongly on the scale. NA indicates an inability to assess this item.

1.	Course materials are received by the course coordinator in a timely manner.	5	4	3	2	1	NA
2.	Course materials reflect curriculum design or organizing scheme of the sponsoring program.	5	4	3	2	1	NA
3.	Current resources are incorporated into course materials.	5	4	3	2	1	NA
4.	Demonstrates appropriate level of knowledge in course materials covered.	5	4	3	2	1	NA
5.	Clear, measurable objectives for the session are stated/provided.	5	4	3	2	1	NA
6.	Establishes rapport with students.	5	4	3	2	1	NA
7.	Teaching/learning strategies selected are appropriate to meet stated/provided learning objectives.	5	4	3	2	1	NA
8.	Skill is demonstrated in implementing teaching/learning strategies.	5	4	3	2	1	NA
9.	Course materials are taught at a level appropriate for the audience.	5	4	3	2	1	NA
10.	Effectively communicates course content.	5	4	3	2	1	NA
11.	Effectively clarifies unfamiliar ideas/answers questions.	5	4	3	2	1	NA
12.	Summarizes key points of course materials.	5	4	3	2	1	NA

Comments:

Evaluator's Signature

Faculty Member's Signature