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THE UNIVERSITY OF TOLEDO
MISSION STATEMENT

The mission of the University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

The core values are:

I. Compassion, Professionalism and Respect: Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor;

II. Discovery, Learning and Communication: Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning;

III. Diversity, Integrity and Teamwork: Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard;

IV. Engagement, Outreach and Service: Provide services that meet students’ and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events;

V. Excellence, Focus and Innovation: Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility; and

VI. Wellness, Healing and Safety: Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.

VISION STATEMENT

The University of Toledo is a transformative force for the world. In so doing, the University of Toledo will become a thriving student-centered, community-engaged, comprehensive research university known for its strong liberal arts core and multiple nationally ranked professional colleges, and distinguished by exceptional strength in science and technology.

Updated: August 2007
MISSION STATEMENT

COLLEGE OF HEALTH SCIENCE AND HUMAN SERVICE
HEALTH SCIENCE CAMPUS
THE UNIVERSITY OF TOLEDO

To improve the quality of human life through education, research and service related to health promotion and the prevention, treatment and remediation of disease and disability.

As a leader in health sciences, the College is committed to excellence via continuous improvement involving the assessment of:

- learning by students and professionals
- contributions to knowledge; and
- service provided to the community of interest.

Approved: 2/2001
College of Health Science and Human Service
Health Science Campus
Organization Chart

Margaret F. Traband
Interim Dean

Ms. Jane E. Zbinden
Administrative Assistant to the Dean

Department of Occupational Therapy
Dr. Julie J. Thomas
Chair

Department of Physical Therapy
Dr. Clayton F. Holmes
Chair

Department of Physician Assistant Studies
Dr. Patricia A. Hogue
Chair
Academic Terms at a Glance:

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<td>Fall Semester</td>
<td>August 20, 2007 – December 14, 2007</td>
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<td>Spring Semester</td>
<td>January 7, 2008 – May 2, 2008</td>
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<td>Summer Semester</td>
<td>May 12, 2008 – August 1, 2008</td>
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Students should consult program and course syllabus for exact start and end dates.

Calendars are also accessible through the My UT page in Online Calendar/Events.

UTC/CHSHS, Health Science Campus Approved Holidays:

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<th>Holidays</th>
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<td>Labor Day</td>
<td>Monday, September 3, 2007</td>
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<td>Veteran’s Day</td>
<td>Monday, November 12, 2007</td>
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<td>Thanksgiving</td>
<td>Thursday and Friday, November 22 and 23, 2007</td>
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<td>Christmas</td>
<td>Monday and Tuesday, December 24 and 25, 2007</td>
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<td>New Year’s Day</td>
<td>Monday, January 1, 2008</td>
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<td>Martin Luther King Day</td>
<td>Monday, January 21, 2008</td>
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<td>Memorial Day</td>
<td>Monday, May 26, 2008</td>
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<td>Independence Day</td>
<td>Friday, July 4, 2008</td>
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CHSHS Faculty Meeting; Fridays, CB 4415/17/19
Meetings held as needed.
Chair: Margaret F. Traband, M.Ed., Interim Dean
Membership: All Faculty

Faculty and Academic Affairs Committee
Meetings held as needed.
Chair: Barbara Kopp Miller, Ph.D.
Membership: Barbara Kopp Miller, Ph.D. (2009)
          Abraham Lee, Ph.D., PT (2010)
          April Gardner, M.S.B.S., PA-C (2009)

Appointments, Promotion and Tenure Committee
Meetings held as needed.
Chair: Martin Rice, Ph.D., OTR/L
Membership: Martin Rice, Ph.D., OTR/L, Member-at-Large and Chair of Tenure Committee
          Abraham Lee, Ph.D., PT (2009)
          Martin Rice, Ph.D., OTR/L (2010)

Student Affairs Committee; Third Wednesday at 8:00 - 9:00 a.m.; check academic calendar for meeting place
July 18, 2007 January 16, 2008
August 15, 2007 February 20, 2008
September 19, 2007 March 19, 2008
October 17, 2007 April 16, 2008
November 21, 2007 May 21, 2008
December 19, 2007 June 18, 2008
Chair: Michelle Masterson, Ph.D., PT
Membership: Julie J. Thomas, Ph.D., OTR/L, FAOTA
            Michelle Masterson, Ph.D., PT
            Jay Peterson, M.S.B.S., PA-C
            Carli Minich, OT Student
            Megan Sabo, PT Student
            Allison Kprowski, PA Student
            Meaghan Rourke, PA Student

Support Staff Committee; Mondays at 10:00 AM; CB 4415
Membership: Kristi Hayes
            Diane Forquer, Chair
            Liz Henderson
            Andrea Jacobs
            Chris Peters
            Vicki Melms
            Jane Zbinden (ex-officio)
Faculty and Academic Affairs Committee

Purpose: The Faculty and Academic Affairs Committee exists as a forum to address issues of curricular integrity, academic policy and procedure, new program development, and issues related to faculty development, benefits, retention, promotion, and evaluation. This committee will review annually the CHSHS faculty handbook and recommend updates with changes to occur in the Dean’s office.

Membership: Membership shall include one elected full time non-collective bargaining unit faculty member from each department and program in the College of Health Science and Human Service, Health Science Campus. When the Committee is initially formed, terms of one, two, and three years will be determined by lottery. The Dean or his/her designee may serve ex-officio.

Chair: Elected by the membership annually.

Minutes: Minutes will be distributed to all committee members after each meeting. Minutes will be available to all faculty through their faculty representative.

Meetings: Meetings will be scheduled as needed.

Agenda: Any constituent member, full or part time faculty, or the Dean may bring forward an item for discussion.

Procedures: Generally, recommendations of the Faculty and Academic Affairs Committee will move to the CHSHS, HSC Faculty for deliberation and action.

Approved: 7/3/91
Revised: 7/5/94
Revised: 5/13/96
Student Affairs Committee

Purpose: The purpose of the Student Affairs Committee of the College of Health Science and Human Service on the Health Science campus is to:

- serve as a forum for student representatives to present items of student interest of a non-academic/ non-curricular nature
- promote interdisciplinary activities within the College of Health Science and Human Service, HSC and support student involvement in professional and community activities
- serve as a liaison between the students from the various programs within the College of Health Science and Human Service, HSC, between faculty and students; and between students and the Office of Student Life
- revise the College of Health Science and Human Service, HSC Student Handbook annually

Membership: One faculty member and one student from each of the three departments will serve on the committee. Faculty members will be appointed by the Dean of the College of Health Science and Human Service. Student members will be selected according to their respective student organizations' bylaws. The Director of the Office of Student Life will be an ex-officio member of the committee.

Chair: The Chairperson of the committee will be one of the three faculty members, and will be appointed by the Dean.

Secretary/Minutes: Secretarial duties will rotate among the membership on an alphabetical basis. Minutes will be distributed to all committee members prior to the next meeting.

Meetings: Meetings will be scheduled on the third Wednesday of the month from 8:00-9:00 AM as needed.

Agenda: The committee chairperson will develop the agenda and distribute it to all committee members prior to the next meeting. Any faculty, staff or student member in the College of Health Science and Human Service, HSC can bring forward an item for discussion.

Procedures: The Dean of the College of Health Science and Human Service will notify the committee of its charges prior to the beginning of each academic college year. The chairperson of the committee will submit a written report to the Dean at the end of the academic year summarizing the committee's activities for that year.
Appointment, Promotion and Tenure Committee

Purpose: To review dossiers and make recommendations to the Dean for appointments to the faculty of the College of Health Science and Human Service, HSC to the rank of Associate Professor or Professor. To review dossiers and make recommendations for promotion and tenure of College of Health Science and Human Service, non-collective bargaining unit faculty. To periodically review, update, and recommend criteria for appointment to and promotion and tenure within the College of Health Science and Human Service, HSC.

Membership*: One member elected by the faculty from each department or program, one tenured faculty elected by the College of Health Science and Human Service faculty (member-at-large, chair of Tenure Committee) and the associate dean (ex-officio). Each department will elect a member to the committee. Terms will be for three years unless otherwise noted.

Chair: Chair will be elected by the membership for a two-year term. When the elected chair has only one year left on his/her term in the committee, the term will be only for one year. If the member is re-elected to serve on the committee, he/she will continue as the chair for another year to complete the two-year term, otherwise a new chair will be elected.

Secretary/Minutes: Secretarial duties will rotate among the membership on an alphabetical basis. Minutes will be distributed to members of the Committee prior to the next meeting.

Meetings: Meetings will be scheduled as necessary but not less than once per semester.

Agenda: Any full or part time faculty, or the Dean may bring forward an item for discussion.

Procedures: Recommendations from the Committee will be forwarded to the Dean’s office for approval, deliberation or action.

*Members must be full-time (1.0 FTE) at the University of Toledo, Health Science campus and at least .5 FTE in the College of Health Science and Human Service, HSC. Members of the Tenure Subcommittee must have tenure. Members of the Promotion Committee reviewing dossiers should be at or above the rank being requested.

Approved: 8/2/95
Revised: 10/25/00
Revised: 9/5/01
Revised: 9/4/02
Support Staff Committee

Purpose: To provide a forum to address ideas, concerns, problems, changes, and situations arising from growth of the College of Health Science and Human Service, HSC relative to the efficient operation of the programs. To discuss and thereby create solutions to the above. To encourage exchange of ideas for better communication and exchange of information, facilitation of work production and enhancement of program functioning.

Membership: All support staff within the College of Health Science and Human Service, HSC.

Chair: Elected by the membership annually.

Secretary/Minutes: Secretarial duties will be assigned on a rotating basis. Minutes will be distributed to the program secretaries, department chairs, program director(s), and the Dean of the College of Health Science and Human Service.

Meetings: Will be scheduled as necessary but no less than once per month.

Agenda: Items for agenda turned in to chairperson before monthly meeting.

Procedures: Items approved by the support staff by majority vote will be submitted to the Executive Committee and also discussed at monthly Faculty Committee meetings.

Revised: 8/2/95
Position: Department Chair

Duties and Responsibilities

1. Develop and implement in collaboration with the program faculty educational programs that meet current accreditation standards and which fulfill the mission of the College of Health Science and Human Service and the University of Toledo.

2. Develop the program faculty, departmental policies and procedures, and forward to Dean.

3. Direct the development of a master course schedule.

4. Develop in collaboration with program faculty a calendar of events/activities that comports with that of the College of Health Science and Human Service and the University of Toledo.

5. Plan for appropriate staffing that meets the needs of the curriculum and students, and establish acceptable teaching loads.

6. Conduct with program faculty ongoing curriculum development, review of program goals and objectives, program self-study, and evaluation.

7. Develop an annual budget in consultation with the faculty and monitor program budgets.

8. Oversee the development of and application of the admissions process.

9. Oversee the student registration process.

10. Participate in student recruitment activities.

11. Represent the program in meetings called by the Dean and higher administrators and professional community.

12. Direct faculty recruitment efforts in consultation with program faculty and make recommendations for appointments to the Dean of the College of Health Science and Human Service.

13. Make recommendations for faculty reappointments, promotions and tenure as per guidelines established by the College of Health Science and Human Service.

14. Evaluate faculty performance and provide adequate support for faculty development.

15. 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 Dean.

16. Encourage faculty members to communicate ideas for improvement of their department and the College of Health Science and Human Service.

17. Prepare in collaboration with the faculty and submit an annual report of the status of the department to the Dean of the College and the President and copies to the faculty.

18. Assume a teaching load commensurate with program administrative responsibilities.

19. Conduct research and scholarly activity.
20. Provide service to the University, College and professional community.

21. Recruit and supervise support staff and evaluate their performance.

22. Assist in the development of College of Health Science and Human Service policies that impact on student selection, retention and academic support.

23. Other responsibilities and requirements as negotiated between Chair and the Dean.

Position Requirements (see specific accreditation standards when appropriate)

Credentials

An earned doctorate preferred, masters considered with the understanding that doctoral credentialing is expected within a period of time negotiated with the Dean. Appointment contingent upon eligibility for graduate faculty status, when appropriate.

Experiential

Required: Field experience in the discipline and documented administrative expertise.

Desirable: Curriculum development, teaching and research experience.

Relationship

The Department Chair will:

1. report directly to the Dean of the College,

2. communicate openly and consistently with faculty, with each other, and all Dean’s office staff, and

3. coordinate College activities with the Associate Dean as appropriate.

Approved: 2/19/91
Position: Program Director

Duties and Responsibilities

1. Develop and implement in collaboration with the program faculty educational programs that meet current accreditation standards and which fulfill the mission of the College of Health Science and Human Service and the University of Toledo.

2. Develop the program faculty, policies and procedures, and forward to Chair.

3. Direct the development of a master course schedule.

4. Develop in collaboration with program faculty a calendar of events/activities that comports with that of the College of Health Science and Human Service and the University of Toledo.

5. Plan for appropriate staffing that meets the needs of the curriculum and students, and establish acceptable teaching loads.

6. Conduct with program faculty ongoing curriculum development, review of program goals and objectives, program self-study, and evaluation.

7. Develop an annual budget in consultation with the faculty and monitor program budgets.

8. Oversee the development of and application of the admissions process.

9. Oversee the student registration process.

10. Participate in student recruitment activities.

11. Represent the program in meetings called by the Dean and higher administrators and professional community.

12. Direct faculty recruitment efforts in consultation with program faculty and make recommendations for appointments to the Dean of the College of Health Science and Human Service.

13. Make recommendations to Chair for faculty reappointments, promotions and tenure as per guidelines established by the College of Health Science and Human Service.

14. Evaluate faculty performance and provide adequate support for faculty development.

15. 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 Dean.

16. Encourage faculty members to communicate ideas for improvement of their department and the College of Health Science and Human Service.

17. Prepare in collaboration with the faculty and submit an annual report to Department Chair.

18. Assume a teaching load commensurate with program administrative responsibilities.

19. Conduct research and scholarly activity.

20. Provide service to the University, College and professional community.
21. Recruit and supervise support staff and evaluate their performance.

22. Assist in the development of College of Health Science and Human Service policies that impact on student selection, retention and academic support.

23. Other responsibilities and requirements as determined by Chair and the Dean.

Position Requirements (see specific accreditation standards when appropriate)

Credentials

An earned doctorate preferred, masters considered with the understanding that doctoral credentialing is expected within a period of time negotiated with the Dean. Appointment contingent upon eligibility for graduate faculty status, when appropriate.

Experiential

Required: Field experience in the profession or related discipline.

Desirable: Curriculum development, teaching, research experience and administrative expertise.

Relationship

The Program Director will:

1. report directly to the Chair of the Department of Physician Assistant Studies,

2. communicate openly and consistently with faculty, Department Chairs, and Dean’s office staff, and

3. coordinate activities with the Department Chair as appropriate.

Approved: 6/17/03
Contact Hours and Faculty Loads

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

Credit Hour/Contact Hour Calculations

1 sem. hr. = 1 lecture hour = 50 minutes contact
1 sem. hr. = 2 laboratory hours = 100 minutes contact
1 sem. hr. = 2 seminar hours = 100 minutes contact
Field hour formulas are discipline specific.

Faculty Loads

Faculty appointed to full time, tenure track positions will generally average 12 contact hours per week for a total of 360 contact hours per academic year.

Department Chairs/Program Directors will generally average 6 contact hours per week, for a total of 180 contact hours per academic year.

Fieldwork/Clinical Coordinators will have reduced loads commensurate with their administrative duties.

Approved: 7-10-91
Revised: 8-20-97
**Faculty Development and External Professional Activity**

The College of Health Science and Human Service promotes faculty involvement in outside activities, paid and unpaid, which enhance the attainment of its mission. To this end, all full time faculty in the College will be allowed a maximum of eight (8) hours per week to pursue activities which they determine, in conjunction with their immediate supervisor, will enhance their development as contributing members of the College and the University of Toledo. The individual faculty member's Faculty Development Plan must include statements which indicate how outside activities support enhancement of ability to engage in teaching, research and service. Faculty in conjunction with immediate supervisors, must carefully prioritize involvement in outside activities so that a balance is struck between the needs of the College of Health Science and Human Service and the needs of the individual faculty member to meet the criteria set forth for promotion. Financial gain is not to be considered a primary objective of engagement in outside activity.

Generally, hours allotted are not to be considered cumulative nor are they bankable as compensatory, sick, personal or vacation time. Income generating activities must meet the specifications outlined in the Bylaws, Rules and Regulations of the University of Toledo and College of Health Science and Human Service, Health Science Campus Faculty Practice Plan (CAHS).

**Faculty Development Plan and Evaluation Summary**

Faculty members within the College of Health Science and Human Service, Health Science Campus 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 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) research and other scholarly activity, and (iii) service. Faculty evaluation is based on the productivity and performance of faculty members relative to their specified goals and measurable outcomes. The integrated planning and evaluation form (Appendix 1, page 43) was designed for faculty members to provide information in advance as part of their Faculty Development Plan and afterwards as reported and evaluated productivity and performance relative to a corresponding Faculty Evaluation Summary. See Appendix A. This form must be completed by all faculty members within the College of Health Science and Human Service on the Health Science Campus. The information in the form covers a period from September 1st to the following August 31st of an academic year.
Introduction and Mission

The College of Health Science and Human Service is a growing and vital component of the University of Toledo, and as such is committed to principles of academic excellence in "The achievement of effective and efficient transmittal of knowledge and skills in the health and human biology professions" (Bylaws, Rules and Regulations of the Medical University of Ohio, 1990). To this end, the College of Health Science and Human Service, Health Science Campus has adopted the following mission;

The mission of the College of Health Science and Human Service, Health Science Campus is to improve the quality of human life through education, research and service related to health promotion and the prevention, treatment and remediation of disease and disability. As a leader in health sciences, the College is committed to excellence via continuous improvement involving the assessment of learning by students and professionals, contributions to knowledge, and service provided to the community of interest. The faculty and staff of the College are committed to excellence in educational, practical and research experiences.

Philosophy

The College of Health Science and Human Service, Health Science Campus 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 Science and Human Service, Health Science Campus 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 Science and Human Service 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, research and service. It is the philosophy of the College of Health Science and Human Service, Health Science Campus 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 Science and Human Service 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 is viewed as the culminating recognition that a faculty member in the College of Health Science and Human Service, Health Science Campus has attained a status of excellence worthy of University wide endorsement.
### Appointment Criteria

<table>
<thead>
<tr>
<th>Rank</th>
<th>Academic Track</th>
<th>Clinical Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>- Master’s degree</td>
<td>- Master’s degree</td>
</tr>
<tr>
<td></td>
<td>- Appropriate professional credentials</td>
<td>- Appropriate professional credentials</td>
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<tr>
<td></td>
<td>- Professional experience related to discipline</td>
<td>- Professional experience related to discipline</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>- Master’s degree and completion of all but dissertation for doctoral degree</td>
<td>- Master’s degree</td>
</tr>
<tr>
<td></td>
<td>- Appropriate professional credentials</td>
<td>- Appropriate professional credentials</td>
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<tr>
<td></td>
<td>- Teaching or professional experience related to discipline</td>
<td>- Professional experience related to discipline</td>
</tr>
<tr>
<td></td>
<td>- Beginning research as evidenced by publications or presentations</td>
<td>- Beginning research as evidenced by collaborative efforts</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>- Doctoral degree</td>
<td>- Master’s degree</td>
</tr>
<tr>
<td></td>
<td>- Appropriate professional credentials</td>
<td>- Appropriate professional credentials</td>
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<tr>
<td></td>
<td>- Appropriate teaching and professional experience</td>
<td>- Professional experience related to discipline</td>
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<tr>
<td></td>
<td>- Teaching experience (didactic and/or clinical)</td>
<td>- Teaching experience (didactic and/or clinical)</td>
</tr>
<tr>
<td></td>
<td>- Sustained commitment to research as demonstrated by publication and presentation record</td>
<td>- Sustained commitment to research as demonstrated by collaborative publication and presentation record</td>
</tr>
<tr>
<td>Professor</td>
<td>- Doctoral degree</td>
<td>- Doctoral degree</td>
</tr>
<tr>
<td></td>
<td>- Appropriate professional credentials</td>
<td>- Appropriate professional credentials</td>
</tr>
<tr>
<td></td>
<td>- Significant teaching experience</td>
<td>- Teaching experience (didactic and/or clinical)</td>
</tr>
<tr>
<td></td>
<td>- Professional experience</td>
<td>- Professional experience related to discipline</td>
</tr>
<tr>
<td></td>
<td>- Significant contributions to research as demonstrated by publication and presentation record</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- National recognition for scholarly contributions and/or educator contributions</td>
<td>- Scholarly commitment and record as demonstrated by publication and presentation record</td>
</tr>
</tbody>
</table>
Promotion Criteria for the Academic Track

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 College of Health Science and Human Service and University of Toledo Health Science Campus Faculty Rules and Regulations (2006).

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.
- Maintain professional competence in one’s discipline.
- Provide high quality teaching as evidenced by peer, student, and participant evaluation.
- Document sustained and ongoing commitment to one’s research agenda, typically demonstrated by a series of peer-reviewed publications and presentations. Submission of grant proposals is highly desirable but not required.
- Provide evidence of active participation (service) on committees at the departmental, college, university, community, and/or professional levels.
- Adhere to the Timeline for Promotion as established by the College of Health Science and Human Service and University of Toledo Health Science Campus Faculty Rules and Regulations (2006).

Promotion from Associate Professor to Professor

- Maintain professional credentials including certification and/or licensure as determined by the department.
- Maintain professional competence in one’s discipline.
- Provide high quality teaching as evidenced by peer, student, and participant evaluation.
- Demonstrate significant commitment to scholarship as demonstrated by publications and presentations.
- Document national/international recognition for one’s research and/or educator contributions.
- Document national/international recognition for service contributions to the profession.
- Provide evidence of leadership in addition to active participation (service) on committees at the departmental, college, university, community and/or professional levels.
- Adhere to the timeline for Promotion as established by the College of Health Science and Human Service and University of Toledo Health Science Campus Faculty Rules and Regulations (2006).
Promotion Criteria for the Clinical Track

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 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 College of Health Science and Human Service and University of Toledo Health Science Campus Faculty Rules and Regulations (2006).

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 research agenda as demonstrated by publications and presentations.
• 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 College of Health Science and Human Service and University of Toledo Health Science Campus Faculty Rules and Regulations (2006).

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 research as demonstrated by independent publications and presentations.
• Document external recognition for research 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 College of Health Science and Human Service and University of Toledo Health Science Campus Faculty Rules and Regulations (2006).

CHS Faculty Approval: 04/14/99
Revised: 02/28/01
The University of Toledo  
College of Health Science and Human Service  
Health Science Campus  

Timeline for Promotion  

Instructor to Assistant Professor  
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 Bylaws. 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. During the fourth year after the initial appointment, the Department Chair 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.  

During the sixth year after attaining the rank of Assistant Professor the Department Chair will evaluate the faculty member regarding eligibility for promotion to the rank of Associate Professor. No later than June 30 of the sixth year 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.  

CHS Faculty Approval: 6/21/99  
Revised: 01/24/01  
Revised: 02/28/01  
CHS Faculty Approval: 2/28/01
DEFINITIONS

Teaching:
An activity that transmits existing knowledge, skills and attitudes to UT students, faculty members, clinicians, and scientists 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 research.

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

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:
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, research, 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 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.

CHS Faculty Approval: 6/21/99
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.

All faculty members will be expected to engage in the following categories of Teaching at all ranks – a hierarchy of value is not inferred by the order of listing for the following categories.

**Departmental Teaching:**
- Oversight of didactic &/or clinical courses
- Development of teaching/instructional materials
- Implementation of innovative teaching/learning strategies

**College/College Teaching:**
- Classroom instruction: CHSHS/UT
- Short presentation (In-service)

**External Teaching:**
- Classroom instruction

**Student Advisement:**
- Major Advisor for thesis and dissertations
- Major Advisor for scholarly project

Below are examples of ways in which further teaching accomplishments could be documented:

**Internal Teaching:**
- Seminar (advanced)
- Workshop/Continuing Education course

**External Teaching:**
- Seminar (advanced)
- Workshop/Continuing Education course
- Short presentation (In-service)

**Student Advisement/Supervision:**
- 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

For more detailed information, refer to Sections “Definitions” and “Promotion Criteria”
Examples of Research Activities

The expectation for research, 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. Research contributions can be demonstrated in a number of ways. Below are examples of ways in which one’s research accomplishments could be documented. Because of the nature of knowledge generation, peer-reviewed activities hold particular importance for judging one’s research 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
- Case studies

Presentations

- Peer-reviewed presentations/workshops
- Other presentations/workshops/posters

Special Recognition/Achievement

- External awards for scholarship
- Internal awards for scholarship

CHS Faculty approval: 6/21/99
Examples of Service Activities

The expectation for service, with regards to promotion, is that a faculty member makes contributions to the department, college, 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 UT are expected to achieve national recognition normally associated with higher faculty ranks.

**Leadership Position in Internal Committees/Task Forces**
- Department
  - College of Health Science and Human Service
  - College of Graduate Studies
  - 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
- National/International 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**
- Department
  - College of Health Sciences
  - College of Graduate Studies
  - 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
Introduction:

The members of the Appointments 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 is optional and should not be construed as required.

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 Appointments and Promotion Committee four copies of the following:

1. A letter to the Appointments 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 Appointments and Promotion Committee three weeks in advance of a regularly scheduled Appointments and Promotion Committee meeting. A written response from the Appointments 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)
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 also 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 that provides qualitative and quantitative evidence of your accomplishments and development as a faculty member in your department and in the College of Health Science and Human Service. 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 and Promotion Committee.

The rules for faculty promotion are determined by the Bylaws, Rules and Regulations of the University of Toledo (UT) and Guidelines laid out here.

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 Science and Human Service (CHSHS).

Information submitted to the committee will be kept in confidence.

The Appointments and Promotion Committee (A&P Committee) will meet at least twice a year with meetings during the periods of March-May and September-November. All promotions must be evaluated at such regular meetings. Guidelines for appointments to the CHSHS are in the Faculty Handbook.

TIMETABLE FOR FACULTY PROMOTIONS

The deadlines for receipt of the materials described in the DOCUMENTATION REQUIRED FOR PROMOTION will be March 1 and September 1. Materials that are not complete by this deadline will be held for the subsequent review cycle.

Deadlines for all required materials:

<table>
<thead>
<tr>
<th>DEAN’S OFFICE</th>
<th>A&amp;P COMMITTEE REVIEW</th>
<th>RETURN TO DEAN’S OFFICE</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1</td>
<td>April 1 - May 15</td>
<td>May 20</td>
<td>July 1</td>
</tr>
<tr>
<td>September 1</td>
<td>October 1 - November 15</td>
<td>November 20</td>
<td>January 1</td>
</tr>
</tbody>
</table>

The Dean of the CHSHS will examine the materials; those materials that are complete and in the proper format will then be distributed to the A&P Committee.
The committee will evaluate the candidate’s dossier materials and vote, according to the **GUIDELINES FOR COMMITTEE EVALUATION OF CANDIDATES**.

The Chair of A&P committee will submit a written report to the Dean of CHSHS, summarizing the committee’s recommendations and justification. The Dean shall forward all positive recommendations for promotion to the Provost on the Health Science Campus for review and recommendation. The Dean, with concurrence of the Provost, will forward positive recommendations to the Board for final action. Negative recommendations or recommendations for deferral shall be communicated by the Dean of CHSHS 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 A&P 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 A&P 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.

Each candidate will be considered only for the rank and type of appointment regular or Special.

A candidate will not be considered for promotion to associate professor and tenure at the same time. A candidate may be considered for promotion to professor and tenure at the same time.

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**

Each of the following documents must be sent to the Dean of CHSHS. After it is determined that the materials are complete and in the correct format, additional copies will be requested.

1. REQUEST FOR CHANGE IN RANK (see Appendix E)

2. LETTER FROM THE DEPARTMENTAL CHAIRPERSON OR PROGRAM DIRECTOR TO THE DEAN OF THE COLLEGE OF HEALTH SCIENCE AND HUMAN SERVICE. The letter must evaluate each applicable activity of the candidate (e.g., research, teaching, service and administration) and indicate the approximate percentage of time devoted to each. In case the candidate is the chairperson or program director reporting to the Dean, the letter of recommendation to the A&P Committee will come from the Dean.

3. LETTER OF APPLICATION. A letter of application which includes self-evaluation of teaching, service and scholarly activity.

4. EVALUATION OF TEACHING, SCHOLARLY ACTIVITY, AND SERVICE FOR PERIOD AT CURRENT RANK.

   A. 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.
B. 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.

C. EVALUATION OF SERVICE.

(1) General Service -- Evidence may include efforts to enhance the effectiveness of UT and one’s department.

(2) Administrative Service -- Administrative service and effectiveness of effort within the department, CHSHS and other units in UT should be described particularly as related to development and management. Evidence may include results of evaluation by peers or department chair (may refer to annual evaluation, mention year, page, etc.)

5. CURRICULUM VITAE OF THE CANDIDATE. The CURRICULUM VITAE format should be used (see Appendix F). 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.
Recommendations for Faculty Tracks
for the College of Health Science and Human Service
Health Science Campus

Introduction:

All full-time regular CHSHS faculty appointments will be tenure tracks: either the academic track or the clinical practice and education track. The academic track is for individuals primarily engaged in academic teaching and research. The clinical track is for individuals primarily involved in clinical practice and/or fieldwork practice, including practice-based instruction of students. The CHSHS clinical track is a new track designed to accommodate future needs of the CHSHS (practitioners will not be on this track unless their appointment is under the auspices of the CHSHS). Criteria for rank and tenure will involve teaching, research, and service, with the two different tracks placing different emphases among these three areas (please see below).

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

Ranks and criteria for appointments are as follows:

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. Research and Scholarship
   - 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 at meetings and conferences
     -- participation in peer-review processes

iii. Service
   - effectiveness of academic administration
   - quality of service to the UT academic community
   - 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 Scholarship
   - collaborative research 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 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 UT academic community
   - quality of service to professional and health consumer organizations

Special Appointments

Special (non-regular) appointments will be made for adjunct or time-limited situations faced by the CHSHS. Special appointments will include temporary appointments, adjunct appointments, and visiting appointments. Special appointment will not lead to subsequent appointment to a tenure track. Unlike regular appointments, peer review will not necessarily be an inherent feature in the evaluation of special appointments

Temporary (Professor (temporary), Associate Professor (temporary), Assistant Professor (temporary), Instructor (temporary), Lecturer (temporary), Teaching Assistant (temporary))

Full-time or part-time one-year temporary appointments may be made, renewable twice for a maximum of three years, as long as they do not constitute the majority of a department. Performance will be evaluated on an annual basis. Performance evaluation will depend entirely on the terms negotiated upon appointment, both in terms of the performance areas and performance criteria.

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

Adjunct appointments are part-time appointments held by individuals with primary employment outside the College of Health Science and Human Service. Adjunct appointments are renewable annually. Performance evaluation will depend entirely on the terms negotiated upon appointment, both in terms of the performance areas and performance criteria.
Visiting (Visiting Professor, Visiting Associate Professor, Visiting Assistant Professor, Visiting Instructor, Visiting Lecturer)

Visiting appointments will not exceed one year. Performance evaluation will depend entirely on the terms negotiated upon appointment, both in terms of the performance areas and performance criteria.

Volunteer [(Professor (Volunteer), Associate Professor (Volunteer), Assistant Professor (Volunteer), Instructor (Volunteer)]

Volunteer appointments will involve neither tenure nor contract pay. These appointments are made to recognize practitioners who provide professional time and skill to CHSHS programs. These appointments will be made for one year and are renewable.
INTRODUCTION

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

Tenure is awarded to qualified full-time faculty holding regular appointments at the rank of Associate Professor or Professor based on their projected contributions to the mission, goals, and objectives of UT 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, goals, and objectives, consistent with the Bylaws, Rules and Regulations of the University of Toledo.

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, research, and service. Only UT, through its Board of Trustees, as the fiscally responsible agent, can grant tenure.

There is no requirement for an individual to be nominated or apply for tenure at UT.

ELIGIBILITY

The candidate must:

- be at the Professor rank or

- be at the Associate Professor rank for at least six months or eligible for promotion to the Professor rank

and

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

  A. provide evidence of continuing career development,
  B. actively and innovatively contribute to the on-going mission of UT,
  C. show promise in all areas of academic responsibilities, and
  D. show excellence in the three areas of teaching, research and other scholarly activities, and service.
COMPOSITION OF TENURE COMMITTEE

The Tenure Committee should have a minimum of five tenured faculty members selected by the procedures outlined in the CHSHS Faculty Handbook and approved by the Dean of CHSHS. The majority of the members will be from the College of Health Science and Human Service (CHSHS). The Tenure Committee will be chaired by the tenured member-at-large from the Appointment, Promotion and Tenure (APT) Committee. The Tenure Committee Chairperson will request the appointment of tenured faculty from within or outside the CHSHS to the tenure committee, in consultation with the APT Committee and the Dean of CHSHS.

PROCEDURES

A candidate for tenure shall be nominated by the chairperson of the department, or in the case of chairperson, by the Dean of CHSHS.

The tenure dossier shall be forwarded through the Dean's office to the CHSHS Tenure Committee.

In considering candidates for tenure, the Tenure Committee will pay close attention to the candidate's curriculum vita and other objective evidence of the candidate's contributions to teaching, research and service.

Recommendations from the Tenure Committee are determined by ballot of all voting members of the committee following a complete review of the application and tenure dossier. The final vote of the Tenure Committee will be recorded reflecting the number of votes for and against the recommendation, and number of abstentions. Tenure Committee 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.

Recommendations for the awarding of tenure, including the rationale for the Committee's findings, if accepted by the Dean, will be transmitted to the Health Science Campus Provost who shall submit the recommendations to the Board of Trustees for their consideration and approval.

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

SUPPORTING MATERIAL

The dossier submitted for tenure should include:

- a self-assessment from the candidate which includes documentation of qualifications, a summary of past accomplishments, a description of ongoing personal career goals, and future objectives.

- evidence of excellence in teaching, research, and service (see examples of evidence for teaching, research, and service attached to criteria for promotion).

- a letter which comments fully on the individual's qualifications and potential for enhancement of the department, CHSHS, and UT from the chairperson of the candidate’s primary department, or from the Dean when a chairperson is the candidate.

Letters provided to the Tenure Committee will be of two types:

- Letters of Support -- solicited by the candidate, internally and/or externally to provide further evidence of excellence in teaching, research, and service.

- Peer Review -- solicited by the chairperson of the Tenure Committee from a list generated by the candidate. The candidate should provide the Tenure Committee chairperson a list of at least three internal and three external professional peers who can speak with authority on the candidate’s excellence in teaching, research, and service.
In those instances where the applicant comes from another institution, names of peers from the candidate's previous institution may be substituted for those of internal peers.

**AVAILABILITY OF OTHER INFORMATION**

The Tenure Committee 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.

**APPLICATION SUBMISSION DATES**

Tenure will be considered on a semi-annual basis by the members of the Tenure Committee. All documents related to the candidate shall be submitted to the Tenure Committee at least three months in advance of the anticipated appointment deadline: April 1 for action by July 1 or October 1 for action by January 2.
Academic Freedom

The College of Health Science and Human Service, Health Science Campus subscribes to the 1940 and 1967 Statements of the Association of American University Professors on Academic Freedom. Faculty are guaranteed the right to freedom in the instructional process in discussing his/her subject. This is not to be construed as license to introduce controversial subject matter which has no relevance to the subject being taught. While faculty are bound to respect the mission and goals of the University of Toledo and the College of Health Science and Human Service, Health Science Campus, academic freedom protects the right of faculty to interpret and proffer positions, including those which are personal, that are not necessarily those of the institution.

The faculty teaching within the College of Health Science and Human Service, Health Science Campus must realize that in certain instances, accreditation standards, codes of ethics and prevailing licensure requirements dictate essential curricular content, objectives and competencies. Upon accepting a teaching assignment within the College, faculty are bound to present content as prescribed by the program of study in which they teach. Administrative personnel in the College of Health Science and Human Service, Health Science Campus, to include Program Directors, Department Chairs and Deans, are ultimately responsible for insuring that prevailing standards for educational quality are met, and therefore are obligated to continually evaluate the nature and scope of all instruction.

Approved: 7/3/91
Please see the University of Toledo, Health Science Campus General and Institutional Policies at http://policies.meduohio.edu/administrativeg_/default.htm.

Selected policies include:

- Equal Employment Opportunity/Affirmative Action 01-001
- Travel and Business Expense Reimbursement Policy 01-015
- Sexual Assault Response/Prevention 01-045
- Electronic Mail Services Policy 01-070
- Faculty Consulting 03-011
- Post Tenure Review 05-086

It is each faculty member’s responsibility to review all the faculty policies.
Appendix A

COLLEGE of HEALTH SCIENCE AND HUMAN SERVICE
HEALTH SCIENCE CAMPUS

FACULTY DEVELOPMENT PLAN and EVALUATION SUMMARY

Faculty Member Name:

Position and Department:

Period: September 1, (insert year) to August 31, (insert year)

PURPOSE: Faculty members within the College of Health Science and Human Service 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 based on the corresponding productivity and performance.

OVERVIEW: Faculty development planning requires faculty members to specify goals and anticipated outcomes in each of the three categories of (i) teaching, (ii) research and other scholarly activity, and (iii) service. Faculty evaluation is based on the productivity and performance of faculty members relative to their specified goals and measurable outcomes. The attached integrated planning and evaluation form was designed for faculty members to provide information in advance as part of their Faculty Development Plan and afterwards as reported and evaluated productivity and performance relative to a corresponding Faculty Evaluation Summary. This form must be completed by all faculty members within the College of Health Science and Human Service, Health Science Campus. The information in the form covers a period from September 1st to the following August 31st of an academic year.

INSTRUCTIONS: Type your goals, based on measurable outcomes, in each section of the attached form relative to your Faculty Development Plan for the upcoming academic year. Where applicable and requested, cite the goal or goals from the College of Health Science and Human Service, Health Science Campus Strategic Plan (refer to last page of Appendix 1) that correspond with each of your stated goals for the academic year. Submit a copy to your Department Chairperson (or Dean if you are a Chairperson) on or before September 1st of the academic year.

Throughout the academic year, update the form based on outcomes achieved. At the end of the academic year (August 31st), submit the final version of the updated and signed form, representing your reported productivity and performance for a Faculty Evaluation Summary, to your Department Chairperson (or Dean if you are a Chairperson).

KEY PERFORMANCE INDICATORS (KPI): At the end of the academic year, quantitative productivity and performance ratings for each of the three categories will be determined based on the scale and respective descriptors summarized in the table below:

<table>
<thead>
<tr>
<th>KPI Rating</th>
<th>KPI Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Exceeded expectations</td>
</tr>
<tr>
<td>2</td>
<td>Met expectations</td>
</tr>
<tr>
<td>1</td>
<td>Did not meet expectations</td>
</tr>
</tbody>
</table>

In addition, an overall rating will be calculated based on a weighted composite as follows:

\[
\text{Overall KPI Rating} = \left( \frac{\% \text{Effort Teach} \times \text{Teach KPI}}{3} + \frac{\% \text{Effort Research} \times \text{Research KPI}}{2} + \frac{\% \text{Effort Service} \times \text{Service KPI}}{1} \right)
\]

Finally, the respective Department Chairperson (or College Dean) will also write a brief qualitative summary regarding productivity and performance.
Appendix A

COLLEGE of HEALTH SCIENCE AND HUMAN SERVICE
HEALTH SCIENCE CAMPUS
FACULTY DEVELOPMENT PLAN and EVALUATION SUMMARY

TEACHING

Instructions: State Goals and Measurable Outcome in the first column. Under “Status,” indicate whether goals were Met (M), Ongoing (O), or Unmet (U). In the last column, identify which goals, by number, from the CHS Strategic Plan, are consistent with your goals. In the subsequent tables under the “Teaching” category, beginning on the next page, provide information relative to courses.

<table>
<thead>
<tr>
<th>Goals and Measurable Outcome</th>
<th>Status</th>
<th>CHS Goals</th>
</tr>
</thead>
</table>

Courses:

<table>
<thead>
<tr>
<th>Department</th>
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</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Number and Title</th>
<th>Credits</th>
<th>Coordination</th>
<th>Teaching Contact Hours</th>
<th>Course &amp; Teaching Student Rating Mean (SD)</th>
<th>Teaching Student Rating Mean (SD)</th>
<th>Overall Student Rating Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
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<td>Spring</td>
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<tr>
<td>Summer</td>
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</tbody>
</table>
## Other Programs (including assigned Continuing Education)

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Number and Title</th>
<th>Credits</th>
<th>Coordination</th>
<th>Teaching Contact Hours</th>
<th>Course &amp; Teaching Student Rating Mean (SD)</th>
<th>Teaching Student Rating Mean (SD)</th>
<th>Overall Student Rating Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
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<tr>
<td>Spring</td>
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<td>Summer</td>
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</tbody>
</table>

## % Effort

<table>
<thead>
<tr>
<th>Performance Rating (KPI)</th>
</tr>
</thead>
</table>

Comments by Chair

Comments by Faculty Member

## RESEARCH

List or describe appropriate activities that address “Criteria for Research Excellence” as established by the College of Health Science and Human Service (refer to the Faculty Handbook). List publications, presentations, and external funding with most recent first within international, national, regional, state, and local subheadings. Place an asterisk (*) in front of publications and presentations that were peer reviewed.

### Goals and Measurable Outcome

<table>
<thead>
<tr>
<th>Scholarly Publications</th>
<th>Status</th>
<th>CHS Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Published / In Press</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitted / Under Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitted but rejected.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Scholarly Presentations

- **External Funding**
  - Applications / Resubmission
  - New Awards
  - Continuations

<table>
<thead>
<tr>
<th>% Effort</th>
<th>Performance Rating (KPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments by Chair</td>
<td></td>
</tr>
<tr>
<td>Comments by Faculty Member</td>
<td></td>
</tr>
</tbody>
</table>

## SERVICE

List Associations, Memberships, Education and Service to Organizations, Consultations, etc., with most recent first, within international, national, regional, state, and local subheadings. Where appropriate, indicate your role ("M" for member and "C" for chair).

<table>
<thead>
<tr>
<th>Goals and Measurable Outcome</th>
<th>Status</th>
<th>CHS Goals</th>
<th>Approx Total Time</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Association, Memberships, Offices, and Committees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education and Service to Organizations, Community Agencies and Charities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Consultations, paid and unpaid.</td>
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<tr>
<td>Service to The University of Toledo: University</td>
<td></td>
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</tbody>
</table>
SUMMARY EVALUATION (by Dean/Chair)

The following rationale supports the Outstanding and Below Average ratings in any category. Suggestions are also given for improving performance and any considerations regarding promotion and/or tenure.

KPI Summary:

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Research and Other Scholarly Activity</th>
<th>Service</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty Member Comments on Appraisal by Department Chair / Dean:

Department Chair __________________________ Date_____________________

Dean __________________________ Date_____________________ 

Faculty Member’s Signature Verifying Review of Comments

Signature does not imply agreement with the comments of the Chair/Dean.
Goals from College of Health Science and Human Service Strategic Plan

I. Undergraduate
The undergraduate academic programs at UT will be regionally distinguished and highly ranked nationally. The undergraduate experience will provide exceptional student-centeredness and a consumer-driven focus, which combine to ensure a personally satisfying and professionally relevant education.

Segment 1
Develop policies and align resources to increase the undergraduate population to at least 20,000 students, with enrollments that match labor market needs and student demands, consistent with high quality and financial viability.

Segment 2
Develop and implement innovative ways to integrate the knowledge and skills of STEM2 (Science, Technology, Engineering, Mathematics and Medicine, as defined by federal and state legislatures) and related disciplines with liberal arts and broader humanistic traditions.

Segment 3
Strengthen the general education curriculum to emphasize university-level skill proficiency and a shared core experience. We will also enhance the relevance of the core to professional, science and technology programs.

Segment 4
Implement innovative ways to integrate science and technology literacy throughout the curriculum as a pathway to full societal participation.

Segment 5
Strengthen relationships between students and faculty through an increased commitment to student-centeredness.

Segment 6
Develop selected degree-completion and certificate programs, both for transfer students and for nontraditional students based on a careful analysis of regional economic needs and in collaboration with employers and two-year institutions.

Segment 7
Engage students across all academic disciplines in student-centered learning and provide meaningful opportunities to work with faculty mentors in conducting, present, and publishing scholarly, creative and scientific research.

Segment 8
Employ the principles of engaged adult learning throughout the undergraduate programs.

Segment 9
Establish college-specific selective admission standards in all colleges and innovative admission criteria where appropriate. We will establish a portal of entry and an educational process for students not meeting selective admission standards. The University also will support undecided students, those in individualized programs, and students with majors spanning multiple academic units.

Segment 10
Develop a reputation for successful programs, cultures and tools supporting the lifelong learning of our students, faculty, staff and alumni through effective and accessible advising, exemplary mentorship and advanced information services.

Segment 11
Advance the scope and effectiveness of our distance learning and educational information technology. We will develop cutting-edge electronic communities for undergraduate student learning and research.

Segment 12
Build on areas of excellence across disciplines to develop startling interdisciplinary collaborations and synergies leading to new innovative programs and majors.

Segment 13
Enhance student success and retention activities, including programs for supplemental instruction, tutoring, living and learning communities, first-year experience, and mentoring by peers, faculty and the community.

Segment 14
Increase opportunities for service learning, co-ops, internships, international and other real world experiences across all disciplines.

Segment
Expand the utilization of clinical/professional faculty in appropriate undergraduate disciplines focusing on the combination of teaching, applied research and community engagement.
II. Graduate and Professional
The graduate and professional academic programs at UT will be widely distinguished and highly ranked nationally. These programs will gain prominence for being exceptionally student-centered, consumer-driven, and career-focused with particular recognition for science, technology and professional studies.

Segment 1
Develop policies and align resources to increase the reputation of and enrollment in graduate and professional programs based upon quality and a careful analysis of investment return and market demand.

Segment 2
Expand existing and add new graduate level programs in STEM² areas, professional schools and other academic disciplines that demonstrate the ability to grow and be self-sustaining through enrollment and/or external funding.

Segment 3
Engage faculty and students in a thriving entrepreneurial environment.

Segment 4
Integrate the University and the community to an unprecedented degree by seeking real world experiences and mentorship. Refine and strengthen relationships with regional, national and global institutions to align and strengthen educational objectives and outcomes.

Segment 5
Develop a strong student-centered infrastructure that will attract graduate students of the highest caliber, through such means as graduate research and teaching assistantships, postdoctoral fellowships, scholarships and grants.

Segment 6
Strengthen internal alignment between undergraduate, graduate and professional programs. Our undergraduate programs will be seen by current and prospective students as a preferred portal to our graduate and professional degrees.

Segment 7
Achieve pre-eminence through the sponsorship of high-profile conferences and events, as well as through leadership in professional organizations and scholarly publications.

Segment 8
Employ the principles of successful adult learning throughout the graduate degree and professional career programs.

Segment 9
Advance the scope and effectiveness of our distance learning and educational information technology. We will develop cutting-edge electronic communities for graduate student learning and research.

Segment 10
Expand the utilization of clinical/professional faculty in appropriate graduate disciplines focusing on the combination of teaching, applied research and community engagement.

III. Research
We will be highly distinguished and ranked internationally as a leader in research and intellectual property transfer focusing on seven (7) strategically selected thematic areas across multiple academic units.

Segment 1
Invest in the following areas of research excellence:

a. Environmental Impacts on Health, focusing on the interaction between human activity and the environment, especially the impacts on life and wellness, through an assessment of geographical information, the source and disposition of pollutants, human physiology, economic sustainability, technologies and related factors.

b. Energy Sustainability and Conservation, focusing on the development of renewable energy sources, such as solar cells and biofuels, as well as the creation of advanced materials and infrastructure, enhanced intermodal transportation networks, and urban planning.

c. Translational Interfaces of Health Sciences, Engineering and Clinical Care, focusing on cell signaling and other basic processes as applied to disease prevention and treatment. We will align this research with the clinical focus areas of cancer, cardiovascular disease, transplantation, immunology, degenerative neurological conditions, musculoskeletal diseases and trauma.

d. Public Engagement, Regional Economic Revitalization and Global Competitiveness, focusing on applied research critical to a highly engaged metropolitan university and developing enhanced mechanisms for accessing policy development and decision making authorities.
e. Science and Technology Education, focusing on transformational PK-12 educational programs emphasizing scientific literacy and career preparation, based on benchmarked outcomes research.

f. Health Care Delivery Systems, focusing on the revitalization, technology advances and management leadership of health care delivery systems.

g. Search for Origins, focusing on the origin and development of life and the universe, and the related scientific, cosmological, philosophical, anthropological, cultural and religious theories.

Segment 2
Emphasize relevant basic science and translational aspects of research in each specific area and work closely with the intellectual property and technology transfer efforts of the institution.

Segment 3
Institute procedures for the ongoing review of additional areas of strategic research focus. The above list of research foci may be modified over time based upon objective indicators of excellence, including sources of extramural support.

Segment 4
Recruit and retain self-motivated and productive faculty members, staff and students, emphasizing these selected areas of research.

Segment 5
Develop and align the programs of our academic units to support optimally these areas of research excellence.

Segment 6
Encourage and develop interdisciplinary institutes and centers to support optimally and enhance identified areas of research excellence within a global context.

IV. Students
We will be distinguished for our student-centeredness and for our vibrant programs and environment that enhance the sense of community on our campuses and in the surrounding areas.

Segment 1
Provide high quality programs and services to meet the educational, recreational, cultural and social needs of all of our students, faculty and staff.

Segment 2
Realize the strength and distinction to be derived from diversity in all its dimensions. We will recruit, retain and celebrate a diverse university community as an integral part of our journey of excellence and the enrichment of our university life.

Segment 3
Create and sustain a student-centered learning environment that provides quality classroom and laboratory space and cutting-edge campus technology.

Segment 4
Provide a full spectrum of innovative student services in a customer-oriented environment to promote recruitment, retention, graduation and career success of all of our student populations.

Segment 5
Integrate academic and residential life to provide opportunities for students to be connected, involved and engaged in a safe, supportive and environmentally sustainable global community.

Segment 6
Create a “University Town” environment on and surrounding our campuses.

Segment 7
Strengthen the cooperation and communication between the University and the surrounding neighborhoods built on a principle of mutual respect.

V. Health Care
We will be recognized for our high quality clinical enterprise and as a transformational force in the ongoing evolution of regional and national health care delivery systems. The clinical enterprise will remain an integral part of our academic mission and our fiscal well-being.

Segment 1
Develop a consumer-driven vision of health care that concentrates on access, wellness, disease prevention and successful aging. We will exemplify this vision with products and services available to our employees, students and community.

Segment 2
Expand and mature our education, research and clinical relationships with the regional clinical practices, community pharmacy settings and affiliated hospital systems so that our clinical educational programs continue to grow in quantity and quality while being protected and nurtured in the regional health care delivery system.

Segment 3
Develop a focus in the health care professional colleges and an emphasis throughout the institution on wellness and disease prevention, in addition to early stage disease detection and management. Employ this focus to optimize and coordinate the health care of our employees, families and students along a clearly defined wellness-based strategy.

Segment 4
Develop and utilize state-of-the-art and highly innovative information technology to enhance the delivery of health care while expanding patient safety, quality of care, confidentiality and autonomy.

Segment 5
Expand substantially the out-patient clinical base of the health care access system, including significant growth in satellite ambulatory locations, medication management and delivery, and regional health care professional partnerships, and become an industry leader in innovative risk management strategies.

Segment 6
Selectively grow in-patient clinical services related to the featured academic strategic tracks, including space, staff, equipment and resources. We will provide exemplary integrated space for graduate and undergraduate health education and clinical research programs.

Segment 7
Enhance the quality of and access to student and employee health care for our University and others in the region. This care will be highly patient centered, with near-instantaneous service provision, follow-up and communication, and managed with concierge-like services.

Segment 8
Improve the quality, increase the quantity and enhance the diversity of graduate medical educational opportunities in our health care system and in the region. We will expand the recruitment and retention of our graduates into the broad spectrum of our graduate medical education programs. These programs will become exemplars for quality and competency-based accreditation standards.

VI. Engagement
We will provide leadership in the rejuvenation of the economy of northwest Ohio, and will expand our community outreach and global engagement.

Segment 1
Implement an exemplary technology transfer pathway to move our discoveries into the marketplace, seeking academic, legislative, philanthropic, and corporate support to accomplish this goal.

Segment 2
Develop, lead and actively participate in a science and technology corridor, defined as both the location and mechanism for licensure, incubation, acceleration, and commercialization of discoveries, with multiple partnerships and other strategic relationships that reinforce our leadership position.

Segment 3
Enhance our role in business attraction, entrepreneurship, and the development of technology-based, globally competitive enterprises.

Segment 4
Become a leader in the revitalization of our community through knowledge-sharing partnerships to improve the region’s economic, educational, health, cultural and civic quality of life.

Segment 5
Strengthen our commitment to and involvement with our PK-12 educational partners to ensure that all students achieve the basic skills necessary for success in higher education and lifelong learning.

Segment 6
Create a culture that promotes active lifelong learning for professional leadership, civic engagement and personal success.

Segment 7
Provide convenient, workplace-relevant, professional development and continuing educational opportunities.

Segment 8
Expand community access to our rich intellectual, cultural and intercollegiate athletic opportunities.

Segment 9
Champion the development of a “University Town District” in the areas adjacent to the Main Campus that integrates university, community and private partnerships as appropriate.
Segment 10
Align university research, workforce development and engagement efforts with the community in the following UT Signature Areas:

a. Advanced Materials  
b. Biosciences and Health Care  
c. Advanced Engineering and Manufacturing  
d. Alternative and Advanced Energy  
e. Logistics and Distribution

Arching Principles
  Segment 1  
The University will identify and capitalize on new opportunities arising from the merger and other factors.
  Segment 2  
The University must respond to labor market needs in and beyond the northwest Ohio region.
  Segment 3  
The University must respond to the opportunities and challenges presented by our expanding global context.
  Segment 4  
The University will establish and expand distinctive collaborative projects and endeavors with local and regional businesses, governmental agencies, PK-12 educational systems, other universities and healthcare organizations.
  Segment 5  
The University commits itself to the identification of appropriate assessment metrics, acquisition of outcomes data, and a process of ongoing outcome-oriented, strategic self-examination.
  Segment 6  
The University will adopt innovative risk assessment and management strategies that expand the University’s capabilities through experience and reduce our overall costs.
  Segment 7  
The University will develop a process and implementation timeline for this strategic planning process, including alignment with academic, support and auxiliary unit strategic plans, development of specific actions items and the creation of implementation plans.
  Segment 8  
The University will include the utilization of existing strategic committees and organizational groups and the development of new groups, only as necessary.
  Segment 9  
The University will utilize a model of shared governance to realize our vision and to achieve the strategic objectives outlined in this document.
Appendix B

THE UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH SCIENCE AND HUMAN SERVICE
HEALTH SCIENCE CAMPUS
COURSE AND INSTRUCTOR EVALUATION

Course Number: __________________ Instructor: __________________________

Please respond to each statement by filling in the circle that best represents your answer.

5. Strongly Agree
4. Agree
3. Neutral
2. Disagree
1. Strongly Disagree

Part 1: Evaluation of the Course
1. The content of this course was important to my field of study.
   5 4 3 2 1

2. I was adequately prepared for this course through prior coursework completed before entering this course.
   5 4 3 2 1

3. This course was sequenced appropriately within my curriculum plan.
   5 4 3 2 1

4. The course description and objectives were logically consistent with each other.
   5 4 3 2 1

5. The objectives of this course were clear and measurable as a basis for evaluating student performance.
   5 4 3 2 1

6. This course was consistent with the curriculum’s overall philosophy and design.
   5 4 3 2 1

7. The course expectations were consistent with the number of credit hours.
   5 4 3 2 1

8. The class schedule (duration, time of day, and timing in relationship to other courses’ schedules) was conducive to learning.
   5 4 3 2 1

9. The physical teaching environment was conducive to learning.
   5 4 3 2 1

10. This course stimulated me to conduct further investigations in this area.
    5 4 3 2 1

Part 2: Items Evaluating Both the Instructor and the Course
11. The course description, course objectives, and syllabi clearly communicated the actual content of this course.
    5 4 3 2 1

12. This course involved the right amount of work for the amount of credit given.
    5 4 3 2 1

(Please turn page over)
13. The text and other readings were appropriate and helpful.  
14. There was a good match between the course objectives and the types of learning experiences (i.e. lecture, discussion, lab, fieldwork, student presentation, assignments, etc.).  
15. The content in this course was sequenced appropriately.  
16. I learned things in this course which go beyond the course objectives and which will help me in my professional development.  
17. My fellow students contributed to my learning in this class.  
18. This course will help me function as a professional in the future.  
19. No major changes are needed in this course.  
20. Overall, this is a good course.  

**Part 3: Evaluation of Teaching**

21. The instructor communicated (orally or in written form) course content and course expectations in a clear and well-organized manner.  
22. The instructor was available (as delineated in the course syllabus) and was responsive to students.  
23. The instructor demonstrated comprehensive and up-to-date knowledge of the material.  
24. The instructor was interested in and enthusiastic about the material.  
25. The instructor designed effective learning experiences and used teaching-learning tools effectively.  
26. The instructor was prompt in distributing class materials (e.g. syllabi, assignments, feedback on tests or papers, etc.).  
27. The instructor encouraged students to seek an in-depth understanding of concepts in the course.  
28. The instructor’s methods of grading student performance (testing, papers, projects, etc.) were clear, fair, and consistent with course objectives.  
29. The instructor ensured that the course objectives were met in accordance with the overall purpose of the course.  
30. The instructor did a good job in teaching this course.
Appendix C
THE UNIVERSITY OF TOLEDO
COLLEGE OF HEALTH SCIENCE AND HUMAN SERVICE
HEALTH SCIENCE CAMPUS
ADDITIONAL INSTRUCTOR EVALUATION

Course Number: __________________ Instructor: __________________________

Please respond to each statement by filling in the circle that best represents your answer.

5. Strongly Agree
4. Agree
3. Neutral
2. Disagree
1. Strongly Disagree

Part 3: Evaluation of Teaching

21. The instructor communicated (orally or in written form) course content and course expectations in a clear and well-organized manner.

22. The instructor was available (as delineated in the course syllabus) and was responsive to students.

23. The instructor demonstrated comprehensive and up-to-date knowledge of the material.

24. The instructor was interested in and enthusiastic about the material.

30. The instructor designed effective learning experiences and used teaching-learning tools effectively.

31. The instructor was prompt in distributing class materials (e.g. syllabi, assignments, feedback on tests or papers, etc.).

32. The instructor encouraged students to seek an in-depth understanding of concepts in the course.

33. The instructor’s methods of grading student performance (testing, papers, projects, etc.) were clear, fair, and consistent with course objectives.

34. The instructor ensured that the course objectives were met in accordance with the overall purpose of the course.

30. The instructor did a good job in teaching this course.
This is the only page that should be written on. And please do so! In many cases, quantitative ratings must be explained to be helpful to the instructor or the curriculum committee. Please include explanations of agreements as well as disagreements.

Comments on Part 1, Items 1-10 (Evaluation of course, not teaching)

Comments on Part 2, items 11-20 (Evaluation of course and teaching)

Comments on Part 3, Items 21-...(Evaluation of teaching, not the course)

If you need more space, please use additional blank pages.
Appendix D

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 _______________________________
Appendix E

REQUEST FOR CHANGE IN RANK

The University of Toledo
College of Health Science and Human Service
Health Science Campus

Originating Department/Program: __________________________________________________________

Department Chair/Program Director: ______________________________________________________

Name of Candidate for Promotion: _________________________________________________________

Present Faculty Rank: ________________________________________________________________

Date of Appointment to Present Rank: ______________________________________________________

Current Secondary Appointment(s): ______________________________________________________

Proposed Faculty Rank: ________________________________________________________________

_________________________________________  ____________________________
Signature of Candidate       Date

_________________________________________  ____________________________
Signature of Department Chair/Program Director    Date
Appendix F

CURRICULUM VITAE FORMAT FOR PROMOTION

The University of Toledo
College of Health Science and Human Service

PERSONAL INFORMATION
Name (in full):
Social Security Number (Optional):
Address:
Phone number(s):
Vitae updated on:

EDUCATION
List each earned degree in chronological order in the following manner: Degree title; field of study; institution, city, state (and country if not U.S.); date of degree award. Indicate the honorary degree in parenthesis following degree title.

POSTGRADUATE EDUCATION
Start with the earliest position. Provide the following information for each:
- Dates (From - To)
- Name of institution; city and state (country, if not U.S.)
- Area of training

FELLOWSHIPS: PRE AND POST-DOCTORAL
Start with the earliest position. Provide the following information in chronological order for each:
- Dates (From - To)
- Name of institution and department (or other administrative unit)
- Specialty/discipline
- Source of award (if applicable)

EMPLOYMENT
List all relevant employment in chronological order.
- Dates (From - To)
- Name of organization, business or educational institution
- Department or other administrative unit within organization
- Title or faculty rank and track (e.g. clinical, research, etc.)
- Nature of employment (full or part-time, volunteer)

CERTIFICATION/LICENSURE
Provide the following information for each
- Area of specialty
- Name of specialty board issuing certification/licensure
- Date of issue and period of time covered by document, if there is a time limit

AWARDS AND COMMENDATIONS
List in chronological order:
- Name of award
- Individual/institution/company issuing award
- Date award received

SCHEDULED TEACHING ASSIGNMENTS
A. Primary teaching: course title and number, frequency during academic year, description of contact hours (% taught), elective courses, independent studies, type of students (OT; PT; PA; graduate; undergraduate, etc.), and number of students enrolled.
B. Coordination (%)
C. Field work (%)

SCHOLARLY ACTIVITY

A. PUBLICATIONS
For each publication, provide complete information. The following applies to papers published in journals. Provide similar information for books, book chapters, and other materials.

All authors, in the order they appear in the journal
Title of the paper
Journal
Volume
First and last page number of the paper
Year of publication

Organize publications in chronological order under the following headings. Within each heading, indicate in a separate sub-section, as appropriate, works that are invited, and those that are published in non-peer-reviewed journals.

- Articles published in scientific and professional journals
- Articles accepted for publication in scientific and professional journals (include projected publication date)
- Articles submitted for publications (if there are several of these, they may be arranged under headings similar to those used for published works.) The date of submission should be indicated.
- Books authored or edited
- Chapters in books
- Educational media (e.g. audiovisual, electronic/computer and other)
- Published abstracts, panel discussions/forums, proceedings
- Printed media: professional periodicals and news letters, lay publications

B. MAJOR RESEARCH INTERESTS
Provide a brief summary.

C. RESEARCH SUPPORT, TRAINING GRANTS
List in chronological order. For each, include:
Title of grant
Funding agency
Period of support (From - To)
Total amount awarded
Name, department and institution of principal investigator/director
Your role on the project (if not principal investigator/director)
Funding status (funded, approved but not funded, not approved, pending)

D. DISSERTATION/THESIS/PROJECT
For each graduate student and postdoctoral fellow for which you served as the major advisor, list:
Name
Department (and institution if not UT)
Dates the student studied under your guidance (From-To)
Degree awarded and date, if applicable
Current position of the graduates (Optional)
E. EDITORIAL BOARDS
List, in chronological order, service on the editorial boards of journals:
Name of journal
Dates (From - To)
Special status, if applicable (e.g. editor-in-chief, section editor, etc., with dates)

F. PEER REVIEW

1. JOURNAL:
List journals for which you have served as a peer reviewer. Also list dates and number of articles reviewed.

2. PANELS (Grant reviews, reviews of conference abstracts, etc.):
List service on per review panels, in chronological order. If the organization has both national and state or regional panels, be sure to indicate at which level you served.
Name of organization
Name or review panel
Status (e.g. chairman, member, guest reviewer, consultant)
Dates (From - To)

INTERNATIONAL AND NATIONAL PROFESSIONAL ORGANIZATIONS AND ACTIVITIES
Provide the following information for each:
Name of organization
Dates of membership (From - To)
Title and dates of offices held

STATE, REGIONAL AND LOCAL PROFESSIONAL ORGANIZATIONS AND ACTIVITIES
Provide the following information for each:
Name of organization
Dates of membership (From - To)
Title and dates of offices held

NATIONAL RESEARCH COUNCIL, FOUNDATIONS, GOVERNMENTAL BODIES, ETC.
Provide the following information for each:
Name of organization
Dates of membership (From - To)
Title and dates of offices held

COMMUNITY SERVICE AND ORGANIZATIONS RELEVANT TO THE ACADEMIC ROLE
List, in chronological order, membership and activities in relevant organizations.

COMMITTEES
List membership in each of the following categories by:
Name of committee
Dates (From - To)
Office held, if applicable (e.g. chair, secretary, etc., with dates)

1. University of Toledo
2. College of Health Science and Human Service
3. College of Graduate Studies
4. Department/Program
5. National/International
6. State/Local
INVITED LECTURES, SEMINARS, SYMPOSIA, VISITING PROFESSORSHIPS (External only)
List in chronological order:
  - Title, position or activity
  - Site of activity (e.g. name of university, company or organization)
  - Dates

PRESENTATIONS AT INTERNATIONAL, NATIONAL AND LOCAL MEETINGS
Indicate any special/invited presentations. List in chronological order:
  - Names of all authors, in the original sequence
  - Title of presentation
  - Reference (if abstract published)
  - Type of presentation (Research findings, roundtables, forums, etc.)
  - Name and location of meeting
  - Date

CONSULTATIVE ACTIVITIES (Paid or unpaid)
List organizations, activities, with inclusive dates

CONTINUING EDUCATION TAKEN FOR THE PERIOD AT RANK
List title of the course, place, dates and hours.

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