Criteria For Tenure
College Of Medicine
The University of Toledo

Preamble.
The University of Toledo College of Medicine supports the concept of academic tenure as one mechanism for assuring the development and retention of faculty whose excellence enables the institution to fulfill its mission and ensure its academic credibility. Faculty rules and regulations of the Medical College of Ohio/Medical University of Ohio/University of Toledo (revision of March 22, 2004): "Tenure of a faculty member is a commitment by the University of Toledo College of Medicine to ensure academic freedom and continuous employment of such faculty in meeting the goals, needs and objectives of the institution." Tenure represents the most significant commitment that an institution can grant to a faculty member in his/her position as a faculty member.

The nomination and granting of tenure are based on considerations of both "merit” and "worth". The evaluation process takes into consideration both the quality and quantity of the individual’s contributions. In this regard, individual merit is necessary for nomination. However, the nominated individual should demonstrate worth by being a valuable contributor to the goals and mission of the institution.

I. Criteria for granting of tenure.

Only full time members of the faculty holding regular appointments as Professor or Associate Professor in tenure eligible tracks may be considered for tenure. Tenure is awarded to a qualified faculty member based on the faculty member’s projected contributions to the goals, needs, and objectives of the (Medical University of Ohio) University of Toledo and its constituent colleges, departments and programs. A candidate for tenure must a) demonstrate continuing abilities to maintain the responsibilities and duties commensurate with their current faculty rank and provide evidence of continuing career development; b) actively and innovatively contribute to the development of the University of Toledo; c) demonstrate competence in all areas of academic accomplishment; and d) show excellence in at least two of the following areas of endeavor:

1. Teaching (Education),
2. Scholarly activity, including research, and
3. Service (clinical, national, professional, community, and/or administrative).

Please refer to the appendix for definition of the terms "teaching (education)", "scholarly activity", "service", "research", "national recognition", and "primary author".

Excellence in teaching (education) is demonstrated by the following:
1. Consistently superior teaching evaluations by peers, residents, and students.
2. Evidence of outstanding teaching by teaching awards, student performance on National examinations, and other means used to evaluate teaching skills.
3. Successful mentoring of students to become independent scholars.
4. Participation as a speaker or organizer of regional, national and international courses or workshops.
5. Major contribution to design, organization and dissemination of various educational materials as courses, CDs, DVDs, kindergarten through grade 12 (K-12) initiatives at the University or community level.
Excellence in scholarly activity means an independent, national reputation that is attained by receiving sustained national recognition for scholarship.

Excellence in scholarly activity is demonstrated by the following:
1. Publication of a substantial number of peer-reviewed articles in high quality national or international journals.
2. Continuing grants from national or international agencies that are awarded based on peer review.
3. Presentation of research at national or international meetings.
4. Participation in the state and national peer-reviewed process.

Excellence in service will be demonstrated by the following:
1. Effective administrative skills in University or departmental activities.
2. Chairmanship of institutional committees or leadership on other institutional organizations.
3. Participation on clinical examination boards and serving as an officer or committee member for state and regional or national/international organizations and societies.
4. Excellent in service for faculty in the clinical scholar track or clinical educator track may be achieved by attaining recognition of innovative, significant contributions to clinical practice which are unique regionally or nationally.

II. Documentation.
For documentation refer to "University of Toledo, College of Medicine Faculty Tracks for Academic Rank and Criteria for Promotion" (Revised January 3, 2005).

Although a minimum of two letters from internal referees are required, additional internal letters may be helpful in establishing the candidate's worth to the University of Toledo College of Medicine.

III. Procedure of the Awarding of Tenure.

Any eligible member of the faculty of the University of Toledo College of Medicine may be considered for tenure. An application for tenure may be initiated by the candidate, by the Chair of the department, or by the Dean of the college in which the faculty member has a primary appointment. After a review by the appropriate committee of the faculty of the college in which the candidate has the primary appointment and with the recommendation of the Chair (where applicable) and the Dean of that college, the nomination shall be forwarded to the President of the University of Toledo for submission to the Board for consideration and final action. Tenure is not awarded until final approval of the Board. A decision not to proceed with a recommendation for tenure to the Board shall be communicated by the President to the nominating Dean and the candidate.

Appendix.

Definitions.

**Teaching (Education):**
An activity that accomplishes the transition of existing knowledge from the educator to the University of Toledo medical students, graduate students, residents, clinical fellows, research fellows, other faculty members, other clinicians and scientists as well as the community at
large. Education includes, but is not limited to, classroom teaching. Other educational activities include course development and evaluation, supervision of clinical or scientific work, conducting continuing education programs and publication of a textbook. Where education-related work also leads to the production of new knowledge and publication of that knowledge, (as in the empirical evaluation of a new educational approach, which is published in a peer-reviewed journal) it may also be considered as scholarship.

**Scholarly activity (scholarship):**
An activity that leads to the production of new knowledge, which is communicated to the world and posterity by appropriate permanent records (usually publications, but also including peer-reviewed and invited presentations with published abstracts). Scholarly activity includes, but is not limited to research. Other activities that are considered forms of scholarship, include: a) Theoretical analysis 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. Descriptions of rare, unusual or clinically important cases may also be considered as scholarship when those descriptions result in new knowledge.

**Research:**
A subcategory of scholarship that includes the empirical testing of hypotheses by studies of humans, animals, tissues, cells, or chemicals, including experimental and/or quasi-experimental designs.

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

**National recognition:**
Being recognized by faculty members within one's specific discipline or field of study at other biomedical or educational institutions around the country. One may achieve national recognition by virtue of one's educational accomplishments, scholarship, service to one's profession or by a unique clinical contribution. Examples of achieving recognition would include but are not limited to: 1) Conducting workshops at national meetings (education); 2) Publishing articles as a primary author in refereed journals (scholarship); 3) Service on editorial review boards (scholarship); 4) Developing a new clinical method, which is described in publications or in paper/poster presentation (clinical contribution/scholarship); 5) Service to national professional/scientific societies. Study groups and government panels (professional service); and 6) Receiving peer-reviewed research support from federal sources or national foundations (scholarship/research).

**Primary author.**
The primary author is usually identified by first authorship if the applicant for promotion actually conducted the majority of the work reported in a paper, or by being the last name, assuming that the bulk of the work conducted in the laboratory and under the mentorship of the applicant for promotion.