Faculty Tracks for Academic Rank.

There are six tracks for full-time and part-time academic faculty members and two for volunteer or adjunct faculty members.

1. Academic Basic Scientist Track * (begins on page 3)
2. Basic Science Educator Track * (begins on page 7)
3. Research Track (begins on page 14)
   - In Basic Science
   - In Clinical Science
4. Clinical Scholar Track * (begins on page 17)
5. Clinical Educator Track * (begins on page 22)
6. Practitioner Track (begins on page 32)
7. Community-Based Track (begins on page 35)
8. Adjunct Faculty Track (begins on page 37)

* Indicates tenure eligible tracks.

Process for Appointment and Promotion

Appointments or promotion to the Associate Professor or Professor level in the Academic Basic Scientist Track, Basic Science Educator Track, Research Track, Clinical Scholar Track, Clinical Educator Track, or Practitioner Track will require 1) recommendation by the department chair, and 2) review and recommendation by a departmental Appointment, Promotions and Tenure (APT) committee prior to submitting to the Dean of the College of Medicine and Life Sciences. The Dean will then submit the request for appointment or promotion to the College of Medicine and Life Sciences’ APT committee for review and recommendation. The Dean will review their action, which is advisory to the Dean, before forwarding a final recommendation for appointment or promotion to the President of the University of Toledo (UT) for action by the UT Board.

Appointments or promotions at the Instructor or Assistant Professor level will be recommended by department chairs and reviewed by the Dean of the College of Medicine and Life Sciences without Appointment, Promotions, and Tenure (APT) review. Appointments and promotions to the Volunteer Clinical Track and to the Adjunct Faculty Track also will be recommended by department chairs, after review by the departmental APT committee, and reviewed by the Dean of the College of Medicine and Life Sciences, with or without
additional review by the APT committee, at the discretion of the Dean. However, all necessary promotion documents including letters of recommendation, student evaluation, and reference letters should follow the same format as in the College of Medicine and Life Sciences APT Checklist.

Selection of Tracks/Change of Tracks. Selection of the appropriate track for new faculty will be determined by the Department Chair and included in the recommendation for appointment. Any change in track for a faculty member will be upon recommendation of the Department Chair, after consultation with the faculty member. Recommendations for changing from one track to another must include appropriate justification, and the candidate must meet the requirements for promotion in the new track. Change from one track to another will be at the discretion of the Dean of the College of Medicine and Life Sciences following recommendation by the Department Chair, and will require appropriate justification; the Dean may request review and recommendation of the College of Medicine and Life Sciences’ APT Committee at his or her discretion. A faculty member with an initial appointment in the tenure or the non-tenure track may switch tracks once pending approval by the applicable Department Chairperson and Dean. Faculty members hired in the tenure-eligible tracks have 7 years to be promoted from assistant professor to associate professor. Subject to written request by the Chair (if applicable) or the Dean and approval by the Chancellor, annual extensions may be granted for a maximum of three (3) additional years, as stated in the Faculty Rules and Regulations. Faculty members hired in a non-tenure track who switch to the tenure track will have seven (7) years to be promoted as indicated above, starting from the day they switched to the tenure eligible track. Determination of the appropriate track for part-time faculty members will depend on their role, function, location of activity, and percent paid employment.

Faculty members with a Ph.D. or Master’s degree who are in clinical departments may be promoted in the Clinical Scholar Track or Clinical Educator Track according to their criteria if they have a clinical role within their department.

Designation of Title. All full-time faculty members in Tracks 1 through 6 described above will have the same title, for example “Associate Professor of Medicine.” Volunteer clinical faculty members will have their title preceded by “Clinical”, for example, “Clinical Professor of Surgery.” Adjunct faculty members will have their titles preceded by the term “Adjunct.”

Track Descriptions and Criteria for Promotion.

The track descriptions and criteria for each of the tracks regarding appointment and promotion are to serve as guidelines for the College of Medicine and Life Sciences appointments and promotions. The intent is to give faculty, department chairs, departmental APT committees, and the College of Medicine and Life Sciences’ APT Committee criteria that will be clear about the essential expectations for each level of appointment or promotion, while not impeding the responsibility of the APT Committee to use appropriate discretion in their
deliberations and recommendations. The APT committee may consider elements not addressed in the criteria that would support or hinder a recommendation for promotion. These additional factors for consideration should be provided as part of the promotion package.

Below are descriptions of the tracks and the minimal promotion criteria expected.

Please refer to the appendix for the definition of the terms “Education,” “Scholarship,” “Service,” “Research,” “National Recognition,” and Primary Author.”

I. Academic Basic Scientist Track (Tenure Track)

A. Introduction

This track is designed for faculty members who are committed to the creation of new knowledge through empirical research and who are also dedicated to teaching. Faculty may hold a Ph.D., MPH, MSOH, MS or other academic degree.

Usually a candidate may be considered for promotion in this track after five (5) years of service at the University of Toledo. An earlier promotion may be granted for those exceptional candidates who have exceeded the criteria set forth in the criteria document for this track, as determined by the candidate’s Department Chair and Dean.

Tenure may be awarded to full time faculty members with promotion to Associate Professor at the request of the Department Chair and the Dean. When requested together, the APT committee usually reviews promotion first and the tenure is reviewed independently and subsequently. Alternatively, a request for tenure can be considered separately and after promotion to Associate Professor. Usually a tenure decision is postponed in the setting of a new faculty appointment, where some University of Toledo experience is advisable prior to awarding tenure.

Promotion of a faculty member who changes from a different track to the Academic Basic Scientist Track is permitted, but would require the faculty member to meet all of the criteria for promotion in the Academic Basic Scientist Track. The track change should be done before the candidate’s documents come to the APT Committee.

Faculty Professionalism: Faculty members are expected to understand and comply with the AAMC guiding principles for promoting a positive learning environment and those expectations stated in the College of Medicine and Life Sciences Policy 3364-081-004-018-00, The Learning Environment and Faculty Professionalism:

Standards of professional behavior expected in the educational setting relate to:
(1) creating a positive atmosphere conducive to learning and supporting the ethical principles of medicine including honesty and confidentiality; (2) maintaining appropriate boundaries, trust, humanism, respect for diversity and appropriate forms of communication with students, faculty, staff, patients and others and using a dignified approach to conflict resolution; and (3) maintaining ethical standards expected of all medical professionals from the perspective of individual performance. Serious professionalism violations and patterns of behavior will be dealt with through the Learning Environment and Faculty Professionalism Policy. See Policy for further reference.

Candidates being considered for promotion or for granting of tenure will be evaluated for their achievements in the areas of scholarship, education, service to the institution, and for professionalism. Faculty are required to conduct themselves at all times with professionalism to safeguard trainees, colleagues, staff, patients and others in the learning environment.

Scholarship is the most important criterion for promotion in this track and excellence in scholarship can be demonstrated by
   a. Investigator-initiated research accomplishments.
   b. Collaborative research accomplishments.
   c. National or international recognition of research accomplishments as demonstrated by
      • Award of grants from national or international agencies that are awarded based on peer review.
      • Publication of peer-reviewed articles in high quality journals.
      • Presentation of research at national or international meetings.
      • Participation in peer-review processes, such as service on NIH review committees, service on editorial boards, or as journal reviewer.

**B. Assistant Professor**

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

1. Professionalism (see the policy and description above)
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Scholarship
   a. A commitment to performing basic science research and to publishing in peer-reviewed journals.
b. A commitment to obtaining peer-reviewed research support.

3. Education – A commitment to teaching in the classroom and mentorship in the laboratory as demonstrated by:

4. Service - A commitment to fulfilling the mission of the department and the University of Toledo’s academic community.

C. Associate Professor

An Associate Professor in the Academic Basic Scientist Track will have attained independence, leadership and creativity as a researcher, and will have significant achievements in each of the following categories and excellence in scholarship and one additional category.

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Scholarship – These are threshold criteria.
   a. Continuing peer-reviewed, extramural research support, preferably national, and typically as a principal investigator.
   b. Publication of a minimum of twelve (12) peer-reviewed articles in national or international journals. The candidate will have served as a primary or senior author on at least six (6) of these. It is expected that the majority of the publications will have occurred after appointment to Assistant Professor.
   c. Peer-reviewed and invited presentations at regional, national, or international meetings.

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

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

Continued educational contributions to COMLS graduate (MSBS, MS, MPH or MSOH, or PhD) students, medical students (sometimes referred to as undergraduates), nursing students, physician assistant students and/or COMLS postdoctoral fellows or residents and their programs are required for educational excellence.

a. Effective teaching in classrooms and small discussion groups.
   Evidence of high quality teaching will be based on student evaluations, peer evaluations, improvement in student learning outcomes, and also by recognition by receipt of Teaching Award(s).

b. Advising/Mentoring: Research mentoring skills (in laboratory) as documented by the candidate’s level of involvement and quality of advising and mentorship activities for students.

c. Development of specific curriculum related to medical or graduate student (or postdoctoral fellow/resident) education (such as development of elective courses, specific classroom based lectures, additional online or other modules, and new programs, and new pedagogy or assessment tools.

d. Learner Assessment: Participation in development, implementation, analysis or reporting learners’ knowledge, skills, and attitudes data and/or involvement in assessment of student educational outcomes and development of remediation methodology. Service on student curriculum evaluation committees at departmental or college level.

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

D. Professor

A Professor in the Academic Basic Scientist Track has attained national or international recognition as a basic scientist, scholar, or educator. A Professor has continuing outstanding achievements among the following criteria:

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Scholarship
   Criteria for excellence:
   a. Sustained peer-reviewed extramural research support, typically as a principal
investigator.
b. Continuity of scientific investigation involving empirical research over several years that has produced significant contributions to the scientific literature of a field as documented in the candidate’s bibliography.
c. Peer-reviewed and invited presentations at regional, national, or international meetings.

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

3. Education
Threshold:
a. Continued recognition as an effective teacher or mentor in the laboratory and/or both classroom environments.
b. Ongoing participation in continuing education programs nationally, regionally, and locally.
c. Successful mentoring of students to become independent scholars.

4. Service
a. Leadership on institutional committees, regional or national societies, editorial boards, regional or national study boards.
b. Leadership on scientific committees, advisory committees to government and/or foundations.

II. Basic Science Educator (Tenure Track)

A. Introduction

This track is meant for faculty members whose contributions entail variable combinations of education, research, scholarship, service, and administration, but whose primary contribution is in teaching and administration in the Basic Science...
Departments and the University of Toledo’s system. Faculty members on this track may include basic scientists, physicians, statisticians, and others in health care and related professions who hold a Ph.D., MPH, MSOH, MS or other academic degree. While the Educator role is the primary criterion, scholarship and service are also expected of all faculty members in the Basic Science Educator Track.

Usually a candidate may be considered for promotion in this track after five (5) years of service at the University of Toledo. An earlier promotion may be granted for those exceptional candidates who have exceeded the criteria set forth in the criteria document for this track, as determined by the candidate’s Department Chair and Dean.

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

Tenure may be awarded to full time faculty members with promotion to Associate Professor at the request of the Department Chair and the Dean. When requested together, the APT committee usually reviews promotion first and the tenure is reviewed independently and subsequently. Alternatively, a request for tenure can be considered separately and after promotion to Associate Professor. Usually a tenure decision is postponed in the setting of a new faculty appointment, where some University of Toledo experience is advisable prior to awarding tenure.

Promotion of a faculty member who changes from a different track to the Basic Science Educator Track is permitted, but would require the faculty member to meet all of the criteria for promotion in the Basic Science Educator Track. The track change should be done before the candidate’s documents come to the APT Committee.

Faculty Professionalism: Faculty members are expected to understand and comply with the AAMC guiding principles for promoting a positive learning environment and those expectations stated in the College of Medicine and Life Sciences Policy 3364-081-004-018-00, The Learning Environment and Faculty Professionalism:

Standards of professional behavior expected in the educational setting relate to: (1) creating a positive atmosphere conducive to learning and supporting the ethical principles of medicine including honesty and confidentiality; (2) maintaining appropriate boundaries, trust, humanism, respect for diversity and appropriate forms of communication with students, faculty, staff, patients and others and using a dignified approach to conflict resolution; and (3) maintaining ethical standards expected of all medical professionals from the perspective of individual performance. Serious professionalism violations and patterns of
behavior will be dealt with through the Learning Environment and Faculty Professionalism Policy. See Policy for further reference.

Candidates being considered for promotion or for granting of tenure will be evaluated for their achievements in the areas of education, scholarship and service to the institution, and for professionalism. Faculty are required to conduct themselves at all times with professionalism to safeguard trainees, colleagues, staff, patients and others in the learning environment.

Education - this is the most important criterion for this track and will be demonstrated by excellence in activities from among the following as cited for each rank:

a. Effective teaching and mentoring/advising in classrooms and other settings where effective teaching takes place.

b. Development or evaluation of innovative educational programs.

c. Supervision and management of continuing education programs.

d. Creating education tools such as web based modules and DVDs.

B. Assistant Professor

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

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Education - Evidence of teaching ability and commitment.

3. Scholarship - Evidence of an interest in and commitment to scholarship.

4. Service - A commitment to active committee participation and administrative service in fulfilling the mission of the Basic Science Department and the University of Toledo

C. Associate Professor
For promotion to Associate Professor in the Basic Science Educator Track, the candidate will meet professionalism expectations. In addition, the candidate will meet threshold promotion criteria in all three categories of education, scholarship and service, and will have attained excellence in education and one other category.

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information. See policy and description above.

2. Education
   **Threshold criterion:**

   The candidate must provide evidence of having contributed substantially to education in the health research fields. These contributions should be apparent from past and present quality of teaching, time commitment to teaching, and number of courses and programs to which the candidate has contributed.

   **Criteria for documenting educational excellence:**
   Continued educational contributions to COMLS graduate (MSBS, MPH, MSOH, MS or PhD) students, medical students (sometimes referred to as undergraduates), nursing students, physician assistant students and/or COMLS postdoctoral fellows or residents and their programs are required for educational excellence. These are outlined within five categories of educational activity. Education excellence requires evidence showing significant accomplishment in the first two categories (teaching and curriculum) and in at least one of the other three categories.

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

   b. Curriculum: Evidence of educational excellence is required in (1) or (2)
      (1) Development of specific curriculum related to medical or graduate student (or postdoctoral fellow/resident) education (such as development of elective courses, specific classroom based lectures, additional online or other modules,
new programs and if appropriate new patient education programs. There is an
expectation for innovative student education such as new pedagogy or
assessment tools.

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

c. Learner Assessment: Evidence is required in (1) or (2)
   (1) Participation in development, implementation, analysis or reporting learners’
knowledge, skills, and attitudes data and/or involvement in assessment of
student educational outcomes and development of remediation methodology.
(2) Service on student or resident curriculum evaluation committees at
departmental or college level.

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

e. Educational leadership/Administration: Evidence is required in (1) or (2)
   (1) Administrative responsibilities in student educational programs with evidence
to support maintaining or exceeding benchmarks for quality.
(2) Service regional and/or national student education committee(s).

3. Scholarship
   Threshold criterion:

   Publication of a minimum of five (5) educational or scientific reports, program
descriptions or evaluations, book chapters, monographs, or other educationally
relevant materials (not including abstracts) is expected. The candidate must be
primary or senior author on at least two (2) publications. It is expected that the
majority of the publications will have occurred after appointment to the
Assistant Professor level.

Criteria for excellence in scholarship:

Excellence criteria: In addition to meeting the threshold criterion above,
significant achievements will come from among the following
• PI on educational, research or other trials or on extramural educational or
research grants.
• Reviewer for a refereed journal, editorial board member, member of a study
section for the peer review of grants.
• Participation in scientific, educational and/or research review processes at state
or national levels
• Presentation of scientific, educational, abstracts, reviews, or analytic studies at national/international meetings
• Development and/or dissemination of intellectual properties
• Co-investigator on educational or research grants.
• Consultant to externally funded grant, medical or scientific organization
• Demonstrated ability to inspire students, colleagues, and others to become involved in educational and/or research activities
• Involvement in administrative aspects of education and/or research (e.g. organization and direction of education and/or research initiatives)
• Significant self-development activity to increase educational and/or research effectiveness (e.g. Faculty Development programs).

4. Service
   
   Threshold criterion:

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

   Criteria for excellence in service:

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

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

D. Professor

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

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

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

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

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

   c. Learner Assessment: Evidence is required in (1) or (2)
(1) Participation in development, implementation, analysis or reporting learners’ knowledge, skills, and attitudes data and/or involvement in assessment of student educational outcomes and development of remediation methodology.

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

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

e. Educational leadership/Administration: Evidence is required in (1) or (2)
   (1) Administrative responsibilities in student educational programs with evidence to support maintaining or exceeding benchmarks for quality.
   (2) Service regional and/or national student education committee(s).

3. Scholarship

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

(a) Principal investigator role in research projects or healthcare trials.

(b) Attracting extramural or intramural research support.

(c) Peer-reviewed publications in which the candidate is primary/senior author.  
   Threshold criteria: The candidate will have at least 10 publications, of which at least 5 are in peer-reviewed journals. Others may include educational or scientific reports, program descriptions or evaluations, book chapters, monographs, or other relevant materials (not including abstracts). At least 5 publications should be since promotion to associate professor. The candidate should be primary or senior author on at least 4 of the publications [2 since promotion to associate professor] in peer-reviewed journals.

(d) Participation in review of research at state or national levels.

(e) Presenting educational or scientific observations, abstracts, reviews, or other information at national and/or international meetings.

(f) Development of intellectual properties or patents.

(g) Reviewing or editing educational or scientific publications.
4. Service

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

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

III. Research Track (not Tenure eligible)

A. Introduction

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

Usually a candidate may be considered for promotion at any track after five years of service at the University of Toledo’s system. An earlier promotion may be granted to those exceptional candidates who have superior accomplishment or exceeded the criteria set forth in the criteria document for each track, as determined by the candidate’s Chair and Dean. (See section titled “Faculty Tracks for Academic Rank and Criteria for Promotion). Promotions of a faculty member who changes from a tenure-eligible or different non-tenure eligible track to the Research Track is permitted, but would require the faculty member to meet all of the criteria for promotion in the Research Track. The track change should be done before the candidate’s documents come to the APT Committee.

Faculty Professionalism: Faculty members are expected to understand and comply with the AAMC guiding principles for promoting a positive learning environment and those expectations stated in the College of Medicine and Life Sciences Policy 3364-081-004-018-00, The Learning Environment and Faculty Professionalism:
Standards of professional behavior expected in the educational setting relate to: (1) creating a positive atmosphere conducive to learning and supporting the ethical principles of medicine including honesty and confidentiality; (2) maintaining appropriate boundaries, trust, humanism, respect for diversity and appropriate forms of communication with students, faculty, staff, patients and others and using a dignified approach to conflict resolution; and (3) maintaining ethical standards expected of all medical professionals from the perspective of individual performance. Serious professionalism violations and patterns of behavior will be dealt with through the Learning Environment and Faculty Professionalism Policy. See Policy for further reference.

Candidates being considered for promotion will be evaluated for their achievements in the areas of scholarship as the primary criterion, as well as education, service to the institution, and for professionalism. Faculty are required to conduct themselves at all times with professionalism to safeguard trainees, colleagues, staff, patients and others in the learning environment.

Criteria for promotion are listed below:

**B. Assistant Professor**

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

1. **Professionalism**
   - (a) Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. **Scholarship**
   - (a) A commitment to scholarship (primarily research).
   - (b) A commitment to obtaining peer-reviewed research support.

3. **Education** - A commitment to education in the classroom and/or the laboratory as a mentor.

4. **Service** - A commitment to service within the institution or the scientific community.
C. Associate Professor

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

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Scholarship – These are threshold criteria.
   a. Continuing peer-reviewed research support as a principal or co-principal investigator.
   b. Publication of a minimum of twelve (12) peer-reviewed articles in high-quality national or international journals as well as review articles, chapters and books. The candidate will have served as a primary or senior author on at least three (3) of these. It is expected that the majority of the publications will have occurred after appointment at Assistant Professor level.
   c. Peer-reviewed and invited presentations at regional, national, or international meetings.

3. Education - Recognition as an effective educator in the classroom or research laboratory.

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

D. Professor

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

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Scholarship
   a. Development of a systematic program of scientific investigation that has yielded significant contributions.
   b. A bibliography that indicates a major contribution to the understanding of
field.

c. Continuing peer-reviewed research support as a principal or co-principal investigator.
d. Peer-reviewed and invited presentations at regional, national, or international meetings.

3. Education - Recognition as an effective educator at a local, regional, or national level.

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

IV. Clinical Scholar Track (Tenure Track)

A. Introduction

The Clinical Scholar Track is for faculty members in clinical departments who conduct substantial research in the laboratory or in the clinical arena, teach, provide clinical service, and contribute to the administrative function of the University and the community. Faculty members on this track may include physicians, psychologists, social workers, ethicists, statisticians, and others in health care and health care related professions.

Usually a candidate may be considered for promotion at any track after five years of service at the University of Toledo. An earlier promotion may be granted to those exceptional candidates who have superior accomplishment or exceeded the criteria set forth in the criteria document for each track, as determined by the candidate’s Chair and Dean. (See section titled “Faculty Tracks for Academic Rank and Criteria for Promotion).

Tenure may be awarded to full time faculty members with promotion to Associate Professor at the request of the Department Chair and the Dean. When requested together, the APT committee usually reviews promotion first and the tenure is reviewed independently and subsequently. Alternatively, a request for tenure can be considered separately and after promotion to Associate Professor. Usually a tenure decision is postponed in the setting of a new faculty appointment, where some University of Toledo experience is advisable prior to awarding tenure.

Scholarship is the paramount criterion for promotion in this track. To promote their
scholarship, faculty in this track will have protected research time negotiated with their department chair. Protected research time is expected to range from 20% to 80%. These faculty members are expected to be involved in the creation of new knowledge or synthesis of knowledge; compete successfully for extramural grant support; and demonstrate productivity based on their publication record and national or international recognition.

Promotion of a faculty member who changes from a different track to the Clinical Scholar Track is permitted, but would require the faculty member to meet all of the criteria for promotion in the Clinical Scholar Track. The track change should be done before the candidate’s documents come to the APT Committee.

Faculty Professionalism: Faculty members are expected to understand and comply with the AAMC guiding principles for promoting a positive learning environment and those expectations stated in the College of Medicine and Life Sciences Policy 3364-081-004-018-00, The Learning Environment and Faculty Professionalism:

Standards of professional behavior expected in the educational setting relate to: (1) creating a positive atmosphere conducive to learning and supporting the ethical principles of medicine including honesty and confidentiality; (2) maintaining appropriate boundaries, trust, humanism, respect for diversity and appropriate forms of communication with students, faculty, staff, patients and others and using a dignified approach to conflict resolution; and (3) maintaining ethical standards expected of all medical professionals from the perspective of individual performance. Serious professionalism violations and patterns of behavior will be dealt with through the Learning Environment and Faculty Professionalism Policy. See Policy for further reference.

Candidates being considered for promotion or for granting of tenure will be evaluated for their achievements in the areas of scholarship, education, service to the institution, and for professionalism. Faculty are required to conduct themselves at all times with professionalism to safeguard trainees, colleagues, staff, patients and others in the learning environment.

Scholarship is the most important criterion for promotion in this track and excellence in scholarship can be demonstrated by

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

B. Assistant Professor

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

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Scholarship
   a. A commitment to performing clinical or basic science investigations and to publication in peer review journals.
   b. A commitment to obtaining extramural support.

3. Education
   Threshold: Evidence of teaching ability and commitment.

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

C. Associate Professor

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

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Scholarship – These are threshold criteria.
a. Success in obtaining extramural support for research. These may be in the form of independent grants or contracts from government agencies or not-for-profit agencies, or contracts from industry.

b. Publication of a minimum of ten (10) peer-reviewed articles in high-quality national or international journals as well as review articles, chapters and books is a threshold criterion for promotion to Associate Professor on this track. The candidate will have served as a primary or senior author on at least five (5) of these. It is expected that the majority of the publications will have occurred after appointment at Assistant Professor level.

c. Peer-reviewed and invited presentations at regional, national, or international meetings.

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

3. Education

Threshold:

a. Recognition as an effective teacher in laboratory, classroom or clinic environments; recognition of mentoring skills; or contributions to the design, organization, presentation or evaluation of educational programs.

b. Participation in continuing education programs locally, regionally or nationally

Excellence in Education: Evidence of activities from among the following categories.

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

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

b. Curriculum: Development of specific curriculum related to student or resident education (such as development of electives, specific classroom based lectures,
additional online or other modules; new CME programs, new COMLS patient education programs).

c. Learner Assessment: Participation in development, implementation, analysis or reporting learners’ knowledge, skills, and attitudes data and/or involvement in assessment of student educational outcomes and development of remediation methodology. Service on student or resident curriculum evaluation committees at departmental or college level.

d. Advising/Mentoring: The level of involvement and quality of advising and mentorship activities for students and/or residents.

e. Educational leadership/administration: Administrative responsibilities in student or resident educational programs with evidence to support maintaining or exceeding benchmarks for quality.

4. Service

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

b. Effectiveness of clinical expertise. There must be evidence that the candidate has provided or contributed to quality medical care locally or regionally as indicated by internal letters of reference.

c. Effectiveness of administrative skills and service.

d. Quality of service to the University of Toledo’s academic community and to professional, scientific and public service societies. Participation on institutional committees and on committees in professional scientific societies, review groups or advisory boards.

D. Professor

A Professor in the Clinical Scholar Track has attained national or international recognition as a clinical scientist or scholar. A Professor has continuing outstanding achievements from among the following criteria:

1. Professionalism

   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Scholarship

   a. Continuity in scientific investigation over several years that has produced significant contributions to the scientific or scholarly literature in a field as documented in the candidate’s bibliography.

   b. Sustained success in obtaining extramural support for research and/or
clinical trials. These may be in the form of independent grants or contracts from government agencies or not-for-profit agencies, or contracts from industry.
c. Peer-reviewed and invited presentations at regional, national, or international meetings
d. PI on educational, research or clinical trials (includes site PI on multicenter trials) or on extramural educational or research grants is a positive factor for promotion.

3. Education

Threshold:

a. Recognition as an effective teacher or mentor in the laboratory, classroom or clinical environments.
b. Participation in continuing education programs nationally and locally or regionally.
c. Successful mentoring of students to become independent scholars.

4. Service

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

V. Clinical Educator Track (Tenure Track)

A. Introduction

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

Usually a candidate may be considered for promotion at any track after five (5) years of service at the University of Toledo. An earlier promotion may be granted for those exceptional candidates who have exceeded the criteria set forth in the criteria document for each track, as determined by the candidate’s Department Chair and Dean.
Owing to the importance of commitment and accomplishment in the education arena for this track, it is expected that faculty in this track will place greater emphasis on this component of their responsibilities than on service or scholarship. The degree of their dedication and accomplishment in meeting the education needs of the Department and the College will be used in determining their readiness for promotion.

Tenure may be awarded to full time faculty members with promotion to Associate Professor at the request of the Department Chair and the Dean; otherwise, a request for tenure will be considered separately and after promotion to Associate Professor. Usually a tenure decision is postponed in the setting of a new faculty recruit, where some local experience is advisable prior to awarding tenure.

Promotion of a faculty member from the Clinical Scholar Track or the Practitioner Track to the Clinical Educator Track is permitted, but would require the faculty member to meet all of the criteria for promotion in the Clinical Educator Track. The track change should be done before the candidate’s documents come to the APT Committee.

Faculty Professionalism: Faculty members are expected to understand and comply with the AAMC guiding principles for promoting a positive learning environment and those expectations stated in the College of Medicine and Life Sciences Policy 3364-081-004-018-00, The Learning Environment and Faculty Professionalism:

- Standards of professional behavior expected in the educational setting relate to: (1) creating a positive atmosphere conducive to learning and supporting the ethical principles of medicine including honesty and confidentiality; (2) maintaining appropriate boundaries, trust, humanism, respect for diversity and appropriate forms of communication with students, faculty, staff, patients and others and using a dignified approach to conflict resolution; and (3) maintaining ethical standards expected of all medical professionals from the perspective of individual performance. Serious professionalism violations and patterns of behavior will be dealt with through the Learning Environment and Faculty Professionalism Policy. See Policy for further reference.

Candidates being considered for promotion or for granting of tenure will be evaluated for their achievements in the areas of scholarship, education, service to the institution, and for professionalism. Faculty are required to conduct themselves at all times with professionalism to safeguard trainees, colleagues, staff, patients and others in the learning environment.

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

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

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

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Education - Evidence of teaching ability and commitment to education excellence. For faculty in this track, active participation in teaching graduate and/or preclinical medical students is encouraged. For clinical faculty holding a M.D. or D.O. degree, participation in preclinical (1st and 2nd year medical students) teaching is expected.

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

4. Service - A commitment to clinical and administrative service in fulfilling the mission of the clinical department and the University of Toledo’s system.

C. Associate Professor
Promotion to Associate Professor in the Clinical Educator Track is based on achievements in education, scholarship, and service. The candidate will meet professionalism expectations. In addition, the candidate will meet threshold criteria in all three categories of education, scholarship, and service, and will have attained excellence in education and one other category.

1. Professionalism

April 18, 2005
September 25, 2006
January 1, 2009
August 2013
December 2016
a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Education

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

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

Categories:

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

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

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

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

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

c. Learner Assessment: Evidence is required in (1) or (2)
   (1) Participation in development, implementation, analysis or reporting learners’ knowledge, skills, and attitudes data and/or involvement in assessment of student educational outcomes and development of remediation methodology.
   (2) Service on student or resident curriculum evaluation committees at departmental or college level.

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

e. Educational leadership/administration: Evidence is required in (1) or (2)
   (1) Administrative responsibilities in student or resident educational programs with evidence to support maintaining or exceeding benchmarks for quality.
   (2) Service on regional and/or national student and/or resident education committee(s).

3. Scholarship

   Threshold criteria:
   - The candidate has at least 5 clinical or scientific reports, program descriptions or evaluations, book chapters, monographs, or other clinically relevant materials (not including abstracts)
   - The candidate is primary author on 2 or more publications
   - The majority of publications have been since appointment to Assistant Professor at UT COM.
Excellence criteria: (significant achievements from among the following)

- PI on educational, research or clinical trials (includes site PI on multicenter trials) or on extramural educational or research grants.
- Publication of peer-reviewed papers in high quality national/international journals.
- Reviewer for a refereed journal, editorial board member, member of a study section for the peer review of grants.
- Participation in clinical/scientific, educational and/or research review processes at state or national levels
- Presentation of clinical/scientific, educational, abstracts, reviews, or analytic studies at national/international meetings
- Development and/or dissemination of intellectual properties
- Co-investigator on educational, research or clinical (trial) grants.
- PI on educational, research or clinical trials (includes site PI on multicenter trials) or on extramural educational or research grants is a positive factor for promotion.
- Consultant to externally funded grant, medical or scientific organization
- Demonstrated ability to inspire residents, students, colleagues, and others to become involved in educational and/or research activities
- Involvement in administrative aspects of education and/or research (e.g. organization and direction of education and/or research initiatives)
- Scholarship of “practice” or “application” reflected by clinical practice activities that enhance recognition of medical center (e.g., improving patient care, treatment of complex cases based on a reputation for care)
- Significant self-development activity to increase educational and/or research effectiveness (e.g. Faculty Development programs).

4. Service:

Threshold criterion:

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

Criteria for documenting service excellence:

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

a. Leadership position in defining and disseminating superior quality care in a specific area of expertise. Development of new clinical treatments, devices, or concepts.

b. Established local or regional reputation for expertise in a field as evidenced by productivity and clinical competence.
c. Chair of major UTCOM or UTMC committees (e.g., Admissions committee, Curriculum committee, APT Committee, IRB committee, Medical Executive Committee).

d. Officer of a National or State-wide organization, or Chair of a committee of a national or international organization

e. Active service on major UTCOM or UTMC task forces.

f. Active participation in UTCOM, UTMC, or UTP committees

g. Participation in local, regional, state, or national medical organizations.

h. Participation in non-medical organizations at the local, state, or national level.

D. Professor

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

1. Professionalism

   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Education

Criteria for documenting educational excellence:

Continued educational contributions to COMLS medical students (sometimes referred to as undergraduates), physician assistant, nursing, graduate (MSBS, MS or PhD) students and/or COMLS residents and their programs are required for educational excellence. These are outlined within five categories of educational activity highlighted by the AAMC. To establish excellence as an educator, the candidate should demonstrate a leadership role through accomplishments in teaching (a) and curriculum (b) and from at least one of the other three categories.

Categories:

a. Teaching:

   (1) For faculty in this track, active and sustained participation in teaching graduate and/or preclinical medical students is encouraged. For clinical faculty holding a M.D. or D.O. degree, participation in preclinical (1\textsuperscript{st} and 2\textsuperscript{nd} year medical students) teaching is a significant factor for promotion.

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

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

(3) Active and sustained participation in residency program teaching with evidence of sustained teaching of high quality based on resident evaluations, teaching awards, residency outcomes, and/or peer evaluations. Didactic teaching (i.e. prepared presentations on key clinical topics) is encouraged. There is an expectation that the individual completes all learner evaluations on a timely basis.

b. Curriculum: Evidence of educational excellence is required in (1) or (2)
(1) Development of specific curriculum related to student or resident education (such as development of electives, specific classroom based lectures, additional online or other modules; new CME programs, new COMLS patient education programs). There is an expectation for innovative student and/or resident education such as new pedagogy or assessment tools.

(2) Scholarship on innovations in student and/or resident education and its presentation at the national level. Promotion to Professor rank requires national presentations. Evidence of scholarship will be seen in the number of presentations, articles or research projects related to student or resident education activities.

c. Learner Assessment: Evidence is required in (1) or (2)
(1) Participation in development, implementation, analysis or reporting learners’ knowledge, skills, and attitudes data and/or involvement in assessment of student educational outcomes and development of remediation methodology.

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

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

e. Educational leadership/administration: Evidence is required in (1) or (2)
   (1) Administrative responsibilities in student or resident educational programs with evidence to support maintaining or exceeding benchmarks for quality.
   (2) Service on regional and/or national student and/or resident education committees.

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

   (a) PI on educational, research or clinical trials (includes site PI on multicenter trials) or on extramural educational or research grants is a positive factor for promotion.
   (b) Attracting extramural research support.
   (c) Peer-reviewed publications in which the candidate is primary/senior author.
      Threshold criteria: The candidate will have at least 10 publications, of which at least 5 are in peer-reviewed journals. Others may include clinical, educational or scientific reports, program descriptions or evaluations, book chapters, monographs, or other clinically relevant materials (not including abstracts). At least 5 publications should be since promotion to associate professor. The candidate should be primary or senior author on at least 4 of the publications [2 since promotion to Associate Professor] in peer-reviewed journals).
   (d) Participation in review of clinical or basic science research at state or national levels.
   (e) Presenting clinical, educational or scientific observations, abstracts, reviews, or other information at national and/or international meetings.
   (f) Development of intellectual properties or patents.
   (g) Reviewing or editing clinical or scientific publications.

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

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

A. Introduction

These individuals are in association by contract with the University of Toledo College of Medicine & Life Sciences including the ProMedica based faculty members (through the academic affiliation) involved in teaching and in clinical practice. They enhance the University’s educational mission while providing exemplary clinical care. Scholarship is not essential, but is encouraged, particularly in terms of collaborating with or assisting other University of Toledo faculty members.

Usually a candidate may be considered for promotion at any track after five years of service at the University of Toledo. An earlier promotion may be granted to those exceptional candidates who have superior accomplishment or exceeded the criteria set forth in the criteria document for each track, as determined by the candidate’s Chair and Dean. (See section titled “Faculty Tracks for Academic Rank and Criteria for Promotion).

Promotion of a faculty member who changes from a different track to the Practitioner Track is permitted, but would require the faculty member to meet all of the criteria for promotion in the Practitioner Track. The track change should be done before the candidate’s documents come to the APT Committee.

Faculty Professionalism: Faculty members are expected to understand and comply with the AAMC guiding principles for promoting a positive learning environment and those expectations stated in the College of Medicine and Life Sciences Policy 3364-081-004-018-00, The Learning Environment and Faculty Professionalism:

Standards of professional behavior expected in the educational setting relate to: (1) creating a positive atmosphere conducive to learning and supporting the ethical principles of medicine including honesty and confidentiality; (2) maintaining appropriate boundaries, trust, humanism, respect for diversity and appropriate forms of communication with students, faculty, staff, patients and others and using a dignified approach to conflict resolution; and (3) maintaining ethical standards expected of all medical professionals from the perspective of individual performance. Serious professionalism violations and patterns of
behavior will be dealt with through the Learning Environment and Faculty Professionalism Policy. See Policy for further reference.

Candidates being considered for promotion will be evaluated for their achievements in the areas of service, scholarship and education to the institution, and for professionalism. Faculty are required to conduct themselves at all times with professionalism to safeguard trainees, colleagues, staff, patients and others in the learning environment.

B. Clinical Assistant Professor

A Clinical Assistant Professor in the Practitioner Track should have

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

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

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

3. Education
   Commitment to clinical education.

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

C. Clinical Associate Professor

A Clinical Associate Professor in the Practitioner Track should provide evidence of the following:
1. Professionalism  
a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

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

3. Education  
Threshold criteria:  
a. Effective supervision of medical students, house staff and other trainees  
b. Participation in a direction of seminars, clinical conference, residencies, or other training programs and continuing education programs.

4. Scholarship. Not a requirement. Co-investigator or PI on educational, research or clinical trials (includes participation on multicenter trials) is a positive factor.

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

1. Professionalism  
a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Service  
a. Sustained or transformational impact on the mission of a clinical department through provision of high-quality clinical services, and providing inpatient or outpatient venues for clinical education.  
b. Recognition as an authority in a clinical specialty area within the region as well as the institution.  
c. Leadership in the medical community at the regional or national level.
3. Education
   a. Leadership in teaching by sustained teaching and mentoring of medical students, house staff and other trainees.
   b. Significant contribution to design, organization or conduct of a clinical teaching service, clinical course, or other educational program

4. Scholarship. Not a requirement. Co-investigator or PI on educational, research or clinical trials (includes participation on multicenter trials) is a positive factor.

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

A. Introduction

Clinical Faculty members in the College of Medicine and Life Sciences are clinicians who volunteer their services to the educational and service programs at the University of Toledo. Most clinical faculty members will enter at the Instructor or Assistant Professor level at the discretion of the Chair of the sponsoring department.

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

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

Usually a candidate may be considered for promotion at any track after five years of service at the University of Toledo. An earlier promotion may be granted to those exceptional candidates who have superior accomplishment or exceeded the criteria set forth in the criteria document for each track, as determined by the candidate’s Chair and Dean. (See section titled “Faculty Tracks for Academic Rank and Criteria for Promotion).
Faculty Professionalism: Faculty members are expected to understand and comply with the AAMC guiding principles for promoting a positive learning environment and those expectations stated in the College of Medicine and Life Sciences Policy 3364-081-004-018-00, The Learning Environment and Faculty Professionalism:

Standards of professional behavior expected in the educational setting relate to: (1) creating a positive atmosphere conducive to learning and supporting the ethical principles of medicine including honesty and confidentiality; (2) maintaining appropriate boundaries, trust, humanism, respect for diversity and appropriate forms of communication with students, faculty, staff, patients and others and using a dignified approach to conflict resolution; and (3) maintaining ethical standards expected of all medical professionals from the perspective of individual performance. Serious professionalism violations and patterns of behavior will be dealt with through the Learning Environment and Faculty Professionalism Policy. See Policy for further reference.

Candidates being considered for promotion will be evaluated for their achievements in the areas of education, scholarship and service to the institution, and for professionalism. Faculty are required to conduct themselves at all times with professionalism to safeguard trainees, colleagues, staff, patients and others in the learning environment.

B. Clinical Assistant Professor

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

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Education is considered the most important activity for clinical faculty members. Commitment to teaching is essential. Promotion to this clinical rank from instructor generally will be dependent on a sustained teaching effort. (Minimum of two years within the past 3 years).

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

4. Service - Service to the mission of a clinical department is considered a positive factor.
C. Clinical Associate Professor

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

1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Education
   Clinical Associate Professors will have demonstrated one or both of the criteria listed below over a sustained period of time (5 or more years). This activity needs to be current.
   a. Effective mentoring of medical students, house staff or other clinical trainees. This may occur by involving students or residents in the daily ambulatory office practice or by having residents assigned full-time to a sub-specialty service directed by the mentor. Sustained contribution as a mentor with positive student evaluations will be required for promotion to this rank.
   b. Participation in and direction of seminars, clinical conferences, resident training sessions or student training programs or leading professional education programs.

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

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

D. Clinical Professor

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

A Clinical Professor will have a sustained commitment to education of at least 10 years or will have demonstrated leadership in education in line with the following criteria.

April 18, 2005
September 25, 2006
January 1, 2009
August 2013
December 2016
1. Professionalism
   a. Professionalism expectations are met as determined by a review of applicant’s faculty personal file and other pertinent information.

2. Education
   a. Sustained mentoring of medical students, house staff or other clinical trainees. Mentoring is described above in the guidelines for the promotion to Clinical Associate Professor. Promotion to Professor requires a continuing career of serving as a mentor and a role model for trainees over the significant portion of one’s career.
   
   b. Leadership, demonstrated by contributions in design or organization or presentation of a course, clinical teaching service, directing regional placement of residents/students or other educational programs.
   
   c. Leadership in promoting his/her hospital or practice site as a center of educational excellence for trainees is essential.

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

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

VIII. Adjunct Faculty Track (Volunteer)

Usually a candidate may be considered for promotion at any track after five years of service at the University of Toledo. An earlier promotion may be granted to those exceptional candidates who have superior accomplishment or exceeded the criteria set forth in the criteria document for each track, as determined by the candidate’s Chair and Dean. (See section titled “Faculty Tracks for Academic Rank and Criteria for Promotion).

Adjunct faculty members are volunteer faculty members who hold current or past
appointments at another academic institution. Their primary role is to contribute to
the educational and scholarship missions of the University of Toledo although they
may occasionally contribute to the service mission as well. In general, their rank
within the University of Toledo will be consistent with the rank they hold (or held) at
their home institution.

Faculty Professionalism: Faculty members are expected to understand and comply with
the AAMC guiding principles for promoting a positive learning environment and those
expectations stated in the College of Medicine and Life Sciences Policy 3364-081-004-
018-00, The Learning Environment and Faculty Professionalism:

Standards of professional behavior expected in the educational setting relate to:
(1) creating a positive atmosphere conducive to learning and supporting the
ethical principles of medicine including honesty and confidentiality; (2)
maintaining appropriate boundaries, trust, humanism, respect for diversity and
appropriate forms of communication with students, faculty, staff, patients and
others and using a dignified approach to conflict resolution; and (3) maintaining
ethical standards expected of all medical professionals from the perspective of
individual performance. Serious professionalism violations and patterns of
behavior will be dealt with through the Learning Environment and Faculty
Professionalism Policy. See Policy for further reference.

Candidates being considered for promotion will be evaluated for their achievements in
the areas of scholarship, education, service to the institution, and for professionalism.
Faculty are required to conduct themselves at all times with professionalism to
safeguard trainees, colleagues, staff, patients and others in the learning environment.
Appendix:

DEFINITIONS

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

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

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

Service:
Service to the institution, patients and scientific/professional societies is incorporated 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. One may achieve national recognition of one’s educational accomplishments, scholarship, and service to one’s profession or by a unique clinical contribution. Examples of achieving recognition would include but are not limited to: 1) Conducting workshops at national meetings (education), 2) a record of substantive
publications as a primary author in peer-reviewed journals (scholarship), 3) service on editorial review boards (scholarship), 4) developing an innovative clinical method, which is described in publications or in paper/poster presentations with demonstrated clinical value (clinical contribution/scholarship), 5) service to national professional/scientific societies, study groups and governmental panels (professional service) and, 6) receiving peer-reviewed research support from federal sources or national foundations (scholarship/research).”

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