

**Elaborations for Tenure and Promotion
School of Exercise and Rehabilitation Sciences (SERS)
College of Health and Human Services
The University of Toledo**

The purpose of this document is to provide elaborations at the School-level relating to the tenure and promotion process, as mandated by Section 9.1.1.4 of the Collective Bargaining Agreement (CBA). These elaborations serve as minimum specifications and are meant to guide the process of tenure and promotion review in School of Exercise and Rehabilitation Sciences (SERS). Expectations of candidates for promotion and tenure described below are consistent with those described in the College elaborations. Candidates are strongly encouraged to consult both the College and SERS elaborations while preparing their dossier.

Expectations of Candidates for Promotion and Tenure

School-level discussions and decisions on promotion and tenure cases will entail a nuanced examination of candidate's dossier as befits the diversity of disciplines represented in the School. While all faculty members in SERS are expected to be teachers, scholars and contributors to the larger community consistent with the stated mission of the College and the University of Toledo, faculty in SERS are involved in a wide range of academic disciplines and therefore the nature of their work in the areas of teaching, professional activities, and service will vary. That said, all faculty members are expected to provide evidence of continuing intellectual curiosity reflected in their research agendas aimed at both creating new knowledge and using and disseminating knowledge in innovative ways. Additionally, all faculty members are expected to provide evidence of consistent and constructive contributions at the university, local, state, and national levels and must demonstrate excellence and on-going efforts to improve their teaching.

Candidates are expected to meet or exceed the minimum requirements of both School and College level elaborations. It is the responsibility of the candidate to prepare a dossier that clearly and concisely supports his or her application for tenure and/or promotion. As part of the narrative included in the dossier, the candidate must provide: (1) clear and concise definitions of the constructs, "excellent teaching," "excellent professional activity," and "excellent service;" (2) rationales to support these definitions; and (3) evidence/artifacts that document performance that is consistent with "excellent teaching," "excellent professional activity," and "excellent service."

External Letters of Review

Three letters of external review from respected professional colleagues in the candidate's discipline are required. The purpose of external reviews is to provide objective, third party, neutral evaluations of whether the candidate has met or exceeded the minimum school and college requirements for promotion/tenure in the area of Professional Activity. The criteria for and the process of identifying reviewers is as follows:

- External reviews for promotion from Assistant to Associate Professor or for tenure must be done by individuals who are at the rank of Associate or Professor.
- External reviews for promotion from Associate Professor to Professor must be done by individuals who are at the rank of Professor.

- External reviewers will be solicited and selected by the School Chairperson. The candidate will assemble a list of up to five potential reviewers who have the appropriate academic rank and familiarity with the candidate’s area of research. Potential reviewers who have a past or current professional relationship with the candidate (e.g., graduate or post-doctoral advisor, former classmate, instructor, or Chairperson, or professional collaborator) will not be considered by the School Chairperson. The School Chairperson will select two individuals from the list of potential reviewers. The third reviewer will be selected by the School Chairperson independent of any input from the candidate.
- The candidate will provide the School Chairperson with the following materials, which will then be sent to each reviewer:
 - 1) Curriculum vitae
 - 2) Detailed Narrative of Professional Activity
 - 3) Three representative professional publications in indexed, peer reviewed journals, excluding abstracts

External reviewers will be instructed to limit their review to the materials provided.

Adding to the Dossier and Clarifying its Contents

Candidates may continue to add to their dossier until five (5) days after evaluation by their Chairperson. Items shall only be added to the dossier with a corresponding cover letter specifically identifying the item(s) that were added and the date of addition. Thereafter, the file shall be considered sealed and all subsequent evaluators shall make their judgments based on the file as presented. All committees or individuals who are evaluating the candidate’s dossier (e.g. School Personnel Committee [SCP], College Personnel Committee [CPC], Chairperson) have the right to request in writing to the candidate a clarification of dossier contents. The candidate’s responses must also be in writing. Asking for “clarification” shall not require additional documentation or materials to be submitted by the candidate.

Teaching Elaboration

The SERS has aligned itself with the College elaborations in the area of Teaching Activity. Faculty members within the SERS should model the best in effective teaching. Although the nature of each faculty member’s work and workload may vary, no member of the faculty shall be tenured or promoted without evidence of effective teaching.

The area of teaching encompasses a broad range of activities, all related to directly influencing student learning. Areas supporting the instructional component of faculty expertise include student advising, curriculum development, and curricular material preparation. Teaching activities may take place in a variety of teaching environments and conditions, including but not limited to classrooms, institutes, centers, laboratories, clinics, practicums, distance learning courses, internships, and externships. Evidence may also be presented regarding supervision of independent work such as projects, independent studies, master's theses or projects, doctoral dissertations, service learning projects and/or portfolio reviews. In support of instructional effectiveness, the candidate shall maintain a high level of knowledge and expertise in his/her areas of specialization.

Quality, Contribution, and Scope

Quality of teaching is more important than quantity. However, enough evidence needs to be presented to provide confidence that the candidate can teach effectively. It is the candidate's responsibility to provide a description of the scope and quality of his or her instructional activity, and to provide evidence that the candidate is current in the content and practices within his or her field and that the form and range of his or her teaching activities support the mission of the College and University.

Evidence

The candidate must demonstrate evidence of a consistently high level of teaching and advising with the expectation of continued growth. The following **must be included whenever applicable**.

- A teaching narrative that includes a teaching philosophy, reflection on development of one's own teaching, and self-assessment of his/her teaching
- Evidence of high quality teaching
- Evidence of high quality advising and mentoring
- List of courses taught per year, including syllabi with student learning outcomes
- Minimum of one written evaluation of teaching from the Chairperson
- Evidence of professional development in teaching effectiveness

Student evaluations that are consistent with CBA guidelines are recommended to demonstrate teaching effectiveness. Student anonymity shall be protected in the review process.

The teaching narrative should address any factors that affect student evaluations. Examples of such factors include, but are not limited to, large class size, a preponderance of non-majors in the classroom, a new class preparation, nature of the course, lower division introductory courses, and highly theoretical courses.

Student evaluations should not be the only mechanism to demonstrate teaching effectiveness. To further demonstrate teaching effectiveness, the dossier may include evidence of preparedness, teaching and assessment tools, and materials developed to promote effective teaching. Written evaluation from school Chairperson is required as evidence. Additionally, external evaluations (e.g., via administrative review, the student observer program, and/or peer review reports) may be included.

Teaching Criteria for Tenure and/or Promotion to Associate Professor

The candidate for tenure and/or promotion must provide evidence of successful teaching consistent with the teaching narrative that includes, but is not limited to the following:

- The utilization of current and appropriate teaching methods to support student learning
- The utilization of current and appropriate technology to support student learning
- The flexibility to address and plan for varied multiple student learning needs
- The assessment of student learning in alignment with student-learning outcomes
- The recognition of the value and the provision of learning opportunities that link class instruction with clinical, community, and other out of class experiences when appropriate

Candidates must provide evidence that they have maintained a level of knowledge and expertise reflecting best practices in the candidate's area of specialization. As defined in school approved elaborations, this may entail maintaining Certification/Licensure, if applicable, for the area of specialization. This may also include attaining accreditation-mandated continuing education in his/her area of specialization if applicable. For others, this may entail engaging in professional development activities specific to their teaching practice. A candidate may present additional evidence of effective teaching as appropriate.

Teaching Criteria for Promotion to Full Professor

The candidate for promotion to full professor must provide evidence of continued commitment to and excellence in teaching (as delineated previously). In addition, the candidate for Professor must demonstrate evidence of advanced teaching acumen *beyond the level* expected for promotion to Associate Professor.

Evidence for advanced teaching acumen could include but is not limited to the following:

- Mentoring of junior faculty
- Recognition from outside the university for the quality and innovation of teaching activity
- Leadership in determining the nature of teaching practices for the school as a whole
- Successful use of alternative, innovative teaching with evidence of effectiveness
- Evidence of leadership in the promotion of inter-professional education among students in the school and college

Professional Activity Elaboration

The SERS has aligned itself with the College elaborations in the area of Professional Activity. Criteria for professional activity must include peer-reviewed publications of basic or applied scholarly research in journals. In addition to peer reviewed publications, faculty can provide evidence of on-going research through presentations at state, regional, national, or international conferences. Also, grant writing, writing of a technical report, authoring or editing a textbook, a book chapter, and development of materials such as curriculum which are peer-reviewed and published are all acceptable evidence of professional activity. Finally, submitted grants and manuscripts, development of projects and materials that lead to publications and presentations can all serve as evidence of professional activity.

Professional Activity Criteria for Tenure and/or Promotion to Associate Professor

To be considered for promotion to Associate Professor and/or tenure, faculty members must demonstrate evidence of a consistently high level of professional activity with the expectation of continued growth. The candidate for tenure and/or promotion to Associate Professor should provide evidence of all the following:

- Ongoing research and professional activity (e.g., research in progress, manuscripts and/or grants in preparation, and project development) that are consistent with research aims/goals outlined in the candidate's Detailed Narrative of Professional Activity.
- Since being hired, the candidate shall publish a minimum of five professional publications in indexed, peer reviewed journals, excluding abstracts. This includes manuscripts that are published, in-press, or accepted for publication. At least three of these publications must stem

from work that was initiated by the candidate, and conducted at UT. The candidate must be primary/senior author on at least three publications. The candidate should strive to publish their research in upper-tiered journals within their academic discipline. As described in the college elaborations, other discipline appropriate publications (e.g., book or book chapter) may be counted. In such cases, the candidate must submit written justification regarding the substantive nature and value of the “alternate” publication.

- Evidence of on-going grant writing activities to support the candidate’s research program. This includes grants submitted to both internal and external agencies. At least one grant award (internal or external) and one external grant submission is required.
- A minimum of five peer reviewed presentations at state, regional, national, or international conferences or meetings.

Professional Activity Criteria for Promotion to Full Professor

The candidate for promotion to Full Professor should provide evidence of all the following since his/her promotion to Associate Professor.

- Attainment and progress towards research aims/goals outlined in the candidate’s Detailed Narrative of Professional Activity.
- A coherent research program demonstrated by a robust record of publication in one’s discipline.
- A minimum of eight professional publications in indexed, peer reviewed journals, excluding abstracts since promotion to Associate Professor. The candidate must be primary/senior author on at least four of these publications. As described in the college elaborations, other discipline appropriate publications (e.g., book or book chapter) may be counted. In such cases, the candidate must submit written justification regarding the substantive nature and value of the “alternate” publication.
- Strong evidence of a well-planned and on-going grant writing activity that clearly demonstrates the pursuit of external grant funding to supports the candidate’s research program. A minimum of one external grant award is required.
- Recognized by peers as a leader and expert in one’s discipline of study

Service Elaboration

The SERS has aligned itself with the College elaborations in the area of Service. Service is highly valued within the SERS, since it is intricately involved in improving the human condition. Service, as a category of professional work, is broad and varied and depends on the nature of the objectives and services in each program. Regardless, the faculty member must provide evidence of satisfactory service activity in a meaningful combination of the following three service categories consistent with the values and expectations of his or her School.

Impact, Relevance, and Breadth

Beyond documenting the types of service activities in which they have participated, candidates for tenure and/or promotion are expected to document the impact of their service on their own development as a faculty member, the institution, the profession, and the community. Service activity

that is not related to the faculty member's role and responsibilities within the School, College and University is not relevant to the tenure and promotion process.

Evidence

The candidate must demonstrate evidence of a consistently high level of service activity with the expectation of continued growth. The following **must be included whenever applicable**.

- A narrative describing the candidate's service, its impact, and the relationship to the candidate's role and responsibility within the college and university
- Evidence of high impact and relevant service
- A list of institutional, professional, and community service
- Evidence of expertise and leadership in field (for full professor)

Institutional Service

Activities in this category include service to the University, College, School, and Program. Examples of Institutional Service activities include, *but are not limited to the following*.

- Serving on School or Program committees such as a program's curriculum committee; School Personnel Committee; or, other committees pertinent to the successful functioning of the academic school or Program
- Serving on College Boards or committees such as College Council, Council Committees, College Personnel Committee, advisory committees, or other ad hoc or standing committees that represent more than one school perspective
- Serving on University Boards or committees such as Faculty Senate, Graduate Council, University Committee for Academic Personnel, or other committees that serve the overall institution
- Providing other service to the University, College, School or Program such as serving as a faculty advisor to student organizations, and assisting with recruitment and retention of students
- Mentoring junior faculty members by involvement in formal, structured mentoring activities.

Professional Service

Activities in this category are those that contribute to the advancement of the discipline or professional field. Examples of Professional Service activities include, *but are not limited to the following*.

- Holding membership and actively participating in appropriate professional associations
- Serving as chair or elected member for a committee in a professional association
- Holding office in a professional association
- Organizing or running professional association conferences, meetings, or workshops
- Serving as a reviewer for a professional journal or conference submission
- Serving as an editor or editorial board member of a professional journal
- Serving as a reviewer for a funding organization (e.g., NIH, NSF)

Community Service

Activities in this category are those that are based on the faculty member's professional discipline or related to the mission of the college. Examples of Community Service activities include, *but are not limited to the following*.

- Providing unpaid assistance to a community or government agency in the preparation of a grant proposal where the faculty member does not share authorship
- Serving as an officer and/or on the Board of Directors for a community agency
- Providing lectures, workshops, or in-service training to community organizations
- Unpaid consulting of a professional nature
- Pro bono community service of a professional nature
- Media spokesperson in an area of professional expertise

Service Criteria for Tenure and/or Promotion to Associate Professor

Service is highly valued in the SERS. Candidates for tenure and/or promotion to associate professor must demonstrate a commitment to service through engagement at the program, school, college, university or community (local, state, national, and/or international) level. Candidates for tenure and promotion must clearly demonstrate in their dossiers how they have met these service requirements.

Service Criteria for Promotion to Full Professor

Candidates for promotion to full professor must demonstrate a high level of professional service at all levels of their professional community. Commitment and engagement at the state and national level are required. International participation further speaks to the expertise and high professional attainment in his/her respective area of study. In addition, candidates for full professor must demonstrate service within the university itself through highly visible leadership roles at all levels (university, college, school, and program).

The Process of Changing/Editing School Elaborations

School-level elaborations may be revised only by a vote of all tenured and tenure-track faculty members in the School, who are members of the Toledo Chapter of the American Association of University Professors (AAUP) and who are governed by the current Collective Bargaining Agreement (voting-eligible faculty).

Recommended revisions will be sent out for review and comment via email by the Chair of the School Personnel Committee (SPC) to all voting-eligible tenured and tenure-track faculty members in the School, as defined above. This review and comment period shall be at least 7 days.

During the review and comment period, faculty members may request an open forum with all voting-eligible tenured and tenure-track faculty to discuss the recommended revisions in detail. After the review and comment period, all voting eligible tenured and tenure-track faculty in the School will vote on the recommended revisions. Approval of any changes to School elaborations requires a 2/3 majority vote (a minimum of 50% of the voting-eligible faculty is needed for a quorum).