

Elaborations for Tenure and Promotion

School of Social Justice

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 the School of Social Justice.

Faculty promotion and tenure in the School of Social Justice (SSJ) at The University of Toledo are bound by Articles 8 and 9 of the 2014-2017 CBA between the Board of Trustees for The University of Toledo and the American Association of University Professors, University of Toledo Chapter (UT-AAUP). Tenure is addressed in Section 8.1 of the CBA. Section 8.1.6 states, *“To receive tenure the member must... show promise of continued excellence of performance and continued professional growth.”* In turn, promotion is based on a record of consistent excellence in performance in teaching, professional activities and service. Faculty should follow protocol as outlined by the university and the format approved by the university.

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 programs (Criminal Justice, Social Work, and Legal Specialties) represented in the School. While all faculty members in SSJ are expected to be teachers, scholars and contributors to the larger community consistent with the stated mission of the School and the University of Toledo, faculty in SSJ are involved in three different academic disciplines, e.g., Criminal Justice, Social Work, and Legal Specialties, and therefore the nature of their work in the areas of teaching, professional activities, and service will vary according to these disciplines. 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 the School and 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

Letters of external review from respected professional colleagues in the candidate's discipline/profession are required. The process of identifying reviewers external to the University will be defined by each school, within the following guidelines. The purpose of external reviews is to provide objective, 3rd party, neutral evaluations of whether the candidate has met or exceeded the minimum school and college requirements for promotion/tenure.

- Each dossier for tenure and/or promotion will include at least three external letters of review.
- 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 letters of review should be solicited by the School Chairperson. The candidate should assemble a list of several potential reviewers of the appropriate academic rank who are familiar with the candidate's professional work. The candidate should not have a past or current professional relationship with the candidate (e.g. doctoral or post-doctoral advisor, former instructor, former Chairperson, or professional collaborator).
- From this list the School Chair may select one or two names. The additional individuals selected as external reviewers should be selected by the School Chair independent of any input from the candidate.
- The Chairperson should send a packet of information to each reviewer that includes the following:
 - 1) updated curriculum vita
 - 2) summary of teaching effectiveness
 - 3) summary of effectiveness in scholarly activity
 - 4) summary of effectiveness in service
 - 5) Documents/artifacts that validate the content of the summaries. (e.g. publications, teaching evaluations) The specific content of the packet will be determined by the individual schools within the College.

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. DPC, 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

Faculty members within the School of Social Justice should model the best in effective teaching. Although the nature of each faculty member's work and workload may vary and that variation be taken into account, 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, clinicals, 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 via discipline-specific student course evaluations, peer review, student learning, and other documentation
- Evidence of high quality advising, mentoring and/or internship supervision
- List of courses taught per year, including syllabi with student learning outcomes
- Minimum of one written evaluation of teaching from the Chairperson

Student evaluations that are consistent with CBA guidelines and approved by school faculty members with each of the three disciplines are recommended to demonstrate teaching effectiveness. Student anonymity shall be protected in the review process.

As stated in the CBA, Section 9.1.1.1:

"It is the responsibility of the faculty member to provide persuasive evidence of instructional effectiveness, or a commitment thereto, in all courses taught. Evaluation techniques for all members may include, but are not limited to, assessment of the learning by students under the member's tutelage, self-evaluation, classroom visitations, peer review, student evaluations of teaching, review of syllabi and examinations and other curricular materials, and assessment of academic advising of students."

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, an international instructor for who English is the second language, a new class preparation, nature of the course, lower division introductory courses, and highly theoretical and/or research-focused 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 chair is required as evidence. Additionally, external evaluations, e.g., via administrative review, the student observer program, and/or peer review reports, may be included. Student papers or other products that demonstrate effective teaching and mentoring may also 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. This entails engaging in professional development activities specific to their teaching practice. Examples of such activities include but are not limited to: completing University, College, or externally provided trainings and workshops; attending professional conferences and proceedings; maintenance of licensure; consultation, research, or field work with local agencies; or utilization of other knowledge-building resources. A candidate may present additional evidence of effective teaching as appropriate.

Teaching Criteria for Promotion to Full Professor

As stated in the CBA, Section 8.3.5

To be promoted to the rank of Professor, the candidate must have a “*record as a successful teacher; an earned terminal degree in the subject or related field from an accredited college or university, or, in occasional instances, record of outstanding achievement in the member’s field; continuing professional activity as defined in section 9.1.1.2 and distinct contributions to the field, the profession, or the University through a record of service as defined in section 9.1.1.3.*”

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
- Development of innovative courses
- Recognition from outside the university for the quality and innovation of teaching activity
- Leadership in determining the nature of teaching practices for their respective field/program with the SSJ
- Successful use of alternative, innovative teaching with evidence of effectiveness
- Evidence of leadership in the promotion of interprofessional education among students in the school, college, and University

Professional Activity Elaboration

Professional activity will vary across programs within the SSJ. In general, professional activity must include peer-reviewed publications of basic or applied scholarly research in peer reviewed journals or in books, and/or, alternate SSJ-approved, discipline appropriate publications. In addition to peer reviewed publications and SSJ-approved discipline appropriate publications, individuals can give evidence of research through peer-reviewed presentations at state, regional, national or international conferences or meetings that contribute to the knowledge base of a discipline. 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 disseminated to a broad audience are all acceptable evidence of professional activity. Discipline-appropriate leadership in collaborative knowledge creation and dissemination endeavors that are in non-written mediums (e.g., social justice-focused public art exhibitions; films; podcasts; webinars; etc.) are also acceptable forms of professional activities, provided that such entail peer-review or professional evaluation. Finally, activities such as on-going research, submitted

grants and manuscripts, development of materials that lead to publications and presentations, developing materials for accreditation, and clinical- or teaching-based work that leads to research can all serve as evidence of professional activity (Note: These cannot be substituted for minimum requirements related to publications and presentations, and alternate SSJ-approved discipline appropriate publications listed below).

Quality, Impact, and Quantity

In addition to the quantity of scholarly activity, the quality and impact of the candidate's work will also be considered in the evaluation of professional activity. Quality is reflected by such factors as impact factors found in citation indexes, ratings for Annual Review of Professional Activity; depth and breadth of an individual's work; the level at which this work is presented (e.g., state versus national); the appropriateness, as defined by the school, the journals in which the work is published; and the competitiveness of the grant acquisition process that supports such work. Quality, impact, and quantity should be defined in school approved elaborations, and should be consistent with professional standards reflected in the different disciplines within that school.

Evidence

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

- A professional activity narrative describing the researcher's line of inquiry, importance of the inquiry, and future directions
- Evidence of high quality and impact of professional writing and presentations
- List of professional publications and other works including copies of articles and works
- Evidence of expertise and leadership in field (for full professor)

As stated in the CBA, Section 9.1.1.2, evidence of professional activity may include but is not limited to: (1) Funded and non-funded research, (2) Preparation of research proposals for funded research, (3) Publication of articles, books, monographs, conference proceedings, editorships or reporters to professional publications, (4) Presentation of papers at professional meetings, (5) Performances or exhibitions, or (6) Participation in accreditation activities.

The preparation of grant proposals for outside agencies shall be considered as professional activity if said preparation involves scholarly activity (e.g. teaching, research or service projects) of a substantial nature, and the applicant provides an abstract documenting such activity and the importance of the endeavor to the discipline or the University. The above condition may also apply to the administration of a grant project, invention disclosure, license patent, patent application or copyright application insofar as proper evidence is presented which documents that such grant administration of a grant project, invention disclosure, license patent, patent application or copyright application meets the requirements as set forth above in this section.

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

The candidate for tenure and/or promotion to Associate Professor should provide evidence of all the following

- Ongoing research and professional activity (for example, research in progress, manuscripts in progress, data collection)
- The candidate shall publish a minimum of five professional publications in indexed, peer reviewed journals, excluding abstracts. This shall include manuscripts that are published, in-press, or accepted for publication but are not yet in press.
- For at least one of these publications, the candidate must be first/lead author (as determined by his/her specific academic discipline).
- As permitted by HHS elaborations, SSJ elects to count discipline-appropriate alternate publications toward the five professional peer-reviewed publication requirement, such as: written legal briefs that are presented in a local, state or federal court; government technical reports; accreditation reports; books in which the candidate is an author or editor; and book chapters. Henceforth in this document, these publications will be referred to as SSJ alternate publications. In cases when SSJ alternate publications are being counted in lieu of peer-reviewed journal publications, the candidate must include written justification regarding the substantive nature and value of the SSJ alternate publication, and the extent to which they feel this would count toward the expectations.
- Evidence of active and on-going grant writing activities to support the candidate's research agenda. This may include grant submissions to both internal and external sources. Collaborative research across the school, college and university is encouraged and valued. At least one grant submission in support of the candidate's research agenda is expected; the candidate may be principal investigator, co-principal investigator, or co-investigator for the grant submission.
- 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.

- A coherent research agenda demonstrated by a robust record of publication in one's discipline
- Recognized by peers as a leader and expert in one's discipline of study
- A minimum of eight professional publications in peer reviewed indexed journals since promotion to Associate Professor.
- Since promotion to Associate Professor, a minimum of four professional publications in indexed journals for which the candidate is first/lead author (as determined by his/her specific academic discipline).
- As permitted by HHS elaborations, SSJ elects to count discipline-appropriate alternate publications, referred to as SSJ alternate publications, toward the five professional peer-reviewed publication requirement, such as: written legal briefs that are presented in a local, state or federal court; government technical reports; accreditation reports; books in

- which the candidate is an author or editor; and book chapters. In cases when SSJ alternate publications are being counted in lieu of peer-reviewed journal publications, the candidate must include written justification regarding the substantive nature and value of the SSJ alternate publication, and to what extent they feel this would count toward the expectations.
- Strong evidence of well planned, active, and on-going grant writing activity that clearly demonstrates the pursuit of external grant funding to supports the candidate's research agenda. Collaborative research across the school, college and university is encouraged and valued. A minimum of one external grant award is expected; the candidate may be principal investigator, co-principal investigator, or co-investigator for the grant award.
 - An ongoing record of peer-reviewed presentations, averaging one per year at the national, and/or international level.

- Maintaining graduate faculty status if appropriate.
- An ongoing record of peer-reviewed presentations, averaging one per year at the national, and/or international level.

Service Elaboration

Service is highly valued within the SSJ 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 programs and services in each school. 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 the SSJ.

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. *Given the scope and purpose of the SSJ, service activity related to the promotion of knowledge, social justice or quality of life within the community and professional fields within SSJ, as well as service activity related to the faculty member's role and responsibilities within the college and university, is relevant to the tenure and promotion process.* Given the applied nature of the professions within the SSJ, service to the community and to the candidate's respective professional field is expected. The candidate must clearly articulate and document the impact and relevance of such service activities.

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 school, college, university, profession, and community.
- 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)
According to the CBA, Section 9.1.1.3, candidates for tenure and promotion shall be responsible for performing service and demonstrating their contribution in a manner consistent with the applicable College and Department elaborations. Evidence of service may include but is not limited to: (1) Departmental, college, and University-wide activities, (2) Holding office or committee work in a professional organization including the AAUP, (3) Participation in organizing and/or running professional meetings, workshops or seminars, (4) Delivering lectures at workshops or non-credit courses, (5) Unpaid consulting of a professional nature, (6) Serving as a referee for a professional or scholarly publication or granting agency, (7) Participation in accreditation activities, (8) Coordination of part time faculty, graduate assistants, etc., (9) Service activities aimed at helping community leaders solve regional problems, (10) Community

outreach and civic engagement that impacts the University and College's academic mission or the community.

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 SSJ. 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 College Elaborations

School-level elaborations may be revised only by a vote of all tenure-track faculty members in the SSJ 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.

As a first step, suggested revisions to elaborations must first be reviewed and approved by the SSJ Elaborations Committee (appointed by the SSJ Chair, with a representative from each of the three programs within SSJ) before being sent to all AAUP tenured/tenure track faculty within SSJ. To get beyond the SSJ Elaborations Committee, a simple majority of the SSJ Elaboration Committee members must approve of the suggested revisions when a quorum (all three members) is present.

If SSJ Elaborations Committee approves the revisions, the recommended revisions will be sent out for review and comment via email to all tenure-track faculty members in the SSJ who are members of the Toledo Chapter of the American Association of University Professors and who are governed by the current Collective Bargaining Agreement. 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 the SSJ Elaboration Committee to discuss the recommended revisions in detail.

After the review and comment period, all tenured/tenure track AAUP faculty in SSJ will vote on the recommended revisions. Approval of any changes to SSJ elaborations requires a 2/3 majority vote.