

**University of Toledo**  
**Tenure and Promotion Guidelines [DRAFT]**

**TABLE OF CONTENTS**

Preamble

I. Tenure and Promotion.....page X

II. Principles of Guidelines.....page X

III. Methods of Evaluation.....page X

IV. Categories of Evaluation.....page X

A. Teaching.....page X

B. Professional Activity.....page X

C. Service.....page X

V. Timelines.....page X

# University of Toledo

## Tenure and Promotion Guidelines

### PREAMBLE

Tenure and promotion play a vital role in sustaining a functional university community where students and faculty flourish, and the university advances its mission to improve the human condition for all members of society. These guidelines exist to promote the highest quality of excellence at the University of Toledo and to ensure that the tenure and promotion process is

- positive,
- cooperative and collegial,
- transparent,
- rigorous,
- fair, and
- timely.

[insert statement of endorsement when ready] The faculty and administration of the University of Toledo endorse the following guidelines for tenure and promotion.

### I. TENURE AND PROMOTION

- **Tenure.** Tenure means that faculty have the basic right to due process before they can be terminated.
- **Promotion.** Promotion is defined as advancement in rank: from Assistant Professor to Associate, and from Associate Professor to Professor. Each rank requires a similar and substantial commitment to teaching, professional activity, and service, but each rank also has associated with it various policies, procedures, and expectations that govern compensation and performance assessments.
- **Peer review.** Tenure and promotion are the consequence of very careful evaluation and consideration. Faculty in each academic profession earn tenure only after a lengthy probationary period grounded in a process of continual and rigorous peer review. This process involves the submission of extensive portfolios that narrate and document their accomplishments in and commitment to teaching, professional activity, and service to the university, as well as comprehensive individual evaluations from departments, chairs, colleges and deans, the provost, a university-wide committee devoted to the reviewing of academic personnel, and the university president. To ensure maximum objectivity and to establish that faculty meet a national standard of excellence, their dossiers in the year prior to tenure also receive external reviews from advanced specialists in their disciplines from other universities.

- **Ongoing assessment.** Faculty who have earned tenure are required to submit their work for frequent assessment, reporting annually on their accomplishments. There is virtually no point in a tenure-track or tenured faculty member's academic career when their performance is not being evaluated and assessed on a regular basis.
- **Recognition of a sustained commitment to excellence.** Faculty members earn promotion in rank based on merit, which is established through a rigorous process of assessment similar to the tenure process. The rank of Professor is not a reward for time served but a high honor assigned to the most meritorious faculty in recognition of a distinguished record of accomplishments sufficient to have generated national recognition in their field.
- **Mutual promise between faculty and university.** The awarding of tenure reflects years of dedication and a mutual investment in the university from both faculty and administration. Faculty commit to advancing the lives of their students, cultivating a strong record of scholarly investigation and publication, and supporting the overall health of the university in both its daily operations and its overall mission to improve the human condition. The university administration commits to supporting an environment where faculty can thrive, progress in their skills and accomplishments, and meet or exceed their own goals as well as the expectations set forth for them. It is mutually beneficial for both the university and the faculty for the tenure and promotion process to be careful and rigorous.
- **Free exchange of ideas.** The tenure process not only supports the welfare of the university but also models for all citizens the free exchange and evaluation of ideas necessary to a thriving democracy. The promise of due process ensures that thoroughly vetted, professional scholars will create, explore, and debate new concepts, express controversial ideas, and challenge existing rules without fear of reprisal. It creates a stimulating and productive environment that teaches students how to assert, test, and defend their ideas in a pluralistic society.
- **No conflict of interest.** Tenure guarantees that faculty research is driven by the spirit of intellectual inquiry and the public good. Tenured faculty can prioritize the discovery of new ideas based on merit without the influence of narrower, private interests, greatly reducing the potential for conflict of interest. Faculty research cannot be discouraged, distorted, or terminated simply because it does not support a particular pre-existing agenda. Tenure thus encourages the creative thought, new paths of investigation, innovative methodologies, and widespread experimentation that all societies depend upon to advance.
- **Student benefits.** Tenure protects students by optimizing their learning opportunities. It provides them with a stable learning community led by experts who are and continue to be invested in their welfare and the overall success of the university. It creates a body of longtime faculty selected for commitment to innovative educational programs as well as to sustaining existing programs and paths of study. Ultimately, the continued presence and longevity of tenured faculty ensures that students will experience educational integrity and continuity.

## II. RATIONALE FOR AND PRINCIPLES OF GUIDELINES

### A. Rationale

- **Faculty protection.** The existence of agreed upon university-wide guidelines safeguards the tenure and promotion process from the disruptions that may occur as the result of administrative departures. University level guidelines also help shield faculty from occasional human error.
- **Stability.** Consistent guidelines at the university level create reliable expectations over time.
- **Continuity across units.** University-level guidelines establish a functional model of evaluation that colleges and departments/programs can draw upon to establish continuity with their individual unit elaborations. The guidelines facilitate a culture where departments, colleges, and upper administration are mutually supportive and share clear expectations, creating greater coherence across the university.
- **Fairness.** The process of evaluation by peers should be just and trustworthy at every step of the process. Candidates deserve to know what the expectations are across all the units to which they belong, and expectations of units at all levels should align.
- **Timeliness.** The principles and criteria within these guidelines are intended to provide clarity regarding when it is appropriate for faculty members to seek promotion across all colleges, and to ensure the timeliness of the process.
- **Recruitment, retention, and achievement.** Faculty will thrive when they understand the expectations and can plan their professional development to meet them. They will be more willing to accept offers of employment and to stay, providing long-term continuity to the university.
- **Consistency with best practices at the national level.** A wide sampling of universities that are both comparable and aspirational to UT reveals that almost all such institutions offer university-wide tenure and promotion guidelines. The American Council on Education (ACE), the American Association of University Professors (AAUP), and the United Educators Insurance Risk Retention Group (UE) also advise university administrations to strive for maximum clarity in standards and procedures related to tenure and promotion at all levels (see *Good Practice in Tenure Evaluation*).

### B. Principles

- **Relationship of these guidelines to college and individual unit elaborations.** Colleges, departments, and programs should use these guidelines as a model for the composition of their own elaborations, incorporating relevant descriptions and language from this document where appropriate. At the same time, as individual unit elaborations progress from the

college level down to specific departments or programs, they typically become increasingly specific, expanding on the expectations and standards that reflect their disciplinary concerns. In other words, individual unit elaborations should reflect the broad values and norms in these guidelines, but they should also define their own standards in much greater detail. Individual unit elaborations may establish higher standards than those contained within these guidelines, but they may not set lower standards than those stated here. For instance, a college's elaborations may require a higher number of external letters in a tenure dossier than the number recommended in these guidelines, but they may not require a lower number. Similarly, if these university-level standards set a lower standard than the expectations established within a candidate's college or department/program elaborations, then the candidates must meet the higher standard set by their college and department/program.

- **Flexibility.** The University of Toledo values the diversity of its faculty and acknowledges that different models of professional development exist, sometimes even within the same department or program. Thus, in principle, evaluators will exercise common sense in applying these guidelines, using them to facilitate individual appraisals of candidates that reflect the awareness that professional achievement can take many forms.
- **Comprehensive and integrative evaluation.** The three categories of achievement in these guidelines—teaching, professional activity, and service—deserve individual evaluation and close attention. But it is also intended that evaluators recognize the overlap and relationship between these categories, being conscious of the ways in which they may inform one another. Careful scrutiny will integrate the different categories of achievement to gain a clear understanding of the candidate's overall contributions to the welfare of the university.
- **Clear standards for advancement.** Excellence in education depends upon the recruitment, retention, and advancement of a distinguished faculty across the areas of teaching professional activity, and service. In order for such faculty to maintain this level of excellence, they must have a clear understanding of the standards for advancement.
- **Maintenance of the policy.** [insert when ready] This document has been drafted by faculty and reviewed and endorsed by Faculty Senate. It will be housed in and administered by the Provost's office and is subject to the Provost's approval. The Provost's office, in collaboration with Faculty Senate and Graduate Council, will establish a committee to review and revise these guidelines every five years.

## C. Relationship of Guidelines to the Collective Bargaining Agreement (CBA)

- **Consistent and complementary.** These guidelines are informed by and elucidate the principles set forth in the CBA, leading to an improved and enriched understanding of tenure and promotion expectations by faculty and their evaluators.

## III. METHODS OF EVALUATION

### A. Effectiveness in Academic Assignment

Academic Assignment is the specific role given to a faculty member to support the educational mission of the University of Toledo. It is the primary but not the only consideration in evaluating a faculty member's performance and is the essential condition for continuation and advancement within the university. Evaluators must consider all of the three categories described in these guidelines—teaching, professional activity, and service—in relation to the candidate's academic assignment.

### B. Written Evaluations

There are two types of written evaluations used in the tenure and promotion process at the University of Toledo: (1) letters of evaluation that come from a structured process of faculty review within the university, and (2) letters of evaluation from peers specializing in the candidate's field at other institutions. Both forms are essential, and neither can be substituted for the other, because they constitute related but importantly different perspectives on a candidate's work.

#### 1. Internal Faculty Review

- **Definition.** Internal faculty review is an extensive process of evaluation completed by faculty individuals, committees, and administrators at the candidate's home institution. It follows deadlines set by the Academic Personnel Calendar published by the Provost's office. This process dictates that untenured members are evaluated annually, and post-tenure candidates receive a professional assessment every five years. Only tenured Associate or Professors can participate in the formal evaluation process for Assistant Professors. In cases where Associate Professors seek promotion to Professor, it is normal and recommended that the faculty reviewers consist only of tenured, full Professors. But reviewers' disciplinary expertise also matters, and some smaller departments and programs may occasionally need to craft a committee that combines disciplinary expertise and attained rank across different members in order for the committee to perform a comprehensive and fair review. Such cases should occur only when absolutely necessary, and the rationale should be documented in writing.
- **Process.** The following units participate in the faculty review process, in the order listed, with each unit giving due consideration to reviewing the recommendations and findings of all preceding units. Faculty within these units must strive to be objective in their professional judgment of colleagues, and each unit makes an independent, fair, and equitable recommendation and provides a written rationale for decisions. In judging a member's performance, each unit abides by the criteria in these guidelines and all approved college and departmental elaborations on those criteria. Prior to tenure, in the first and second probationary years only, the faculty member's performance will not be reviewed by UCAP or the President unless the dean recommends non-renewal. In the third year through the final tenure review, the candidate's dossier will be evaluated by all the units listed below.

- Department Personnel Committee (DPC)
  - Department Chairperson
  - College Committee on Academic Personnel (CCAP)
  - College Dean
  - University Committee on Academic Personnel (UCAP) (excluding the first and second year unless the dean recommends non-renewal)
  - Provost
  - President (excluding the first and second year unless the dean recommends non-renewal)
- **Purpose.** The purpose of regular faculty review at the University of Toledo is threefold: (1) to provide feedback to candidates about their development and progress in each of the three categories, (2) to provide mentoring regarding how best to advance both the candidate's goal of advancement in rank and tenure as well as the university's educational mission with respect to the candidate's academic assignment, and (3) to document and substantiate recommendations for tenure and promotion. All selected faculty evaluators are familiar with the candidate's home institution, academic assignment, and mission, meaning that they can evaluate the candidate with a valuable understanding of the shared context and culture. At the same time, the faculty review process includes evaluators well outside the candidate's home department and discipline, and therefore subjects the candidate's performance to evaluation against broader professional standards. By facilitating and encouraging a high level of professional effectiveness, regular faculty review is essential to the maintenance and continual improvement in quality and integrity of a university's faculty.

## 2. External Reviews

- **Definition.** External reviews of a candidate's scholarly work (not teaching or service) are solicited for all tenure and promotion cases in a way that ensures the integrity of the evaluative process. An external review is an appraisal of a candidate's accomplishments and contributions to the field written by an evaluator specializing in the field at a peer institution or better (such as a Tier 1 Research Extensive University). The external reviewer is an expert in the candidate's discipline but does not have a relationship of any significance with the candidate, otherwise known as an "arm's length" evaluator. An arm's length evaluator may have met a candidate at a conference, for example, but will not have had significant collaboration with the candidate. For an arm's length review, letters should not be solicited from mentors, former professors, members of a candidate's dissertation committee, former students, co-authors or individuals with whom the candidate has collaborated professionally, or individuals with a personal relationship to the candidate. If the candidate's field is so narrow that external evaluators must be drawn from those with a close professional relationship, then the unit must include a justification that will appear in the candidate's dossier to explain the exception to this policy, and such exceptions should be rare. Colleges and departments should encourage external reviewers to describe their relationship with the candidate. All external reviewers should hold at least the rank for which the candidate is being considered.

- **Process.** Usually, the department chair asks the faculty candidate to suggest a list of potential external reviewers, and the chair also creates a separate list of names independently. The chair selects names from both lists and solicits evaluations until the required number of letters has been reached. Chairs typically contact the evaluators directly, not via support staff and never through the faculty candidate, who should not solicit external letters.
- **Purpose.** External evaluations are required for all tenure and promotion cases, and the relevant faculty committees use the letters to evaluate the candidate's performance, particularly with respect to scholarship. External reviewers offer an outside perspective on a candidate's effectiveness, providing a fair, objective, and independent assessment of the candidate's work and professional standing within a broader context. External reviewers place the candidate's work in relation to national or international standards, commenting on how the candidate's scholarship contributes to key questions or issues in the field. They typically discuss the quality of a candidate's publications as well as the quality of a candidate's publication venues (including whether or not the candidate has published with high caliber journals or strong presses). They often consider the relationship between quantity and quality of publications and usually offer an assessment of the candidate's conference venues and any other public presentations of the candidate's work. They also comment on the candidate's potential for future scholarship.
- **Recommended number.** Candidates for tenure and promotion should present at least three letters of external evaluation and no more than six.

## C. Evidence

- Candidates must provide evidence for their accomplishments, and colleges and departments are responsible for creating specific guidelines that tell candidates what kind of evidence to prioritize and how to document it.

# IV. CATEGORIES OF EVALUATION

## A. Teaching

### 1. Definition of Teaching

- Teaching is defined as the occupation or work of a teacher. It is a complex and challenging discipline that demands integrity and commitment.
- For tenure-track and tenured faculty, teaching usually involves being responsible for instruction in their courses as well as numerous responsibilities beyond the classroom. Faculty contribute to meeting the course needs of their department's, college's, and university's respective curricula, engage in pedagogical practice and innovation, and assess student learning outcomes. They often serve as advisers and mentors in a variety of capacities, devoting considerable time to building meaningful and constructive relationships



with students and directly supervising their research and scholarship in ways that advance their progress.

- Because it can be accomplished effectively in so many different ways, teaching should always be considered in context and evaluated using multiple sources of information.

## 2. Criteria for Evaluating Teaching

- **Assigned courses.** All candidates for tenure and promotion should demonstrate a record of teaching their assigned courses effectively.
- **Circumstances of a course.** As part of a comprehensive evaluation of a candidate's teaching record, evaluators should consider the circumstances of particular courses. For instance, they could take into account whether or not the course is undergraduate or graduate level or involves new preparation for the faculty member, as is often the case for pre-tenure faculty. They might also consider whether or not the course is required, experimental, designed for the General Education curriculum or for majors, a writing- or research-intensive course, a revision of a preexisting course, a newly developed course, an independent study, a team-taught course, a course using technological mediation, or a course involving the supervision of labs, clinics, or student productions in the arts.
- **Range of courses taught.** Evaluators should take into account the range of courses taught. For instance, candidates in the Humanities, Social Sciences, and Sciences might teach a combination of General Education courses, both lower and upper-level courses within the undergraduate major, and also graduate-level classes. Candidates in pre-professional programs might teach within the core, develop specialized electives, supervise practicums, or teach graduate courses.
- **Curriculum development.** All tenure-track and tenured faculty are required to maintain a high level of knowledge in their special field, and their course content should reflect advances in their disciplines. To respond to disciplinary advances, teachers typically revise regularly taught courses to reflect the latest developments in the field. Curriculum development may extend beyond the content of a particular course. A particularly high degree of curricular innovation, for instance, may include creating relationships between curricular and co-curricular activities that enhance student learning, developing new classes that advance the overall vision of their department, college, and university, or leading the department when it comes to making significant curricular revisions to their current program. Curricular innovation may also take the form of contributing in a substantial way to the creation of new programs or to the development of new pathways toward degree completion.
- **Pedagogical practice and innovation.** Proficiency in commonly used modes of instruction as appropriate to the discipline is expected of all teachers. For instance, many disciplines require some combination of in-person lecturing, distance learning, clinical, laboratory, or practicum instruction, thesis and dissertation direction, advising, and mentoring. All teachers are also expected to respond to weaknesses or problems in their pedagogy with care and attention. If problems are identified through direct classroom

observations or performance evaluations, candidates should show that they have taken action to address them, using whatever support is available and documenting their efforts to improve. Particularly effective teachers tend to be flexible and responsive, with a high degree of self-awareness. They can articulate their teaching philosophy in writing and often experiment with varied or new pedagogical approaches to find better ways for students to learn. They reflect critically upon their successes or failures, documenting what they have learned from their experiences as well as the positive results of their pedagogy on student learning.

- **Advising.** Faculty advisors fulfill a crucial purpose that staff advisors cannot because of their disciplinary perspective, their teaching experience, and their membership within the department of a student's major. Typically, the purpose of faculty advising is not just to communicate what the requirements are but also to convey a professor's expertise in the discipline and intimate knowledge of the major, providing students with accurate information and clear but flexible recommendations regarding university, college, and major requirements. In addition, advisors often consult closely with other faculty in order to be able to communicate the department's pedagogical goals to students, along with the role of specific major requirements within the curriculum and their context within the broader discipline. Advisers frequently engage in a continuing discussion of a student's future, including graduate or professional school and career options, as well as discuss educational or career opportunities in fields both within and outside of the advisor's own discipline. Finally, advisors traditionally have sufficient awareness of university structures and policies to make immediate and helpful referrals regarding issues they might not be able to address themselves, such as scholarships or financial aid, counseling, Title VI and Title IX complaints, student conduct issues, and residential issues.
- **Mentorship.** Mentoring students can be both formal and informal, and evaluators should take into account evidence of mentorship both in relation to the candidate's teaching load (including student conference hours associated with classes) as well as outside of it. Mentorship can involve supervising the research, scholarship, and clinical experiences of both undergraduates and graduate students. This supervision may include providing students support with research activity, grant writing, conference presentations, publication as well as serving as the primary adviser on a student's thesis. Mentoring graduate students in particular involves a long-term commitment to advancing a student's career and professional goals, which means not only supporting the development of their professional skills but also helping them to transition into the professional networks that will further their development in the field. The demands for mentorship are often particularly high for minority faculty, and evaluators are encouraged to consider the ways in which minority faculty may be asked to serve as role models for students and to provide support on a number of different levels.
- **Professionalism.** Teaching demands the highest commitment to ethical conduct and professional integrity. Teachers should demonstrate respect for students as individuals at all times and adhere to their proper roles as intellectual guides and counselors. They avoid any exploitation, harassment, or discriminatory treatment of students.

- **Recognition or awards for teaching and advising.** Evaluators should take into account whether or not a teacher has been asked to mentor other teachers, received local or national awards for teaching, or has otherwise been recognized for teaching or advising excellence.

## B. Professional Activity

### 1. Definition of Professional Activity

- Professional activity is defined as a sustained program of study aimed to advance knowledge within a specific field. All tenured and tenure-track faculty members are expected to contribute regularly to their disciplines or professional communities, engaging in an ethically responsible way with substantive intellectual problems or aesthetic and creative questions that move their field forward. Peer-reviewed publication and similar public release of work (such as juried exhibits and performances) are usually considered the most important expression of a faculty member's professional activity, but other activities that eventually lead to publication and/or other forms of professional recognition are also valuable, including but not limited to nationally competitive research grant awards, patents or copyrights from the United States and/or other governments, licensing of intellectual property, fellowships, and conference presentations. In some disciplines, peer-review grant funding is considered the pivotal form of professional recognition. It is expected that colleges and departments identify and rank different types of professional activity to indicate what type of contributions they prioritize, but professional activity should always be tied to a scholarly research agenda or a defined artistic plan. All programs should strive for a degree of research excellence that reflects the mission of creating new knowledge and teaching methods for creating new knowledge at the highest level.
- These guidelines subdivide the category of professional activity into two main categories: (1) research and scholarly activity and (2) artistic activity. Depending on the discipline, it is important to recognize not only that these subgroups may overlap but also that they will vary according to discipline. It is expected that college and department guidelines will define their specific expectations more precisely and explicitly, setting standards for distinction that are appropriate to achieving excellence within their disciplines.
  - **Research and scholarly activity** usually involve work that depends on an understanding of current disciplinary theory or creates new disciplinary theory. Such work is based on peer-reviewed research. It may analyze, synthesize, interpret, evaluate, create, and propose original hypotheses and arguments about important issues and questions. It often explores, discovers, explains, or demonstrates knowledge. Research and scholarship are typically communicated in public, peer-reviewed venues such as books and journal articles, but such work might also be expressed in reviews or technical reports, grant proposals that have been positively accepted or reviewed, papers presented at scholarly and professional associations, works of journalism, patents, translations, and so forth. Other examples can include the application of disciplinary expertise either inside or outside the university.
  - **Artistic achievement** emphasizes the expression of the human imagination. Faculty members might create original works of literature or the aural, visual, or

performing arts, or they might direct, perform, or curate such works in an original and interpretative manner. Artistic achievement is usually communicated in public venues that are juried or offer the opportunity for review. A music recital, direction of a theatrical production or concert, juried art exhibition, or publication of a poetry chapbook or work of fiction would all be considered examples of public, artistic activities.

## 2. Criteria for Evaluating Professional Activity

- **External peer review.** The most important factor for assessing the quality and significance of all professional activity is independent review by disciplinary peers. A faculty member's professional contributions should be evaluated by peers outside of the University of Toledo in a position to assess the quality and significance of the contributions.
- **Quality of press or venue.** Evaluators should take into account the reputation of the publication or performance venue, considering whether or not it is well-regarded by peers and has a strong record of contribution to the field. High quality forums receive more credit toward tenure and promotion, and departments with graduate programs in particular are expected to define standards for what counts as a particularly high quality venue for publication or performance. In some circumstances, and depending on the discipline, a university press will most likely hold its authors to higher standards than a commercial press. In other fields, the H-index (a measure of the number of highly cited journal articles) or the number of peer-reviewed articles in high impact journals may be used. A textbook may also be considered of scholarly value in some disciplines, particularly if there is documented evidence that it has been widely adopted by peers in the field. Similarly, with artistic work, peer reviewers will comment on the reach of a particular performance venue or professional activity, and greater emphasis is placed on those that are juried, reviewed, or likely to have continuing influence within the discipline.
- **Quantity.** Research and scholarly activity for the sake of reaching a numerical quota is discouraged, but the regularity of publication should be taken into account. A pattern of steady, consistent, substantive work in high quality venues is preferable to either a high volume of work frequently put out in less prestigious venues or a record of infrequent, sporadic completion.
- **Authorship.** Evaluators should recognize disciplinary standards regarding the relative value of primary and/or senior (e.g., communicating or corresponding) co-authorship. In some disciplines, solo or primary authorship is preferred; in others, multi-authored work is standard and may, in some circumstances, reflect innovative cross-disciplinary collaboration. Many departments value student co-authorship.
- **Coherence.** A candidate's professional activity can take many forms and directions, and developing new projects is a key aspect of sustaining a vital research agenda. But a faculty member's research and scholarship profile should have some coherence and integration, with disparate connections explained. Faculty should show how the questions being considered relate to one another and are being tested effectively, and the work is meaningfully advancing knowledge in an important direction. In other words, the logic

behind faculty professional activity should be clear, and output should not appear random or erratic.

- **Resources.** The availability of resources can affect scholarly, artistic, and professional achievements. Such resources might include protected time, teaching releases, sabbaticals and leaves, and funds for research travel, supplies, equipment, or facilities. Evaluators are encouraged to take into account that availability of resources might affect the venue and form of some research activities when, for example, judging participation in regional conferences against international ones.
- **Interdisciplinary work and collaboration.** In some cases, scholars might be working in multiple disciplines, have a degree from a discipline different from that of their current department, or be collaborating with scholars in other disciplines. In such circumstances, colleges and departments are expected to define the expectations of professional activity very specifically, and the norms of one department's discipline should be balanced against the norms of the other department(s) involved. All faculty are responsible for demonstrating their specific contribution to their field, regardless of whether that contribution appears in single-author or co-authored forms.
- **Professionalism.** Research, scholarship, and artistic endeavor frequently involve interactions with colleagues both at a faculty member's home institution and within the various external professional networks to which they may belong. In such interactions, faculty, guided by a deep conviction of the worth and dignity of the advancement of knowledge, must at all times strive to be accurate, exercise appropriate restraint, and show respect for the opinions of others. They must acknowledge academic debts, avoid discriminating against or harassing colleagues, and respect and defend the free inquiry of associates.

## C. Service

### 1. Definition of Service

Service is defined as faculty using their knowledge and skills to engage in specific activities that contribute to the advancement of the university, the discipline or profession, and community. The different categories of service identified here are not exhaustive and often overlap, but they have been separated into three subgroups both for ease of use and for greater recognition of the different possibilities inherent in this category.

- **Institutional service** consists of a faculty member's participation in the departmental, college, and university-level activities that contribute in a substantial way to the important work of the institution. Including but not limited to committees, boards, task forces, and other governing bodies, as well as various types of leadership roles, institutional service is essential to shared governance, because it is through this work that faculty members engage with decisions that affect the university on every level. All faculty should accept their share of faculty responsibilities in the academic governance of the university.

- **Professional service** consists of contributions to the advancement of a faculty member's discipline or profession. For instance, serving on a journal advisory board or the executive committee of a professional organization, organizing or running a conference, and vetting manuscripts for publication are all forms of professional service. This type of service helps disciplines and professions to flourish by creating and maintaining infrastructure for the activities of peers in the field. In turn, professional service also raises the profile of the faculty member's home institution.
- **Community service** is defined as faculty using their skills and professional expertise to benefit their larger communities. This type of service work can occur either on campus or outside the university, and it can include engagement with regional, state, national, or global activities. Examples might include collaboration or mentorship with a student group, outreach to an organization that serves a public purpose, collaborating with schools, businesses, advocacy groups, community groups, or civic agencies, developing innovative solutions that address social, economic, or environmental challenges, or unpaid consulting work.
- Some faculty pursue community engaged teaching or community engaged research. Colleges and departments should define what community engaged teaching or research means to them, what their expectations and standards for it are, and whether or not such work should be assigned to the teaching, research, or service categories.

## 2. Criteria for Evaluating Service

- **Outcomes.** The outcome of a faculty member's service is a crucial factor in evaluating its effectiveness. Evaluators should consider whether or not the service rendered achieved a particular and meaningful result.
- **Effectiveness.** Service is more than a name on a roster. It is the active and meaningful participation to improve the university or its profile in the community or with peer institutions. Regular attendance and meeting all the expectations of the assigned role are expected.
- **Relation to rank and number of years served.** New faculty members typically start with localized departmental service and build their efforts over time. It is expected that institutional service will increase in the years after tenure, with faculty assuming a greater level of responsibility for providing academic leadership within the university as well as to the profession.
- **Leadership roles.** Evaluators are encouraged to consider whether a candidate was in a leadership position within the service role (e.g., committee chair) that requires more time and effort.
- **Balance and proportion.** Faculty members are encouraged to distribute their service efforts across multiple areas rather than to concentrate on just one form of service unless they have been assigned to an unusually demanding service role (e.g., president of Faculty Senate). It is

also appropriate for departments to set different expectations regarding service proportions for pre-tenure faculty.

- **Duration.** Faculty members should be rewarded for continuity in their service roles and for committing to responsibilities that optimize their skill sets. At the same time, they should also be encouraged to explore new forms of service after a certain amount of time in order to promote fresh thinking. When it comes to institutional service in particular, stasis in service roles can sometimes undermine progress both for the individual and the institution.
- **Role of significant service.** Certain forms of service require an above average commitment (e.g., program, institute, or center director, or significant work for the faculty union). Such service should be recognized and valued for its importance to the institution.
- **Minority faculty members and service.** Evaluators are encouraged to recognize and value the hidden service often performed by minority faculty members, who often receive a disproportionate number of requests for mentorship and role modeling from both students and their faculty peers. Minority faculty tend to guide, advise, coach and generally commit substantial time and energy to minority students both within and external to their home departments. Although such mentorship is not always formalized, studies show that it can play a crucial role in student retention.

## V. TIMELINES

- **Assistant to Associate.** For most of the colleges at the University of Toledo, the timeline for achieving both tenure and promotion from Assistant to Associate is five years, with the tenure/promotion review occurring in the sixth year.
- **Associate to Professor.** Associate professors applying for full Professor typically present themselves for promotion a minimum of five years after their promotion to Associate, since it takes time to build the sustained record of research excellence or creative activity required by this rank, which can only be earned by faculty who are nationally recognized as advanced leaders in their field of specialization.
- **Exception to the rule.** Colleges not governed by the CBA whose national practices differ from the above stated timeline may create tenure/promotion timelines that reflect best practices within their disciplines. But it is expected that their standards conform to the standards for teaching, research, and service described in these guidelines and that all colleges adhere to the review process established here as well as to the deadlines for submitting materials published on the Academic Personnel Calendar.
- **Early promotion.** Candidates who apply for early promotion are evaluated using the same criteria that would be applied if the full duration of the probationary period had been used.

- **Advance notice.** Candidates for promotion shall declare their intent to seek promotion for the following fall semester **no later than the Monday of the last week in March.** This request shall
  - be made in writing,
  - include the candidate's list of suggested names of external reviewers, and
  - be sent to the Department Chair and copied to the candidate's Dean.

DRAFT