

University of Toledo
Guidelines for Faculty Evaluation
of Tenure and Promotion

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University of Toledo

Guidelines for Faculty Evaluation of Tenure and Promotion

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. The faculty and administration of the University of Toledo endorse the following guidelines for faculty evaluation of tenure and promotion.

I. PRINCIPLES

Relationship of these guidelines to College and Departmental elaborations¹ Colleges, departments, and programs should use these guidelines as a ~~the~~ ~~basis~~ ~~for~~ ~~the~~ ~~development~~ 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 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~~ ~~the~~ ~~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. Unit elaborations that fit the best practices of that unit's discipline are consistent with these guidelines. See College and Departmental elaborations for additional information about individual unit expectations.

Relationship to Collective Bargaining Agreement These guidelines ~~are~~ ~~to~~ ~~be~~ ~~used~~ ~~to~~ ~~assist~~ ~~in~~ ~~the~~ ~~development~~ ~~of~~ ~~guidelines~~ ~~and~~ ~~elaborations~~ ~~for~~ ~~departments~~ ~~and~~ ~~colleges~~. The intent of this document is not to conflict with the Collective Bargaining Agreement but to provide definitions and a common baseline standard for evaluating tenure and promotion. In

¹ The term elaborations in this document is used to define elaborations for bargaining unit faculty elaborations and/or faculty rules, regulations, and guidelines used by bargaining unit faculty.

writing. See College and Departmental elaborations for additional information about individual unit expectations for internal faculty review.

Process. The following units participate in the faculty review process for promotion and tenure 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, first and second

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

III. 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 assigned teaching duties 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 research-intensive course, a revision of a preexisting course, a newly developed course, an independent study, a 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 professional

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 (Research, Scholarship, Creative Activity)

1. Definition of Professional Activity (Research, Scholarship, Creative 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

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 elaborations will define their specific expectations more precisely and explicitly, setting standards for distinction that are appropriate to achieving excellence within their disciplines.

- o 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 or 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, and such work can 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, activities for acquiring graduate or professional certification, licensing, and continuing education, and so forth. Other examples can include the application of disciplinary expertise either inside or outside the university or the development and commercialization of university products.

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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 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.

- o Institutional service consists of a faculty member's participation in departmental, college, and university 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.
- o 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, vetting manuscripts for publication, or clinical activities 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.
- o Community service is defined as faculty using their skills and professional expertise to benefit the knowledge, health, and well-being of 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

Assistant to Associate For most of the colleges at the University of Toledo, the timeline for achie