

Preamble

I. Principles of Elaborations.....	page 1
II. Methods of Evaluation.....	page 2
III. Categories of Evaluation.....	page 5
A. Teaching.....	page 5
B. Professional Activity (Research, Scholarship, and Creative Activity).....	page 7
C. Service.....	page 10
IV. Timelines.....	page 12

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 elaborations exist to promote the highest quality of excellence at the University of Toledo. The College of Arts and Letters faculty and administration of the University of Toledo endorse the following elaborations for faculty evaluation of tenure and promotion.

Departments and programs should use these College-level elaborations as a model for the composition of their Departmental elaborations, incorporating relevant descriptions and language from this document where appropriate. Departmental elaborations should reflect the overall values and norms in this college document, but they should also define their standards in greater detail. Individual unit elaborations may establish higher standards than those contained within, but they may not set lower standards than those stated here.

These elaborations are to be used to assist in developing 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 the instance where this document conflicts with the Collective Bargaining Agreement, the CBA shall prevail.

This document has been drafted by faculty and reviewed and endorsed by the Arts and Letters College Council. It will be housed in and administered by the Dean's office and is subject to the Dean's and Provost's approval. Modifications to this document will be in accord with the UToledo-AAUP Collective Bargaining Agreement.

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

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 elaborations— teaching, professional activity, and service— in relation to the candidate's academic assignment.

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.

. Internal faculty review is an extensive evaluation process 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-tenured candidates receive a review every five years. Only tenured Associate or Professors can participate in the

approved 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 the 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
- Department Chairperson
- College Committee on Academic Personnel or equivalent
- College Dean
- University Committee on Academic Personnel
- Provost
- President (excluding the first and second-year pre-tenure review unless the dean recommends non-renewal)

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 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 of the quality and integrity of a university's faculty.

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 collaborated significantly with the candidate. For an arm's length review, letters must 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,

All external reviewers should hold at least the rank for which the candidate is being considered.

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 either list and solicits evaluations until the required number of letters has been reached. Chairs must contact the evaluators directly, not via support staff, and never through the faculty candidate, who should not sol()JT D 1BDC q0.00000912 0 612 792 reW*hBT

All tenure-track and tenured faculty are required to maintain a high level of knowledge in their particular field, and their course content should reflect advances in their disciplines. To respond to disciplinary advances, teachers in the College of Arts and Letters are expected to revise regularly taught courses to reflect the latest developments in the field. The College of Arts and Letters also expects to see some evidence of curricular innovation that goes beyond course content, such as 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 substantially to the creation of new programs or the development of new pathways toward degree completion.

Teachers in the College of Arts and Letters are held to a high standard and should demonstrate a high level of proficiency in the established modes of instruction within their disciplines. All teachers in the College are expected to teach their classes with attention to detail and care for the quality of students' learning experience. If problems are identified through direct classroom observations or performance evaluations, candidates should show that they have acted 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.

Faculty advisors in the College of Arts and Letters 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. The purpose of faculty advising is not only to communicate what the requirements are but also to convey a professor's expertise in the discipline, to help students navigate their way toward completion of the major, and to provide 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 the broader discipline. Advisers frequently engage in a continuing discussion of a student's future, including graduate/professional school and career options. They also discuss educational or career opportunities within and outside the advisor's 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.

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 other

research and creative activities listed above, individual departments will stipulate other acceptable forms of research and creativity activities within their bylaws. Candidates should explain the importance of such research and creative activities within their professional statements.

work. It is important that candidates document their contributions in these areas and fully explain their community services roles and commitments.

Some faculty pursue community-engaged teaching or community-engaged research. Departments should define what community-engaged teaching or research means to them, their expectations and standards, and whether or not such work should be assigned to the teaching, research, or service categories.

