



PROMOTION POLICY CONSECUTIVE-TERM FACULTY



**THE UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER
COLLEGE OF ALLIED HEALTH**

MAY 2009



COLLEGE OF ALLIED HEALTH
PROMOTION POLICY
CONSECUTIVE-TERM FACULTY

MAY 2009

TABLE OF CONTENTS

I.	Introduction	1
II.	Areas of Faculty Activity	1
	A. Teaching	1
	B. Scholarly Achievement	4
	C. Service	5

**PROMOTION POLICY
CONSECUTIVE-TERM FACULTY
- COLLEGE OF ALLIED HEALTH -**

I. INTRODUCTION

The University of Oklahoma exists for learning and scholarship of a breadth and depth that result in excellence in all of the University's major functions: teaching, research, and service. The College of Allied Health has an obligation to contribute to each of the three functions of the University. Faculty members play a central role in realization of these functions and fulfill the obligations of the College by contributing their unique expertise and competence. The professional activities and expectations of the faculty are defined in the current University of Oklahoma Health Sciences Center (OUHSC) Faculty Handbook.

Consistent with the OUHSC Faculty Handbook, these guidelines are intended for evaluation of performance of College of Allied Health consecutive-term faculty who are to be considered for promotion in rank. The candidate's performance should be measured against institutional criteria outlined in the Faculty Handbook, in addition to College and departmental criteria. Each academic year, the process for promotion originates according to procedures defined in writing by the Senior Vice President and Provost.

Specific responsibilities of each faculty member may vary; however, all evaluation for promotion shall address the manner in which the candidate has performed in:

- Teaching
- Scholarly Achievement
- Service

The candidate for promotion must present a record of academic accomplishment in teaching, scholarly achievement and professional service. The candidate should demonstrate excellence in the area that is their focus and significant contribution in the other two areas.

The fundamental purpose of annual written faculty evaluation by the department chairman is to identify and acknowledge areas of a faculty member's accomplishments and performance when measured against specific written responsibilities/assignments in teaching, scholarly achievement, and service. Evaluation of faculty performance is a continuous process, both prior to and following advancement in academic rank.

II. AREAS OF FACULTY ACTIVITY

A. TEACHING

"Teaching, which is the transmission of knowledge and cultural values, focuses upon helping students to learn. Teaching refers to academic activities that promote learning among those individuals or groups with whom a faculty member interacts."

"Faculty members who excel in teaching exhibit their command over the subject matter in classroom discussions or lectures, and they present material to students in an objective, organized way that promotes the learning process. They are recognized by their students and University colleagues as persons who guide and inspire their students. They strive continuously to broaden and deepen their knowledge and understanding of their discipline, seek to improve the methods of teaching their subject, keep informed about new developments in their field, use

appropriate instructional technologies, and prepare educational materials that are up-to-date and well written.” (OUHSC Faculty Handbook)

	Assistant Professor	Associate Professor	Professor
Academic Preparation and Experience	<ul style="list-style-type: none"> • Master’s degree • Recognized for mastery of specialty knowledge at local level. • Obtains and sustains national certification in specialty where applicable. 	<ul style="list-style-type: none"> • Advanced degree as defined within respective Department. • Recognized for knowledge of specialty at local/regional level. • Obtains and sustains national certification in specialty where applicable. 	<ul style="list-style-type: none"> • Advanced degree as defined within respective Department. • Recognized for knowledge of specialty at national/ international level. • Obtains and sustains national certification in specialty where applicable.

TEACHING

Minimum for Excellence	<ul style="list-style-type: none"> • Demonstrates mastery of specialty content • Uses objectives that are current, concise, and relevant to the course • Conveys clear and concise expectations to students • Demonstrates ability to make the course interesting, meaningful and understandable • Provides grading that is prompt, fair, and consistent. • Adheres to grading policies described in course syllabus • Demonstrates impartial behavior to all students • Develops assessments to test mastery of course content, including application to clinical decision-making • Develops positive interpersonal relationships with students that enhance learning • Uses current technologies to enhance the teaching and learning environment 	<ul style="list-style-type: none"> • Demonstrates qualities of an assistant professor • Demonstrates mastery of content, depth and breadth of knowledge and skill in teaching • Masters current technologies to enhance teaching and learning environment • Creates and consistently maintains a positive learning environment • Serves as a mentor for students and other faculty • Participates in ongoing curriculum development • Demonstrates involvement or receives recognition at a local or regional level 	<ul style="list-style-type: none"> • Demonstrates qualities of an associate professor • Demonstrates the highest mastery of content, depth, and breadth of knowledge and skill in teaching • Sustains excellence in teaching • Initiates and takes the lead in curriculum revision and development • Demonstrates involvement or receives recognition at a national or international level
-------------------------------	---	--	---

Domains of Opportunities for Excellence
(examples are not all-inclusive)

Regularly Scheduled Activities

- Preparing coursework in classroom, laboratory, clinical education, continuing education or non-traditional formats
- Supervising and coordinating fieldwork, practicum, clinical education, or community based settings
- Coordinating student activities and assignments within directed readings, independent study, and special studies courses
- Providing research support including supervision of research design, implementation, and analysis for undergraduate and graduate research, special projects, thesis and dissertation
- Serving as a member of a thesis or dissertation committee
- Preparing and serving on written and oral examination committees

Unscheduled Teaching Activities

- Assisting students outside of class to facilitate learning of course related material
- Developing and preparing instruction for courses
- Revising courses to accommodate current content, technologies, and/or student needs
- Evaluating student performance using such things as written and oral examinations, discussion group activity, written assignments, creative projects, and clinical logs
- Participating in invited presentations related to teaching strategies and methodologies
- Assisting students with the design and presentation of projects or scholarly activities
- Creating resources that enhance the learning process
- Applying evidence-based research literature in teaching
- Developing creative and innovative teaching strategies
- Disseminating teaching expertise through various media and venues

Advising and Counseling

- Serving as advisor for students
- Counseling students in courses taught by the faculty member
- Advising students in professional standards, ethics, and career development
- Mentoring junior faculty in teaching

Course and Curriculum Development

- Evaluating courses to insure that content reflects current knowledge, technology, and where appropriate, current knowledge, technology, and where appropriate, clinical application
- Developing new courses to meet the needs of the program
- Learning to use new technology that supports current classroom environment.
- Referencing literature that supports content in appropriate formats
- Providing contemporary bibliographies
- Assuring examinations reflect content presented during the course
- Applying evidence-based research literature in course and curriculum design

Evidence for Excellence
(examples are not all-inclusive)

Evidence tools used to measure excellence in teaching include but are not limited to:

- Student Input: Consolidation of data obtained by the official College of Allied Health Faculty and Course Evaluation forms and department specific instruments which are filled out by students for courses at the end of the semester.

- Outcome Performance by Students and Alumni: As defined by course objectives and the mission and objectives of the academic program, may include such items as certification pass rates.
- Faculty Member Input: Consolidation of data related to course development, implementation, revisions and improvement including documentation of the impact and/or outcomes related to on-going course revision.
- Peer Evaluation: Faculty members may ask other faculty to observe or review course material and critically evaluate their teaching and/or content. Professional peers may provide evaluation of the faculty member's continuing education teaching activities.
- Written Evaluation by the Chairman: As required by CAH policy, the department chairman will evaluate each faculty member annually. Components listed in the previous section may be used as evaluation criteria.
- Teaching Recognition: Faculty members may submit documentation of their selection by student groups and/or peer groups for excellence in teaching awards.
- Authorship: Faculty member may submit for publication teaching/practice models, creative teaching strategies, teaching methodologies and/or teaching innovations for peer review and publication.

B. SCHOLARLY ACHIEVEMENT

1. Scholarly Achievement

Scholarly Achievement is the ". . .significantly original or imaginative accomplishment within the framework of the academic unit. . . ." (OUHSC Faculty Handbook)

Scholarship may be considered the discovery of new knowledge, the development of new technologies, methods, and materials, the integration of knowledge leading to new understanding, and the creation of new insights and interpretations. This work is peer-reviewed or systematically evaluated by others in some manner, and disseminated. In summary, it is a substantive contribution to ones discipline and profession in any form.

	Assistant Professor	Associate Professor	Professor
SCHOLARLY ACHIEVEMENT			
Minimum for Excellence	<ul style="list-style-type: none"> • Demonstrates potential to create, apply or organize work in an original way 	<ul style="list-style-type: none"> • Creates original or imaginative work and disseminates the knowledge through systematic evaluated publication and/or presentations • Recognized at the local and/or state level 	<ul style="list-style-type: none"> • Sustains original or imaginative work and disseminates the knowledge through peer-reviewed presentations and/or peer-reviewed publications • Recognized at national and/or international levels

Domains of Opportunities for Excellence
(examples are not all-inclusive)

Publications

- Publishing in refereed journals
 - Case study or collections of case studies
 - Review articles
 - Original research
 - Editorial/commentary
- Publishing of, or for, monographs, books, multimedia, software, empirical experiments or qualitative studies that contribute new knowledge or refute existing knowledge

Grants

- Obtaining IRB or IACUC approved projects
- Participating in writing intramural or extramural grants or contracts
- Participating as PI or Co-Investigator on evidenced-based research (funded or nonfunded)
- Receiving intramural and extramural funding

Miscellaneous

- Being invited to give presentations of scholarly work
- Being cited in publications
- Editing journals
- Serving as a reviewer of journal articles
- Applying evidenced- based practice research in teaching
- Developing training opportunities
- Assisting students and faculty in scholarship opportunities

Evidence for Excellence
(examples are not all-inclusive)

- Authorship: Dissemination through publications and/or presentations
 - Variety of venue
 - Total number
 - Order of authorship
 - Originality of work
 - Citations of publications
- Evaluation: Systematic reviewed and peer reviewed as applicable
- Performance Level: Significance at a regional, national, or international level

C. SERVICE

1. Professional Service

Professional service is the application of knowledge gained through scholarly achievement, focusing upon resolving contemporary problems, identifying new areas for inquiry and development, and sharing knowledge with the larger community. Evaluating the quality of service provided is essential for successful promotion.

2. University Service

- a. University Governance: The nature of the academic enterprise is such that the faculty properly shares in responsibilities involving the formulation of the University's policies by participation in University governance. The faculty have a major responsibility in making and carrying out decisions affecting the educational and scholarly life of the University.
- b. Other areas of activity in which faculty members may have assignments include:

- 1) Administration: Many faculty members are called upon to perform administrative tasks. These include service in such positions as department chair, associate or assistant dean, or director of a program or special center.
- 2) Public Relations: On occasion, the University's interests are served by faculty members requested to perform public relations tasks that might not necessarily involve the faculty member's discipline.
- 3) Clinical Service: Faculty may be asked to perform patient care and on a continual basis. These services could benefit the University, College and /or Department.

	Assistant Professor	Associate Professor	Professor
SERVICE			
Minimum for Excellence	<ul style="list-style-type: none"> • Participates in community health related service • Participates in Department service 	<ul style="list-style-type: none"> • Participates in College and/or Campus service with some leadership in Department and/or College service • Demonstrates leadership at the state and/or regional level • Mentors students, adjunct and/or junior faculty 	<ul style="list-style-type: none"> • Participates in Department, College, and Campus, University or community service with leadership in Department and College service • Demonstrates leadership at the national and/or international level • Mentors students, adjunct and/or faculty
Domains of Opportunities for Excellence (examples are not all-inclusive)	<ul style="list-style-type: none"> • Participating in University administration (department chair, associate or assistant dean, program director, clinic coordinator) • Participating in University governance (committees, councils, or advisory boards) • Acquiring, introducing, or developing new health care techniques, procedures or clinical approaches • Participating in or developing community health-related outreach programs • Managing clinical facilities • Improving delivery of health care • Participating in University, campuses and outside groups • Assisting with University public relations • Demonstrating involvement in professional associations • Organizing and participating in faculty and/or student groups • Serving on commissions, advisory boards and/or agencies (public or private) • Managing, improving, or developing facility-based functions (quality control, infection control, utilization review, etc) • Consulting • Editing professional journals/ publications • Developing and preparing proposals for research, training or other purposes • Writing book reviews in professional journals • Refereeing of research papers submitted for publication • Mentoring colleagues • Making ones self availability beyond what is required 		
Evidence for Excellence (examples are not all-inclusive)	<ul style="list-style-type: none"> • Outcomes: Results directly related to the faculty member's contributions including numbers served, publications associated with service, policy changes, etc. • Peer Recognition: Reputation as a result of faculty member's contributions through: support letters, awards, citations, honors, and/or achievements. 		

- Products of Leadership: Service such as offices held, presentations, initiated and/or facilitated projects, services performed, etc.

Recognition Level: Documentation of awards and/or citations at local, regional, national or international level.

(Approved by College of Allied Health Voting Faculty: May 2009)