



PROMOTION POLICY TENURED / TENURE ELIGIBLE FACULTY



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

July 2020



*COLLEGE OF ALLIED HEALTH
TENURED / TENURE ELIGIBLE
FACULTY*

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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 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 tenured/tenure eligible 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
- Research/Scholarly Achievement
- Service

The candidate for promotion must present a record of substantial accomplishment in all three areas and evidence of excellence in two of the three areas.

The fundamental purpose of annual written faculty evaluation by the Department Chair is to identify and acknowledge areas of a faculty member's accomplishments and performance when measured against specific written responsibilities/assignments in teaching, research/scholarly achievement, and service. Evaluation of faculty performance is a continuous process, both prior to and following granting of tenure and 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)

1. Teaching Opportunities

The following are teaching opportunities that may be available to faculty and in which they are expected to develop and maintain excellence in performance in teaching.

a. Regularly Scheduled Teaching Activities

- 1) Providing coursework in lecture, laboratory, discussion group, clinical education, seminars, or web-based formats.
- 2) Supervising and coordinating of fieldwork, practicum, clinical education within the Health Sciences Center, affiliated health care institutions, organizations, or community based settings.
- 3) Coordinating student activities and assignments within directed readings, independent study, and special studies courses.
- 4) Providing research support and directing undergraduate and graduate student research including supervision of research design, implementation, analysis and supervision of special projects, thesis, and dissertations.
- 5) Serving as a member of a masters thesis or doctoral dissertation committee.
- 6) Preparing and serving on written and oral examination committees.
- 7) Providing continuing education courses.

b. Unscheduled Teaching Activities

- 1) Assisting students with out-of-class input to facilitate learning of course related material.
- 2) Developing and preparing instruction for courses.
- 3) Revising courses to accommodate current content, technologies, and/or student needs.
- 4) Evaluating student performance using: written and oral examinations, discussion group activity, written assignments, creative projects, clinical logs, and other assignments.
- 5) Participation in colloquia, panels, continuing education programs and seminar presentations, within and outside the institution.
- 6) Assisting students with the design and presentation of projects of varying kinds.
- 7) Providing computer, library, and learning resource instruction.

c. Advisement and Counseling

- 1) Serving as faculty advisors for students in professional programs.
- 2) Counseling students in courses taught by the faculty member.
- 3) Guiding and counseling of students in any recognized educational pursuit including computer, library, and learning resource instruction.
- 4) Advising students in professional standards, ethics, and career development.

d. Course and Curriculum Development

- 1) Evaluating courses to ensure that content reflects current knowledge, technology, and where appropriate, clinical application.
- 2) Developing new courses to meet the needs of the professional and graduate programs.
- 3) Learning to use new technology that supports distance learning and web-based courses.
- 4) Referencing the literature that supports content in appropriate formats.
- 5) Providing contemporary bibliographies.
- 6) Assuring that examinations reflect content presented during the course.

2. Expectations in Teaching

“Faculty members have responsibilities to their students. They shall encourage in students the free pursuit of learning and independence of mind, while holding before them the highest scholarly and professional standards. Faculty members shall show respect for the student as an individual and adhere to their proper role as intellectual guides and counselors. They shall endeavor to define the objectives of their courses and to devote their teaching to the realization of those objectives; this requires judicious use of controversial material and an avoidance

of material which has no relationship to the objectives of the course. Faculty members shall make every reasonable effort to foster honest academic conduct and to assure that their evaluations reflect, as nearly as possible, the true merit of the performance of their students, regardless of their race, color, national origin, sex, age, religion, disability, status as a veteran, or political beliefs. Faculty members shall avoid any exploitation of students for private advantage and acknowledge significant assistance from them." (OUHSC Faculty Handbook)

Expectations in teaching are numerous and measurable. The following contains minimum expectations of faculty who are engaged in teaching.

- a. Using objectives which are current, concise, and relevant to the course.
- b. Conveying clear and concise expectations to students.
- c. Demonstrating the ability to make the course interesting.
- d. Demonstrating the ability to make the course content understandable and meaningful.
- e. Providing grading which is prompt, fair, and consistent.
- f. Adhering to grading policies that are provided in each course syllabus.
- g. Demonstrating behavior impartial to all students.
- h. Developing and administering examinations to test mastery of course content, including application to clinical decision-making.
- i. Providing adequate time to complete examinations.
- j. Organizing course material in a meaningful sequence.
- k. Demonstrating effective and efficient use of instructional and laboratory materials.
- l. Developing positive interpersonal relationships with students that enhance learning.

3. Excellence in Teaching

Excellence in teaching is demonstrated not by meeting minimum expectations though that is required. Excellence in teaching requires demonstrating by evaluations, activities, and accomplishments of a profound influence on the academic growth and development of students and/or the teaching environment within the College of Allied Health. Components of excellent teaching may include but are not limited to the following:

- a. Mastering technologies to enhance teaching and learning such as distance education technology, web-based and team station delivery, and traditional multimedia.
- b. Creating and consistently maintaining a positive learning environment.
- c. Serving as a mentor for students and other faculty.
- d. Demonstrating superior knowledge level of the course content.
- e. Creating resources that enhance the learning process.

4. Evaluation of Excellence in Teaching

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

- a. 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 all courses at the end of the semester.
- b. Outcome Performance by Students and Alumni: As defined by course objectives and the mission and objectives of the academic program.
- c. Faculty Member Input: The faculty member may provide documentation which could include a course outline, a course syllabus, course objectives, reading lists, copies of examinations, lecture notes, handouts, web-based home page with course related material, and other instructional material.
- d. Peer Evaluation: Faculty members may ask other faculty to observe and critically evaluate their teaching using components listed in the previous section. Professional peers may provide evaluation of the faculty member's continuing education teaching activities.
- e. Written Evaluation by the Department Chair: As required by CAH policy, the Department Chair will evaluate each faculty member annually. Components listed in the previous section will be used as evaluation criteria.
- f. Teaching Awards: Faculty members may submit documentation of their selection by

student groups and/or peer groups for excellence in teaching awards.

B. RESEARCH/SCHOLARLY ACHIEVEMENT

The College of Allied Health strongly encourages interdisciplinary, interprofessional, and inter-institutional collaborative research (aka team science) as it considers this collaborative research to be essential to advancing health science and patient care. As such team science is valued in the evaluation of a candidate for faculty appointment or promotion, as defined by the participation of the faculty member in interdisciplinary and inter-institutional collaborative basic, translational, or clinical research, where the faculty member has a significant leadership role that is integral to the project.

1. Research

Research is the ". . . systematic, original investigation directed toward expansion of human knowledge or the solution of contemporary problems. . . ." (OUHSC Faculty Handbook)

Research includes team science, defined as:

- Team science is a collaborative effort
- Although traditional single-investigator driven approaches are ideal for many scientific endeavors, coordinated teams of investigators with diverse skills and knowledge may be especially helpful for studies of complex biomedical problems with multiple causes
- Cross-disciplinary science in which team members with training and expertise in different fields work together to combine or integrate their perspectives in a single research endeavor
- Identified as a means to engage in expansive studies that address a broad array of complex and interacting variables

a. Expectations in Research/Scholarly Achievement

The following are essential evaluation criteria to be applied to all candidates in the research area.

- 1) Must disseminate independent work through publications and/or presentations,
- 2) Must have been peer-reviewed, and
- 3) Significance must be evaluated on a regional, national, or international level.

b. Evaluation of Excellence in Research/Scholarly Achievement

The following are examples of the types of evidence that might be offered in support of a candidate's research productivity; however, any such evidence must meet the essential evaluation criteria listed above.

- 1) Publication in refereed journals as independent scientist or leadership role in an interdisciplinary team.
- 2) Citations in publications.
- 3) Intramural grants or contracts as independent scientist or leadership role in an interdisciplinary team participating as a PI, Co-PI, or Co-investigators.
- 4) Extramural grants or contracts as independent scientist or leadership role in an interdisciplinary team participating as a PI, Co-PI, or Co-investigators.
- 5) Publications of/in monographs, books, multimedia, software, etc.
- 6) Refereed presentations as independent scientist.
- 7) Invited presentations at regional, national, or international meetings.
- 8) Patents and/or technology transfer.

In the case of team science opportunities, it may be more difficult to distill essential contribution from authorship order or grant collaborators. In these cases, candidates should explain their leadership role in their dossier to be verified by a letter from an investigator(s) internal to the research team, but not necessarily the University or College. The dossier and letter can address the unique leadership role and type of contribution made by the candidate and their scientific importance.

- 2) Scholarly Achievement
Scholarly Achievement is the ". . .significantly original or imaginative accomplishment within the framework of the academic unit. . . ." (OUHSC Faculty Handbook)
- a. Evaluation Criteria
 - 1) Must be disseminated through publications and/or presentations as independent scientist or leadership role in an interdisciplinary team,
 - 2) Must have been peer-reviewed, and
 - 3) Significance must be evaluated on a regional, national, or international level.
 - b. Evidence of Scholarly Achievement: The following are examples of the types of evidence that might be offered in support of a candidate's scholarly productivity; however, any such evidence must meet the three essential evaluation criteria listed above.
 - 1) Publication in refereed journals as independent scientist or leadership role in an interdisciplinary team.
 - 2) Citations in publications.
 - 3) Intramural grants or contracts as independent scientist or leadership role in an interdisciplinary team.
 - 4) Extramural grants or contracts as independent scientist or leadership role in an interdisciplinary team.
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C. SERVICE

1. Professional Service
Professional service is the application of knowledge gained through research or 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.
 - a. Excellence in service involves the following:
 - 1) Evidence of *significant outcome* as a result of the faculty member's service endeavors.
 - 2) Evidence of *reputation* as a result of a faculty member's contributions.
 - 3) Evidence of *leadership*.
 - 4) Evidence of *recognition* at a *local, state, regional, national, or international level*, depending on the promotion status being sought (i.e., assistant, associate, full) and/or the significance of the service component in comparison to the teaching and research components.
 - b. Evidence of professional service should be documented through a variety of methods, including:
 - 1) Documentation of service awards, honors, and achievements via resume.
 - 2) Letter(s) which reflect individual effort and accomplishment from individuals (at local, state, regional, national, or international level) with direct knowledge of a faculty member's specific service endeavors.

- 3) Documentation which reflects that an individual faculty member's service endeavor has significantly enhanced the reputation of the individual's institution, state, or profession.
- c. Examples of professional service are such activities as:
- 1) Artistic humanistic presentations.
 - 2) Official service on relevant commissions, advisory boards, or agencies (public or private) related to the faculty member's discipline or profession.
 - 3) Service to professional communities outside the University.
 - 4) Health care delivery.
 - 5) Clinical leadership as evidenced by serving as head of a division, department, or specific clinic service.
 - 6) Acquisition, introduction, or development of new health care techniques, procedures, or clinical approaches.
 - 7) Demonstrable improvement (quality, utilization, access) in delivery of health care.
 - 8) Development of community health-related outreach programs.
 - 9) Improvement in clinical management.
 - 10) Management of facility-based functions such as quality improvement, infection control, utilization review, etc.
 - 11) Consultation.
 - 12) Participation in a specialized professional capacity in programs sponsored by student, faculty, or community groups.
 - 13) Editing professional journals or other publications.
 - 14) Development and preparation of proposals for research, training or other purposes.
 - 15) Book reviews in professional journals.
 - 16) Refereeing of research papers submitted for publication.
 - 17) Service within the University that reflects an application of specialized knowledge or skill to the institution's affairs.

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 has a major responsibility in making and carrying out decisions affecting the educational and scholarly life of the University. Faculty members have a responsibility to contribute to the government of the University through timely participation on committees, councils, or other advisory groups at the Department, College, or University level.
- 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. These may include participation in a professional capacity in programs sponsored by student, faculty, or community groups; or appearances as a University representative before government bodies or citizen groups.

(Approved by College of Allied Health Voting Faculty: August 2018 and approved by the Office of the Senior Vice President and Provost: July 2020)