



PROMOTION POLICY CONSECUTIVE-TERM FACULTY



THE UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER
COLLEGE OF ALLIED HEALTH

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PROMOTION POLICY
CONSECUTIVE-TERM FACULTY

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

I. INTRODUCTION

The functions assigned to The University of Oklahoma, by the Oklahoma State Regents for Higher Education are to provide the best possible educational experience for our students through excellence in teaching, research and creative/scholarly activity, professional and university service and public outreach. The College of Allied Health (CAH) 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 University and 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 University 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 and distributed to the College Dean.

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 and Creative/Scholarly Activity
- Professional and University Service and Public Outreach

The candidate for promotion must present a record of academic accomplishment in teaching, research and creative/scholarly activity, as well as professional and university service and public outreach. The candidate should demonstrate excellence in the area that is their focus and significant contribution in the other two areas.

II. PREPARING FACULTY FOR PROMOTION

The fundamental purpose of an annual written faculty evaluation by the Department Chair is to identify and acknowledge areas of faculty accomplishments and performance when measured against specific written criteria in teaching, research and creative/scholarly activity, and professional and university service and public outreach. Evaluation of faculty performance is a continuous process, both prior to and following promotion in academic rank. In addition to the written faculty evaluation, a promotion review process will occur.

Within each department, a regular review process conducted by a Department Review Committee (DRC) occurs at least every three years after hire or promotion, until promotion to the highest rank is granted. The DRC is a departmental committee composed of three faculty members at the rank or higher for which the candidate is applying. The Department Chair, in consultation with the candidate, determines the composition of the DRC. At least one member must be from the candidate's Department. The Department Chair cannot serve on the DRC. Should a department not have enough eligible faculty to serve, other faculty within the College may be solicited to serve for one year and to review only the candidate who does not have enough/sufficient eligible Department faculty on the DRC. The purpose of the review by the DRC is to assess progress of, and provide constructive feedback to, the candidate toward meeting the criteria for promotion.

The candidate will prepare a portfolio for review by the DRC to evaluate whether the faculty meets the University and College promotion criteria. The portfolio will include faculty curriculum vitae and narratives that summarize the teaching, research and creative/scholarly activity, and professional and university service and public outreach of the faculty member. A list of accomplishments is not adequate. The narrative must explain how the faculty meets the promotion criteria and address each point by communicating the impact of accomplishments with a context of the importance of accomplishments. The narrative should be in plain English without jargon and technical terms. The quality and clarity of the document in regard to the criteria is more important than the length of the document.

The DRC can request, through the Department Chair, to have additional material during the review process. The DRC will write a letter to the Department Chair and candidate, listing the specific promotion criteria that need to be improved, and suggest a timeline to accomplish it. If all criteria have been met at the time of the review, the DRC should suggest ways the faculty member can stay on track to meet criteria at time of promotion. Following the DRC review, a copy of the review letter and the portfolio will also be provided to the College Dean for review. The Dean will provide the candidate (with copy to the Department Chair) a letter with the Dean's additional recommendations for future promotion.

III. DEPARTMENT PROMOTION PROCEDURES

When a faculty member applies for promotion, all faculty who hold regular faculty appointments in the primary department who are of equal or higher rank to that for which the candidate is being considered and who are available shall meet and vote on the candidate's qualifications for promotion. The Department Chair of the academic unit or other administrative personnel required to submit a separate promotion recommendation shall not participate in this vote. At times, the small number of members of an academic unit (fewer than five) prevents appropriate academic unit promotion review. In such instances the Dean of the College, in consultation with the Department Chair of the academic unit involved, shall establish an ad hoc promotion review committee by selecting a sufficient number of University faculty of equal or higher rank to that for which the candidate is being considered to constitute a total of five members to serve as the candidate's academic unit promotion review committee.

The Department Chair will assist the candidate with finalizing the dossier. Within the narratives, a list of accomplishments is not adequate. The narratives must explain how the candidate meets the promotion criteria. The candidate's narrative must explain how the promotion criteria is met and address each point by communicating the impact of accomplishments with a context of the importance of accomplishments. The narrative should be in plain English without jargon and technical terms. The quality and clarity of the document in regard to the criteria is more important than the length of the document.

The department committee will evaluate the candidate based on the promotion criteria. Formal consideration for promotion shall originate with the polling by secret ballot. The tally of the votes will be reported to the Department Chair.

IV. CAH CONSECUTIVE-TERM PROMOTION COMMITTEE PROCEDURES

See Faculty Board Procedures and Bylaws in CAH shared folders for details regarding the College Consecutive Term Promotion Committee composition and procedures.

V. COLLEGE OF ALLIED HEALTH CRITERIA FOR PROMOTION

A. Dossier

The faculty candidate's dossier should clearly identify which component of teaching, research and creative/scholarly activity, or professional and university service and public outreach, is the primary

responsibility for demonstrating excellence. The candidate's primary responsibility is determined by the Department Chair and negotiated with each faculty member during their annual review. The primary responsibility should be clearly denoted in the dossier.

B. Academic Preparation and Experience Requirement

Assistant Professor

- Master's degree
- Recognized for mastery of specialty knowledge at local level.
- Obtains and sustains national certification in specialty where applicable.

Associate Professor

- Advanced degree as defined within respective Department.
- Recognized for knowledge of specialty at local/regional level.
- Sustains national certification in specialty where applicable.

Professor

- Advanced degree as defined within respective Department.
- Recognized for knowledge of specialty at national/international level.
- Sustains national certification in specialty where applicable.

C. Criteria for Teaching, Research and Creative/Scholarly Activity, and Professional and University Service and Public Outreach

The candidate must demonstrate excellence in all components of their primary area and must demonstrate significant contribution in all components of the two remaining areas.

		Excellence (Primary Area)	Significant Contribution (Secondary Area)
TEACHING	<i>Assistant Professor</i>	<ul style="list-style-type: none"> • Knowledge in field • Competence in teaching 	<ul style="list-style-type: none"> • Knowledge in field • Competence in teaching
	<i>Associate Professor</i>	<ul style="list-style-type: none"> • Mastery of subject matter • Creativity to enhance learning • Course development/revision • Mentorship • Local/regional contribution and/or national contribution as deemed appropriate per profession 	<ul style="list-style-type: none"> • Mastery of subject matter • Creativity to enhance learning
	<i>Professor</i>	<ul style="list-style-type: none"> • Sustained mastery of subject matter • Sustained creativity to enhance learning • Curriculum development/revision • Sustained mentorship • National/international contribution 	<ul style="list-style-type: none"> • Sustained mastery of subject matter • Sustained participation in teaching • Sustained creativity to enhance learning
RESEARCH AND CREATIVE/SCHOLARLY ACTIVITY	<i>Assistant Professor</i>	<ul style="list-style-type: none"> • Potential to create and apply work in an original way 	<ul style="list-style-type: none"> • Potential to create and apply work in an original way
	<i>Associate Professor</i>	<ul style="list-style-type: none"> • Disseminates original independent work through peer 	<ul style="list-style-type: none"> • Disseminates original, independent work through

		<ul style="list-style-type: none"> reviewed publications AND presentations as an independent researcher or in a leadership role in an interdisciplinary team • Participates in funded projects and submits grants, independently or as a leader on an interdisciplinary team • Local/regional contribution 	<ul style="list-style-type: none"> any publications OR presentations at local/regional level
	<i>Professor</i>	<ul style="list-style-type: none"> • Sustains dissemination of peer reviewed publications AND presentations as independent researcher • Submission of grants as an independent researcher or as a leader in an interdisciplinary team grant • Evidence of funded projects as an independent researcher or as a leader in an interdisciplinary team • National/international contribution 	<ul style="list-style-type: none"> • Disseminates original, independent work through any publications OR presentations at national/international level
PROFESSIONAL AND UNIVERSITY SERVICE AND PUBLIC OUTREACH	<i>Assistant Professor</i>	<ul style="list-style-type: none"> • Department Committees participation 	<ul style="list-style-type: none"> • Department Committees participation
	<i>Associate Professor</i>	<ul style="list-style-type: none"> • College and/or Campus Committee participation • Clinical and/or Administrative contribution • Local/regional contribution 	<ul style="list-style-type: none"> • College and/or Campus Committee participation • Professional, Clinical, OR Administrative Contribution
	<i>Professor</i>	<ul style="list-style-type: none"> • College AND Campus Leadership • Clinical and/or Administrative Leadership • National/international contribution 	<ul style="list-style-type: none"> • College AND Campus Leadership • Sustained Professional, Clinical, OR Administrative Contribution

1. TEACHING

The candidate's dossier should not simply list teaching activities but should highlight and describe how the candidate's teaching activities impact students, the Department, College, University, and Profession in a qualitative and quantitative way.

Examples of Excellence (examples are not all inclusive):

- a. Mastery of Subject Matter
 - Developing instructional material for coursework in classroom, laboratory, clinic, or non-traditional formats
 - Teaching to different levels of learners (undergraduate, graduate, continuing education, etc.)
 - Coordinating student activities and assignments within directed readings, independent study, and special studies courses
 - Serving as a regular guest lecturer for other programs
 - Serving as a member of a thesis or dissertation committee
 - Serving on written and oral examination committees

- Participating in invited presentations related to teaching strategies and methodologies
 - Creating resources that enhance the learning process
 - Applying evidence-based research literature in teaching
 - Disseminating teaching expertise through various media and venues
- b. Creativity to Enhance Learning
- Creating resources that enhance the learning process
 - Applying evidence-based research literature in teaching
 - Developing creative and innovative teaching strategies
 - Evaluating student performance using unique methods
 - Using technology in a unique way to improve learning
 - Disseminating teaching expertise through various media and venues
 - Designing a new course or redesigning a current course
 - Creating a positive learning environment for students/participants
- c. Course and/or Curriculum Development
- Evaluating courses to insure that content reflects current knowledge, technology, and where appropriate, clinical application
 - Developing new courses or redesigning a current course to meet the needs of the Department
 - Revising courses to accommodate current content, technologies, and/or student needs
 - 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
- d. Mentorship
- Serving as advisor for students
 - Advising students in professional standards, ethics, and career development
 - Mentoring junior faculty in teaching
 - Leading workshops on teaching methods and/or curricular design
 - Assisting students with the design and presentation of projects or scholarly activities
 - Assisting students outside of class to facilitate learning of course related material
 - Providing support including supervision of research design, implementation, and analysis for undergraduate and graduate research, special projects, thesis and dissertation work
 - Supervising and coordinating fieldwork, practicum, clinical education, or community-based settings
- e. Local/Regional or National/International Contribution
- Contributing to outcomes on working committees, taskforces, groups, associations, etc.
 - Serving as journal reviewer or editor
 - Presenting at conferences, other universities, association meetings, etc.
 - Writing teaching technique articles, textbook chapters, etc.
 - Organizing educational conferences, seminars, symposiums, etc.
- f. Evidence Tools Used to Measure Excellence in Teaching (may 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 completed by students for courses at the end of the semester.

- Outcome Performance by Students and Graduates: As defined by course objectives and the mission, goals, and/or 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 course content. Professional peers may provide evaluation of the faculty member's continuing education teaching activities.
- Written Evaluation by the Department Chair: As required by CAH policy, the Department Chair will evaluate each faculty member annually. Components listed in Section III may be used as evaluation criteria.
- Teaching Recognition: Faculty members may submit documentation by student groups and/or peer groups for excellence in teaching awards. Faculty may also list teaching awards.
- Authorship: Faculty may present or submit evidence-based teaching/practice models, creative teaching strategies, teaching methodologies, and/or teaching innovations in peer-reviewed publications and national professional meetings

2. RESEARCH AND CREATIVE/SCHOLARLY ACTIVITY

Dossier should not simply list research and creative/scholarly activity but should highlight and describe how the candidate's activities impact students, the Department, College, University, and Profession in a qualitative and quantitative way. Should team science be included, the candidate's role, contribution, and value to the interdisciplinary or interprofessional team should be described.

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, in the evaluation of a candidate for faculty appointment or promotion, 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, needs supportive documentation. 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. The dossier should address the unique leadership role and type of contribution made by the candidate and their scientific importance.

Team science is 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.

Examples of Excellence (examples are not all inclusive):

- a. Peer-Reviewed Publications (refereed journals)
 - Disseminating through
 - ◆ Case studies or collections of case studies
 - ◆ Review articles
 - ◆ Original research
 - ◆ Editorials or commentary

- b. Presentations (Peer-reviewed and selected by peers from abstracts and submissions)
 - Presenting at conferences, other universities, symposiums, etc.
 - Providing continuing education
 - Presenting via digital or other non-traditional means (such as webinars)
 - Being an invited member of a discussion panel or to submit a poster presentation at professional meetings

- c. Non-Peer Publications
 - Publishing monographs, books, multimedia, software, etc.
 - Writing for websites or newsletters or writing articles for the lay press
 - Presenting at conferences, other Universities, association meetings, etc.

- d. Grants and other Projects
 - Obtaining IRB-approved projects
 - Participating in intramural or extramural grants or contracts (funded or nonfunded)
 - Participating as PI, Co-Investigator, or key personnel on evidence-based research (funded or nonfunded)
 - Participating in a leadership role on interdisciplinary, interprofessional, or inter-institutional collaborative research
 - Receiving intramural and extramural funding, as the PI or leader in an interdisciplinary team
 - Developing novel training opportunities or methods for students or practitioners
 - Creating new inventions, patents, copyrights, devices, procedures, or technology
 - Developing evidence-based programs or protocols to fulfill a need in classroom, clinic, or community
 - Developing or testing clinical guidelines or techniques to improve clinical services

- e. Other Scholarly Contributions
 - Contributing to outcomes on working committees, taskforces, groups, associations, etc.
 - Establishing databases or repositories used for research purposes
 - Serving on a grant review board
 - Assisting students and faculty in scholarship opportunities
 - Developing training opportunities
 - Serving as a journal editor, journal reviewer, or on an editorial board
 - Being cited in publications

- f. Evidence Tools to Measure Excellence in Research and Creative/Scholarly Activity (may include but are not limited to):
 - Authorship: Dissemination through publication and/or presentations. Supportive documentation may include information on variety of venue, total number, order of authorship, originality of work, citations of publications, journal impact, and/or selections as continuing education.
 - Grants: Number submitted, approved but not funded, funded, renewed annually. Supportive documentation may include information on role on grant, total amount funded, number of resubmissions, and/or grant team members.
 - Team Science: Verification of the unique leadership role and type of contribution made by the candidate and their scientific importance by an investigator(s) internal to the research team, but not necessarily the University or College. Supportive documentation may be included in the Research and Creative/Scholarly Activity narrative, the letter from the Department Chair, or as an additional letter or memo from the investigator internal to the research team.
 - Evaluation: Systematic reviewed and peer-reviewed as applicable. Grant renewal.

- Performance Level: Significance at a regional, national, or international level.
- Recognition: Supportive documentation may include receipt of commendations or awards for research excellence and invitations to present work or review research of local/national/international audience or team.

3. PROFESSIONAL AND UNIVERSITY SERVICE AND PUBLIC OUTREACH

Dossier should not simply list service activities but should highlight and describe how the outcomes or impact of those activities on students, the Department, College, University, and Profession in a qualitative and quantitative way.

- a. Examples of Excellence in Professional and University Service and Public Outreach (examples are not all inclusive)
 - Participating in University, campuses, professional and outside groups
 - Participating in University governance (committees, councils, or advisory boards)
 - Demonstrating involvement in professional associations
 - Serving on commissions, advisory boards, site visit teams and/or consultant to another institution
 - Consulting
 - Mentoring colleagues
 - Organizing and participating in faculty and/or student groups
 - Editing professional journals/ publications
 - Assisting with University public relations
 - Developing and preparing proposals for research, training or other purposes
 - Acquiring 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
 - Managing or developing facility-based functions (quality control, infection control, etc.)
 - Acquiring service contracts

- b. Evidence Tools to Measure Excellence in Professional and University Service and Public Outreach (may include, but are not limited to):
 - 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: Documentation of awards and/or citations for contributions to advancement of the profession or University.

VI. DOSSIER PREPARATION

- A. The candidate's dossier must be organized as follows (unless specified otherwise by the Provost's Office):
 1. Cover memo/forms as required by the Senior Vice President and Provost
 2. Dean's letter of recommendation (to be inserted before forwarding to Senior Vice President and Provost)
 3. Department Chair's letter of recommendation

4. Current curriculum vitae
5. External recommendation letters
6. Internal recommendation letters (contingent on need)
7. Narrative of teaching evidence
8. Narrative of research and creative/scholarly activity evidence
9. Narrative of professional and University service and public outreach evidence

B. Faculty Narratives

1. Narratives are intended to summarize the accomplishments of the candidate. All background and additional material that substantiate the candidate's accomplishments should be summarized in the narrative.
2. Information from annual evaluations, course evaluations, student comments, etc., including summaries of those within the narratives to justify the accomplishments of the faculty.

Note: Separate pages of 'raw data,' such as annual evaluations, student comments, and course evaluations, should not be included as separate entities in the dossier.

C. Qualifications of External Reviewers

1. Hold an academic faculty position at or above the rank to which the candidate is applying. If a reviewer is not at an equal or higher academic rank an explanation by the Department Chair of the reviewer's qualifications should be appropriate to include in his/her letter.
2. Is preferably from an institution with similar programs and missions as those of OUHSC CAH.
3. Has expertise in the faculty candidate's discipline and primary area of professional responsibility.
4. Has no personal or professional conflict of interest.

D. Qualifications of Internal Reviewers (contingent on need)

1. Hold an academic faculty position at or above the rank to which the candidate is applying.
2. Is from within the University but outside the Department and if possible, outside the College.
3. Has a general understanding of the candidate's discipline and primary area of professional responsibility.
4. Has no personal or professional conflict of interest.

E. Review Process

1. Three evaluations from external reviewers are required for all candidates.
2. The Department Chair and the candidate generate a list of potential reviewers with contact information and a rationale for why the reviewer should be considered.
3. The Department Chair will solicit all review letters for the candidate.
4. The material provided to reviewers should include a letter from the Department Chair requesting the review and timeline for completing, the candidate's curriculum vitae and dossier, and a copy of the College Promotion Policy.
5. Role of reviewers
 - i. Reviewers are charged with providing an objective evaluation of the candidate's credentials and accomplishments, as outlined in the criteria of the College Promotion Policy.
 - ii. A written letter should be submitted from the reviewers to the Department Chair that includes strengths of the candidate based on the College Promotion Policy criteria and any insufficiencies noted.

- F. Copies of the academic unit's and Department Chair's recommendations and all appropriate documentation upon which recommendations were based will be forwarded to the Dean.

VII. TIMELINE FOR PROMOTION

See Section II, III, IV and V for defined terms, committee structure, and promotion criteria.

Faculty Hire Date with the College of Allied Health (CAH)

- Department Chair matches Consecutive Term Faculty (faculty) with mentor to provide general direction and strategy regarding the promotion process. Faculty and mentor will meet on agreed-upon regular basis.

Year 1

- Faculty should attend the Workshop for New Faculty/Academic Advancement through OUHSC Academic Affairs & Faculty Development.
- Faculty creates promotion portfolio (promotion narratives and curriculum vitae).
- Faculty promotion performance is reviewed by Department Chair at annual review each year.

Year 2

- Faculty updates portfolio based on annual review and past year's activities.
- Faculty promotion performance is reviewed by Department Chair at annual review each year.

Year 3/Midpoint

- Department Review Committee (DRC) evaluates the faculty's updated portfolio based on promotion criteria. DRC provides written feedback to the faculty and Department Chair.
- Faculty promotion performance is reviewed by Department Chair at annual review each year.

Year 4

- Faculty updates portfolio based on annual review, DRC review, and past year's activities.
- Faculty may request another DRC review.
- Faculty promotion performance is reviewed by Department Chair at annual review each year.

Year 5 (or Promotion Year)

- Specific due dates are determined each year by the Dean and Provost. Dates given in this timeline are suggested dates only.

By January 15th

- CAH Dean notifies departments of candidates eligible for promotion that year.

By March 15th

- At annual review, faculty candidate and Department Chair determine faculty's intention to seek promotion.

By April 1st

- Department Chair provides written notification to CAH Dean of the candidate seeking promotion.

By April 15th

- The candidate may request another DRC review to be completed before portfolio is sent to internal and external reviewers.

By June 1st

- Candidate submits their dossier to the Department Chair. The portfolio must include narratives on teaching, research and creative/scholarly activity, and professional and University service and public outreach with curriculum vitae.
- Department Chair and the faculty candidate generate a list of reviewers.
- Department Chair selects and contacts the reviewers to seek commitments to review the portfolio and submit a written recommendation letter.
- Department Chair appoints the department committee and distributes the candidate's dossier.

By July 10th

- Letter writers return letters to the Department Chair.

By July 15th

- Candidate dossier provided to department committee.
- The department committee shall vote and tallies shall be reported to the Department Chair.

By September 15th

- CAH Dean appoints the ad hoc CAH Promotions Committee.

By October 1st

- Department Chair produces a written recommendation for the candidate's dossier.
- Department Chair inserts his/her letter into the candidate's dossier and submits it to the CAH Dean's Office. No additions/deletions can be made to the dossier after this time. The candidate does not have access to the official dossier after this date.

By October 15th

- The ad hoc CAH Promotions Committee meets to review the promotion dossier and vote on candidate's readiness for promotion.

By December 15th

- The ad hoc CAH Promotions Committee submits written recommendations to the CAH Dean.

By January 10th

- CAH Dean evaluates the promotion dossier and makes a recommendation.
 - If favorable, the promotion dossier will be forwarded to the Senior Vice President and Provost according to the OUHSC timeline. The Dean will notify the Department Chair and candidate if the dossier is forwarded to the Senior Vice President and Provost.
 - If unfavorable, the CAH Dean will notify the Department Chair and provide an explanatory letter for the faculty candidate, offering suggestions for improvement for future applications to promotion.

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