



Academic Advancement as a Health Professions Educator

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Vice Provost for Academic Affairs and Faculty Development

Co-Sponsored by Office of the Vice Provost for Academic Affairs & Faculty Development and the Educators for Excellence Advisory Panel

Cell phones and electronic devices should be turned to silent or off.

Thank you!

Academic Advancement as a **Health Professions Educator**

Office of the Vice Provost for Academic Affairs and Faculty Development
The University of Oklahoma Health Sciences Center

Valerie N. Williams, PhD, MPA
President's Associates Presidential Professor
and Vice Provost



OUHSC Education Grand Rounds
Friday, November 15, 2018

Objectives

1. List **expectations** for clinician/health professions educator academic advancement
2. Describe teaching **documentation**
 - A. curriculum vitae
 - B. promotion (“P&T”) dossier instructions
3. Discuss **evidence** of “teaching excellence” in promotion dossier narrative

<https://ouhsc.edu/provost/>

FACULTY HANDBOOK

The University of Oklahoma
Health Sciences Center

September 2017

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Section 3

PREFACE

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FACULTY PERSONNEL POLICY

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3.9 FACULTY PROMOTION

A promotion reflects a positive appraisal of high professional competence and accomplishment as judged and evaluated by individuals in the faculty member's profession at the local, regional, national, or international level as appropriate to the rank being sought, and by individuals within the University (see [Section 3.9.1](#)). Promotion decisions are made independently from tenure decisions.

3.9.1 Criteria for Promotion

Decisions to promote a faculty member must be made in light of a thorough evaluation of the faculty member's performance in all the areas of faculty activity ([Sections 3.5.1, 3.5.2, and 3.5.3](#)) as specified in the department and college promotion and tenure criteria and procedures. Promotion criteria for tenure track faculty must mirror those criteria for tenure contained in [Section 3.8.4](#).

Internal candidates applying for an open position of higher rank must meet the promotion and advancement criteria stated in [Section 3.9](#).

“...**positive appraisal** of high professional competence and accomplishment...”

Each department and college must have a document that sets forth the standards and procedures governing promotion of faculty within that department and college. The department and college documents may specify standards that are more specific than those of the University, provided they do not conflict with the standards of the University, and the procedures must be consistent with the procedures described herein. The document must be approved by the faculty of the college, the dean, and the Senior Vice President and Provost. The document must be distributed or made available to the faculty of the academic unit.

The candidate's performance will be measured against the following institutional criteria, in addition to the criteria defined in the department and college promotion documents:

- (b) While early consideration is possible, promotion to associate professor is usually based on five (5) or more years as an assistant professor; a sustained record of academic accomplishment in teaching, research and creative/scholarly activity, and professional and University service and public outreach; and strong academic performance and promise. This record of accomplishment must document an emerging reputation of local, regional, national, or international scope in the candidate's academic field. Professional publications are an important element in assessing regional or national recognition. Other factors may also be considered, such as presentations at conferences and leadership roles in professional societies.

FACULTY DEVELOPMENT

OFFICE of the VICE PROVOST FOR ACADEMIC AFFAIRS & FACULTY DEVELOPMENT



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Academic Career Planning Resources

The following briefs offer suggestions to help prepare faculty, mentors, and department chiefs, chairs, and supervisors for important feedforward and feedback meetings about academic career expectations and progress. These suggestions should be reviewed by faculty and supervisors with the specific department and college context and performance expectations in mind. Please reference the OUHSC Faculty Handbook for the promotion and tenure policy. These may be supplemented by college specific guidelines.

Promotion & Tenure Criteria

- [College of Allied Health](#)
- [College of Dentistry](#)
- [College of Medicine](#)
- [College of Nursing](#)
- [College of Pharmacy](#)
- [College of Public Health](#)

Find your college's career path and "role" description for the health professions educator or clinician-educator

<https://www.ouhsc.edu/facdev/>

Select: Resources for Faculty > Academic Career Planning > Promotion and Tenure Criteria

“**Clinician Educator** – these are faculty members who spend the **majority of their time in clinical teaching and practice related activities.**

SOURCE: Appointment, Promotion and Tenure Guidelines, **College of Medicine**, The University of Oklahoma Health Sciences Center

“Principles of academic rank”

Assistant Professor should reflect demonstrated potential beyond minimal criteria

Associate Professor should rest on substantial, tangible achievements

Professor should be based on major achievements that result in national recognition for the individual in his/her field.

TEACHING

Minimum for Excellence

- 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

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.
- Obtains and sustains national certification in specialty where applicable.

- 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

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.

“A central **expectation** for promotion is “**scholarship.**”

Scholarship for a clinician-educator is the act of seeking, weighing, formulating, reformulating, and communicating knowledge of clinical practice or teaching.

Substantial scholarship should be a requirement for the promotion of clinician-educators. This scholarship should be sustained, capable of assessment by peers, and disseminated in the public domain.

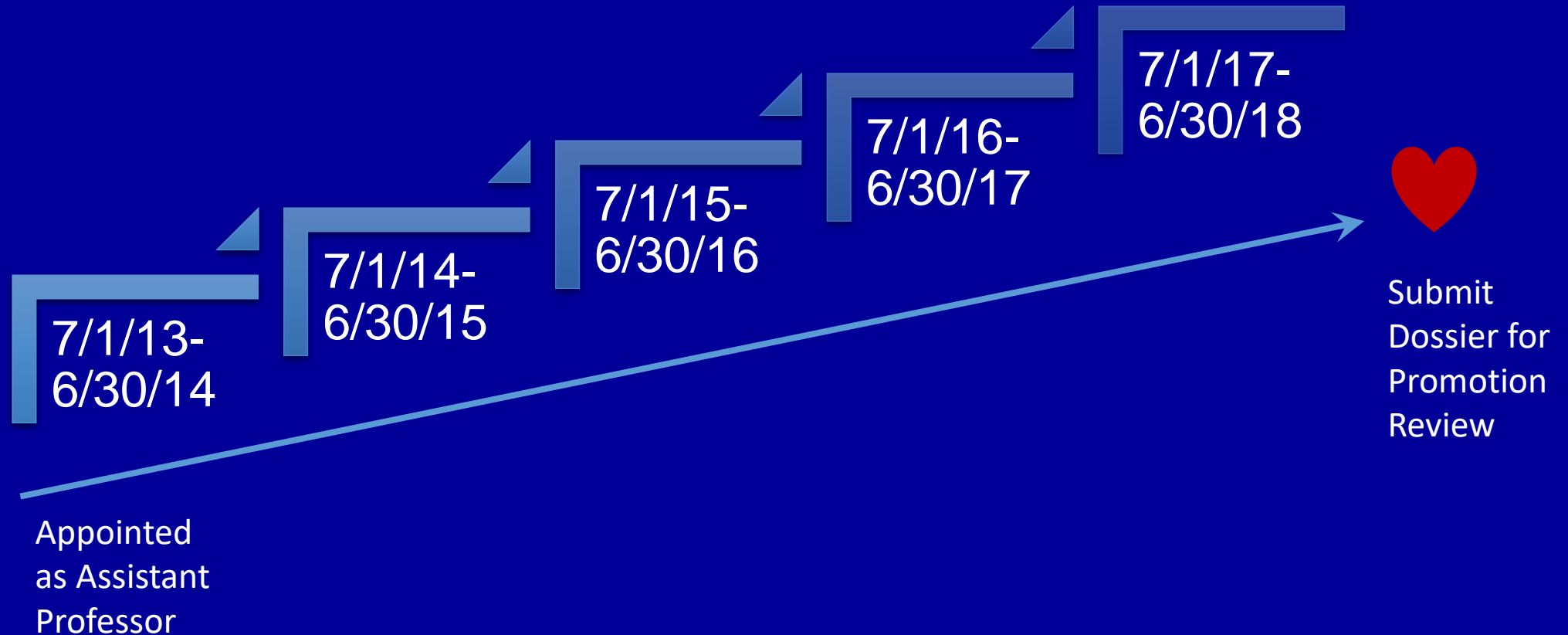
The **definition of scholarship for a clinician-educator is critical**; it must be expanded beyond the publication of original quantitative data to include scholarship in educational methods and teaching, scholarship in clinical practice application, and scholarship of integration.”

Timelines you'll want to discuss with your program chair or “the boss...”

“Time in an academic rank is not in itself sufficient evidence for promotion...”

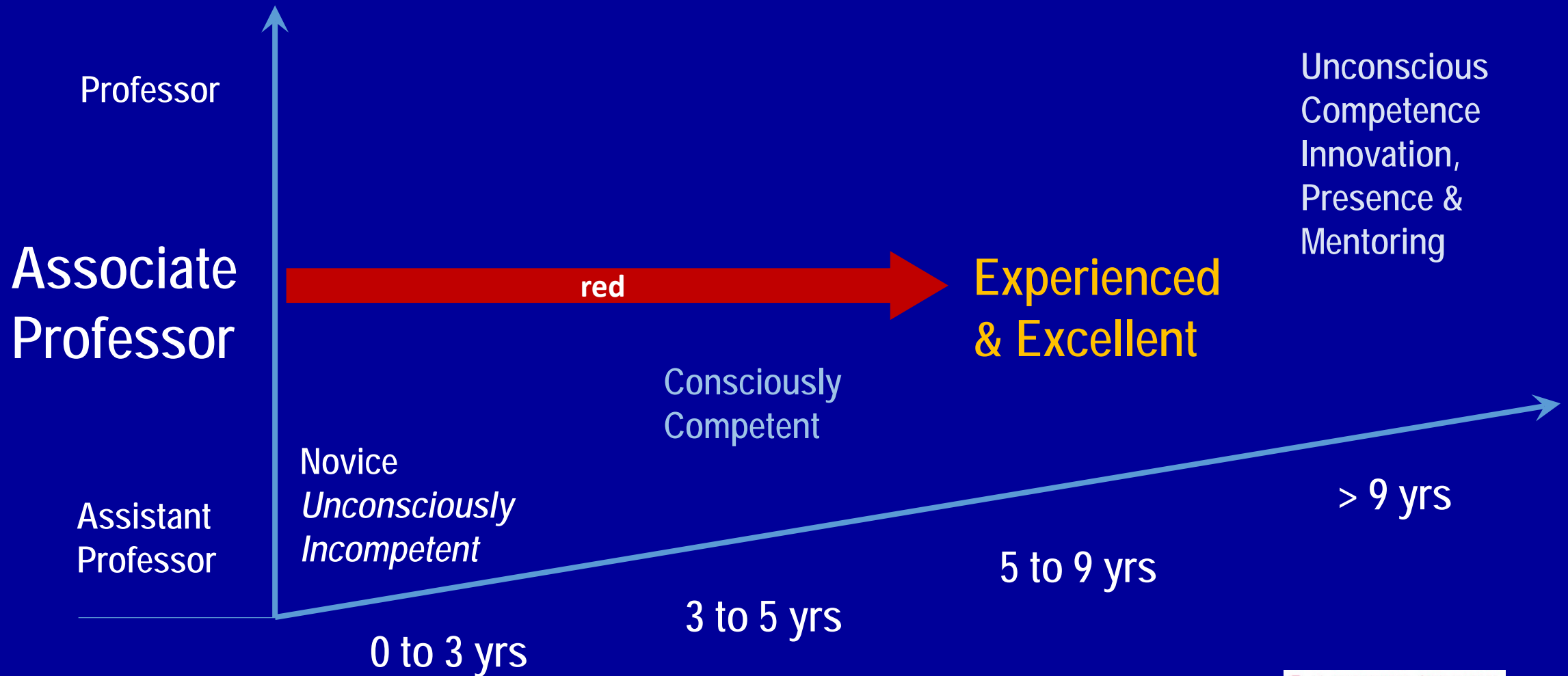
Promotion Track within Clinician Educator Pathway

3 to 5 years pre-decision*



Describe the Systematic & Distinctive Work

Achieving the rank of Associate Professor should rest on *substantial, tangible achievements*



documentation

Describe Your Six P's for Promotion

- Preparation
- Presence
- Participants
- Peers
- Performance
- Productivity

Preparation

- What did you do to prepare yourself to be an **educator** or for the delivery of systematic organized instruction?
- What teaching settings; what scope of teaching roles?
- How have you integrated feedback and critical reflection into your preparation?

Presence

- Teaching philosophy (doc) and evidence base
- CV evidence by chronology of teaching for content and curriculum contributions

Preparation and Presence

1. Classroom teaching that includes lectures, seminars, laboratories
2. Clinical or community based teaching including one-on-one and small group sessions, workshops, skills coaching, skills observation and structured feedback (e.g. rubric based)
3. Development of lecture and curricular materials, assessment tools and techniques. Clinically, think of key points and practice standards referencing evidence
4. Clinical teaching that involves lectures, demonstrations, peer-to-peer mentored teaching and postgraduate teaching/coaching.
5. Grad hea. pro. teaching including mentoring and career guidance, workshops, seminars and other graduate-program duties (e.g. journal club).

Participants

- Pre-professional students (from our pipeline in a structured experience such as SURE- summer undergraduate research experience)
- Discipline specified students from OUHSC colleges
 - Allied health (e.g., audiology, dietetics/nutrition, occupational or physical therapy, masters, doctoral, etc)
 - Dentistry (dental, dental hygiene)
 - And so forth
- Interprofessional students
- Early (earlier) career peer-learners

Peers

- Peers you coach
- Peers you teach
- Peers you mentor
- Peers you “oversee”
- Peers you provide feedforward or feedback
- Peers you work with regionally, nationally or internationally
 - Research and scholarship
 - Offering feedback to others such as through study sections or advisory boards
 - As their guest for invitations to speak, present, review programs or accredit

Look for work in your teaching record and roles fitting the terms “**experienced**” and “**excellent**”

Experienced

- Knowledgeable
- Involved
- Skilled
- Practiced
- Expert
- Adept
- Proficient
- Capable

Excellent

- Outstanding
- Brilliant
- Exceptional
 - Extraordinary
 - Incomparable
 - Unique
 - Remarkable
- First-rate
- Admirable
- Superb

Tip:

Use an external standard as benchmark for comparison to highlight work of this quality

What do I document?

For promotion

- Delivery of regular instruction
- Maintaining specialty certification
- Serving as a mentor for students, residents, fellows
- Developing/Delivering continuing education instruction

For tenure or for excellence

- Demonstrated **leadership** in medical/health professional education
- Demonstrated **innovation** and **creativity** in med/health pro ed
- Continued **productivity**
- Participation in **scholarly investigation**
- Securing **funding** for scholarly work
- Publishing in **peer-reviewed** journals

OUHSC CV Guide

<https://www.ouhsc.edu/facdev>

Performance. Quality measures assessed

Productivity. Quantity measures compared

Annual documentation

Teaching goal:

What significant outcome are you working toward?

Teaching Activities

Estimated % effort committed to this area ____

- Include courses, lectures and types of students taught (e.g., discipline, year in and program of study; include interdisciplinary/interprofessional teaching)
- Identify innovations and products of teaching
- Identify participation in peer-review of teaching and summarize results

Teaching objectives:

Think “SMART” for written objectives:

- **S**pecific
- **M**easureable
- **A**chievement expected
- **R**elevant
- **T**ime Bound



Objectives and activities turned into results → outcomes that matter

excellence

- **ex-cel-lence**

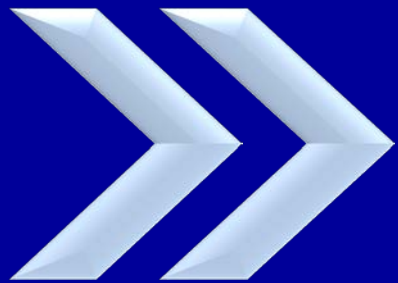
noun ex-cel-lence \ˈek-s(ə-)lən(t)s\

the quality of being outstanding or extremely good.

"the award for excellence in teaching"

More **synonyms:** distinction, quality, superiority, brilliance, greatness, merit, caliber, eminence, preeminence, supremacy

Problems & opportunities turned to **goals**



Significant
Products & Results

Objectives and activities turned into results → outcomes that matter
and are significant

3.9.2 Procedures for Promotion

- (c) Primary responsibility for gathering complete information on professional activity rests with the individual faculty member. In general, documentation of the individual's academic accomplishments should include, but not be limited to the following:

Examples of documentation of teaching, research and creative/scholarly activity and professional and University service and public outreach accomplishments are noted in **Section 3.8.5 (d) (3)(4)(5)**.

3.8.5 Procedures for Tenure Decision

3.9.2 Procedures for Promotion

Examples of documentation of teaching, research and creative/scholarly activity and professional and University service and public outreach accomplishments are noted in [Section 3.8.5 \(d\) \(3\)\(4\)\(5\)](#).

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The granting of tenure carries with it the expectation that the University will continue to need the services of the faculty member and that the financial resources will be available for continuous employment. It also carries the expectation that the faculty member will maintain or improve upon the level of professional competence and academic performance required for tenure. The performance of all faculty, both prior to and following the granting of tenure, is to be evaluated annually as part of the University's faculty evaluation process ([Section 3.6](#)).

3.8.5 Procedures for Tenure Decision

- (a) The chair of the academic unit shall notify a faculty member who is eligible for tenure consideration at least six months before the date tenure materials are to be submitted to the department chair.
- (b) The chair of the academic unit will request the candidate for tenure to submit material that will be helpful to provide a thorough representation of the faculty member's performance or professional activities in relation to the tenure criteria. It is the responsibility of the candidate to provide accurate, thorough, and clear evidence of accomplishments for review at the departmental, college, and University levels. The candidate is advised to consult with the chair and any other senior colleagues concerning the materials to include.
- (c) Responsibility for gathering complete documentation of professional activity rests with the individual faculty member. The chair shall assist the faculty member, upon request, in determining what to include in the tenure documentation. The chair also may solicit information to include with the faculty member's tenure documentation. The faculty member is entitled to review the information in his/her tenure file. However, letters of evaluation and/or recommendation that are solicited in confidence or sent with the expectation of confidentiality shall be deemed confidential and unavailable to the faculty member unless otherwise ordered by a court of law.
- (d) Documentation of the faculty member's academic accomplishments should include, but not be limited to the following:
 - 1) Complete and up-to-date curriculum vita, including a summary of college and university degrees earned; all professional employment; all professional honors and awards; and an up-to-date list of professional publications by author in sequence. Manuscripts in press or submitted for publication and abstracts should be listed separately.

3.8.5 Procedures for Tenure Decision

- (d) Documentation of the faculty member's academic accomplishments should include, but not be limited to the following:
 - 3) Documentation of teaching accomplishments should reflect the candidate's contribution, quality, innovation, and impact of teaching. This might include summary documentation of teaching evaluations by students; notation of teaching awards; and description of teaching responsibilities, materials, and techniques which are unique and demonstrate innovative approaches or outstanding quality in undergraduate, graduate, or professional instruction (e.g., integration of multimedia into courses, development of web-based content and course materials, computer software development, creation of innovative laboratory exercises, simulation techniques, and interdisciplinary education).

3.8.5 Procedures for Tenure Decision

(d) Documentation of the faculty member's academic accomplishments should include, but not be limited to the following:

- 4) Documentation of research and creative/scholarly accomplishments should reflect the level and quality of the candidate's research and creative/scholarly activity. Recognition of research and creative/scholarly accomplishments could be demonstrated by chairing or organizing symposia or editing books or journals in the professional or inter-professional discipline; publishing books, book chapters, policy briefs, and articles in peer-reviewed journals; publishing abstracts; participating as a presenter in national/international symposia, conferences, and professional meetings; the ability to acquire extramural grant or contract funds, as a principal investigator, or as a multiple-principal investigator on interdisciplinary and team-based research extramural grants or contracts funded through peer review mechanisms; and entrepreneurial activity including patents, copyrights, and trademarks.

3.8.5 Procedures for Tenure Decision

(d) Documentation of the faculty member's academic accomplishments should include, but not be limited to the following:

- 5) Documentation of professional and University service and public outreach, which may include clinical service contributions, should reflect the level and quality of the candidate's professional, inter-professional, and/or clinical service contributions. Documentation might consist of leadership positions in local, state, or national associations; service on advisory boards for granting agencies; outstanding college or University committee work; consultantships; clinical and administrative leadership as evidenced by serving as head of a division, department, specific clinic service, research center, or core facility; evidence of acquisition, introduction, or development of new health care techniques, procedures, or clinical or professional practice approaches; development and evaluation of community health-related outreach programs; improvement in clinical, administrative unit, center or facility management; documentation of increased referrals or professional service contracts; demonstrable improvement (quality, utilization, access) in delivery of health care or other professional services; and related published manuscripts and abstracts, including those of clinical case studies, monographs, reviews, reports to administrative agencies, and book chapters.

How is **teaching excellence** distinctive from regular teaching?
 Identify evidence of **substantial contribution** in move from
 condition A to B

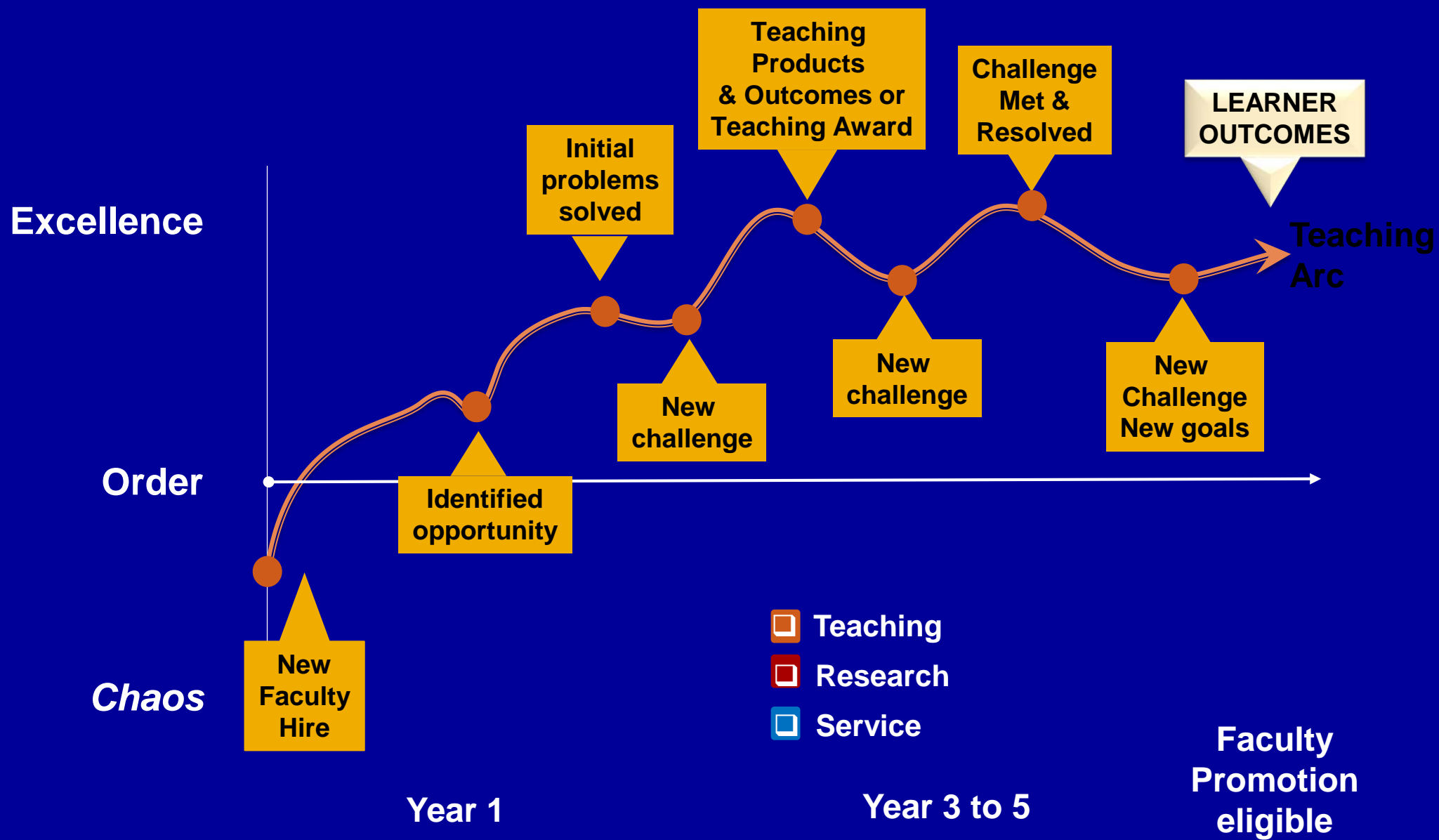
A. What was the situation you found?	B. What is the situation today?
<p>Students: achievement, satisfaction, progression, outcomes, opportunities, competencies, etc.</p>	<p>How has the learning or learner situation changed (for the better)?</p>
<p>Content: learning objectives in lectures, courses, curriculum objectives; educ pgm objs; accreditation requirements</p>	<p>What were your specific contributions to making the transition from A to B? What improvements were made by you?</p>
<p>Methods: lecture, simulation, technology use, observation; OSCEs; learner assessments, etc.</p>	<p>What makes your contributions to achieve the new situation “distinctive, innovative, brilliant, superior” etc.?</p>
<p>Metrics: competence, evidence-based measures, accreditation, quality review, peer-review, national metric</p>	<p>What internal and external benchmarks are you using to claim “excellence” was achieved? Scholarship can be one such benchmark.</p>

“Opportunities” come in small and large packages. Where is your time **spent** inefficiently or **invested most effectively**? What can you invest as a meaningful contribution to change the situation:



Opportunities – some examples

- Students barely progressing, struggling, bored; inattentive; disengaged
- Student feedback or grades not indicative of expected confidence, competence, personal mastery; professional development
- New accreditation standards or new competencies
- New teaching or assessment elements (such as Entrustable Professional Activities)
- New teaching setting such as community, multi-professional, or interprofessional
- Change in classroom technology or practice technology, such as telehealth
- Change in distance technology or distance engagement
- Faculty shortage or faculty unique expertise
- Research interest
- Team science or community-based participatory research & scholarship interests



In the promotion dossier aim to
compliment or **supplement**
your **CV** do not duplicate it

State the process and outcomes
of your work as an educator to
tell your unique story
over the 5-6 year arc of time.

A brief narrative, if allowed, allows you to present your experiences as an educator in a factual (*non-fiction*) manner. Use the narrative to describe the **significance** of your work process and products. Reference national standards to establish validity and meaningful benchmarks.

Use factual and qualitative info to drive your teaching “story” forward; think #XLR8ed!

- State your **goal** for those who engage & benefit from your teaching
- Describe how your goal inspires specific **learners** to participate in **specific learning opportunities.**
 - State the measureable outcomes achieved
 - Describe how outcomes changed over time (3-5 years)

Continues...

Driving your teaching “story” forward and showing how you excel by #XLR8ed results!

- Be concrete about the **timeframe** of teaching events. State the timeline for immediate and summative products, outcomes and other teaching/learning results?
- State any **specialized interaction with learners** your teaching includes. Outline (in brief) specific steps you took to create a robust learning experience, outcome, or meaningful result.

- Be concrete about the **timeframe** of teaching events. State the timeline for immediate and summative products, outcomes and other teaching/learning results?

A snip from the curriculum vitae (clinician PhD educator):

TEACHING AND INSTRUCTION					
<u>Teaching and Course Instruction – OUHSC/SCM</u>					
Year(s) of Instruction	Course ID	Course/Lecture Title	Role	Avg. Contact Hrs/Year	Primary Learner Audience
2016 - Present		Graduate Psychology Education: Integrated Behavioral Services for Underserved Populations (IBSUP)	Faculty	44	Psychology Postdoctoral Fellows, Psychology Interns, Graduate Psychology Trainees
2010 - Present	GENC 5011	Topics in Genetic Counseling: Guest Lecturer on Fetal Alcohol Spectrum Disorders	Guest lecturer	2	Genetic Counseling

2016 to 2020 five year period w 44 contact hours = **220 contact hours**
So note the #XLR8ed results re these learners!

A teaching narrative snip (physician/surgeon):

Dr. _____'s primary teaching is devoted to the _____ residency training program. His aim for residents graduating from this program is to ensure that they are outstanding _____ surgeons and are able to pursue their goal whether it is a career as a future leader in academic _____ a clinical practice in a large city or a clinical practice in a rural area.

His first undertaking as a Program Director was to rewrite the curriculum for the residency program. A large part was to update the goals and objectives of each resident rotation by resident level to ensure compliance with current ACGME requirements.

In addition to the new goals and objectives, Dr. _____ accomplished the following:

- Revamped the resident evaluation system.
- Encouraged open communication.
- Changed the conference format and schedule.
- Instituted transitions of care protocols.
- Instituted mentoring.
- Developed in-service review for low-scoring residents.

The result of the above actions was the removal of all prior ACGME citations. The residency program is now citation free. In fact, the ACGME Urology Residency Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements and/or Institutional Requirements.

expectations

documentation

excellence

In summary

Expectations

1. Read the **P&T guidelines**—college & campus; identify the qualifications required for promotion in rank *and* for tenure
2. Verify **deadlines** with your Department Chair/Chair's designee
3. Update your **CV first-thing**; proofread for clinician-educator benchmarks and metrics; provide to your Chair

Documentation

State your **goal** and **outline accomplishments**, by year, in teaching, (and in research/scholarship and service)

- Tell your unique story!
- Draft **dossier narrative** from an outline; compare to key events in your CV,

expectations

documentation

excellence

In summary

Documentation - continued

- Identify overlaps in teaching opportunity or results between your **teaching, research, scholarship, and service** (include any unique aspects of teaching in classroom, laboratory, simulation, clinical, and/or community settings).
- Summarize learner and peer feedback received and your reflection-to-**action to make improvements** to your teaching;

Excellence

- State what makes the work excellent by comparison to internal and external benchmarks

Academic Advancement as a **Health Professions Educator**

Office of the Vice Provost for Academic Affairs and Faculty Development
The University of Oklahoma Health Sciences Center

Contact us for information about faculty workshops to

- align your career goals with department expectations
- review your CV with a critical eye toward advancement evidence
- prepare your dossier for academic advancement!

Email: facdev@ouhsc.edu

