



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

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**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	Assistant Professor	Associate Professor	Professor
	<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)



PROMOTION POLICY TENURED / TENURE ELIGIBLE FACULTY



**THE UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER
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TENURED / TENURE ELIGIBLE 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 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 chairman 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 insure 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 Chairman: As required by CAH policy, the department chairman 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

1. Research

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

a. Expectations in Research/Scholarly Achievement

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

- 1) Must be disseminated 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.
- 2) Citations in publications.
- 3) Intramural grants or contracts.
- 4) Extramural grants or contracts.
- 5) Publications of/in monographs, books, multimedia, software, etc.
- 6) Refereed presentations.
- 7) Invited presentations at regional, national, or international meetings.
- 8) Patents and/or technology transfer.

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,
- 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.
- 2) Citations in publications.
- 3) Intramural grants or contracts.
- 4) Extramural grants or contracts.
- 5) Publications of/in monographs, books, multimedia, software, etc.
- 6) Refereed presentations.
- 7) Invited presentations at regional, national, or international meetings.
- 8) Patents and/or technology transfer.

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.

**GUIDELINES AND CRITERIA
FOR
TENURE EVALUATION**

THE UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER

COLLEGE OF ALLIED HEALTH



MAY 2006



*COLLEGE OF ALLIED HEALTH
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MAY 2006

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GUIDELINES AND CRITERIA FOR TENURE EVALUATION - COLLEGE OF ALLIED HEALTH -

INTRODUCTION

In compliance with Section 3.7 of the *University of Oklahoma Health Sciences Center Faculty Handbook*, the College of Allied Health has adopted guidelines for evaluating the performance of its faculty who are to be considered for tenure. This document is intended to extend and elaborate, not abridge, faculty personnel policy as set forth in the *Faculty Handbook*.

The mission of the College of Allied Health is to educate allied health students at the undergraduate, graduate, and post-professional levels for Oklahoma and the global community; to expand knowledge in the allied health professions through research, scholarship and policy development, and to provide allied health professional service to the University, Oklahoma, and to society.

FACULTY TENURE

The College of Allied Health is committed to hiring faculty who are capable of becoming qualified for tenure within the six-year pre-tenure period approved by The University of Oklahoma Regents. Evaluation of faculty performance is a continuous process during the pre-tenure period. Pre-tenure faculty and their Chairmen will meet on an annual basis for discussion and advisement on progress in meeting tenure requirements. The College of Allied Health is committed to providing an atmosphere that supports faculty in becoming qualified for tenure. As stated in the current *University of Oklahoma Health Sciences Center Faculty Handbook*, Section 3.12 (2003):

Tenure implies a mutual responsibility on the part of the University and the tenured faculty member. In granting tenure to a faculty member, the University makes a commitment to his or her continued employment subject to certain qualifications. The University expects that tenured faculty members will maintain the level of performance by which they initially earned tenure.

The tenure decision shall be based on a thorough evaluation of the candidate's total contribution to the College and the mission of the Department and to the mission of the University. While specific responsibilities of faculty members may vary, all evaluations for tenure shall address the manner in which each candidate has performed as described in the professional activities of the faculty section of the *OUHSC Faculty Handbook*.

Professional Activities of the Faculty

- Teaching
- Research/Scholarly Achievement
- Professional Service

All candidates for tenure must have displayed a record of substantial accomplishment in each of these three areas (teaching, research/scholarly achievement, and professional service) and evidence of excellence in two areas. Above all else, it is essential to any recommendation that tenure be granted that the faculty member has clearly demonstrated scholarly attainment in teaching, research/scholarly achievement, and service.

Tenure in the College of Allied Health requires a strong sustained record of teaching and research/scholarly achievement. Competence in teaching is expected of all faculty at all ranks whether in pre-tenure, tenured, or consecutive term appointments. Service activities are also expected of all faculty in all academic ranks whether pre-tenure, tenured, or consecutive-term. Service activities with a clear scholarly basis are considered for tenure purposes.

TEACHING

Documentation of teaching accomplishments should reflect the candidate's contribution, quality, innovation, and impact in the teaching-learning mission. Following are several examples of teaching activities relevant to tenure which should be documented. Similar relevant teaching activities may also be documented:

- Supervising thesis and/or dissertations.
- Developing new programs, courses, or major content areas.
- Completing and implementing major course revisions.
- Developing and presenting continuing education courses.
- Developing and implementing novel learning experiences including the use of technology.
- Presenting invited lectures.
- Mentoring, supervising, and evaluating graduate students or residents' teaching.
- Receiving teaching awards.

RESEARCH / SCHOLARLY ACHIEVEMENT

Documentation of research/scholarly accomplishments should be evaluated against the national standards in the discipline or professional areas. The candidate's research/scholarly achievement must be reflected by dissemination of the candidate's work in peer-reviewed formats. The following activities represent the types of accomplishments required for tenure. Similar relevant research activities and scholarship may also be documented.

- Developing a sustainable program of research.
- Receiving an intramural grant that results in pilot data used to further the candidate's program of research.
- Receiving extramural grants or contracts.
- Publishing in refereed journals.
- Publishing monographs, book chapters, and books.
- Creating and disseminating educational strategies, including software, that are adopted regionally or nationally.
- Being cited in publications.
- Making peer-reviewed research presentations.
- Making invited research presentations.
- Receiving patents and/or accomplishing technology transfer.

SERVICE

Documentation of professional or clinical service should reflect contributions to the Department, the College, the University, or the profession. Service activities will be considered for tenure when supported by scholarship.

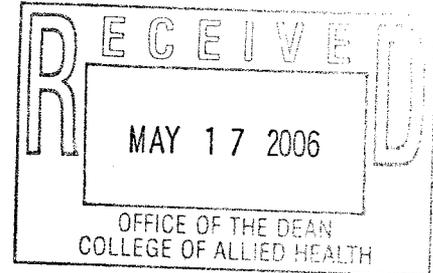


The University of Oklahoma
Health Sciences Center

OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST

May 15, 2006

Dr. Carole A. Sullivan
Dean, College of Allied Health
CHB 128
CAMPUS MAIL



Dear Carole:

At their meeting on May, 12, 2006, the University Regents approved the *College of Allied Health Tenure Guidelines* as presented. A copy is attached for your files.

Sincerely,

Joseph J. Ferretti, Ph.D.
Senior Vice President and Provost

JJF:pmb
Attachment(s)