

# **PROMOTIONS POLICY**

## **THE UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER COLLEGE OF PHARMACY**

### **GUIDELINES FOR EVALUATION OF FACULTY FOR PROMOTION**

#### **ADVANCEMENT IN RANK**

Advancement in rank is not a routine reward for satisfactory service. Rather, it 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 and national or international level as appropriate to the rank being sought, and by individuals within the University.

In recognition of the heterogeneity of faculty in different departments, as well as those in tenure vs. non-tenure and modified title vs. non-modified title positions, assessment of the candidate's accomplishments shall be judged against expectations established by the Department Chair and provided to each candidate in writing with respect to teaching, scholarship and service. This written document should provide a three to five-year work plan and shall be consistent with (Within this mechanism of establishing written expectations, the Department Chair may develop either a committee or group of peer faculty who are appropriate for the individual faculty member's focus to advise the chair on development of expectations and a written plan for individual faculty.)

It shall be the task of the Department Chair to provide each faculty member in her/his department with an annual assessment of the faculty member's performance relative to the established work plan. Adjustments to the work plan may be made at the time of the annual assessments by agreement of the Department Chair and the faculty member. Assessment of the candidate's performance shall include measures of teaching ability based upon peer and students' reviews, evidence of scholarship (as reflected in publications, research support, presentations at regional and national meetings as are appropriate for the individual's appointment), and a record of service consistent with the candidate's appointment.

Promotion of College of Pharmacy faculty at the University of Oklahoma is governed by University-wide policies and procedures and by policies and principles established by the College of Pharmacy. Relevant University policies and procedures appear in Chapter 3 of the OUHSC FACULTY HANDBOOK (§ 3.6 and 3.11).

These College of Pharmacy Guidelines are cumulative to the foregoing University policies/-procedures, and are intended to make clear the criteria to be used within this College for the evaluation of faculty contributions and performance in considering and recommending faculty promotions. Regular faculty performance evaluations are also considered in the promotions process.

These Guidelines are intended to be consistent with University policies. In the event of any apparent conflict, University policies will prevail.

## I. CRITERIA FOR PROMOTION TO PROFESSOR

The candidate's performance shall be measured against the following criteria:

Promotion to professor is a high honor, and usually is based on five (5) or more years as an associate professor and demonstration of superior achievements and continued excellence in their academic endeavors (outstanding academic performance in at least two of the three traditional areas – (1) teaching, (2) research/creative achievement, and (3) University or professional service, and by contributions to all three areas). Faculty at this rank have fully achieved national or international recognition for work in their respective disciplines as evidenced by major contributions to teaching, research/scholarly achievement, and service consistent with the nature of their appointment.

**Time in Present Rank:** Length of service as Associate Professor in itself is not a criterion for promotion to Professor. However, promotion to Professor, under University and College of Pharmacy policies and criteria, is usually based in part on service as an Associate Professor for five or more years at the University of Oklahoma and/or another comparable institution. A number of faculty members can be expected to remain at the rank of Associate Professor until retirement.

Promotion should indicate that the faculty member is of comparable stature with others in the same rank and discipline at other peer institutions.

### **A. Outstanding Performance in Teaching**

**Strong Performance in Teaching:** Evidence of strong performance in teaching must include detailed documentation of accomplishments for at least one of these three criteria: (1) academic leadership, (2) creativity and innovation, and (3) personal excellence in teaching.

#### 1. **Academic Leadership**

- (a) Academic leadership may be demonstrated by successful development and direction of *major teaching activities* within the College of Pharmacy.
- (b) Academic leadership can also be demonstrated by significant contributions to the educational activities of national professional or academic organizations.

Examples:

- (1) Contributions to continuing education
- (2) Development of instructional materials
- (3) Development of certification/eligibility standards for new disciplines or sub-specialties, or preparation of accepted specialty board examination questions
- (4) Course director or module director

## 2. **Creativity and Innovation**

Creativity and innovation in teaching can be demonstrated through a pattern of creative achievements in teaching endeavors.

Examples:

- (a) Authorship of text(s) or syllabi that are used in a teaching program
- (b) Development of computer-assisted learning programs
- (c) Utilization of multimedia technology to create teaching devices
- (d) Publication of the results of education research endeavors
- (e) Publication of scholarly review articles, textbooks, original clinical investigations, descriptions of clinical experience, or case reports

## 3. **Personal Excellence in Teaching**

Achievement of personal excellence in teaching can be documented by meeting or exceeding the following criteria:

- (a) Teaching must occupy a substantial portion of the candidate's daily work
- (b) Evidence of consistent excellence in teaching performance exists through letters from program directors, course coordinators, the Department Chair, former students and/or trainees
  - receipt of awards for teaching excellence
  - training of residents, graduate students, and post-doctoral fellows

## B. **Outstanding Performance in Research/Creative Achievement**

Continuing research contributions are to be documented by objective criteria. It is expected that during a candidate's service in the rank of Associate Professor, his/her research observations will continue to grow and to have an increasing national impact. This growth is defined by the following criteria:

1. The candidate is responsible for an active and productive research program, serving as *Principal Investigator* of competitive research grant(s) from national grant organizations.
2. The research contributions have achieved *independence* and manifest *originality*. One or more meaningful research themes should be evident.
3. Research productivity is strong, as documented by *important original publications in critically peer-reviewed journal(s)* to which the candidate has contributed a critical intellectual component.
4. The impact of the candidate's performance is assessed by -
  - (a) contributions to reviewed publications, such as invited review articles or editorials.
  - (b) authorship of book chapters.
  - (c) contributions to published symposia.
  - (d) election to membership in major national research societies.

5. The candidate's standing in her/his field of research interest is assessed by her/his participation in research-related service duties. These include -
  - (a) serving on national grant organization study sections, review panels, or site visit teams
  - (b) serving on national professional society program committees
  - (c) serving as editor or on editorial boards of recognized journals
  - (d) comparable contributions of other professional time and effort at the national level
  - (e) election to major national professional societies

**C. Outstanding Performance in University or Professional Service**

Outstanding performance in service can be rendered within the University, or to the larger community, or in the faculty member's professional field. Recognized areas of University and professional service are as follows.

**1. University Service**

Service within the University includes -

- (a) Academic administration of sections, programs, or special units
- (b) Active and productive participation in faculty governance; e.g., serving on the HSC Faculty Senate and its committees
- (c) Meaningful service on University-level councils, boards, or committees
- (d) Meaningful service on College of Pharmacy boards or committees, and on departmental committees
- (e) Other outstanding service to the University in keeping with University policies and assignments
- (f) Service as the chair of major committees or boards

**2. University Service through Health Care Delivery**

University service can also consist of *health care delivery* within the University community, including its affiliated institutions. It is expected that a candidate will have demonstrated outstanding performance in health care delivery as defined by the following criteria:

- (a) *Personal excellence in patient care* by candidates who are clinicians is documented by extra-University recognition through a pattern of patient referrals, letters from service chiefs of allied health professions, documentation of improvement in practice in a facility, and other means.

- (b) *Clinical leadership* by candidates who are clinicians can be demonstrated by outstanding performance of significant responsibilities for direction and management of patient care and other clinical activities and functions within the University Hospitals and/or affiliated institutions.

Examples:

- (1) Serving as director or chief of a specific service hospital inpatient service or unit
- (2) Serving in an outpatient hospital service, clinic, or other unit
- (3) Adjunct appointment within another department demonstrating a substantial interaction with other health science professions

### 3. **Professional Service**

Professional service, directly related to the candidate's discipline, can be rendered in a variety of ways and settings. These include -

- (a) Individual consultant or advisory services to the federal, state or local governments in an official capacity
- (b) Service on international bodies, or with national, state, or local governmental agencies in a professional capacity
- (c) Holding office in national or international professional societies
- (d) Chairing or serving on boards, commissions, or committees of major professional societies
- (e) Meaningful professional services to other educational institutions or health care organizations

## II. **CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR**

The candidate shall document an emerging reputation of regional or national scope in his/her academic field. Professional publications will be an important element in assessing regional or national recognition, although other factors will also be considered. Promotion to associate professor usually is based on five (5) or more years as an assistant professor, a sustained record of academic accomplishment in teaching, research/scholarly achievement, and professional service, strong academic performance and promise. Length of service as Assistant Professor in itself is not a criterion for promotion to Associate Professor.

Promotion to Associate Professor requires sustained strong academic accomplishment and promise, evidenced by strong academic performance and promise in at least two of the three traditional areas - (1) teaching, (2) research/creative achievement, and (3) University or professional service, and by excellence in at least one of these areas. Also required are appropriate academic and professional stature, and usually five or more years of service in the rank of Assistant Professor.

### A. **Strong Performance in Teaching**

Evidence of strong performance in teaching must include detailed documentation of accomplishments for at least one of these three criteria: (1) academic leadership, (2) creativity and innovation, and (3) personal excellence in teaching.

1. **Academic Leadership**

- (a) Academic leadership may be demonstrated by successful development and direction of *major teaching activities* within the College of Pharmacy.
- (b) Academic leadership can also be demonstrated by significant contributions to educational activities of national professional or academic organizations.

Examples:

- (1) Contributions to continuing education
- (2) Development of instructional materials
- (3) Development of certification/eligibility standards for new disciplines or subspecialties, or preparation of accepted board-examination questions
- (4) Course director or module director

2. **Creativity and Innovation**

Creativity and innovation in teaching can be demonstrated through a pattern of creative achievements in teaching endeavors.

Examples:

- (a) Authorship of text(s) or syllabi which are used in a teaching program
- (b) Development of computer-assisted learning programs
- (c) Utilization of multimedia technology to create teaching devices
- (d) Publication of the results of education research endeavors
- (e) Publication of scholarly review articles, textbooks, original clinical investigations, descriptions of clinical experience, or case reports

3. **Personal Excellence in Teaching**

Achievement of personal excellence in teaching can be documented by meeting or exceeding the following criteria:

- (a) Teaching must occupy a substantial portion of the candidate's daily work
- (b) Evidence of consistent excellence in teaching performance exists through
  - letters from program directors, course coordinators, the Department Chair, former students and/or trainees
  - receipt of awards for teaching excellence from students and/or house staff
  - training of successful residents, graduate students and fellows
- (c) Regular scholarly presentations

## **B. Strong Performance in Research/Creative Achievement**

Continuing research contributions are to be documented by objective criteria. It is expected that during a candidate's service in the rank of Assistant Professor, his/her research observations will be developed and continue to grow, and will have regional or national impact. This growth is defined by the following criteria:

1. The candidate is responsible for an active and productive research program, serving as *Principal Investigator* or *Co-Principal Investigator* of competitive research grant(s) from national grant organizations.
2. Research productivity is good, as documented by *original publications in critically peer-reviewed journal(s)* to which the candidate has contributed a critical intellectual component.
3. The impact of the candidate's performance is assessed by
  - (a) contributions to peer-reviewed publications, such as invited review articles or editorials
  - (b) authorship of book chapters
  - (c) contributions to published symposia
  - (d) election to membership in major national research societies
4. The candidate's standing in his/her field of research interest is assessed by his/her participation in research-related service duties. These include -
  - (a) service on national grant organization study sections, review panels, site visit teams, or ad hoc review groups
  - (b) service on national professional society program committees
  - (c) service as editor, assistant editor, or on editorial boards of recognized journals
  - (d) comparable contributions of professional time and effort at the regional or national level
  - (e) election to membership in major regional or national professional societies
5. The candidate should have a documented record of training others in research or participating meaningfully in such training. Trainees, such as postdoctoral fellows, and possibly predoctoral students, should have contributed to the work of the candidate's research program.

## **C. Strong Performance in University or Professional Service**

Strong performance in service can be rendered within the University, or to the larger community, or in the faculty member's professional field. Recognized areas of University and professional service are as follows.

### 1. **University Service**

Service within the University includes -

- (a) Academic administration of sections, programs, or special units
- (b) Active and productive participation in faculty governance, e.g., service on the HSC Faculty Senate and its committees
- (c) Meaningful service on University-level councils, boards, or committees
- (d) Meaningful service on College of Pharmacy boards or committees, and on College of Pharmacy committees
- (e) Other meaningful service to the University in keeping with University policies and assignments

### 2. **University Service through Health Care Delivery**

University service can also consist of *health care delivery* within the University community, including its affiliated institutions. It is expected that a candidate will have demonstrated strong performance in health care delivery as defined by the following criteria.

- (a) *Personal excellence in patient care* by candidates who are clinicians is documented by extra-University recognition through a pattern of patient referrals, letters from service chiefs of allied health professions, documentation of improvement in practice in a facility, and other means.
- (b) *Clinical leadership* by candidates who are clinicians can be demonstrated by excellent performance of significant responsibilities for direction and management of patient care and other clinical activities and functions within the University Hospitals and/or affiliated institutions.

Examples:

- (1) Serving as director of a hospital inpatient service or unit
- (2) Serving as director of an outpatient hospital service, clinic, or other unit
- (3) Adjunct appointment within another department demonstrating a substantial interaction with other health science professions

### 3. **Professional Service**

Professional service, directly related to the candidate's discipline, can be rendered in a variety of ways and settings. These include -

- (a) Individual consultant or advisory services to the federal, state or local governments in an official capacity
- (b) Service on international organizations, or with national, state, or local governmental bodies in a professional capacity
- (c) Holding office in local, regional or national professional societies
- (d) Chairing or serving on boards, commissions, or committees of major regional or national professional societies



- (e) Meaningful professional services to other educational institutions or health care organizations

**D. Recognition and Stature**

Candidates for promotion to Associate Professor should have achieved appropriate professional recognition and academic stature, manifested by:

- (1) National or regional recognition for expertise within their respective disciplines or specialties.
- (2) Academic stature and standing comparable to that of Associate Professors at other leading academic institutions.

Such stature and recognition will be assessed chiefly by written evaluations of the candidate solicited from within and outside of this institution.

**E. Time in Present Rank**

Length of service as an Assistant Professor in itself is not a criterion for promotion to Associate Professor. However, promotion to Associate Professor, under University and College of Pharmacy policies and criteria, is usually based in part on service as an Assistant Professor for five or more years at the University of Oklahoma and/or another comparable institution.

Promotion of a tenure-track faculty member to Associate Professor is usually concurrent with the award of tenure, but may precede it.

**III. CRITERIA FOR PROMOTION TO ASSISTANT PROFESSOR**

Promotion to Assistant Professor presupposes possession of the terminal degree appropriate to the faculty member's discipline or specialty. A candidate should also manifest sufficient promise, as judged by previous performance, that it is expected that the candidate will fulfill the criteria for promotion to Associate Professor at a future time.

Time in the rank of instructor in itself is not a criterion for promotion to Assistant Professor. However, promotion to Assistant Professor is usually based in part on two or more years of service in the rank of instructor or in a comparable trainee rank (e.g., Resident, Fellow) at this or another comparable institution.

# **TENURE POLICY**

## **THE UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER COLLEGE OF PHARMACY**

### **GUIDELINES FOR EVALUATION OF TENURE**

The Ad hoc Subcommittee on Tenure and Promotion has worked to establish guidelines for faculty in the College of Pharmacy concerning tenure decisions. In keeping with the guidelines established by Provost Ferretti in his memo of August, 1996, faculty to be considered for tenure must contribute to the areas of teaching, research/scholarship, and service. The contributions in two of these areas must be considered to be excellent while a substantial contribution must be made in the third area. The guidelines that are proposed here are designed to give junior faculty on a tenure track and members of the College's Executive Committee who make tenure recommendations the same clear set of expectations for conducting tenure evaluations. Judgments of terms like "substantial" and "excellence" imply both quantitative and qualitative determinations. We have attempted to provide guidelines for both of these.

#### **Teaching**

Teaching occurs in many different locations on campus and in many different formats. Examples include didactic lectures, instruction in laboratory methods and in research design, experiential learning in the clinic. It is difficult to equate these disparate forms of instruction and to develop overall average teaching loads for faculty. Therefore, a substantial contribution to teaching includes participation in teaching in keeping with the average load for the candidate's department. A substantial teaching effort is also identified as average rankings by peers and students as compared to ratings of all college faculty, attempts made to introduce innovations into the teaching effort, and mentoring of residents, graduate students, and post-doctoral fellows.

Evidence for excellence in teaching can include receiving outstanding student evaluations and peer reviews that identify the candidate as excellent in terms of knowledge of subject matter including incorporation of new knowledge, organization of that material, and appropriateness of material covered. Development of new course electives, development of successful innovative teaching methods, publication of articles on innovative teaching in journals (e.g. Pharm. Ed.), book chapters on teaching, and a national reputation as a teacher as evidenced by review articles and invited lectures should also be considered evidence of excellence in this area. Taking on a heavier teaching load than average while not by itself evidence of excellence shall also be considered in evaluating the candidate for evidence of excellence in teaching. Letters of support from former students may also be helpful.

**Research and Scholarly Activity:** A prominent feature of all University faculty positions is that they entail scholarly activity. By its nature such an activity can take many forms. However, in all cases scholarly activity implies an original, creative intellectual process. This intellectual contribution can be evaluated by using a number of yardsticks; the most important of these are publications, grant and contract support for such activity, and reputation among peers on a national and international level. Faculty should strive to develop an on-going history of activity in publications and funding. Progress in all of these areas should be expected in all tenured faculty.

**Publications:** Publications in professional journals is a critical way of sharing ideas with the scientific community, "moving the scientific discipline" forward, and establishing one's expertise. It is an important "product" of intellectual activity in science. In addition to numbers of publications, quality of publications is also important. In general, the best evidence of excellence in publications can be ranked in descending evidence as follows:

1. Peer reviewed publications of new knowledge are best because they demonstrate *creation* of new knowledge. Publications in high quality journals-those with a high impact factor as ranked annually by ISI, for example- are most impressive.
2. Review articles can certainly involve creative synthesizing activity. They can have a significant impact on a field. However, they are not identifiable as clearly as a source of creation of new knowledge. They represent substantive scholarly activity.
3. Good case reports and case studies can often be valuable in identifying experimental questions that can be addressed through clinical research. They should be viewed as a "first step" in a scholarly process. They represent substantive scholarly activity.
4. Non-peer reviewed articles including contributions to semi-professional journals shall contribute to a determination of substantial effort.

**Support for Research:** Garnering funding for scholarly activity is not only of practical concern in providing the necessary financial support for scholarly activity, but it also provides a peer review of the quality of scholarship and reflects, in part, the faculty member's ability to communicate effectively. Faculty members should strive to establish their identity as experts in their chosen field and as having independent research activity. In judging excellence in scholarly activity, peer reviewed extramural funding with the faculty member as principal investigator especially based upon national competition is considered to be the strongest indicator. While funded program project or group research activities reflect ability to collaborate in the conduct of research, they may not establish the independence of the investigator as clearly. Substantial funded research activity is recognized by a peer-reviewed OCAST grant. Research funded locally through OCAST

and the Presbyterian Health Foundation are generally viewed as steps to achieving full extramural grant support and as such do not carry as much weight as national funding. Research funded through contracts including those with corporations and state agencies can be viewed as demonstrations of excellence in research providing that a clear and strong record of publications results from this work. In the absence of such publications, such funding is viewed as evidence of substantial, but not excellent achievement in the area of scholarly activity. It might constitute evidence of excellence in the area of service.

**Reputation among Peers:** Recognition as an expert in a specific area of specialization is to be sought after by faculty. However, the objectivity of letters of reference can be called into question. Therefore, it is important to have impartial referees. To facilitate the use of letters of reference, it is important that the referees have a clear understanding of the criteria for granting tenure and promotion at OUHSC. Letters that are consistent with excellence of the candidate might include in these statements identifying the candidate as having moved the field forward, being in the top 10% of researchers in the area, etc.

### **Service**

Service to the Institution, faculty member's discipline, and to the community at large are important aspects of a faculty member's professional life. Evidence of a substantial contribution shall include participation in continuing education courses, participation in College and University committees, advising students, serving as a faculty advisor to student organizations, and serving as an ad hoc reviewer for grants and journal articles. Excellence in service shall include membership on professional journal editorial boards, serving as an officer of a scholarly society or professional organization, chairing or co-chairing a national meeting or symposium, membership on a grant review panel, and serving as chair of a College or University committee. Obtaining a contract from a state agency for clinical practice or from a corporation may serve as evidence of excellence in service providing that evidence of a role as primary investigator with substantial intellectual contribution is present.