

*guidelines for  
clinical faculty  
promotion*

*Ohio University*

School of Applied Health Sciences and Wellness  
College of Health Sciences and Professions

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## *introduction*

The School of Applied Health Sciences and Wellness (SAHSW) consists of three divisions: Athletic Training, Exercise Physiology, and Food and Nutrition Sciences. Clinical Faculty are selected based on their teaching abilities, clinical expertise, service, scholarship (if applicable), and/or professional activities required to fulfill the curricular objectives of their Division and fulfill the mission of the School and the College at large. To create strong programs Clinical Faculty must be exemplary University citizens (collegial, collaborative, professional), be dedicated to achieving excellence in teaching, scholarship (if applicable), and professional, institutional, and public service.

## *clinical faculty definition*

The Ohio University Faculty Handbook defines Clinical Faculty as:<sup>1</sup>

The Clinical Faculty Track consists of faculty in the Heritage College of Osteopathic Medicine (HCOM) or the College of Health Sciences and Professions (CHSP) whose work is primarily teaching in a clinical setting and is appropriate to their individual disciplines.

- a. In CHSP, the Clinical Faculty track consists of faculty members who hold clinical licenses/credentials and who may practice as clinicians in their disciplines. They are primarily hired to mentor/teach students in clinical disciplines and/or in clinical settings.
- b. Clinical Faculty may hold the rank of
  1. Assistant Clinical Professor,
  2. Associate Clinical Professor, or
  3. Clinical Professor

Faculty in the Clinical Faculty track will normally be hired at a rank of Assistant Clinical Professor, but rank may be negotiated at the time of hire depending on qualifications and experience. The Clinical Faculty rank is a contractual, non-tenure track position.

## *criteria for appointment to the clinical faculty rank*

In addition to conforming to the CHSP's definition Clinical Faculty in the SAHSW also perform some specialized duties that meet the needs of their respective divisions. These include but are not limited to: clinical preceptor training, clinical site recruitment, clinical site evaluation, clinical education assessment, preceptor/site community engagement, budgetary planning, pertinent accreditation related activities, research, patient care, student mentoring, recruitment and advising.

Expectations for Clinical Faculty seeking promotion include promoting and advancing the College's mission. Depending on the individual's terms of hire and the standards of the academic unit, the

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<sup>1</sup> Ohio University Faculty Handbook (2017), pp 19-20.

performance expectations of Clinical Faculty will encompass each of the following areas as defined within the Clinical Faculty's contract:

1. **Teaching** that prepares students for professional practice, practicum courses that are associated with a classroom or laboratory component, undergraduate student advising, or graduate research supervision or mentorship;
2. **Clinical activities** may encompass clinical teaching as a preceptor, clinical practice where SAHSW students are assigned, or the administration of clinical education.
3. **Service** includes professional leadership, institutional committee responsibilities, divisional/school/college leadership, and/or service roles that enhance the community and inform the public.
4. **Scholarship** entails the study and dissemination of knowledge that enhances clinical practice or enhances the scholarship of teaching. Research and scholarly activity expectations may vary based on the candidate's appointment letter. Some Clinical Faculty may not have scholarship expectations.

Clinical Faculty who teach graduate students and/or mentor graduate research must hold a Graduate Faculty Appointment.

### *clinical faculty appointment and evaluation*

The Faculty Handbook cites the following terms of appointment of Clinical Faculty and the procedures for evaluation.<sup>2</sup>

- a. Normally, the initial contract for Clinical Faculty will be a 12-month, renewable contract for a term of one year. After an initial three years of satisfactory service, he/she will receive a contract for a term of three years, with subsequent contracts to be renewable for 5-year terms based on successful evaluations and the continued need of the department or college. However, the length of the initial and subsequent contracts can be negotiated based on qualifications, experience and need of the faculty member and the department (School) or college.

While the typical contract for Clinical Faculty across the university is 12-months, the SAHSW may offer 9-month and 11-month contracts. The length of the contract will be based upon the established terms of the hire and the specified responsibilities. Regardless of contract length and years of service, Clinical Faculty are reviewed annually according to School procedures.

### *promotion orientation for new clinical faculty*

A copy of these guidelines, along with the College Clinical Faculty Promotion Policy, will be provided to all new Clinical Faculty upon hire.

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<sup>2</sup> Ohio University Faculty Handbook II.C.3.e

## *review of multi-year clinical faculty appointments*

The faculty handbook requires an extensive review in the last year of multi-year contracts.<sup>3</sup>

- a. Clinical Faculty must be evaluated annually by the department chair (school director) based on department guidelines, with more extensive reviews performed in the last year of multi-year contracts. Extensive reviews will be completed by a departmental committee with input from chairs, and then sent on to the dean for action of renewal or non-renewal.

Annual evaluations are conducted via the School's Annual Faculty Performance Evaluation (AFPE) process (see Appendix A).

## *procedures for seeking promotion*

### Notification of Intent to Seek Promotion

On or before the end of the semester prior to the academic year in which the faculty member will be seeking promotion, a letter of intent must be submitted to the School Director and the Promotion and Tenure Committee Chair. Each candidate will be evaluated on an individual basis based terms of hire in the appointment letter.

### Preparation of Dossier & Supporting Materials

The dossier is the primary document used in the evaluation of the candidate for promotion. Candidates for promotion must provide both quantitative and qualitative evidence that documents teaching, clinical activity, professional, institutional, and public service, and, if applicable, scholarship. To be considered for promotion, all information, except scholarship, must be achieved since the last promotion or hire date.

The dossier originates with the candidate, is reviewed by the School's Clinical Faculty Promotion Committee, School Director and the Dean, and is forwarded to the Executive Vice-President and Provost. The candidate uses the dossier as a way to present a record of teaching, clinical activity, service, and if applicable, scholarly activity, in a clear narrative summary that can easily be reviewed and understood by others.

Documents submitted for promotion consideration are due to the School Clinical Faculty Promotion Committee by the second Monday of September. Sufficient documentation must be provided to the Clinical Faculty Promotion Committee regarding the quality of the candidate's performance in the three categories as specified in the format below. Documentation submitted by the candidate must reflect activities carried out while the candidate is an Ohio University faculty member.

The applicable following information should be presented in a 1 in., 3-ring binder with tabs delineating the sections (see : <https://www.ohio.edu/provost/apaa/clinicalfaculty.cfm>). Section 2.6 should be supplemented with roles and responsibilities delineated in the faculty member's terms of hire (e.g.,

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<sup>3</sup> Ohio University Faculty Handbook II.C.3.e

clinical preceptor training, clinical site recruitment, clinical site evaluation, clinical education assessment, preceptor/site community engagement, budgetary planning, pertinent accreditation related activities, research, patient care, student mentoring, recruitment and advising).

### **Section One - Introductory Documents**

- 1) Review form for promotion (signature sheet accessible at:  
<https://www.ohio.edu/provost/apaa/upload/promotion-Clinical-form-4.xlsx>)
- 2) Letter from college dean regarding merit of the promotion proposal
- 3) College promotion committee letter (if applicable)
- 4) Chair/Director letter
- 5) Department/School promotion committee letter
- 6) Chair/Director's annual evaluation letters and any promotion progress letters
- 7) Copy of the faculty member's clinical faculty offer/appointment letter (most recent if it was ever modified)

### **Section Two - Promotion Summary Documents**

- 1) Table of Contents
- 2) Academic Preparation
- 3) Professional Experience
- 4) Instruction and Advising
  - a) Teaching Load - Courses taught over the past 3-5 years. Any changes in teaching assignments
  - b) Teaching Effectiveness - Evidence of course organization, presentation and requirements. Student evaluation information. Teaching awards and recognition. Selection for teaching in special programs. Participation as a student in teaching enhancement programs. Other evidence of teaching effectiveness (Example: supporting letters from faculty peers.)
  - c) Interdisciplinary Teaching
  - d) Advising and Supervision
- 5) Research and Scholarly Accomplishments
  - a) Articles in Professional Journals
  - b) Other Publications and Presentations
  - c) Books or Portions of Books
  - d) Sponsored Research and Grants
  - e) Proposals
  - f) Other

6) Clinical Practice - Evidence of clinical practice considered for promotion may include, but is not limited to:

- a) Evidence of expanded clinical services and/or new service lines created in practice area
- b) Evidence of clinical quality outcomes; indicators selected and reported by the applicant
- c) Evidence of annual patient satisfaction data/ratings that illustrate trends over time (e.g. 3-5 years)
- d) Demonstrated timeliness/adequacy of completion of medical records and other documentation
- e) Attainment of board certification or recertification
- f) Implemented patient safety and continuous quality improvement measures
- g) Development of clinical and community program(s) increasing access to community service
- h) Demonstrated ability work in and/or lead interprofessional teams of health care providers
- i) Developed patient education materials from clinical expertise and the evidence-based practices
- j) Leadership position within the practice, such as medical director, or clinical practices consultant; sustained track record of exemplary clinical leadership

7) Committees, Professional Associations and Service

- a) Division, Department or School, College, University committee service
- b) State and national professional service
  - 1) Member of professional association committees, taskforce, workgroup, etc.
  - 2) Elected office, board of directors, etc.
  - 3) Contributor to improvement of clinical practice standards
  - 4) Consultant to clinical practice or clinical product development
  - 5) Editorial consultant/reviewer
  - 6) Member of accreditation organization

8) Interdisciplinary Contributions

9) External letters from peers external to the school/college/university and/or letter from clinical employer are not required but may be included.

10) Other Factors

### **Section Three - Curriculum Vitae and Promotion Guidelines**

- 1) Attach a current, comprehensive, curriculum vitae
- 2) School promotion guidelines
- 3) College promotion guidelines

### *timeline for promotion review process*

All the deadlines are based upon published schedules from the *Faculty Handbook* at Ohio University.

|                                   |   |
|-----------------------------------|---|
| Last day of spring semester exams | <p>Each promotion candidate notifies the School Director and the Promotion and Tenure Committee of the decision to stand for promotion. Following the guidelines in this document, the Committee will be formed and will elect a Chair.</p> <p>All faculty members shall be notified of this phase of the promotion process by the Promotion and Tenure Committee Chair.</p>  |
| Second Monday of September        | All candidates for promotion submit a completed dossier and supplementary notebook, according to the College and University format, to the Chair of the SAHSW Clinical Faculty Promotion Committee. Materials will be kept in a secure location within the School.  |
| First Monday of December          | The SAHSW Clinical Faculty Promotion Committee will have met, reviewed the candidate's entire dossier, and voted on the promotion request. The P&T Chair will prepare a written summary of the committee's deliberations, including the outcome of voting. This letter becomes a permanent part of the candidate's dossier and is sent to the School Director regardless of outcome.  |
| Last day of fall semester exams   | The School Director notifies the faculty member in writing of the SAHSW Clinical Faculty Promotion Committee's recommendation. The School Director will submit a written recommendation to the Dean, including the Committee's written summary.   |
| March 1                           | The Dean notifies the School Director and candidate in writing of any rejection by the SAHSW Clinical Faculty Promotion Committee. In the case of a positive recommendation, the Dean submits a written recommendation regarding promotion to the Executive Vice-President and Provost per the Ohio University Faculty handbook. The Dean may notify the School Director of his/her decision regarding promotion along with the reason(s) for the decision. |
| April 1                           | The Provost notifies the Dean, School Director, and candidate in writing of rejection of School recommendation for promotion.   |



### *clinical faculty promotion committee*

The Promotion and Tenure Committee will be comprised of five tenured Group I faculty from the School of Applied Health Sciences and Wellness. Four members of the Promotion and Tenure Committee will be elected by the School's Group I faculty; one will be appointed by the School Director. If all programmatic areas/divisions are not represented on the committee after the vote, the School Director should appoint a person from the unrepresented programmatic area whenever possible. In cases where only five or fewer individuals in the School of Applied Health Sciences and Wellness qualify to serve on the Committee, all qualified faculty will serve; if fewer than five qualify, the School Director, in consultation with the Chair of the P&T Committee, will identify potential members, and the Dean of the College of Health Sciences and Professions will appoint additional members from outside the School as needed.

- a. Two Clinical Faculty at or above the rank to which the candidate is seeking promotion shall be elected by the School Faculty at large to serve as voting members on the Promotion and Tenure committee when it is considering a Clinical Faculty promotion.
- b. If fewer than two School Clinical Faculty qualify, the School Director, in consultation with the Chair of the P&T Committee, will identify potential Clinical Faculty members from outside the School. The Dean of the College of Health Sciences and Professions will appoint additional members from outside the School as needed to form an augmented committee.
- c. A faculty member seeking promotion or who has a family member being evaluated for promotion will not be allowed to be voted or appointed to the Committee. (For definition of "family," see Faculty Handbook II.C.7.a-b.)
- d. If a faculty member is unable to complete an assigned term on the Committee (e.g. is a candidate for promotion, on sabbatical), an alternate member will be elected to fill the vacant position. If the vacancy is temporary, the replacement faculty member will complete only the period of the vacancy. If the vacancy is permanent, the replacement faculty member will complete the term.

### *clinical faculty promotion committee chair*

The Chair of the standing School Promotion and Tenure Committee shall serve as the Chair of the Clinical Faculty Promotion Committee.

The Clinical Faculty Promotion Committee Chair shall:

- Assure that the committee follows the School, College, and University guidelines for Clinical Faculty evaluation;
- Coordinate all activities necessary to complete the review of materials submitted by candidates for promotion;
- Ensure the confidentiality of the review process and the associated documents;
- Schedule committee meetings;
- Prepare meeting agenda;
- Delegate committee tasks;
- Conduct meetings; and
- Maintain a record of Committee actions (this may be delegated to another committee member).

## *clinical faculty promotion committee responsibilities*

The ultimate responsibility of the Clinical Faculty Promotion Committee is to determine if there is clear and sufficient evidence to support the candidate's sustained superior performance as a Clinical Faculty member. The varying nature of Clinical Faculty contracts within the School necessitates that individual candidate's dossier be evaluated in light of their contracted workload distribution (e.g., clinical, teaching, service, and if applicable, scholarship).

The Committee will oversee the promotion review. The first Committee meeting shall be an orientation session to review the calendar and School, College, and University guidelines for Clinical Faculty promotion. A schedule of future meetings shall also be determined at this time. The established timeline must meet the deadlines specified in the School, College, and University documents.

Following the orientation meeting, committee members must individually review the candidate's dossier prior to the next Committee review meeting. If a Committee member feels that the dossier is missing information, the member should notify the Chair prior to the scheduled meeting; the chair may elect to obtain the missing information from the candidate.

After final review of the dossier, the Committee will vote "For" or "Against" the promotion request using a secret ballot. The Committee Chair will then forward the Committee's recommendation to the School Director by December 1<sup>st</sup>. The letter should include a written justification for the Committee's decision and the actual vote tally, including abstentions and non-votes. Committee members may submit an addendum to the evaluation summary that reflects a viewpoint different from that of the Committee. In the event of a negative recommendation from the Committee, no further action is required.

Positive recommendations to the School Director should include the materials submitted by the candidate. The School Director shall inform the Dean of College of Health Sciences and Professions of the committee's positive decision in a letter that must be submitted by the last day of fall semester examinations along with a copy to the candidate and the School Clinical Faculty Promotion Committee.

## Promotion to Associate Clinical Professor

Within the framework of the candidate's terms of hire and the standards established within the SAHSW Clinical Faculty Promotion Guidelines, recommendation for promotion to the rank of Associate Clinical Professor will include those of the following criteria that are identified in the candidate's terms of hire:

1. A minimum of six years in the rank of Assistant Clinical Professor from date of hire (eligible to be considered for promotion in their 7<sup>th</sup> year at that rank).
  - a. A candidate may negotiate with the School Director and Dean for the inclusion of prior experience and productivity decreasing the minimum amount of time required to be considered for promotion to Associate Clinical Professor. In this case the terms should be clearly delineated in the candidate's letter of offer.

- b. In rare instances when a Clinical Faculty member has demonstrated exceptional<sup>4</sup> it may be possible for a faculty member with fewer than six years as an Assistant Clinical Professor to be considered for promotion.
2. Expertise in the area of clinical practice, including precepting, providing patient care, and/or managing clinical education from the date of hire (see Appendix B).
3. Demonstrated record of excellence as a teacher (including precepting), mentor, and/or advisor from the date of hire (see Appendix C).
4. Clear demonstration of quality and magnitude of service and leadership to the Division, School, the College, the University, the community, the profession and the clinical environment from the date of hire (see Appendix D).
5. If applicable, a record of research and/or scholarly productivity throughout the candidate's career that has contributed to a focus within the candidate's area of expertise, including interdisciplinary contributions (see Appendix E).

The Promotion Committee shall vote by secret ballot. The Promotion Committee will inform the School Director in writing of the result of the vote and provide a summary assessment of the candidate's application materials. To be considered for promotion the candidate must receive a majority of positive votes.

In the event of a positive vote supporting promotion the School Director shall write an evaluative summary addressed to the Dean of the College of Health Sciences and Professions. The Promotion Committee's letter, the School Director's letter, and the candidate's dossier are then forwarded to the College Promotion and Tenure Committee.

In the event of a negative vote for promotion the School Director shall write an evaluative summary addressed to the candidate. The Promotion Committee's letter, the School Director's letter, and the candidate's dossier are then returned to the candidate.

## Promotion to Clinical Professor

Promotion to the highest rank requires achievements and professional reputation that is recognized nationally as outstanding within the framework of the candidate's terms of hire and the standards established within the SAHSW Clinical Faculty Promotion Guidelines. The level of contribution must be beyond that expected of an Associate Clinical Professor. Recommendation for promotion from the rank of Associate Clinical Professor to Clinical Professor requires:

1. A minimum of five years in the rank of Associate Clinical Professor from date of hire (eligible to be considered for promotion in their 6<sup>th</sup> year at that rank). In rare instances when an Associate Clinical Faculty has demonstrated outstanding accomplishments it may be possible to be considered for promotion to Clinical Professor with less than five years at rank.
2. Expertise in the area of clinical practice, including precepting, providing patient care, and/or managing clinical education from the date of hire (see Appendix B).

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<sup>4</sup> Exceptionality is defined as extraordinary performance, exemplary quality of work, and marks of distinction that distinguish an individual from a) normative requirements within the unit and college and b) from one's peers with similar credentials, rank, and years of experience

3. Demonstrated cumulative record of high quality teaching, mentorship and advising, including consistent and significant contributions to curriculum as demonstrated by the development or revision of courses or curricular sequencing from the date of hire.
4. Involvement in national/international professional activities and leadership roles in the university and profession from the date of hire.
5. Where applicable, a continued record of research and scholarship activities throughout the candidate's career that exceeds the expectations of an Associate Clinical Faculty and contributes to a focus/foci within the candidate's area of expertise, including interdisciplinary contributions.

The Promotion Committee shall vote by secret ballot. The Promotion Committee will inform the School Director in writing of the result of the vote and provide a summary assessment of the candidate's application materials. To be considered for promotion the candidate must receive a majority of positive votes.

In the event of a positive vote supporting promotion the School Director shall write an evaluative summary addressed to the Dean of the College of Health Sciences and Professions. The Promotion Committee's letter, the School Director's letter, and the candidate's dossier are then forwarded to the College Promotion and Tenure Committee.

In the event of a negative vote for promotion the School Director shall write an evaluative summary addressed to the candidate. The Promotion Committee's letter, the School Director's letter, and the candidate's dossier are then returned to the candidate.

## Grievance Procedures

Should a candidate not be recommended for promotion, the candidate is entitled to an appeal. All sections of the Ohio University Faculty Handbook apply (II.F.). Appeals should be initiated at the level at which the decision was made (i.e., department/school, dean, provost). Deadlines for this process are specified in section II.F.2.d of the aforementioned Faculty Handbook.

## *appendix a – examples clinical practice/instructional content expertise*

The candidate must have actively involved in clinical practice or the management of clinical education. It is also expected that the clinical activity will occur in clinical sites where ASHW students are assigned.

### Clinical Benchmarks

1. Summary of patient satisfaction questionnaire results indicating patient satisfaction
2. Annual reviews or evaluations completed by the clinic director/manager indicating excellence in providing patient centered care
3. Preceptor evaluations completed by students demonstrating clinical teaching skills
4. Development of clinical program outcomes reports
5. Evidence of recruitment, development, and assessment of clinical education sites
6. Excellence in or recognition of mentoring/advising preceptors
7. Clinical program management indicated by percentage of compliant students (e.g., liability insurance, background checks, required certification, etc)
8. Percentage of students hired by former preceptors or clinical sites
9. Reported board exam pass rates
10. Percentage of students employed upon graduation / accepted into graduate school
11. Accreditation self-study results

## *appendix b – examples teaching, mentorship, and preceptor effectiveness*

Faculty members promoted within the College of Health Sciences and Professions will demonstrate high quality teaching effectiveness. Instruction of students is critical to the School's overall mission. Teaching effectiveness is viewed as a measure of instructor performance in and outside of the classroom. An excellent teacher maintains a high level of knowledge and expertise in his/her respective discipline. An excellent teacher exhibits the knowledge, skills, and commitment necessary to assist students as they develop a growing understanding of the subject matter, the practices, and the competencies pertinent to their disciplines.

An excellent teacher demonstrates a continuing concern for instructional effectiveness through the collection and utilization of feedback from students, colleagues, and others regarding presentation strategies and evaluation of learning. It is expected that faculty members will provide substantive evidence about their skill and effectiveness in teaching. The following information is provided as a guide to specific items that are included in the description of an individual who demonstrates high quality and effective teaching skills. Documentation should be sufficient to support the narrative and to establish a pattern of teaching that fits within these parameters (whether that teaching is in a traditional classroom setting or through other formats, e.g., distance learning, seminars).

Clinical Faculty must demonstrate high quality teaching effectiveness as evidenced by the following characteristics: 1) a commitment to students; 2) an ongoing interest in the art of teaching; and 3) recognition that advising and mentorship is an important aspect of the faculty-student relationship. Candidates seeking promotion will strive to balance time and effort in addressing these three areas so that professional growth is demonstrated over time.

### Teaching Benchmarks

#### I. Shows commitment to students

- A. Meets classes regularly
- B. Develops learning objectives consistent with applicable accreditation standards and program learning outcomes (if applicable)
- C. Returns graded/evaluated material promptly
- D. Holds office hours to promote student learning
- E. Provides syllabi that informs students of the: instructor's name, call number, descriptive title, catalog number, basis for grading in the course, attendance policy, penalty for academic dishonesty, and explanation of policy relative to absences consistent with the policy as described in the *Faculty Handbook (IV.A.3.)*.
- F. Practices good teaching methods through the performance of activities such as:
  1. Delivering course content in a clear and organized way
  2. Demonstrating respect for students in the learning environment and fosters open communication with students around the subject matter
  3. Demonstrating flexibility in one's approach to course material and the methods used in presenting material

4. Developing original teaching materials (assignments, handouts, slides, videotapes) to stimulate student enthusiasm and interest/engagement in subject matter
  5. Emphasizing ways of solving problems rather than providing solutions
  6. Directing successful individual student work (e.g., independent studies, or research projects)
- II. Shows evidence of strong interest in the teaching process
- A. Prepares for teaching through activities such as:
    1. Remaining up-to-date with one's discipline through journals, professional conferences, and collegial interaction;
    2. Maintaining professional competency in area of expertise or specialization;
    3. Presenting evidence of a sense of responsibility to teaching by demonstrating an ever increasing knowledge of the content area being taught;
    4. Participating in faculty/collegial activities that strengthen teaching abilities.
  - B. Promotes improved teaching by:
    1. Seeking advice from others about the courses being taught;
    2. Providing documentation of actions taken to improve teaching;
    3. Discussing teaching in general with colleagues;
    4. Developing, disseminating, analyzing, and acting upon data collected on one's own teaching effectiveness;
    5. Developing innovative courses, teaching materials, or instructional techniques;
    6. Demonstrating currency in pedagogical techniques (e.g., use of technology in design and/or delivery of teaching).
  - C. Contributes to the overall curriculum and program outcomes by:
    1. Evaluating course learning outcomes in alignment with program outcomes;
    2. Developing new courses or course content;
    3. Continually revising existing course content.
- III. Recognizes that academic advising and research mentorship is a less formal aspect of teaching; consequently, an excellent teacher/advisor/mentor:
- A. Remains current in information regarding University policies regarding graduation requirements, general education requirements, and requirements of the student's chosen major.
  - B. Seeks information from colleagues and administrative staff when in need of clarification.
  - C. Is accessible to students.
  - D. Follows University, College, and School/Department policy for advising availability.
  - E. Collects evaluation of advising according to School/Department procedures and acts on that feedback when appropriate.
  - F. Gives accurate information when advising.

Teaching portfolios are a substantial way for faculty to document self-reflection of instruction and mentorship (see Appendix E). To be considered for promotion, the following are expectations to be achieved. These items are required in the teaching portfolio:

- Evidence of effective instruction; and
- Evidence of quality service

The weight given to teaching must be considered in light of other demands made on the faculty member by hiring agreements or activities necessary to fulfill the School's mission. For example, a candidate may have been hired with the understanding that workload would include administrative responsibilities that

include a reduced teaching workload. Likewise, a candidate may have a higher teaching load due to laboratory sections which increase contact hours. Specific teaching responsibilities will include dialogue between the faculty member, School Director, and the Division Coordinator, and will reflect the goals and needs of the School. The School Director shall provide a written record of agreements reflecting decisions concerning workload assignments that may later affect promotion decisions to the faculty member and copies retained in the candidate's permanent file. These documents may be used in the evaluative materials submitted by the candidate at the time of review.



### *appendix c – examples of service contributions*

The candidate must have actively served as chair (preferred) or member of at least one School, College, or University committee in each of the five years immediately preceding the request for promotion. It is expected that all faculty will be engaged in service within the university that extends beyond our College. It is also expected that the candidate will engage in appropriate professional service beyond the University. This may include active participation (leadership, including committee membership) in a professional organization, community service, etc.

#### Service Benchmarks

1. Chair or member of division, school, college or university committees
2. Member of professional association
3. Involvement with state, regional, national, or international professional committees
4. Elected officer in state, regional, national, or international professional associations
5. Contributions to the improvement of professional practice standards
6. Editorial consultant/reviewer
7. Consultant to publishing companies
8. Consultant for clinical practice
9. Consultant for clinical product development
10. Programmatic administrative responsibilities
11. Involvement in community outreach activities as an Ohio University representative
12. Awards recognizing service

## *appendix d – examples of scholarship*

As described in the College of Health Science and Professions Promotion and Tenure document, “Quantity is neither the primary nor the driving factor in assessing research/scholarly activity.” A candidate’s scholarly contributions should be viewed in light of the contracted workload in this area and the overall quality and impact of the works produced. This section may not be applicable to all faculty.

### Scholarship Benchmarks

1. Scholarship should build on, or relate to, and enhance an existing body of knowledge related to the candidate’s discipline.
2. Scholarship should be founded in scientifically appropriate methodology.
3. Scholarship may take the form of peer-reviewed publications, presentations, or other appropriate delivery technique, such as:
  - A. Books
  - B. Textbook chapters
  - B. Articles in professional journals
  - C. Other publications (e.g., abstracts, chapter or section or volume, monograph, technical reports, reviews)
  - D. Internally and externally supported research projects and grants
  - E. Peer reviewed papers, posters, and other scholarly presentations
  - F. Workshops, service programs, and invited guest speaker
  - G. Other professional accomplishments (e.g., consultations, workshops, continuing education courses, service programs, patents received)
  - H. Development of clinical outcomes or quality assurance measures

## appendix e – teaching portfolio

### What is a teaching portfolio?

A teaching portfolio is used to describe, document, and reflect upon an individual's accomplishments as a teacher. It is a means to expose an audience (be that audience prospective employers, current colleagues, or Promotion Committee Chairs) to the depth, breadth, and style of an individual's accomplishments in teaching.

There are two important components to the teaching portfolio: (a) evidence of one's teaching skill and (b) reflection upon that evidence. Common components in a teaching portfolio are:

- Philosophy of teaching
- Teaching responsibilities, e.g., list of courses and information about those courses, selective syllabi,
- Evaluation of instruction
- Activities to improve teaching effectiveness
- Analysis of and reflection upon specific components of teaching, e.g., organizing, summarizing, and evaluating the set of teaching evaluations.

“There is no single correct recipe for preparing a teaching portfolio. Since it is a highly personalized product, like a fingerprint, no two are exactly alike. But as Shore and others (1986) point out, a good portfolio for promotion and/or tenure would normally contain items from three broad areas: the products of good teaching; material from oneself; and information from others” (Seldin, 1993).

“In compiling information in all three areas, the professor interested in improvement will scrutinize the connections among philosophy, methods, course materials, student feedback, peer reviews, and outcomes of learning. Using the portfolio to collect such details and recognizing the importance of *coherence* among the various dimensions of the instrument, the instructor becomes thoughtful and intentional in examining products and materials generated by self and others to verify the extent of actual *student learning*” (Zubizarra, 1995, p. 15).

Possible items for inclusion in the teaching portfolio are listed in the three areas below:

#### I. The products of good teaching:

- A. Student scores on pre- and post-course examinations.
- B. Student essays, fieldwork reports, laboratory workbooks or logs.
- C. Examples of graded student essays showing excellent, average, and poor work.
- D. A record of students who succeed in advanced study in the field or are successful in the profession.
- E. Testimonials from employers or students about the professor's influence on career choice.

#### II. Material from oneself

- A. A reflective statement of the professor's contribution to the teaching mission of the School/Department, institution, and/or discipline.

- B. Representative course syllabi which detail course content and objectives, teaching methods, readings, homework assignments and a reflective statement as to why the class was so constructed. This section will include any courses that have been developed by the candidate.
- C. A personal statement by the professor describing teaching goals for the next five years.
- D. Description of steps taken to improve teaching including changes resulting from self-evaluation, time spent reading journals on improving teaching, participating in seminars and workshops on sharpening instructional skill including the use of technology in teaching and the incorporation of the concepts of service learning.
- E. Summary of steps taken to identify students with special problems and to design teaching and assessment procedures, which facilitate their learning.

### III. Material from others

- A. Student course and teaching evaluation data, which suggest improvements or produce an overall rating of effectiveness or satisfaction.
- B. Statements from colleagues who have systematically reviewed the professor's classroom materials, the course syllabi, assignments, testing and grading practices, and reading lists.
- C. Invitations to teach from outside agencies, present a paper at a conference on teaching one's discipline or on teaching in general.
- D. Statements from colleagues who have observed the professor in the classroom as members of a teaching team or independent observers.
- E. Documentation of teaching/development activity through the Center for Teaching and
- F. Statements from colleagues at other institutions on such matters as how well students have been prepared for graduate studies.

## *appendix f – curriculum vitae format*

Name

Office Address

Office Telephone Number

*Academic Preparation* (in reverse chronological order from the most recent to the earliest)

*Research and Scholarly Activities* (Identify whether these activities are in review, accepted and, if published, identify the full name of the publication, title of the journal, volume, issue, page numbers, etc. In organizing these activities, it is essential to identify which activities are refereed.)

- A. Journal Publications (differentiate between refereed, reviewed, and invited)
- B. Books and Chapters in Books
- C. Presentations (differentiate between platform and poster presentations, refereed and invited)
- D. Grants/research conducted (indicate granting agency, role and responsibility, year(s) of award, yearly amount)
- E. Abstracts (these should be referred or peer reviewed and only listed in one place on the CV)

*Professional Experience* (in reverse chronological order from the most recent to the earliest)

*Instruction and Advising* (in reverse chronological order)

- A. Courses/workshops taught during at least the past **five** years
- B. Field or clinical instruction
- C. Seminar papers, theses, and dissertations indicating whether serving as advisor or committee member

*Professional Associations*

*Committees and Service*

*Interdisciplinary Contributions*

*Special Assignments and/or Administrative Responsibilities*

## *appendix g – dossier narrative summary*

1. The narrative summary is to be written in complete sentences using either the first person or the third person narrative style.
2. The narrative summary should focus on the progressive growth while at Ohio University and indicate growth potential within the respective academic unit. Be certain to address the School/Department's criteria for promotion. Copies of all annual evaluations shall be included as part of Appendix A of the dossier.
3. For candidates seeking promotion, the narrative should focus on the individual's progressive growth since the last promotion or since beginning employment at Ohio University (whichever is more recent). Be certain to address the School/Department's criteria for promotion.
4. If scholarship has been completed for Graduate Faculty Status, it shall be mentioned briefly in the narrative summary and documented in Appendix B of the dossier.
5. Materials included within the appendices should show evidence and/or support for narrative statements. While it is important to include the appropriate documentation of activities, it is not necessary to include everything. For example, if a manuscript has been published then a copy of it will serve as evidence and it would not be necessary to include all of the correspondence prior to its publication. However, if strength wants to be shown regarding the influence of the work, then the narrative might include information about where, when, and frequency of citations have been made relevant to the published article.
6. The narrative summary is to be arranged in the following eight (8) sections. If there are no School/Department criteria for a specific section or sub-section (e.g., Interdisciplinary Contributions), the heading is to be copied and N/A (not applicable) entered under it. If criteria have been generated which reflect unique School/Department expectations, they are to be inserted with validating evidence as subheadings as appropriate.

### Academic Preparation

- A. Institutions, dates of study, and degrees awarded. Also list postdoctoral awards, residencies, and other postgraduate study whether leading to a degree or not.
- B. Other continued educational experiences that enrich the candidate's professional status.

### Professional Experience

- C. Teaching and/or other professional experience in reverse chronological order. Specify dates.
- D. Certifications and/or licenses

### Instruction and Advising

Much of the documentation of this section will be found in the teaching portfolio. The teaching portfolio will be part of the supplemental materials provided to the School/Department and College committees.

The narrative will include the following:

- E. Teaching Load
  - Courses taught over the past several years. Include no more than the past five years. For each of these years, specify the following for each term: (a) MCF (Master Curriculum File) and course numbers; (b) course titles; (c) enrollments in each section; and (d) indicate whether course is required or elective.
  - Strategies for use and evaluation of technologies to enhance teaching outcomes.

- Indicate any changes in area, number, or level of courses taught. Indicate any change in assignment or “job-description” since initial appointment.

#### F. Teaching Effectiveness

This sub-section contains discussion of student learning including: (a) organization and presentation of courses; (b) quantity of work in relation to credit hours; (c) level of work in relation to number of course; and (d) preparation of students for subsequent courses.

- Student “feedback” – profile or summary from formal questionnaires, excerpts from testimonial letters from students, oral comments, and enrollment.
- Collegial esteem – recognition of preparation of students for higher level courses, team-teaching, observation of teaching, cooperative planning of curriculum, testimonial letters.
- Awards and other recognitions. Selection for an assignment to special programs.
- Other evidence of teaching effectiveness (e.g., development of new courses or programs, modifications of courses).
- Reports of Director/Chair, Dean or Associate Dean, School committees, self-rating, career directions of eminent advisees and graduates.
- Documentation related to peer reviews.

#### G. Interdisciplinary Teaching (If applicable)

Include description of interdisciplinary teaching and provide an explanation of contribution or effectiveness from School Director/Department Chair.

#### H. Advising and Supervision

Academic and personal counseling, direction of independent study, supervision of laboratory/field/clinical work, direction of research projects, assistance in student life activities and programs.

#### Professional Associations

Leadership roles, memberships, attendance at meetings of local, state, regional, national organizations; memberships on committees and commissions; offices held; contributions to the profession.

#### Committees and Service

Contributions to University governance by attendance and participation in faculty meetings at area, School/Department, College and University levels; service on area, School/Department, College, University committees; chairing of committees; service on *ad-hoc* committees and task force groups; participation in special functions such as university outreach, convocation and graduation ceremonies. Contributions to the profession at large (e.g., editorial consultant, editor, associate editor, grant reviewer, member of national conference committee). It is the responsibility of the candidate to provide evidence of the service provided (e.g., samples of peer reviews submitted, minutes from committee meetings attended, etc.).

#### Interdisciplinary Involvement and Contributions

Contributions by faculty members involved in interdisciplinary or intercollegiate programs other than those found in III-C above and activities with evaluative report from the director; service on thesis/dissertation committees in fields outside of own discipline; program development and curriculum planning in cognate areas.

### Other Factors

Information, beyond that treated in the above categories, judged by candidate and/or committee to be relevant in the consideration of promotion. Items that may appear in this area could be travel, service work in community, civic or political activity. The relevance and School/Department criteria for these factors must be clearly presented with evaluations of any factor presented.

### Scholarly Accomplishments (if applicable)

Research, publications, and abstracts, etc. with all items listed for books and articles in professional journals and (items A and B below). List accomplishments for at least the last five years for items C through G listed below. Provide evaluations or evidence of professional judgments for these scholarly accomplishments. In the case of multi-authored works or co-investigator status, indicate the relative nature and description of your contribution. Written feedback from external reviewers will be part of this evidence.

- A. Books
- B. Textbook chapters
- C. Articles in professional journals
- D. Other publications (e.g., abstracts, chapter or section or volume, monograph, technical reports, reviews)
- D. Internally and externally supported research projects and grants
- E. Peer reviewed papers, posters, and other scholarly presentations
- F. Workshops, service programs, and invited guest speaker
- G. Other professional accomplishments (e.g., consultations, workshops, continuing education courses, service programs, patents received)
- H. Development of clinical outcomes or quality assurance measures



*appendix h – suggested teaching evaluation rubric*

Suggested Teaching Evaluation Rubric

| TEACHING PARAMETER                               | POOR PRACTICES<br>(0 POINTS) | ACCEPTABLE PRACTICES<br>(5 POINTS) | EXCELLENT PRACTICES<br>(10 POINTS) |
|--|------------------------------|------------------------------------|------------------------------------|
| CREATES ENVIRONMENT<br>CONDUCTIVE TO<br>LEARNING |                              |                                    |                                    |
| INTEGRATES COURSE<br>DESIGN                      |                              |                                    |                                    |
| STUDENT VOICE IN THE<br>LEARNING PROCESS         |                              |                                    |                                    |
| USE OF<br>CONTENT/SUBJECT<br>MATTER              |                              |                                    |                                    |
| INCLUSIVE PEDAGOGIES                             |                              |                                    |                                    |
| USE OF TECHNOLOGY                                |                              |                                    |                                    |

| TEACHING METHOD   | NOT<br>OBSERVED<br>(0 PTS) | RARELY<br>OBSERVED<br>(25 PTS) | OBSERVED ON<br>OCCASION<br>(50 PTS) | OBSERVED<br>SOMEWHAT<br>OFTEN<br>(75 PTS) | OBSERVED<br>FREQUENTLY<br>(100 PTS) |
|---|----------------------------|--------------------------------|-------------------------------------|---|-------------------------------------|
| DELIVERY OF COURSE<br>CONTENT                           |                            |                                |                                     |   |                                     |
| DEMONSTRATION OF<br>RESPECT AND OPEN<br>COMMUNICATION   |                            |                                |                                     |   |                                     |
| DEMONSTRATION OF<br>FLEXIBILITY IN<br>TEACHING APPROACH |                            |                                |                                     |   |                                     |
| DEVELOPMENT OF<br>ORIGINAL TEACHING<br>MATERIAL         |                            |                                |                                     |   |                                     |
| STIMULATES STUDENT<br>ENTHUSIASM/ENGAGES<br>STUDENTS    |                            |                                |                                     |   |                                     |
| EMPHASIS ON<br>PROBLEM SOLVING                          |                            |                                |                                     |   |                                     |

**APPROVAL PAGE**

In accordance with the Faculty Handbook and the Promotion and Tenure Policy that were established by the College of Health Sciences and Professions, Groups I-IV voted to approve the forgoing Guidelines for Clinical Faculty Promotion May 1, 2018.

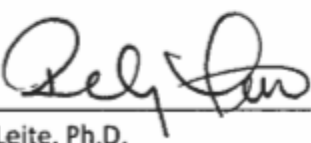
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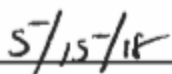
  
\_\_\_\_\_  
Promotion and Tenure Chair  
School of Applied Health Sciences and Wellness

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dhiraj Vattem, Ph.D.  
Director  
School of Applied Health Sciences and Wellness

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Randy Leite, Ph.D.  
Dean  
College of Health Sciences and Professions

  
\_\_\_\_\_  
Date

July 2, 2018