

Note: Verbiage above the dotted line is included only for context related to the position and is determined by the Collective Bargaining Agreement (CBA). The verbiage below the dotted line is the actual promotion criteria that Faculty Senators will be asked to consider and approve.

Promotional Criteria for Clinical Professor

Professor (Clinical) is a fixed-term paid appointment with primary duties in the area of clinical instruction or research and an expectation of scholarship as defined in the position description. Ranks are Assistant Professor (Clinical), Associate Professor (Clinical), and Professor (Clinical), in ascending order. (ref: UAOSU CBA).

Unless granted credit for prior service, bargaining unit members in the Fixed-Term Professorial categories are eligible for promotion when both of the following conditions are met: at least six years have elapsed since their initial hire date or last promotion, and they have accumulated a minimum of 4.5 FTE years in service since their initial hire date or last promotion (ref: UAOSU CBA).

Use these Fixed-term eligibility calculators for (9-month) faculty or (12-month) faculty.

At each promotion juncture, fixed-term faculty who have achieved promotion in rank are eligible for multi-year contracts. For further information, see the Academic Appointment Guidelines.

PROMOTION CRITERIA

Strike-through text indicates proposed deletions; blue text indicates proposed additions.

Clinical Track Faculty

IV. CLINICAL FACULTY RESPONSIBILITIES AND EVALUATION

Teaching

See teaching responsibilities and assigned duties outlined in the Criteria for Promotion and Tenure section.

The central role of teaching is clearly articulated in the mission of Oregon State University. Clinical faculty engage in a variety of teaching responsibilities which may include: teaching credit courses; supervising the clinical work of students, interns, or post-graduate associates; providing non-credit programs and workshops, distance learning programs, seminars, and continuing education. In addition some faculty may direct undergraduate and graduate projects, internships, and serve on master and doctoral committees, as well as mentoring undergraduate and graduate students and postdoctoral associates. When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. The five areas of effective teaching and thus areas of assessment include: Communication Skills, Stimulation of Thinking, Interaction with Students, Knowledge, and Course Management. Examples of criteria to be used in evaluation of these areas include:

Communication Skills enthusiastic and dynamic, good speaker with good delivery, clear and concise presentation of material, excellent in one-to-one and small group discussions.

Stimulation of Thinking utilizes teaching methodologies that facilitate development of the students' decision-making and problem-solving skills and the synthesis, evaluation and application of knowledge; stimulates students to pursue professional interests beyond the minimum requirements in the classroom, practice site, and laboratory.

Interaction with Students Motivates students, sensitive to student needs, demonstrates patience, fair and impartial, attentive to student comments and questions, skilled in observing student reactions.

Knowledge Is knowledgeable of current concepts and new developments in the discipline and incorporates them in course materials; discards outmoded concepts or places them in proper perspective.

Course Management Develops course objectives, and presents them to students; teaches and tests consistently with course objectives; develops and uses educational materials properly.

Evaluation of teaching is based on a combination of peer evaluations and learner or participant evaluation. Peer evaluations should be based both on observation of teaching and on review of course-related materials. It is expected that the candidate will have consistently documented good to excellent ratings in teaching to be promoted.

Documentation

It is the responsibility of the faculty member to provide in the dossier the following documentation of teaching performance:

1. Provided by the candidate:
 - A self-evaluation (portfolio) documenting teaching performance, competence, and description of future plans. Information should include course syllabi, course objectives, samples of handouts or other teaching aids, and samples of examinations and/or other evaluation instruments.
 - Evidence of attendance at professional and scientific meetings/conferences.
 - Evidence that the clinical practice activities are used as a model for teaching.
 - Any other material or information which may be helpful in the evaluation process. Examples are teaching awards, authorship of textbooks or other teaching materials, participation in teachers' seminars, participation in visiting or exchange teacher programs, and evaluation of presentations from programs presented to practitioners or other university constituencies.
2. Provided by students:
 - All summary instructor and course evaluation reports or other appropriate systems submitted by students for each course taught will be supplied via the dossier.
3. Provided by peers:
 - Peer evaluation of teaching performance is a valuable tool in providing feedback to faculty. As methods are developed and standardized, such evaluations will be supplied to aid in assessment of teaching competence.

Advising

See advising responsibilities and assigned duties outlined in the [Criteria for Promotion and Tenure section](#).

Faculty involvement in advising students is an essential part of the teacher/learner relationship. Clinical faculty may have significant expectations to serve as advisors for students. These duties may include but are not limited to:

Faculty advisor for student groups;
Career development advising;
Academic Advising;
Academic Success and student development advising.

Documentation

The faculty member should list achievements in all appropriate categories based on position description.

Clinical Practice Activities

Clinical professors may be required to engage in clinical activities as defined in their position description. These activities vary across units and colleges and may include maintaining a clinical practice, engaging in clinical instruction, clinical supervision, and/or other clinical duties as assigned. Clinical professors are diverse in terms of clinical areas of expertise and training as well as in assignments: laboratories, health care facilities, classrooms, health care administration, schools and educational agencies, and student services etc. practice recognized as an important and essential components of a clinical faculty member's career development and position responsibilities. Clinical faculty required to develop and maintain a clinical practice.

The application of knowledge in the clinical setting optimally influence the delivery of health care to patients and clients is an essential feature of the clinical faculty's role within Oregon State University. In addition, attention to the many legal and ethical dimensions of health care delivery and patient/client care is an essential component in the practice world.

Evaluation of clinical practice activities for clinical faculty professors is based on includes a combination of systematic peer evaluations, documented clinical interventions and outcomes, self-evaluation of practice activities, evaluation by those served by the clinical practice activities, and where appropriate, evaluations from individuals both on and off campus who are familiar with the faculty member's practice activities.

Examples of clinical practice activities evidence appropriate for evaluation (as aligned with the position description) may includes-but are not limited to:

- Evidence that the practice activities have had and will continue to have demonstrable effect on health care outcomes within a practice setting. This may include clinical instruction, supervision, and consultation in addition to direct care services.
- Evidence that the clinical practice supervision, and/or instruction has influenced the nature of other types of delivery toward more optimal delivery of service and/or practice.
- Evidence that the practitioner is an essential member of the practice group. This may include clinical supervision and consultation practice groups in addition to direct care services.
- Evidence that the practitioner is recognized by peers locally, regionally, or nationally commensurate with academic rank.
- Evidence of establishment of new or innovative types of patient care clinical service and/or instruction.
- Evidence of faculty development activities which enhance level of related to licensure and board certification.

Documentation

The faculty member should list achievements in all appropriate categories based on position description. In addition the following materials as appropriate should be provided in the

dossier:

- ~~A self-evaluation of service, including a description of the practice activities and percentage of time devoted in all areas.~~
- ~~Documented evaluations of clinical service projects.~~
- ~~Documented clinical intervention and outcomes.~~
- ~~Names and addresses of individuals both on and off campus who are familiar with the faculty member's clinical service activities (e.g., clinical coordinator, committee chairs, coordinators or chairs of meetings or activities in which the faculty member participated, other health care professionals).~~
- ~~Critical evaluation by other health care professionals, clinical supervisors, attending physicians, and/or house staff.~~
- ~~Any other documents which will support the candidate's statements regarding the categories of evaluation.~~

Scholarship and Creative Activity

All Oregon State University faculty in the professorial ranks have a responsibility to engage in scholarship and creative activity. Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. In general, scholarly expectations for clinical track faculty will be between 5 and 15% of the individual's total position expectations. This level of scholarly expectation differs from tenure track faculty who have relatively larger scholarly expectations.

The appropriateness and importance of the type of scholarship will vary with the expectations of the position. The principle of peer review and recognition becomes increasingly important as the faculty member progresses through academic ranks. In the case of clinical faculty, emphasis is placed on peer recognition as a practitioner-educator. The peer recognition results from scholarly accomplishments that can take many forms. The order of examples is not intended to rank importance. While publication in peer reviewed journals is the most traditional form of scholarship, clinical track publications might more commonly encompass description and evaluation of novel patient care services, program development and innovation, outcomes of innovative programs and/or services, definitive therapy reviews, or case reports among others. Authorship of professional practice guidelines, textbooks, book chapters, monographs, videotapes, extended learning materials, or other educational materials is considered appropriate. Invited presentations, poster and podium presentations, and published abstracts at state and national levels are other examples of scholarship, provided that evidence of peer validation is provided. Advising government agencies, industry, or professional groups are all considered evidence of scholarship. Authorship of a patent in the faculty member's field is considered as evidence of creative scholarship.

Honorary degrees, awards recognizing professional and/or scientific achievements, and fellowship in national professional and/or scientific organizations are all considered recognition by peers of the candidate's contributions. ~~The candidate's role in multi-authored publications must be addressed.~~

Documentation

~~It is the faculty member's responsibility to provide documentation of scholarly and creative works in the dossier.~~

Service

See service responsibilities and assigned duties in the [Criteria for Promotion and Tenure section](#).

All faculty are expected to engage in service to the University and its constituents, the community, and the professional discipline. Service is central to the mission of a land grant institution. Examples include but are not limited to: In services provided to health care professionals, committee/task force memberships, chairpersonships, recruitment of faculty and students, mentoring students and student groups, and service in faculty governance. In addition, service to the professional discipline is identified by time and effort given to local, state, regional, national, or international professional organizations and/or publication. Examples include: continuing education programs, organizational offices, committee involvement, task force reports/policy statements, editorial board/referee/reviewer for professional or scientific publications.

Public service related to the faculty member's assignment and that draws upon the professional expertise of the faculty member or that significantly fosters university relations is valuable to promotion decisions. Examples include: Discipline related community service projects, invited presentations to the lay public, consultation with community health care agencies. Honors and awards recognizing professional, scientific, and/or clinical service achievement would also be included in the Service area.

Documentation

It is the responsibility of the faculty member to provide the documentation of the activity in all of the above categories in the dossier.

Diversity, Equity, Inclusion (DEI)

See diversity, equity and inclusion (DEI) responsibilities and assigned duties in the [Criteria for Promotion and Tenure section](#).

V. CRITERIA FOR PROMOTION

~~Criteria for Promotion from Clinical Instructor to Clinical Senior Instructor~~

~~Criteria for promotion within this rank will follow the guidelines established in the Oregon State University Promotion and Tenure Guidelines.~~

Criteria for Promotion from Clinical Assistant Professor to Clinical Associate Professor

In general, a requirement for promotion to Clinical Associate Professor is achievement of regional, statewide or national recognition as a practitioner-educator. Promotion to the rank of Clinical Associate Professor is based upon the candidate's:

Promotion to the rank of Clinical Associate Professor is based on evidence of the candidate's:

- High level of demonstrated effectiveness in clinical practice activities as assigned; that has had and will continue to have beneficial impacts on outcomes within a practice clinical setting;
- High level of demonstrated effectiveness in teaching including communication skills, stimulation of thinking, interaction with students, knowledge, and course management, advising, or other assigned duties;
- Achievement in clinical scholarship and creative activity that contribute that is recognized as contributing to the body of knowledge or application and dissemination in the candidate's field(s) of expertise in the practice discipline;
- Appropriate level and balance of institutional, public, and professional service.

Criteria for Promotion from Clinical Associate Professor to Clinical Professor

In general, a requirement for promotion to Clinical Professor is achievement of national recognition as a practitioner-educator. Promotion to the rank of Clinical Professor is based upon evidence of the candidate's:

Promotion to the rank of Clinical Professor is based on evidence of the candidate's:

- Sustained high level of effectiveness distinction in clinical practice activities as assigned; as evidenced by professional recognition in the specific discipline;
- Sustained high level of effectiveness distinction in teaching, as evident in continuing development and sustained effectiveness in communication skills, stimulation of thinking, interaction with students, knowledge, and course management advising, or other assigned duties;
- Sustained achievement distinction in clinical scholarship and creative activity relative to the specific discipline that contributes to the body of knowledge or application and dissemination in the candidate's field(s) of expertise;
- Exemplary levels of institutional, public, and/or professional service, and an appropriate balance between the two.

Evidence of national recognition may include but is not limited to:

- Sustained contribution to a discipline;
- Invited lectures at national scientific or professional meetings;
- Invited chapters in textbooks;

- ~~Honors or awards from national organizations;~~
- ~~Service on editorial boards;~~
- ~~Service as a reviewer for professional/scientific publications;~~
- ~~Consultantships;~~
- ~~Relevant comments from external reviewers;~~
- ~~Elected/appointed to leadership positions in the profession/professional organizations.~~

The criteria for [Teaching, Advising, and Other Assignments](#) provides guidelines for documenting and evaluating achievement in these areas. [The Quality Teaching Framework](#), endorsed by the Faculty Senate in 2021, highlights elements of quality teaching valued at OSU and may be a useful guide for delivering and communicating effective teaching.