



UNIVERSITY OF SOUTH ALABAMA
PAT CAPPS COVEY COLLEGE OF
ALLIED HEALTH PROFESSIONS

Guidelines Pertaining to Tenure and Promotion within the Covey College of Allied Health Professions

Instructor Faculty Ranks

Instructor (non-tenure track)
Senior Instructor (non-tenure track)



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Instructor Faculty Ranks

Instructor (NTT)

Senior Instructor (NTT)

Typical FTE for Instructor Faculty Ranks:

90% teaching; 10% service

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PREAMBLE

Guidelines Pertaining to Tenure and Promotion within the Covey College of Allied Health Professions

This document was developed as a resource for faculty and department chairs to detail artifacts and evidence, both recommended and required, for documentation of progress toward promotion and/or tenure expectations. The document is a result of guided input from a committee of tenured and promoted Covey CAHP faculty, department chairs from the Covey CAHP, and College leadership, and includes policies from the USA Faculty Handbook. The document should be referenced during the annual evaluation and goals setting cycle in order to ensure that faculty are focusing their time and effort towards those expectations and also understand how to most efficiently document their accomplishments.

The Covey College of Allied Health Professions values excellence in all aspects of faculty life: teaching, research, professional development, service, and collegiality/professionalism. This document serves as a reference for faculty in the College in their pursuit of excellence in their profession and in progress toward earning tenure and/or promotion at the University of South Alabama.

Through the annual evaluation process, faculty will be provided feedback from their department chair regarding their performance in each area of evaluation, and will gain specific feedback on whether their progress is advancing to meet tenure and/or promotion expectations appropriate for their appointment track.

The document includes criteria for promotion as defined in the University of South Alabama Faculty Handbook, as well as representative evidence defined by the faculty in the Covey College of Allied Health Professions and required elements of the application for tenure and/or promotion at each faculty rank.

TEACHING EFFECTIVENESS

USA Faculty Handbook (Oct 2024) guidelines for promotion (section 3.15.2)
Senior Instructor (NTT)
The candidate must display evidence of excellence in teaching and in student advising or equivalent academic activity. (3.15.2)

Covey CAHP Statement on Advancing Teaching Excellence

To advance and demonstrate teaching excellence, faculty are expected to implement innovative instructional strategies, engage in ongoing self-reflection and incorporate appropriate feedback, and participate in continuous professional development to enhance their teaching effectiveness over time. For the purposes of annual evaluation and promotion, teaching effectiveness will be assessed through a comprehensive review of evidence-based achievements relevant to the candidate's field, including an aggregate evaluation of teaching activities aligned with the established criteria outlined below.

Criteria and expectations for promotion:

- » Exemplary teaching based in the most current evidence and to the standard of appropriate accreditation, competency, and content mastery requirements
- » Implementation of innovative teaching strategies
- » Incorporation of student perception of instruction, peer-review report, and self-reflection to improve teaching effectiveness
- » Meet assigned teaching responsibilities and demonstrate flexibility as other needs arise
- » Provide informal and formal student advising and mentorship
- » Meets deadlines associated with the teaching mission of the University (e.g. grade submission deadlines, textbook selection deadlines, retention of grading records)

Required evidence to be included in the tenure and/or promotion application: *(blue, italicized text indicates where evidence should be saved within the Watermark Faculty Success application)*

1. Statement of teaching philosophy and self-reflection including strengths and weaknesses
2-page maximum narrative
Annual Goals and Narratives → Teaching Self-Evaluation Statement → (text box 1) The statement on teaching effectiveness should include what the candidate perceives as strengths and weaknesses in the classroom and in working with students
2. Student Perceptions of Instruction (SPIs) for all courses taught
Retrieve SPIs for each course from email from USA Office of Institutional Effectiveness using a link to Watermark Course Evaluations and Surveys application. Download the SPI from this link and then upload to Faculty Success.
Scheduled Teaching → click on course → Teaching Evaluations section (at very bottom of page)
3. Graphic illustration of student perception of instruction (SPI) ratings for all courses across semester
Representative Teaching Materials → Summarize the results of student evaluations for all courses taught at USA, using both a narrative and graphs
4. Teaching portfolio with representative teaching materials in 1 pdf document (e.g. syllabi, examples of content delivery, course assignments, exams, laboratory assignments, other means of student engagement and assessment)
Representative Teaching Materials → Representative Handouts or Supplementary Materials

Additional evidence of teaching effectiveness: *(list is not exhaustive; nor are items listed required)*

1. New course preparation and significant course revisions (e.g. pedagogical approach; new text; significant revision of course format, content, or student engagement activities)
2. Incorporation of student feedback
3. Self-reflection of teaching and implementation of self-identified areas of development
4. Student performance on national exam
5. Incorporation of high-impact practices (e.g. simulation; team-based learning approach; leading Study Abroad opportunities; incorporation of students in research; critical thinking activities; problem-based learning; standards-based grading; LevelUp activities in coursework; online supplemental activities; technology-driven practices; service learning opportunities)
6. Advising activities (e.g. letters of recommendation; formal and informal advising; remedial advising; informal mentorship)
7. Report of peer-review of teaching *(formal process in development)*
8. Career and next step (graduate school) advising
9. Teaching professional development (e.g. ACUE scholars; supervision/clinical teaching development; additional coursework in instruction/instructional design; ILC programming; Small Group Instructional Feedback; New Faculty Scholars program participation)
10. Research direction and mentorship for students (e.g. directed studies, thesis credits, dissertation credits, directed research)
11. Providing guest lectures and continuing education learning opportunities to community members (particularly with an evaluation of the education provided)
12. Student evaluations of teaching are positive and/or demonstrate growth in teaching effectiveness
13. Demonstrate excellence in teaching at varying levels (i.e. undergraduate, graduate, doctoral), in diverse class sizes, and in specialization of course content

14. Utilizing innovative techniques to improve student learning experience (e.g. AI, virtual reality, IPE, simulation)
15. Examples of course materials (e.g. toolkit, textbooks, applications, case-studies, labs)
16. Inclusion of experiential learning opportunities for students (e.g. laboratory exercises; clinical education/supervision of students; practical experiences)

PROFESSIONAL DEVELOPMENT

USA Faculty Handbook (Oct 2024) guidelines for promotion (section 3.15.2)

Senior Instructor (NTT)

The candidate must display evidence of professional development appropriate to the faculty member's assigned academic role. (3.15.2)

As a general rule, research is not a responsibility of these positions unless otherwise stated. (3.15.2)

Covey CAHP Statement on Advancing Excellence in Scholarly Productivity and Professional Development

In the area of research and professional development, the faculty member is expected to meet the requirements of their profession and appointment rank at the time of application for tenure and/or promotion. The Covey CAHP emphasizes excellence in professional development through ongoing commitment to continuing education, dedication to teaching and applying evidence-based practice, development of a recognized reputation as an expert in specialized content, delivery of invited presentations to professional and community audiences, and publication of educational reference materials. Excellence in research is demonstrated through a strong record of scholarly publications, the impact and influence of the journals in which work appears, applications to extramural funding sources, delivery of peer-reviewed and invited professional presentations, and the establishment of a national and/or international scholarly reputation. Faculty with assigned research effort should demonstrate independence as researchers, with research initiatives that have the potential to continue and evolve following promotion. The ability to lead research in collaboration with interdisciplinary teams, as well as the capacity to contribute effectively to a research group, are also highly valued by the Covey CAHP.

Criteria and expectations for promotion:

- » Evidence of continued professional development
- » Professional presentations to audiences of peers
- » Implementation of evidence-based practice techniques in didactic and clinical teaching
- » Expertise in practice area(s)

Required evidence to be included in the promotion application:

1. Statement of professional development (narrative)
2-page maximum narrative
Annual Goals and Narratives → Professional Development Narrative → Add New
→ Select the Academic Year → (text box 1) Research Activities Self-Evaluation Statement
2. List of professional presentations or published products
Scholarship, Research and Creative Activities → Presentations OR Intellectual Contributions (as appropriate)
3. List of continuing education/continuing education courses completed
General Information → Faculty Development Activities

Additional evidence of scholarly productivity and professional development: *(lists are not exhaustive; nor are items listed required)*

1. Board certification or specialization in area of expertise
2. Published reference materials
3. Invited presentations to share knowledge of specific topic
4. Participation in national educational leadership development
5. Presentations to community members or professional peers

SERVICE

USA Faculty Handbook (Oct 2024) guidelines for promotion (section 3.15.2)

Senior Instructor (NTT)

The candidate must demonstrate significant and sustained work in departmental, college and/or university-related services. (3.15.2)

Covey CAHP Statement on Advancing Excellence in Service

Service activities provided by the faculty member contribute to the missions of the department, college and university as well as to the profession and community, and are highly valued by the College. Excellence is exhibited by a commitment to collaborative service at the department, college and university levels. Faculty members should provide membership on committees at all levels of the University, and should move into leadership roles as appropriate. Service to the profession at local, state, national, and international levels is highly valued as this type of service enhances the visibility of the individual, the program, and the University, while playing a crucial role in advancing the profession.

Criteria and expectations for promotion:

- » Meaningful contribution to Department, College, and/or University committees, as assigned
- » Service to the profession
- » Engagement in activities in support of shared governance
- » Participation in student recruiting, support, and celebration activities

Required evidence to be included in the tenure and/or promotion application:

1. Statement of service activities and contribution to Department, College, and/or University (narrative)
2-page maximum narrative
Annual Goals and Narratives → Service Self-Evaluation Statement
2. List of committee membership
Service → Department Level Committees, College Level Committees, University Level Committees
3. List of service opportunities to Department, College, and/or University
Service → Department Level Committees, College Level Committees, University Level Committees, Extracurricular Activities
4. List of professional service roles and activities
Service → Professional

Additional evidence of excellence in service: *(list is not exhaustive; nor are items listed required)*

1. Service as program director/coordinator or director/coordinator of clinical education
2. Leadership of Departmental, College, and/or University committees (e.g. committee chair)
3. Professional service at local, state, regional, national, and/or international levels
4. Policy making and/or advocacy for the profession
5. Serve as a faculty advisor for student organizations
6. Facilitate interdepartmental events (e.g. Poverty Simulation, Mass Casualty Incident, Interprofessional Collaborative Practice program)
7. Support of professional conferences (e.g. moderate sessions, secure presenters, support topic selection)
8. Service learning with students (may be documented in other areas)
9. Service to the community (e.g. service on community advisory boards; providing continuing medical education in the community; participation in or facilitating student participation in community events)
10. Peer-to-peer mentorship (e.g. within the department, across the University, within the profession)
11. Military service related to professional work
12. Support of recruitment activities (e.g. USA Day; host prospective students and student groups; recruiting outreach in high schools and/or community colleges; Departmental and College open house events)
13. Support of additional University student-centered events (e.g. Move in Day, Week of Welcome activities)
14. Research journal article review; editorial board; journal board; textbook editorial services

PROFESSIONALISM

USA Faculty Handbook (Oct 2024) guidelines for promotion (section 3.10.1)

Senior Instructor (NTT)

Promotion in academic rank constitutes recognition of an individual's professionalism and professional achievement. The pertinent attributes of professionalism are identified in the "AAUP Statement on Professional Ethics" (see section 4.5). (3.10.1)

Covey CAHP Statement on Collegiality and Professionalism

Collegiality is an essential component of faculty professionalism at Covey CAHP and is demonstrated through consistent actions that support the mission and advancement of one's department or program. Collegial faculty contribute meaningfully to departmental discussions, participate actively in meetings, and show support for departmental events through thoughtful preparation and attendance. They foster a collaborative and respectful academic environment by supporting the work of faculty colleagues and engaging with differing perspectives in a constructive and respectful manner. Such behaviors strengthen the academic community and promote shared success.

Expectations regarding collegiality and professionalism:

- » Supports mission and/or advancement of the department and program
- » Contributes meaningfully to discussions in meetings
- » Supports departmental events through attendance, preparation, and meaningful engagement
- » Addresses colleagues with respectfulness of the perspective being expressed
- » Exhibits the ability and willingness to engage in the shared tasks that the departmental group must often perform
- » Displays behavior consistent with the **AAUP Statement on Professional Ethics** (2009):
 1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
 2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each

student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Evidence of collegiality and professionalism is often reflected in the evidence of teaching effectiveness, scholarly productivity and professional development, and service. Materials to document progress towards teaching effectiveness, scholarly productivity and professional development, and service should be focused to demonstrate collegiality and professionalism. Additionally, narratives will be tailored to provide evidence of collegial and professional behavior. Specific examples could include the following or other artifacts as appropriate.

Related to Teaching:

- » Syllabi that clearly outline expectations and course policies, and include a spirit of collaboration with students
- » Student perceptions of instruction that indicate fairness, support, and respect
- » Incorporating feedback from students, the department chair, and colleagues (as appropriate) in course revisions
- » Sharing instructional resources, syllabi, assignments/laboratory activities, content, and other materials with colleagues
- » Providing guest lectures
- » Informal and formal mentorship of students and/or newer faculty colleagues (as appropriate)

- » Demonstrating flexibility by assuming unanticipated teaching responsibilities in response to emergent needs
- » Active and engaging participation in student recruitment and advising activities

Related to Research & Professional Development:

- » Informal and formal mentorship of students and newer faculty colleagues in research or professional development of content expertise
- » Invitations to collaborate with departmental and/or college faculty colleagues
- » Co-authored professional development initiatives, grants, or research with departmental and/or college faculty colleagues
- » Acknowledgment of contributions of others towards furthering the candidate's scholarly and professional development
- » Regular participation in discipline-specific conferences or scholarly associations
- » Public presentations, articles, or panels representing scholarly and subject expertise

Related to Service:

- » Meaningful contributions to meetings and committees
- » Engagement in shared governance
- » Being selected for or appointed to lead a committee or group
- » Demonstrating a genuine spirit of service for the betterment of the program, department, college, and university
- » Contributions to departmental service, committees, or program development
- » Completes assigned tasks within the appropriate timeframe
- » Participation in advocacy related to higher education and/or the profession
- » Engaged involvement in departmental and college activities
- » Service on University-level committees
- » Being selected to serve on accreditation preparation or review teams
- » Volunteering to serve on committees or to assist with departmental initiatives

Other areas:

- » Displays collegiality and professionalism in all aspects of workload, teaching, scholarship and professional development, and service responsibilities
- » Maintains professional, respectful, and constructive communication with colleagues and students
- » Offers assistance to colleagues during times of need
- » Uses constructive feedback to advance professional goals