

Some Guidelines for Assigning “Noteworthy” or “Outstanding” Designations in Considering Promotion in Rank

The following guidelines are recommended by Faculty Council and the Professional Status and Services Committee for use in evaluating promotion from assistant to associate professor and from associate professor to full professor. The examples under “Noteworthy” (expectations at the Associate Professor level) and “Outstanding” (expectations at the Full Professor level) are intended to suggest the types of activities that might be expected at each level. No faculty member is expected to take part in all of the activities or demonstrate all of the characteristics within each category.

Expectations for receipt of senior faculty status are described in Handbook Section 2.8.1.

2.7.1 Criteria for Promotion in Rank	II.A. Criteria for Excellence in College Teaching	Noteworthy Example expectations for promotion from assistant to associate professor	Outstanding Example expectations for promotion from associate to full professor
2.7.1.1 Teaching Effectiveness	II.A.1 Teaching	Sources of evidence include <ul style="list-style-type: none"> • Syllabi • Student comments 	<ul style="list-style-type: none"> • Classroom peer observation reports • Letters of support • Candidate’s application letter
2.7.1.1.a. Command of one’s subject matter	II.A.1.a. Knowledge of subject matter	Possesses appropriate degrees and continues development through formal education and reading	Continues development through research, creative output, professional development activities related to teaching and the area of expertise.

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2.7.1.1.b. Ability to communicate subject matter to a student population	II.A.1.b. Ability to communicate II.A.1.c. Organization and planning II.A.1.d. Self-criticism and improvement	<p>Pedagogy: Uses appropriate pedagogical techniques Uses assessment results to revise course materials Clearly states learning objectives Communicates easily with students and others</p>	<p>Pedagogy: Improves courses through innovative pedagogy Uses assessment results, peer evaluation, and other evidence to revise course materials Clearly states learning objectives and draws connections for students between objectives and class activities/assignments Communicates clearly with students and others</p>
		<p>Organization and planning: Effective use of class time and resources Demonstrates flexibility by using multiple teaching techniques</p>	<p>Organization and planning: Effective use of time, innovative use of techniques and technologies to improve use of time and resources Demonstrates flexibility by evaluation and use of multiple teaching techniques</p>
		<p>Self-criticism and improvement: Reflects on assessment outcomes and makes changes as needed Demonstrates a willingness to learn by seeking feedback from multiple sources</p>	<p>Self-criticism and improvement: Reflects on assessment outcomes, seeks input from peers and mentors and makes changes as needed Demonstrates a willingness to learn by seeking feedback from multiple sources and continuously seeking information on current pedagogical research related to discipline</p>

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2.7.1.1.c. Ability to relate one's subject matter to issues of faith and/or ethical standards		Practices faith integration in the classroom and in scholarly activities Draws connections between subject matter and issues of faith or ethical development	Writes, presents, consults in the area of faith integration Demonstrates adeptness at drawing connections between subject matter and issues of faith or ethical development
2.7.1.1.d. Genuine interest in and respect for students	II.a.2. Interest in the Students	All faculty are expected to develop a classroom environment that promotes inquiry and the development of critical thinking skills; to possess the attributes of intellectual honesty, fairness, and objectivity; and to practice sensitive student counseling and advisement.	
2.7.1.2 Professional Development, Research, and Creative Activities	II.A.3. Professional Development II.A.4. Research and Writing II.A.5. Life of the Mind	See curriculum vitae for evidence and appropriate sections of the display	
2.7.1.2 a. Educational activities	II.A.3. Professional Development	Continued reading in discipline Education related to pursuing terminal degree or additional credentialing within discipline	Reading in new areas within discipline Participation in seminars and other development opportunities in new areas within discipline Education beyond terminal degree

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2.7.1.2.b. Publication of books, articles, or creative works; papers presented at professional meetings; public performance	II.A.3. Professional Development II.A.4. Research and Writing II.A.5. Life of the Mind	Book reviews Blog posts that are regularly cited by others Professional presentations	Publications in peer-reviewed and popular publications related to discipline Creation of original compositions, artwork, or other creative media Public performances Service on boards and panels related to discipline
2.7.1.2.c. Participation in professional organizations		Attendance at professional meetings	Leadership service in professional organizations
2.7.1.2.d. Participation in campus activities designed to promote professional growth		Participation in on-campus faculty development activities and book studies	Leadership of on-campus faculty development activities and book studies
2.7.1.3 Service to the University	II.A.6. Service to the University	See University Service section of promotion display, peer survey, and letters of support for evidence	
2.7.1.3.a. Responsible service on University standing and ad hoc committees; assuming leadership responsibilities on University committees		Considered by peers to be one who makes significant contributions to committee work	Being available for and assuming leadership roles in faculty governance

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2.7.1.3.b. Responsible service to departments and programs; assuming leadership in departments and/or programs		Participation in assessment activities Contributes to the creation and development of new initiatives and programs	Leadership in the creation of on-campus or off-campus events such as forums, panels, performances related to discipline Development of new initiatives and programs
2.7.1.3.c. Accepting and fulfilling responsibilities in University governance		Assumes leadership roles within departmental committees and activities	Leadership role in academic activities such as serving as division chair
2.7.1.3.d. Participating in campus activities and events; sponsoring student organizations		Supports various activities of student and university life including but not limited to fine arts and athletics	Leadership role in supporting various activities of student and university life including but not limited to fine arts and athletics
2.7.1.4 Christian Commitment and Service	II.A.7. Christian Faith and Professional Life	See Christian Commitment and Service section of promotion display, peer survey, and letters of support for evidence	

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2.7.1.4.a. Participating in worship and in the activities of an area congregation of Christian believers; accepting leadership positions in an area church;		Regular attendance and participation in activities of an area congregation	Leadership roles in an area congregation
2.7.1.4.b. Participating in Oklahoma Baptist University activities designed to promote spiritual community and/or spiritual growth;		Participation in OBU campus ministry opportunities	Leadership of campus ministry opportunities
2.7.1.4.c. Participating in community political or service activities; accepting leadership positions in local political or service organizations; 2.7.1.4.d. Other activities designed to promote the welfare of the community		Regular participation in the work of local community organizations	Leadership and board positions with local community organizations

