

**CHICAGO STATE UNIVERSITY  
COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF OCCUPATIONAL THERAPY  
DEPARTMENTAL APPLICATION OF CRITERIA (DAC)**

**Based on the UPI-4100 Contract for 2022 - 2026**

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## **ESTABLISHMENT OF THE COMMITTEE**

The Department of Occupational Therapy has opted to form a unit for evaluating its faculty members. This unit is formally known as the Occupational Therapy Personnel Committee (OTPC).

## **MEMBERSHIP IN THE OTPC**

All full-time members of bargaining unit A are members in the OTPC. Members may vote on personnel action if they have tenure or if they are at least one year ahead of the individual on their path to tenure. This composition will remain in effect for the duration of the current UPI Agreement. This committee must include at least 3 voting members for each personnel action.

**ADDITIONAL OT-DPC MEMBERS:** If there are fewer than three faculty in the department eligible to vote on any personnel action, faculty members may be recruited from nursing, public health, special recreation or a social work. The DPC may consult with the individual who is being evaluated in this process, and they should consider the knowledge/expertise of the faculty member/s who they invite. The DPC will vote to approve the addition of a faculty member not in the department. If a majority of the DPC approves the addition, that faculty member will be added to the DPC. The faculty member or members from outside the department will only be eligible to vote on decisions where there are fewer than three regular department members eligible to vote.

## **ESTABLISHMENT OF EVALUATION CRITERIA**

The establishment of evaluation criteria is the responsibility of the faculty in collaboration with the program director. Faculty members of the program will be evaluated by the OTPC based on the criteria established for the Occupational Therapy Department. The OTPC can make amendments to this document with unanimous vote of the members and approval of the program director and President of the University. Such amendments would go into effect for the following academic year. Materials used in the process of evaluation shall include: the evaluation portfolio, materials referred to in the employee's supporting materials, and materials in the employee's personnel file except confidential materials submitted in connection with the employee's initial appointment. All parties who are required to review the candidate's portfolio may seek clarification or additional materials from the candidate.

## **RESPONSIBILITIES OF THE CHAIR OF THE OTPC**

The chair of the OTPC will be elected by the members of the OTPC. The chair will schedule a meeting of the OTPC to evaluate members of bargaining unit A according to the schedule published by the university. The chair of the OTPC may accept proxy votes prior to this meeting. The chair will designate a member of the OTPC to submit a written report of the OTPC's recommendations for each candidate who is evaluated. The OTPC will submit a copy of this recommendation to the department chair and a copy to the candidate within the time limits established by the university.

## **RESPONSIBILITIES OF THE FACULTY MEMBER BEING EVALUATED**

The faculty member being evaluated must provide a portfolio of materials, which must include the following:

1. A current signed and dated curriculum vitae.
2. Evidence of academic and current professional credentials.
3. Documentation of original materials representative of the following categories: Teaching/Primary Duties, Research/Creative Activity, and Service.
4. Current yearlong assignments for the period of evaluation. For promotion and PAI, please see specific criteria.
5. Signed Professional Development Plan

The materials and activities listed in these categories are only illustrative of the types of materials and activities, which may be included. The lists are not intended to be all-inclusive.

Per section 19.3a(2)(a) in the Chicago State University and UPI Local 4100 Unit A and Unit B contract, “The evaluation period for retention shall be the period since the beginning of the employee’s last evaluation for retention, with the exception that employees in their second year of employment in the bargaining unit shall have their entire period of employment evaluated. In tenure evaluations, the performance standards will be used to judge whether an employee’s performance has reached the required degree of effectiveness by the end of the evaluation period.”

The OT academic fieldwork coordinator will be considered a 12month Unit B position.

**CATEGORIES OF  
MATERIALS AND ACTIVITIES  
(Tenure Track & Unit B)**

**A. CATEGORIES OF MATERIALS AND ACTIVITIES CONSIDERED APPROPRIATE BY PERFORMANCE AREA – TO BE SUBMITTED**

**a. TEACHING/ PERFORMANCE OF PRIMARY DUTIES:**

**Teaching is the most important of all performance areas.** Evaluation of teaching includes the ability to communicate effectively with students, availability of instructor to students, ability to engage students in learning, use technology for learning, and clearly convey concepts, ideas, and values. (see Table 1)

**Teaching Materials to be Evaluated: Applies to both Unit A and Unit B**

Categories of Materials & Activities	Materials to be Evaluated
<p><b>i. Evaluations of Teaching Performance</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chairperson reports of class visitation (one per academic year)</li> <li><input type="checkbox"/> Peer reports of class visitation (one per long semester for non-tenured faculty and one per year for tenured faculty)</li> <li><input type="checkbox"/> Summary of evaluations and comments from 90% of courses taught during the period of review.</li> <li><input type="checkbox"/> Evaluation of Fieldwork Supervision, if applicable</li> </ul>
<p><b>ii. Teaching Materials</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Syllabi and Course Schedules</li> <li><input type="checkbox"/> Original supplemental materials, examination, and/or assignment (2-3 samples are required from all courses taught)</li> <li><input type="checkbox"/> Evidence of course revision and/or development (if occurred during the review period)</li> </ul>
<p><b>iii. Faculty Development Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FDP- goals consistent with strategic plan and ACOTE</li> </ul>
<p><b>iv. Evidence of Faculty Development</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Materials supporting progress towards goals and/or additional development activities</li> </ul>
<p><b>v. Performance of Other Assigned Primary Duties</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Materials related to demonstrate evidence for performance of duties for assigned cues.</li> </ul>

<b>vi. Teaching Awards</b>	<input type="checkbox"/> Evidence of award if received during review period.

(Table 1 – Categories of Materials and Activities to be submitted - Teaching)

**i. Evaluations of Teaching Performance**

**1. Chairperson reports of class visitation (1 per academic year)**

The candidate will invite the program director to visit one class (lecture, fieldwork and/ or laboratory) per academic year, the class to be mutually agreed upon. The program chair will complete the appropriate course visitation form and submit a copy to the candidate. The program chair has the option to request subsequent visits of any course at a time mutually agreed upon by chair and candidate. The person being reviewed may offer or the reviewer may request additional examples of online experiences, such as asynchronous material, or instructions and rubrics for assignments related to what they taught for the session observed. Faculty teaching distance education (hybrid or online) courses may provide a recorded class session for chair evaluation. All course visitation forms completed by the chair will be included in the portfolio.

**2. Peer reports of class visitation (1 per long semester, then 1 per year for tenured faculty)**

Candidates are expected to invite one full-time faculty member from the College of Health Sciences to observe a class at least once each semester if they do not have tenure. Those who do have tenure must do so once every contract year. The candidate may choose peer reviewers. The candidate may not be reviewed by the same peer for two consecutive semesters. OT faculty may invite nursing, public health, special education or social work faculty may be invited to observe a class. The candidate must have a peer report from a member of the occupational therapy faculty at least one time each academic year. Faculty teaching distance education courses (hybrid or online) may provide a recorded class session for peer evaluation. For Unit B faculty, evaluations may be from full time Unit B or Unit A faculty. The candidate has the option to request up to one additional peer evaluation per semester. The person being reviewed may

offer or the reviewer may request additional examples of online experiences, such as asynchronous material, or instructions and rubrics for assignments related to what they taught for the session observed.

The peer evaluators shall complete a written evaluation of the class visitations on the appropriate form. The evaluation shall be submitted to the chairperson of the department with a copy to the candidate. All completed course visitation forms completed by peers will be included in the portfolio.

### **3. Summary of student evaluations**

All students are given the opportunity to evaluate their instructor's teaching performance through the University's faculty evaluation process. Candidates are expected to submit a summary of student course evaluations and comments from 90% of courses taught each period of review. At least one course in each semester in which courses are taught should be included. The candidate may opt to submit additional evaluations.

The candidate prepares the course evaluation summary based on electronic information provided by the CTRE. The average scores for teaching effectiveness will be calculated, and the candidate must address how the scores relate to the criteria for the current evaluation period in the teaching narrative. Only summaries and student comments should be included in the candidate's portfolio. Interpretation of summaries is based on specific requirements at each level of evaluation specified in the Methods of Evaluation section.

### **4. Evaluation of Fieldwork Supervision, if applicable**

Candidates should provide a summary of student evaluations of fieldwork supervision conducted during the evaluation period, if applicable.

**NOTE:** The quantitative objective criteria for all teaching evaluations are located in the table on page 11.

## **ii. Teaching Materials**

### **1. Syllabi (required from all courses taught on campus and online)**

Candidates are expected to provide a course syllabus and course schedule for all courses taught during the evaluation period. Candidates teaching combined undergraduate/graduate courses should submit one set of undergraduate and graduate syllabi per evaluation period to demonstrate

course distinction. Candidates teaching multiple sections of the same course submit only 1 section.

**2. Original supplemental materials, examination, and/or assignment (samples are required from all courses taught)**

Evidence should include original materials for courses taught during the evaluation period. Candidates shall provide a representative sample of materials (2-3) for each course taught that demonstrate a variety of learning activities. Materials that are the outcome of team collaboration should be clearly designated as such.

**3. Evidence of course revisions and/or development (If completed during the period of review)**

Content of syllabi or other course materials that the faculty member revised or developed during the evaluation period should be clearly indicated. The candidate should indicate what he/she based the revisions on (examples not limited to changes in the professional information covered in the course, assessment data, student feedback, or other sources of information).

**4. Teaching Awards (If awarded during the course of review)**

**iii. Faculty Development Plan**

The candidate's faculty development plan must include goals to improve teaching effectiveness and/or currency that reflect an analysis of evaluation results. Faculty development plans will address the Accreditation Council for Occupational Therapy Education standards, should be consistent with the program's strategic plan, and be signed by the candidate and the Department Chairperson.

**iv. Evidence of Faculty Development**

Candidates are expected to provide documentation of activities related to enhancement of knowledge and skills pertaining to effective teaching performance and maintenance of currency in areas of practice related to assigned duties. This evidence must include, but is not limited to evidence of progress on goals described in the faculty development plan related to teaching, participation in lectures, professional workshops, academic conferences, institutes and seminars, certification of completion or enrollment in courses related to professional development. The candidate's narrative for teaching should include a description of progress toward goals on previous faculty development plans.

**v. Performance of Other Assigned Primary Duties**

Other primary duties may include: professional and/or pre-professional student advisement, departmental program assessment, fieldwork supervision, fieldwork site development and other assigned duties for which Credit Unit Equivalent (CUE) workload are assigned. The candidate must provide evidence of CUEs awarded for other primary duties and evidence of performance of these duties. Evidence substantiating these duties may include (but is not limited to):

- advisement rosters
- registration schedules
- progress reports
- program development
- minutes from meetings with clinical instructors or documentation of other fieldwork coordination functions
- copies of correspondence (including email),
- draft copies or other materials directly related to the task(s) assigned

**vi. METHODS OF EVALUATION OF TEACHING AND OTHER PRIMARY DUTIES (SEE APPENDIX A)**

**Relative Importance**

Evaluations of Teaching Performance, Teaching Materials, and Faculty Development (Plan and evidence of development) will be considered to be of equal weight. If student evaluations of teaching performance are the only area in which the candidate does not meet the necessary criteria for retention, the candidate's plan of action based on student feedback that is reviewed and signed by the department chairperson may be considered acceptable evidence of teaching effectiveness for one year. Other assigned primary duties will be considered important in proportion to the quantity of these duties that are assigned (except in emergency situations such as program accreditation). Point values of student, faculty and peer evaluations will be considered as guidelines. Extenuating circumstances including but not limited to excessive CUE loads to meet department needs, family emergencies, and other factors may be considered if scores in one of the evaluation areas is below these guidelines.

### **Evaluation of Teaching and Other Primary Duties**

All tenure-track, clinical faculty, research faculty, and full time lecturers, part-time lecturers, and part-time fieldwork supervisors will be evaluated with the same criteria for teaching for peer evaluations, chair evaluations, and student evaluations. However, clinical and research faculty and lecturers are not required to complete curriculum and course revisions (activities at significant and superior levels). Curriculum and course revision is a collaboration process in the occupational therapy department. The Occupational Therapy faculty have regular curriculum review discussions that lead to decisions regarding changes to courses based on current best practices and assessment data. Student, Peer and Chair evaluations are scored on a 5-point scale with 5 being high and 1 being low. The OTPC will evaluate the effectiveness of the candidate's performance using the following standards (see Table next page).

For Unit B, part-time faculty, candidates will be evaluated based on the student Fieldwork evaluations and will provide 2-3 examples of feedback given to their assigned students. They may also provide examples of assignments, learning activities, or schedules that they helped to develop, or examples of how they assisted students in meeting learning objectives. Submissions go to the Chair for review. The Chair will evaluate part-time Unit B faculty once every 2 years.

**Table 1a: Evaluation of Teaching/Creative Activities Criteria by Year**

**Note:** No ratings for “Verbal Communication Skills” from Peer or Chair Evaluations that are below “Satisfactory” applies to all Years of consideration (Student, Peer and Chair evaluations are scored on a 5-point scale with 5 being high and 1 being low).

<b>Rating &amp; Year</b>	<b>Category Evaluated</b>					
	<b>Teaching Evaluation Type of Evaluation &amp; Quantitative Objective Average Score Criteria</b>			<b>Submitted Materials Demonstrate:</b>	<b>Faculty Development Experiences Demonstrate:</b>	<b>Primary Other Assigned Duties</b>
	<b>Student</b>	<b>Peer</b>	<b>Chair</b>			
<b>Satisfactory</b> Years 1 and 2 Retention (Tenure track and Clinical Faculty and Lecturers)	≥ 2.5	≥ 2.75	≥ 2.75	<input type="checkbox"/> Knowledge of the field of occupational therapy and in areas of practice, specialization and expertise. <input type="checkbox"/> New and current knowledge has been incorporated into teaching. <input type="checkbox"/> An ability to organize, analyze and present knowledge or material in a logical or developmental sequence. <input type="checkbox"/> Any introduction of new technology to engage students	<input type="checkbox"/> Demonstrate attendance at one or more continuing education opportunities specific to teaching/learning and incorporate into course, assignment, or learning objective <input type="checkbox"/> Submitted evidence of progress toward Faculty Development Plan goals.	<b>Satisfactory performance of primary duties other than teaching</b>

	<b>Student</b>	<b>Peer</b>	<b>Chair</b>	<b>Submitted Materials Demonstrate:</b>	<b>Faculty Development</b>	<b>Primary Duties</b>
<b>Effective</b> Year 3 retention or for annual reappointment for clinical faculty in Year 6 and beyond	>2.6	>2.76	>2.76	<input type="checkbox"/> Knowledge of the field of OT and areas of practice, specialization and expertise. <input type="checkbox"/> An ability to organize, analyze and present knowledge or material through a variety of teaching methods. <input type="checkbox"/> The ability to develop creative and interactive learning activities. <input type="checkbox"/> New and current knowledge has been incorporated into teaching. <input type="checkbox"/> Incorporated new technology into course to engage students and actively collaborates with other instructors to incorporate within curriculum	<input type="checkbox"/> Demonstrate and support-teaching assignments and professional development progress toward Faculty Development Plan goals	Satisfactory performance of primary duties other than teaching.
<b>Highly Effective</b> Year 4 Retention, for tenure track and clinical faculty and for extended contract for lecturers, promotion to assistant professor, or maintaining 3- year appointment for clinical faculty	>3	>3.5	>3.5	<input type="checkbox"/> Knowledge of the field of Occupational Therapy and areas of practice, specialization and expertise. <input type="checkbox"/> An ability to organize, analyze and present knowledge or material through a variety of teaching methods. <input type="checkbox"/> Revision of course module or series of classes within a course in response to curriculum evaluation. <input type="checkbox"/> The ability to develop creative and interactive learning activities. <input type="checkbox"/> New and current knowledge has been incorporated into teaching. <input type="checkbox"/> Innovation in creating online/asynchronous materials for online or hybrid course that actively engage students	<input type="checkbox"/> Demonstrate and support teaching assignments and professional development. <input type="checkbox"/> Submitted evidence of progress toward Faculty Development Plan goals.	Consistent and timely performance of primary duties other than teaching.

	<b>Student</b>	<b>Peer</b>	<b>Chair</b>	<b>Submitted Materials Demonstrate:</b>	<b>Faculty Development</b>	<b>Primary Duties</b>
<b>Significant</b> Year 5 for tenure track and clinical faculty	>3.5	>4.25	>4.25	<input type="checkbox"/> Breadth and depth of knowledge, specialization, expertise and ongoing faculty development. <input type="checkbox"/> Ability to create and develop curriculum or demonstrate exemplary teaching skills as evidenced by activities such as: <ul style="list-style-type: none"> <li>○ Development of a new course or course revision</li> <li>○ Development of fieldwork assignments/activities.</li> <li>○ Development of an interdisciplinary/collaborative assignment.</li> <li>○ A Teaching Award at the University, College, State or National Level.</li> <li>○ Introduction of innovative teaching activities (i.e., service learning projects, assistive technology projects).</li> <li>○ Use of innovative and creative technology to adapt course to more interactive flipped model</li> <li>○ Incorporate or develop online modules using creative measures to actively engage students</li> </ul>	<input type="checkbox"/> Demonstrate and Support teaching assignments and professional development. <input type="checkbox"/> Submitted evidence of progress toward Faculty Development Plan goals.	Consistent and timely performance of primary duties other than teaching.

	<b>Student</b>	<b>Peer</b>	<b>Chair</b>	<b>Submitted Materials Demonstrate:</b>	<b>Faculty Development</b>	<b>Primary Duties</b>
<b>Superior</b> Tenure or eligibility for 3-year appointment for clinical faculty	>3.5 For 2 consecutive years	>4.25 For 2 consecutive years	>4.25 For 2 consecutive years	<input type="checkbox"/> Submitted materials demonstrate breadth and depth of knowledge, specialization, expertise and ongoing faculty development. <input type="checkbox"/> Has demonstrated an ability to create and develop curriculum or demonstrate exemplary teaching skills as evidenced by activities such as: <input type="checkbox"/> Revision of multiple course sections that relate to one topic which threads through the curriculum (work issues, psychosocial issues, etc.). <ul style="list-style-type: none"> <li>○ Development of a new course/web course.</li> <li>○ A major course revision including adapting a course to a hybrid format.</li> <li>○ Course design for new fieldwork site.</li> <li>○ Development of an interdisciplinary/collaborative course.</li> <li>○ A Teaching Award at the University, College, State or National Level.</li> <li>○ Development of innovative teaching activities in more than one course</li> <li>○ Introduction of innovative teaching activities (i.e., service learning projects, assistive technology projects).</li> <li>○ Use of new technology that candidate collaborates with faculty to incorporate throughout the curriculum</li> <li>○ Development of education training materials and/or experiences for clinical educators.</li> </ul>	<input type="checkbox"/> Faculty Development experiences should support-teaching assignments and professional development. <input type="checkbox"/> Submitted evidence of progress toward Faculty Development Plan goals	Consistent and timely performance of primary duties other than teaching.

**b. RESEARCH/ CREATIVE ACTIVITY – Applies to Unit A only**

Publications, presentations, and grants are distinguished based on external peer review/referee, reputability of the publisher, and reputability of the conference. The occupational therapy department models and weighs research and creative activities in alignment with the professional development requirements outlines by AOTA and NBCOT. It is the candidate’s responsibility to provide sufficient evidence and information on the significance of their work to the profession and department.

Research may be substantiated through materials such as (but not limited to): copies of publications, conference programs, program announcements, title page and table of contents of book, course grades, and/or letters of acceptance (including email correspondence). (see Table 2)

Categories of Materials & Activities	Materials to be Evaluated	
	Category I	Category II (higher)
<b>1. Publications</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Published book reviews, abstracts (including published abstracts from conference proceedings), critical essays, compositions, reviews of Literature.</li> <li><input type="checkbox"/> Completing a translation of professional literature.</li> <li><input type="checkbox"/> Publication of articles that do not require peer review. This may include newspapers, magazines or non-peer reviewed/non-refereed professional publications. There are occupational therapy publications that require limited peer review but are not considered peer reviewed/refereed journals (such as OT Practice and Special Interest Section quarterlies). These are Category I publications, but they are considered more substantial contributions than non-peer reviewed publications.</li> <li><input type="checkbox"/> Submission of a manuscript to a peer reviewed/refereed publication</li> <li><input type="checkbox"/> Abstracts published online in searchable format from conference presentations. These are published after the conference (such as abstract for poster presentation from AOTA, published online in AJOT).</li> <li><input type="checkbox"/> Publication of an online continuing education course.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Co-authored or authored book accepted for publication by a reputable publishing company</li> <li><input type="checkbox"/> Co-authored or authored a book chapter in an edited book.</li> <li><input type="checkbox"/> Co-authored or authored an article that was accepted for publication by a peer reviewed/refereed journal.</li> <li><input type="checkbox"/> Co-authored or authored a new or revised assessment manual/tool.</li> <li><input type="checkbox"/> Served as editor or co-editor for journal, book or other publication.</li> <li><input type="checkbox"/> Published or manufactured learning materials that are patented or copyrighted (i.e., computer programs, movies, videotapes, games, or equipment).</li> </ul>

	Category I	Category II
		Category II (higher)
<b>2. Presentations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Papers presented to professional groups, lectures, technical sessions or in-services or serving as a moderator of a panel at a professional conference of meeting.</li> <li><input type="checkbox"/> Professional presentations by request of an agent outside the university based on the candidate's expertise (e.g. presentation to parents at a community pre-school)</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> Chairing or moderating a professional conference session This includes roundtable discussions.</li> <li><input type="checkbox"/> Presentation at Faculty Research and Creative Activities group (FRACA)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poster Session, Presentation or workshop (in person or virtual) at international or national conferences or symposiums that require peer review.</li> <li><input type="checkbox"/> Presentation or workshop at national, regional and state conferences or symposiums that require peer review.</li> <li><input type="checkbox"/> Poster session at a conference or symposium that requires peer review.</li> <li><input type="checkbox"/> Academic presentation to a conference, symposium or lecture series for which the candidate has been invited based on expertise. This can include keynote presentations at state or national conferences, presentations within established academic lecture series or esteemed institutions respected related to the profession, or presentations associated with awards of professional merit.</li> <li><input type="checkbox"/> Appointment as a visiting scholar at another institution.</li> </ul>

	<b>Category I</b>	<b>Category II (higher)</b>
<b>3. Research and Grants</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research in progress (documentation required).</li> <li><input type="checkbox"/> Mentorship of student-faculty collaborative research projects defined by faculty member</li> <li><input type="checkbox"/> Research and/or scholarly projects as part of fellowships, internships, or clinical practice.</li> <li><input type="checkbox"/> Critical review of the literature in an area of interest</li> <li><input type="checkbox"/> Membership on a dissertation/master thesis committee outside the department and/or outside the university.</li> <li><input type="checkbox"/> Completed research for the benefit of the university, college or department (i.e. New Expanded Program Request, outcome studies not included in the departmental program evaluation plan).</li> <li><input type="checkbox"/> Assisted or contributed on an established research project (i.e., collecting data, coding qualitative data, statistical consultation, mentoring).</li> <li><input type="checkbox"/> Participation on grant data collection.</li> <li><input type="checkbox"/> Internal grants that are peer reviewed excluding internal travel grants.</li> <li><input type="checkbox"/> Grant reviewer for external grant.</li> <li><input type="checkbox"/> Mentoring students, alumni, and/or community partners such as FW sites to publish their research and/or creative activities that leads to submission and/or publication of a manuscript.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> External research, training, or study grants awarded and managed for research and development for which the candidate served as principal investigator or co-investigator.</li> <li><input type="checkbox"/> External research grant, study, or training grant in the amount of at least \$100,000 thoughtfully written and submitted by the candidate for which the candidate would also serve as principal investigator or co-investigator.</li> </ul>

	<b>Category I</b>	<b>Category II (higher)</b>
<b>4. Other</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Citation in published work. This is an important area because it demonstrates the impact of the candidate’s work on the profession.</li> <li><input type="checkbox"/> Having previously published work translated into another language by another individual (demonstrating increased impact of work)</li> <li><input type="checkbox"/> Awards for research excellence or research productivity from professional organizations other than the higher level awards included in Category II.</li> <li><input type="checkbox"/> Membership on national or regional committees to research and develop policies, procedures or practice guidelines for the profession or that influence the profession (e.g. Medicare, Occupational Safety &amp; Health Administration, Commission for Accreditation of Rehabilitation Facilities, Accreditation Council for Occupational Therapy Education or National Board for Certification of Occupational Therapy guidelines, American OT Association practice guidelines).</li> <li><input type="checkbox"/> Obtaining Specialty or Board Certification (e.g. Sensory Integration, Neurodevelopmental Treatment, Hand Therapy, Pediatrics, Geriatrics, Feeding and Swallowing etc.).</li> <li><input type="checkbox"/> Developing a new community site for research projects (either faculty research or student-faculty collaborative research)</li> <li><input type="checkbox"/> Coordinating or mentoring community partners and/or fieldwork students at community site to complete program evaluation of program or intervention.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Awards for research excellence or research productivity from professional organizations.</li> <li><input type="checkbox"/> These awards include induction in the American Occupational Therapy Foundation Academy of Research, American OT Association (AOTA) Award of Merit, Eleanor Clarke Slagle Lectureship Award, or AOTA Roster of Fellows if awarded for research/creative activity. Other similar awards from nationally recognized organizations relevant to the individual’s area of research would also fit in this category.</li> <li><input type="checkbox"/> Collaboration with a fieldwork site or community partner in writing and obtaining a grant of at least \$5,000. This must involve the faculty member’s contributions to research at the site such as program evaluation and/or outcomes.</li> </ul>

(Table 2 – Categories of Materials and Activities to be submitted - Research)

**i. METHODS OF EVALUATION OF RESEARCH AND CREATIVE ACTIVITIES**

**Relative Importance**

Category II is judged to be more rigorous than Category I. Materials are also judged in importance based on their relevance to the profession of occupational therapy although it is understood that materials presented or published in a non-occupational therapy venues can be considered to be highly relevant to occupational therapy. The occupational therapy department values research and creative activities that include student involvement. Awarded grants are considered higher in ranking than those written and submitted. The weight of the grant is not determined by the amount of money awarded but the extent of peer review.

Given the limited number of occupational therapists with terminal degrees, progression towards completion of a doctoral degree can be considered during the retention process. During the retention process, the candidate must show progress toward a terminal degree with a plan for timely completion by tenure. Progress toward degree completion is a condition of employment. Degree completion is a requirement for obtaining tenure.

When an activity has the potential to be categorized in multiple ways (i.e. research/creative activity or service), the candidate must designate which category he/she is assigning it to for the evaluation period, and the same activity cannot be used in multiple categories. If the candidate completed multiple activities of a similar nature, these activities can be split between two categories, but the candidate must clearly specify how the activities are split and provide documentation related to it.

**PERFORMANCE STANDARDS FOR  
RESEARCH – Tenure Track**

The OTPC will evaluate the effectiveness of the candidate’s performance using the following standards for **tenure-track faculty**:

Rating/Year	Criteria
<b>Appropriate</b> (Retention, Year 1)	<input type="checkbox"/> Identification of a research agenda compatible with the department strategic plan.
<b>Satisfactory</b> (Retention, Year 2 or promotion to assistant professor)	<input type="checkbox"/> One item from any category
<b>Highly Satisfactory</b> (Retention, Year 3)	<input type="checkbox"/> Two items from either Category I or II
<b>Effective</b> (Retention, Year 4)	<input type="checkbox"/> Three items from Category I or II. <input type="checkbox"/> If the candidate has no Category II research at this point (from beginning their position a CSU until submission of portfolio for 4th year retention) a letter from the DPC confirming that a meeting has occurred between the faculty member, a subset of the DPC and the department chair. The purpose of this meeting will be to collaborate to develop a plan for obtaining the level of research required for tenure/promotion within the next two years.  -This is not mandatory for faculty who are in years 1-5 in tenure track during the 2023-2024, but these members of the faculty may be invited to meet with DPC members for mentorship if they have no Category II research/creative items at this point.
<b>Highly Effective</b> (Retention, Year 5)	<input type="checkbox"/> One item in Category II, two other items in either Category I or II <input type="checkbox"/> If the candidate has no Category II research at this point (from beginning their position a CSU until submission of portfolio for 4th year retention) a letter from the DPC confirming that a meeting has occurred between the faculty member, a subset of the DPC and the department chair. The purpose of this meeting will be to collaborate to develop a plan for obtaining the level of research required for tenure/promotion within the next two years.

	<p>-This is not mandatory for faculty who are in years 1-5 in tenure track during the 2023-2024, but these members of the faculty may be invited to meet with DPC members for mentorship if they have no Category II research/creative items at this point.</p>
<p><b>Significant</b> (Necessary for Tenure, promotion to associate professor, clinical associate professor, or research associate professor, eligibility for 3-year appointment for FT clinical faculty if service is highly effective)</p>	<p><input type="checkbox"/> Two items from Category II, one of which must be a publication and/or externally funded grant or fundable scoring on a grant</p>
<p><b>Superior</b> (promotion to professor or research professor, for PAI if service is significant;</p>	<p><input type="checkbox"/> Two items from Category II within the period of review including at least 1 peer reviewed publication or externally funded grant</p> <p><input type="checkbox"/> .</p>

(Table 3 – Evaluation of research effectiveness – tenure-track faculty)

**PERFORMANCE STANDARDS FOR  
RESEARCH – Clinical Faculty**

The OTPC will evaluate the effectiveness of the candidate’s performance using the following standards for **clinical faculty**:

<b>Rating/Year</b>	<b>Criteria</b>
<b>Appropriate</b> (Retention, Year 1)	<input type="checkbox"/> Identification of an agenda related to research/creative activities compatible with the department strategic plan and enrollment in a doctoral program if the candidate does not have a terminal degree. The agenda may include plans for disseminating outcomes and descriptions of clinical projects and programs.
<b>Satisfactory</b> (Retention, Year 2)	<input type="checkbox"/> One item from any category in the last two years
<b>Highly Satisfactory</b> (Retention, Year 3)	<input type="checkbox"/> One item from any category in the last year
<b>Effective</b> (Retention, Year 4 and annual reappointment for year 6 and beyond)	<input type="checkbox"/> Two items from any category in the last year
<b>Highly Effective</b> (Retention, Year 5, eligibility for 3-year reappointment if service is significant, or maintaining 3-year appointment for clinical faculty)	<input type="checkbox"/> Three items from any category in the last year
<b>Significant</b> (Necessary for eligibility for 3-year reappointment if service is highly effective)	<input type="checkbox"/> Three items from any category in each year for the last three years, <input type="checkbox"/> Possess terminal degree, <input type="checkbox"/> Provide a representative sample of items over the period of evaluation.
<b>Superior</b> (promotion to clinical professor)	<input type="checkbox"/> Four items from any category within the past four years <input type="checkbox"/> At least one item must be an item from Category II <input type="checkbox"/> Provide a representative sample of items over the period of evaluation

(Table 4 – Evaluation of research effectiveness – clinical faculty)

**c. SERVICE – Applies to Unit A Only**

The Department of Occupational Therapy views service to the department, college, university, profession, and community as an important element of professional development. Service positively influences Teaching/Primary Duties and Research/Creative Activity. Service can promote the positive image of the University, College, and Department as well as enhance student engagement.

Service may be substantiated through documentation of including but not limited to meeting minutes, committee reports, letters or statements by others describing one's service activities, or awards for service activities.

Subcategory	Category I	Category II (higher)
<p><b>1. Service to the department</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participation in standing and/or ad hoc committees i.e. curriculum, personnel.</li> <li><input type="checkbox"/> Participation in Advisory Board meetings, and student-faculty meetings.</li> <li><input type="checkbox"/> Second reader for student research group if minimal feedback and assistance necessary. The faculty mentor for the research project and second reader determine together whether the second reader's contribution fit best with category I or II service.</li> <li><input type="checkbox"/> Routine maintenance of department website</li> <li><input type="checkbox"/> Performance of other duties beyond the scope of the faculty member's specified teaching responsibilities that assist in the functioning of the department.</li> <li><input type="checkbox"/> Responsibility for processing admission applications (i.e., interviewing, reading essays).</li> <li><input type="checkbox"/> Participation in department recruitment and retention activities including monthly information sessions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership within department committee</li> <li><input type="checkbox"/> Advisor of student organization for professional level students.</li> <li><input type="checkbox"/> Coordinating admissions to the professional program</li> <li><input type="checkbox"/> Faculty mentor for junior faculty</li> <li><input type="checkbox"/> Research mentor for faculty with less research experience</li> <li><input type="checkbox"/> Program's representative to various organizations/ boards/ groups, such as a representative to a regional educational board.</li> <li><input type="checkbox"/> Recording secretary for department meeting, advisory board meeting, etc.</li> <li><input type="checkbox"/> Second reader for student research group if extensive feedback and assistance is necessary.</li> <li><input type="checkbox"/> Supervising Level II fieldwork students in community sites. Although CUEs are associated with this activity, the CUEs assigned do not fully represent the time commitment since the faculty member must spend a minimum of 8 hours a week in direct supervision. Therefore, this activity may be counted partially as teaching/primary duties and partially as service to the department.</li> </ul>

	<input type="checkbox"/> Participation in social media posts of Department	<input type="checkbox"/> Conducting student success workshops (i.e. test taking, APA, etc.) <input type="checkbox"/> Guest/invited speaker to classes of other faculty members within the department <input type="checkbox"/> Extensive revision of department website or other promotional materials <input type="checkbox"/> Developing written materials for new initiatives within the department <input type="checkbox"/> Speaking at recruitment and career day events <input type="checkbox"/> Administrative duties – evidence of providing assistance to the Chairperson <input type="checkbox"/> Developing program/intervention at community site/fieldwork site <input type="checkbox"/> Coordinating re-accreditation committee <input type="checkbox"/> Coordinating social media of department
<b>2. Service to the College</b>	<input type="checkbox"/> Participation in College standing and ad hoc and/or task forces. <input type="checkbox"/> Participation in College meetings, retreats, or colloquia. <input type="checkbox"/> Participation and/or planning College workshops of seminars or other events. <input type="checkbox"/> Participation in College Induction Ceremony <input type="checkbox"/> e.) Participation in College student recruitment activities.	<input type="checkbox"/> Recognition by the college for service. <input type="checkbox"/> College representative to various organizations/boards/ groups such as a representative to a regional educational board. <input type="checkbox"/> Representing the department at College functions <input type="checkbox"/> d.) Guest/invited speaker for classes or meetings in other departments within the College
<b>3. Service to the University</b>	<input type="checkbox"/> Participation in University committees. <input type="checkbox"/> Service to the faculty union. <input type="checkbox"/> c.) Participation in University events such as commencement, Honors Convocation, and/or others	<input type="checkbox"/> Recognition by the University for service. <input type="checkbox"/> Representation of the University to various organizations. <input type="checkbox"/> Representing the department or College at University functions <input type="checkbox"/> d.) Guest/invited speaker for classes or meetings in other departments within the University

<p><b>4. Service to Professional Organizations</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Active service to a professional organization (including encouraging students to become members and increase their involvement).</li> <li><input type="checkbox"/> Assisting with preparation for a professional conference.</li> <li><input type="checkbox"/> Membership in a professional organization.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership within a local, state or national professional organization.</li> <li><input type="checkbox"/> Recognition for service by a local, state, or national professional organization</li> <li><input type="checkbox"/> Member of national accreditation team or national committee.</li> <li><input type="checkbox"/> Planning professional conferences/workshops with leadership role.</li> <li><input type="checkbox"/> Coordination of international, national, regional, or state conferences hosted by the University.</li> <li><input type="checkbox"/> Other forms of recognition for scholarly contribution such as <ul style="list-style-type: none"> <li><input type="checkbox"/> editorial board, peer review committees, representing the department at professional functions, or member of an external advisory board</li> <li><input type="checkbox"/> Serve as an external grant, book, or manuscript reviewer</li> </ul> </li> </ul>
<p><b>5. Community Service (professional and nonprofessional)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participation in community organization or committee</li> <li><input type="checkbox"/> Activities that benefit the community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership within community organization or committee</li> <li><input type="checkbox"/> Involvement in community activities that draw upon one's academic or occupational therapy skills</li> <li><input type="checkbox"/> Member of a community advisory board</li> </ul>

(Table 5 – Categories of Materials and Activities to be submitted - Service)

**i. METHODS OF EVALUATION OF SERVICE**

**Relative importance**

It is expected that individuals will document widely differing activities and emphases in their service contributions. The importance of such activities will be considered based on degree of participation, quality and length of service, depth and type of responsibilities within the committee, types of leadership activities and responsibilities such as but not limited to chair, co-chair, secretary, executive board member, or coordinator of an event. Category II is judged to be more noteworthy than Category I. Service will also be judged in terms of the relationship of the service to the employee’s assigned responsibilities, and to the University.

Service to the profession and community positively influences Teaching/Primary Duties and Research/Creative Activity. Generally, the quality and depth of participation (such as leadership or other meaningful contribution) is seen as more important than the quantity of participation.

It is also anticipated that service activities engaged in by a faculty member may vary from year to year, often based on Teaching/Primary Duties assignments/load.

**Important Note Regarding Evaluation of Service -**

All tenure-track, clinical faculty, and research faculty will be evaluated with the same criteria for service.

**PERFORMANCE STANDARDS FOR  
SERVICE – Tenure Track**

The OTPC will evaluate the effectiveness of the candidate’s performance using the following standards for **tenure-track faculty**:

<b>Rating/Year</b>	<b>Criteria</b>
<b>Appropriate</b> (Retention, Year 1)	<input type="checkbox"/> Two items from Category I (OT Dept.).
<b>Satisfactory</b> (Retention, Year 2 or promotion to assistant professor)	<input type="checkbox"/> Three items from Category I (OT Dept) and one item in Category I ( College, University, Prof. Org or Community)
<b>Highly Satisfactory</b> (Retention, Year 3)	<input type="checkbox"/> Three items from Category I (OT Dept) and two items in Category I (College, University, Prof. Org or Community)

<p><b>Effective</b> (Retention, Year 4 and annual reappointment for clinical faculty for year 6 and beyond)</p>	<p><input type="checkbox"/> Three items from Category I (OT Dept) and three items in Category I (College, University, Prof. Org or Community)</p>
<p><b>Highly Effective</b> (Retention, Year 5, eligibility for 3-year reappointment if service is significant, or maintaining 3-year appointment for clinical faculty)</p>	<p><input type="checkbox"/> Involvement in one activity in Category II AND activities in 3 subsections of service Category I or II to the College, University, Prof. Org or Community</p> <p><input type="checkbox"/> Must include at least three items from Category I (OT Dept).</p>
<p><b>Significant</b> (Necessary for Tenure, promotion to associate professor, clinical associate professor, or research associate professor, eligibility for 3-year appointment for FT clinical faculty if service is highly effective)</p>	<p><input type="checkbox"/> Involvement in two activities in Category II that include demonstration of leadership, accomplishment, as well as depth (or length) of service. One leadership activity must be outside of the department AND activities in all subsections of Category I (bullet 1-4) across the period of review.</p> <p><input type="checkbox"/> Must include at least three items from Category I (OT Dept).</p>
<p><b>Superior</b> (promotion to professor or clinical professor, PAI if research is significant)</p>	<p><input type="checkbox"/> Three items from Category II in at least two areas that include demonstration of accomplishment, leadership and depth or length of service. One activity should be outside of the department</p>

(Table 6 – Evaluation of service effectiveness – tenure-track faculty)

### **Additional Criteria**

- Exceptionality
- Annual Eval of Tenured Faculty
- Promotion
- Professional Advancement Increase (PAI)

## TENURE BY EXCEPTIONALITY

Per Article 21.2 Consideration for Promotion on the Basis of Exception (Tenured/Tenure-Track or Clinical Faculty) of the 2018-2022 CSU-UPI contract:

Faculty “may apply for consideration for tenure in her/his third, fourth, fifth, or sixth year of full-time service in the bargaining unit at the University on the basis of exceptional performance in at least TWO of the following areas: teaching/performance of primary duties, research/creative activity, or service.”

### 1. Teaching

To be exceptional, the Candidate must **exceed** the criteria for “Superior” teaching (see Table 1a). This may be completing one additional item to exceed superior criteria, OR by receiving significant recognition by the university or state or national professional organization deemed exceptional. Examples of significant recognition may include, but are not limited to, receiving an Educator of the Year award, OT of the Year award, Fellow of the American Occupational Therapy Association.

### 2. Research

To be exceptional, candidate must **exceed** criteria for “significant” (see Table 2). Candidate must also have additional item(s) from Category I OR must have significant recognition of the research to meet exceptional category. Examples may include but not limited to national or state recognition of research, substantial grant bringing national recognition to CSU, etc.

### 3. Service

To be exceptional, candidate must **exceed** criteria for “significant” rating (see Table 5). The candidate must exceed this criteria by having additional activity(ies) in Category II or Category I (bullet 1), OR service has led to significant contribution and gain by the department, COHS, and/or University.

## B. ANNUAL EVALUATION OF TENURED FACULTY

The annual evaluation for tenured faculty members not being considered for promotion or professional advancement increases is a process to evaluate each faculty member's work performance and accomplishments and shall consist of the review of the following by department chairperson (Article 19.4c):

- a) required student course evaluations
- b) materials completed or developed since the last evaluation to substantiate performance in teaching/primary duties, research/creative activity and service; and
- c) materials in the faculty members' personnel files.
- d) Per Article 19.4c, beginning Spring 2021 and continuing thereafter, the evaluation materials will be submitted to follow a biennial pattern:
  1. Year 1 (Spring 2023, 2025), a summary of work in each area (teaching-performance of primary duties/research-creative activity/service), specifically referencing the requirements of the departmental application of criteria, and following 19.4.c.1.b
  2. Year 2 (Spring , 2024, 2026), a portfolio with complete documentation to substantiate performance under 19.4.c.1.b. In either year, the Department Chair/Director and Dean may request additional documentation.

Faculty members provide chairpersons and program directors with the above-mentioned supported materials and other professionally related materials for evaluation.

Teaching remains of primary importance followed by research and service equally. In service, the individual tenured faculty member makes a choice about the breadth versus depth of his/her involvement and may choose more in depth involvement with fewer activities. The activities for Category I and II in research and service are the same for tenured faculty as listed in previous sections.

## Teaching for Annual Evaluation Of Tenured Faculty

The Department Chairperson will evaluate the effectiveness of the tenured faculty member's performance using the following standards:

### Adequate

- Student Evaluations should have an average score  $\geq 3$ .
- Peer Evaluation should have an average score between 3 and 3.5.
- Chair Evaluation should have an average score between 3 and 3.5.
- (Student, Peer and Chair evaluations are scored on a 5-point scale with 5 being high and 1 being low)
- No ratings for "Verbal Communication Skills" from Peer or Chair that are below "Satisfactory."

Submitted materials demonstrate:

- Knowledge of the field of OT and areas of practice, specialization and expertise.
- An ability to organize, analyze and present knowledge or material through a variety of teaching methods.
- The ability to develop creative and interactive learning activities.
- How new and current knowledge has been incorporated into teaching.
- Evidence of change made to teaching practices including information on what modification was made and what the change was based on. Examples may include but are not limited to changes in current best practice in the profession, assessment data from previous courses, student feedback, department curriculum review, or other sources of information.

### Exemplary

- Student Evaluations should have an average score  $\geq 3.5$ .
- Peer Evaluation should have an average score  $>3.5$ .
- Chair Evaluation should have an average score  $>3.5$ .
- (Student, Peer and Chair evaluations are scored on a 5-point scale with 5 being high and 1 being low)
- No ratings for "Verbal Communication Skills" from Peer or Chair that are below "Satisfactory."

Submitted materials demonstrate:

- Knowledge of the field of OT and areas of practice, specialization and expertise.
- An ability to organize, analyze and present knowledge or material through a variety of teaching methods.
- The ability to develop creative and interactive learning activities.
- How new and current knowledge has been incorporated into teaching.
- Evidence of change made to teaching practices including information on what modification was made and what the change was based on. Examples may include but are not limited to changes in current best practice in the profession, assessment data from previous courses, student feedback, department curriculum review, or other sources of information.

## 1. Research for Annual Evaluation Of Tenured Faculty

The Department Chairperson will evaluate the effectiveness of the tenured faculty member's performance using the following standards:

**Adequate:** One item in Category I

**Exemplary:** One item in Category II or two items in any category

## 2. Service for Annual Evaluation Of Tenured Faculty

The Department Chairperson will evaluate the effectiveness of the tenured faculty member's performance using the following standards:

**Adequate:** At least 3 activities at the department level (1) and 2 activities in other subsections (2-5). At least one of these activities should be a Category II activity. If the candidate does not have a service activity in Category II due to extenuating circumstances including but not limited to excessive CUE loads to meet department needs or family emergencies, an additional service activity from Category I would be considered a substitute.

**Exemplary:** The candidate must meet the criteria for adequate and exceed it by demonstrating more than 5 service activities or at least two Category II activities.

Chairpersons prepare a written evaluation statement for each faculty member considered.

Copies of the written evaluation statement shall be forwarded to the Dean for review.

A copy is sent to the employee who may attach a written response.

“After the review, the Dean will forward his/her recommendation to the provost”  
(Article 19.4c(2))

## CRITERIA FOR PROMOTION AND PROFESSIONAL ADVANCEMENT INCREASE

### 1. Teaching For Promotion And Professional Advancement Increase

When submitting materials for promotion or professional advancement increase, the candidate should provide syllabi, evaluations, and teaching materials for all courses taught within the last five years. Only a few representative samples of courses older than five years or from previous curriculum designs should be included. The materials submitted should demonstrate how the candidate has made changes to courses taught multiple times.

**Assistant Professor:** The Candidate must meet the criteria for “Highly Effective” teaching listed below and be enrolled in a doctorate program or possess a terminal degree.

- Student Evaluations should have an average score between  $> 3$ .
- Peer Evaluation should have an average score between  $> 3.5$ .
- Chair Evaluation should have an average score between  $> 3.5$
- (Student, Peer and Chair evaluations are scored on a 5-point scale with 5 being high and 1 being low)
- No ratings for “Verbal Communication Skills” from Peer or Chair that are below “satisfactory.”

Submitted materials demonstrate:

- Knowledge of the field of Occupational Therapy and areas of practice, specialization and expertise.
- An ability to organize, analyze and present knowledge or material through a variety of teaching methods.
- Revision of course module/section in relation to curriculum evaluation
- The ability to develop creative and interactive learning activities.
- How new and current knowledge has been incorporated into teaching.

Faculty Development experiences should support teaching assignments.

Submitted evidence of progress toward Faculty Development Plan goals.

Consistent and timely performance of primary duties other than teaching.

**Associate Professor:** The Candidate must maintain a “Superior” rating for teaching (listed below) in Sections A and B for a two year period and provide two items that would fit in section C completed during the period of evaluation.

Demonstrated an ability to maintain consistently high levels of performance as evidenced by:

Section A

- Student Evaluations should have an average score between  $> 3.5$  for the past two years
- Peer evaluations should have an average score between  $\geq 4.25$  for the past two years
- Chair evaluation should have an average score between  $\geq 4.25$  for the past two years
- (Student, Peer and Chair evaluations are scored on a 5-point scale with 1 being low and 5 being high)
- Submitted evidence of progress toward Faculty Development Plan goals
- Consistent and timely performance of primary duties other than teaching.

Section B

- Submitted materials demonstrate breadth and depth of knowledge, specialization, expertise and ongoing faculty development.

Section C

- Has demonstrated an ability to create and develop curriculum and/or demonstrate exemplary teaching skills as evidenced by activities such as but not limited to:
  - Coordinate development of topic area that threads through the curriculum (work issues, psychosocial issues, driver rehabilitation, etc)
  - Development of a new course/web course in the department or in the College
  - A major course revision including adapting a course to a hybrid format.
  - Develop new fieldwork site to meet existing curriculum design
  - Develop an interdisciplinary/collaborative course or seminars
  - A Teaching Award at the University, College, State or National Level
  - Development of education training materials and/or experiences for clinical educators
  - Providing continuing education course within the University that is not peer reviewed

Faculty Development experiences should support-teaching assignments and professional development.

**Professor:** The Candidate must maintain a Superior rating in teaching (listed above) in sections A (evaluations) and B (materials) for a two year period and provide three items that would fit in section C (curriculum dev) during the period of evaluation.

**Professional Advancement Increase:** Candidates are eligible to apply for professional advancement increase after at least five years of service beyond achieving the rank of professor. Candidates must meet teaching criteria for “superior” for three years during the period of review in order to be consider for PAI.

## **2. Research/Creative Activities For Promotion And Professional Advancement Increase**

### **Assistant Professor:**

Candidate must meet criteria for “satisfactory”: One from Category I or II and possess a terminal degree

### **Associate Professor:**

Candidate must meet criteria for “significant”: Two items from Category II, one of which is a peer-reviewed publication or externally funded grant and a representative sample of items from Category I or II over the period of evaluation.

### **Professor:**

Candidate must meet criteria for “superior”: Two items from Category II period of review with 1 of these items being a peer-reviewed publication or externally funded grants and provide a representative sample of items from Category I or II over the period of evaluation.

### **Professional Advancement Increase:**

Candidate must meet criteria for “superior” if service is “significant”: Two items from Category II within the period of review with at least one item being a peer-reviewed publication or externally funded grants and provide a representative sample of items from Category I over the period of evaluation.

Candidate must meet criteria for “significant” if service is “superior”: Two items from Category II during the period of evaluation, one of which is a peer-reviewed publication or externally funded grants and provide a representative sample of items from Category I or II over the period of evaluation.

### **3. Service For Promotion And Professional Advancement Increase**

**Assistant Professor:** The Candidate must meet the criteria for “Satisfactory.”

Service to the department (at least 3 activities from Category I-1) and one other area (2-5) is represented.

**Associate Professor:** The Candidate must meet the criteria for “Significant.”

Involvement in all areas 1-5 (at least 3 activities from subsection 1) with at least two activities in Category II

**Professor:** The Candidate must meet the criteria for “Superior.”

Demonstrated three or more Category II activities in at least two areas.

#### **Professional Advancement Increase:**

Candidate must meet criteria for “superior” if research is “significant”

Demonstrated three or more Category II activities in at least two areas.

Candidate must meet criteria for “significant” if research is “superior”

Involvement in all areas 1-5 (at least 3 activities from subsection 1: OT Dept) with at least two activities in Category II.

Adopted 11/3/88 by the Faculty  
Adopted 12/8/88 by the Faculty  
Revised 11/4/91 by the Faculty  
Revised 3/15/95 by the Faculty  
Revised 2/28/00 by the Faculty  
Revised 3/25/04 by the Faculty  
Revised 9/7/04 by the Faculty  
Revised 9/22/04 by the Faculty  
Revised 03/30/07 by the Faculty  
Revised 9/17/12 by the Faculty  
Revised 12/10/2020 by the Faculty  
Revised 12/14/2020 by the Faculty  
Revised 3/18/2021 by the Faculty  
Revised 3/22/2021 by the Faculty  
Revised 4/16/2021 by the Faculty  
Revised 4/19/2021 by the Faculty  
Revised 5/3/2021 by the Faculty  
Revised 5/4/2021 by the Faculty  
Revised 12/1/23 by the Faculty