

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

September 1, 2006 – August 30, 2010

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 units A are members in the OTPC. This composition will remain in effect for the duration of the current UPI Agreement.

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. 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.
5. Current yearlong assignments for the period of evaluation.

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.

I. CATEGORIES OF MATERIALS AND ACTIVITIES CONSIDERED APPROPRIATE BY PERFORMANCE AREA

2. TEACHING/ PERFORMANCE OF PRIMARY DUTIES – Applies to both Unit A and Unit B

A. CATEGORIES OF MATERIALS AND ACTIVITIES TO BE SUBMITTED

1. Evaluations of Teaching Performance

i. Chairperson reports of class visitation (one per academic year)

The candidate will invite the program director to visit one class (lecture 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. All completed course visitation forms completed by the chair will be included in the portfolio.

ii. Peer reports of class visitation (One per long semester)

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. The candidate may choose peer reviewers. The candidate may not be reviewed by the same peer for two consecutive semesters. A member of the occupational therapy faculty must complete at least one review within each academic term. 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.

iii. Summary of student evaluations

Candidates are expected to submit a summary of student course evaluations and comments from all professional courses, including fieldwork each semester in which courses are taught. Faculty who teach professional courses shall insure that at least half of his or her students have the opportunity to evaluate his or her teaching effectiveness. The candidate may opt to submit additional evaluations.

Student evaluation forms will be distributed, collected, and returned to the department office by a designated person other than the candidate. Only summaries and student comments (not computer printouts) should be included in the candidate's portfolio. Summaries shall be reviewed and signed by the department chair.

2. Teaching Materials

i. 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.

ii. Original supplemental materials, and examinations (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 lesson plans (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.

iii. 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.

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

3. 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 and should be consistent with the program's strategic plan.

4. 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.

5. 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.

2. METHODS OF EVALUATION FOR TEACHING AND OTHER PRIMARY DUTIES

Relative Importance

Evaluations of Teaching Performance, Teaching Materials, and Faculty Development (Plan and evidence of development) will be considered to be of equal weight. 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 and specific plans for improvement may be considered if scores in one of the evaluation areas is below these guidelines.

Evaluation of Teaching and Other Primary Duties

The OTPC will evaluate the effectiveness of the candidate's performance using the following standards:

Satisfactory -

(Necessary for retention in years one and two for tenure track faculty and lecturers)

Student evaluations – Candidates must include scores from “Instruction Items”. Average of scores in “Instruction” should be ≥ 2.1 .

Peer Evaluation should have an average score ≥ 2.25 .

Chair Evaluation should have an average score ≥ 2.25 .

(Student, Peer and Chair evaluations are scored on a 4-point scale with 4 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 in areas of practice, specialization and expertise.
- How new and current knowledge has been incorporated into teaching.
- An ability to organize, analyze and present knowledge or material in a logical or developmental sequence.

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

Submitted evidence of progress toward Faculty Development Plan goals.

Satisfactory performance of primary duties other than teaching.

Effective-

(Necessary for retention in year three for tenure track faculty)

Student Evaluations should have an average score between 2.2 and 2.5.

Peer Evaluation should have an average score between 2.3 and 3.0.

Chair Evaluation should have an average score between 2.3 and 3.0.

(Student, Peer and Chair evaluations are scored on a 4-point scale with 4 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.

Faculty Development experiences should support-teaching assignments and professional development and the candidate should submit evidence on the progress toward Faculty Development Plan goals

Satisfactory performance of primary duties other than teaching.

Highly Effective-

(Necessary for retention in year four, for tenure track faculty and for extended contract for lecturers, promotion to assistant professor)

Student Evaluations should have an average score between 2.6 and 2.9.

Peer Evaluation should have an average score between 3.1 and 3.45.

Chair Evaluation should have an average score between 3.1 and 3.45.

(Student, Peer and Chair evaluations are scored on a 4-point scale with 4 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 or series of classes within a course in response 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 and professional development.

Submitted evidence of progress toward Faculty Development Plan goals.

Consistent and timely performance of primary duties other than teaching.

Significant-

(Necessary for retention in year 5 for tenure track faculty)

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

- Student Evaluations should have an average score between 3.0 and 3.24.
- Peer evaluations should have an average score between 3.5 and 3.74.
- Chair evaluation should have an average score between 3.5 – 3.74.
- Submitted materials demonstrate breadth and depth of knowledge, specialization, expertise and ongoing faculty development.
- Has demonstrated an ability to create and develop curriculum and/or demonstrate exemplary teaching skills as evidenced by activities such as:
 - Development of a new course.
 - Development of fieldwork assignments/activities.
 - Development of an interdisciplinary/collaborative assignment.
 - A Teaching Award at the University, College, State or National Level.
 - Introduction of innovative teaching activities (i.e., service learning projects, assistive technology projects).

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

Submitted evidence of progress toward Faculty Development Plan goals.

Consistent and timely performance of primary duties other than teaching.

Superior-

(Necessary for tenure)

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

- Student Evaluations should have an average score >3.24 .
- Peer evaluations should have an average score >3.75 .
- Chair evaluation should have an average score > 3.75 .
- Submitted materials demonstrate breadth and depth of knowledge, specialization, expertise and ongoing faculty development.
- Has demonstrated an ability to create and develop curriculum and/or demonstrate exemplary teaching skills as evidenced by activities such as:
 - Revision of multiple course sections that relate to one topic which threads through the curriculum (work issues, psychosocial issues, etc.).
 - Development of a new course/web course.
 - A major course revision.
 - Course design for new fieldwork site.
 - Development of an interdisciplinary/collaborative course.
 - A Teaching Award at the University, College, State or National Level.
 - Development of education training materials and/or experiences for clinical educators.

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

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

1. CATEGORIES OF MATERIALS AND ACTIVITIES

a. Category I

i. Publications

- a. Co-authored or authored book.
- b. Co-authored or authored a book chapter.
- c. Co-authored or authored an article that was accepted by a peer reviewed journal.
- d. Served as editor or co-editor for a collected volume.
- e. Published or manufactured learning materials (i.e., computer programs, movies, videotapes, games, or equipment).

ii. Presentations

- a. Presentation or workshop at international or national conferences or symposiums that require peer review.
- b. Presentation or workshop at regional and state conferences or symposiums that require peer review.
- c. 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 presentations associated with awards of professional merit.

iii. Grant Funding

- a. External research grant, study or training grants, written and submitted for which the candidate served as principal investigator or co-investigator.
- b. External research, training, or study grant awarded for research and development for which the candidate served as principal investigator or co-investigator.

b. Category II

i. Publications

- a. Published book reviews, critical essays, compositions, reviews of literature, including journals, books.
- b. Translations of professional literature.
- c. Publication of articles that do not require peer review. This may include newspapers, magazines or non-peer reviewed professional publications.

ii. Presentations

- a. 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.

- b. Professional presentations by request of an agent outside the university based on the candidate's expertise.
- c. Poster session at a conference or symposium that requires peer review.
- d. Presentation at a professional conference by request of an agent outside the university, based on the candidate's expertise.

iii. Research and Grants

- a. Research in progress (documentation required).
- b. Research and/or scholarly projects as part of fellowships, internships, or clinical practice.
- c. Membership on a dissertation/master thesis committee outside the department and/or outside the university.
- d. 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).
- e. Assisted or contributed on an established research project (i.e., collecting data, coding qualitative data, statistical consultation, mentoring).
- f. Participation on grant data collection.
- g. Internal grants that are peer reviewed.

iv. Other

- a. Citation in published work.
- b. 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 & Health Administration, Commission for Accreditation of Rehabilitation Facilities, Accreditation Council for Occupational Therapy Education or National Board for Certification of Occupational Therapy guidelines).
- c. Obtaining specialty certification (e.g. Sensory Integration, Neurodevelopmental Therapy, Hand Therapy etc.).
- d. Progress toward terminal degree or other academic course work for credit that supports teaching or research duties.

2. METHODS OF EVALUATION FOR RESEARCH AND CREATIVE ACTIVITIES

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, class schedules and/or letter of acceptance to a doctoral program.

Relative Importance:

Category I is judged to be more rigorous than Category II. 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 non occupational therapy venues can be considered to be highly relevant to occupational therapy. Awarded grants are considered higher in ranking than those written and submitted.

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.

The OTPC will evaluate the effectiveness of the candidate's performance using the following standards:

Appropriate: (Necessary for retention in year one):

Identification of a research agenda compatible with the department strategic plan and enrollment in a doctoral program if the candidate does not have a terminal degree

Satisfactory: (Necessary for retention in year two)

One item from any category

Highly Satisfactory: (Necessary for retention in year three)

Two items from either Category I or II

Effective: (Necessary for retention in year four)

Three items from Category I or II

Highly Effective: (Necessary for retention in year five)

One item in Category I, two other items in either Category I or II

Significant: (Necessary for tenure)

Three items from Category I within the past three years, possess terminal degree and provide a representative sample of items from Category I or II over the period of evaluation.

C. SERVICE – Applies to Unit A Only

Categories of Materials and Activities

A. Service to the department

- 1) Participation in standing and/or ad hoc committees i.e. curriculum, examination review, personnel.
- 2) Advisor of student organization for professional level students.
- 3) Program's representative to various organizations/ boards/ groups, such as a representative to a regional educational board.
- 4) Participation in Advisory Board meetings, and student-faculty meetings.
- 5) Performance of other duties beyond the scope of the faculty member's specified teaching responsibilities that assist in the functioning of the department.
- 6) Responsibility from processing of admission applications (i.e., interviewing, reading essays).
- 7) Participation in department recruitment and retention activities.

B. Service to the College

- 1) College standing and ad hoc and/or task forces.
- 2) College representative to various organizations/boards/groups such as a representative to a regional educational board.
- 3) Participation in College meetings, retreats and/or colloquia.
- 4) Participation and/or planning college workshops of seminars or other events.
- 5) Recognition by the college.
- 6) Participation in college student recruitment activities.

C. Service to the University

- 1) University committees.
- 2) Recognition by the University.
- 3) Representation of the University to various organizations.

D. Service to Professional Organizations

- 1) Board member for a local, state or national professional organization.
- 2) Member of national accreditation team or national committee.
- 3) Active service to a professional organization.
- 4) Researching and developing peer reviewed items for national certification examination.
- 5) Planning professional conferences/workshops with role as chair/co-chair.
- 6) Coordination of international, national, regional, or state conferences hosted by the University.
- 7) Other forms of recognition for scholarly contribution such as editorial board, peer review committees.

E. Community Service (professional and nonprofessional)

Service may be substantiated through documentation of: meeting minutes/ committee reports/ letters or statements by others describing one's service activities/ awards for service activities, etc.

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 chair, co-chair, coordinator of an event.. Service will also be judged in terms of the relationship of the service to the employee's assigned responsibilities, and to the University.

Evaluation of Service

The OTPC will evaluate the effectiveness of the candidate's performance using the following standards:

Appropriate: (Necessary for retention in year one)

Service to department (at least 2 activities from A).

Satisfactory: (Necessary for retention in year two)

Service to department (at least 3 activities from A) and one other category is represented.

Highly Satisfactory (Necessary for retention in year three)

Service to department (3 activities from A) and two items from college category (B) are represented.

Effective (Necessary for retention in year four)

Service to department (3 activities from A) and three items from categories (B thru E) are represented.

Highly Effective: (Necessary for retention in year five) Involvement in all categories A through E (at least 3 activities from A) with consideration given to leadership contribution.

Significant: (Necessary for tenure)

Involvement in all categories A through E (at least 3 activities from A) holds leadership responsibilities.

I. RELATIVE IMPORTANCE OF RESEARCH/ CREATIVE ACTIVITY AND SERVICE

Research/creative activity and service will be considered of equal importance. Teaching will be considered of primary importance.

ANNUAL EVALUATION OF TENURED FACULTY

The annual evaluation for tenured faculty members not being considered for promotion or professional advancement increases is a limited process to identify areas of strength and weakness and to improve performance and shall consist of the review of the following by department chairperson (Article 19.4):

- (1) the required student course evaluations
- (2) materials completed or developed since the last evaluation to substantiate performance in teaching/primary duties, research/creative activity and service; and
- (3) materials in the faculty members' personnel files.

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

Chairpersons and Program Directors 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 will attach a written response.

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

CRITERIA FOR PROMOTION

Teaching

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 2.6 and 2.9.

Peer Evaluation should have an average score between 3.1 and 3.45.

Chair Evaluation should have an average score between 3.1 and 3.45.

(Student, Peer and Chair evaluations are scored on a 4-point scale with 4 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.
Satisfactory 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 described in section C.

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

Section A

- Student Evaluations should have an average score ≥ 3.30
- Peer evaluations should have an average score between ≥ 3.75
- Chair evaluation should have an average score between ≥ 3.75

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:
 - Revision of multiple course sections that relate to one topic which threads through the curriculum (work issues, psychosocial issues, etc.)
 - Development of a new course/web course
 - A major course revision
 - Course design for new fieldwork site
 - Development of an interdisciplinary/collaborative course
 - A Teaching Award at the University, College, State or National Level
 - Development of education training materials and/or experiences for clinical educators

Faculty Development experiences should support-teaching assignments and professional development.
Submitted evidence of progress toward Faculty Development Plan goals
Consistent and timely performance of primary duties other than teaching.

Professor: The Candidate must maintain a Superior rating in teaching (listed below) in sections A and B for a **three year** period and provide three items described in section C.

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

Section A

- Student Evaluations should have an average score ≥ 3.35
- Peer evaluations should have an average score between ≥ 3.8
- Chair evaluation should have an average score between ≥ 3.8

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:
 - Revision of multiple course sections that relate to one topic which threads through the curriculum (work issues, psychosocial issues, etc.)
 - Development of a new course/web course
 - A major course revision
 - Course design for new fieldwork site
 - Development of an interdisciplinary/collaborative course
 - A Teaching Award at the University, College, State or National Level
 - Development of education training materials and/or experiences for clinical educators

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

Submitted evidence of progress toward Faculty Development Plan goals

Consistent and timely performance of primary duties other than teaching.

Research

Assistant Professor: Two items from Category I or II of research criteria and be enrolled in a doctorate program or possess a terminal degree.

Associate Professor: Two items from research criteria, one of which is a peer-reviewed publication or externally funded grant.

Professor: Four items from Category I of research criteria, two of which are peer-reviewed publication or externally funded grants.

Service

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

Satisfactory:

Service to department (at least 3 activities from 1a.) and one other category is represented.

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

Significant

Service to department (3 activities from 1a. and three items from other categories are represented.

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

Superior

Demonstrated leadership in multiple categories.

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