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

Based on the UPI-4100 Contract for 2018-2022

Table of Contents

Tables

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 and the Occupational Therapy Academic Fieldwork Coordinator 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. 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.

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)

Applies to both Unit A and Unit B

Categories of Materials & Activities	Materials to be Evaluated
i. **Evaluations of Teaching Performance**	❑ Chairperson reports of class visitation (one per academic year) ❑ Peer reports of class visitation (one per long semester) ❑ Summary of student evaluations (75% of courses/academic year) ❑ Evaluation of Fieldwork Supervision, if applicable
ii. **Teaching Materials**	❑ Syllabi and Course Schedules ❑ Original supplemental materials, examination, and/or assignment (2-3 samples are required from all courses taught) ❑ Evidence of course revision and/or development (if occurred during review period)
iii. **Faculty Development Plan**	❑ FDP- goals consistent with strategic plan and ACOTE
iv. **Evidence of Faculty Development**	❑ Materials supporting progress towards goals and/or additional development activities
v. **Performance of Other Assigned Primary Duties**	❑ Materials related to demonstrate evidence for performance of duties for assigned cues.
vi. **Teaching Awards**	❑ 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)**

    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. 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 75% of occupational therapy courses taught each academic year. 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 from 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 summary of student evaluations of fieldwork supervision conducted during the evaluation period, if applicable.

NOTE: The quantitative objective criteria for all teaching evaluations is 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. <u>Student, Peer and Chair evaluations are scored on a 5-point scale with 5 being high and 1 being low</u>. 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).

Rating & Year	Teaching Evaluation Type of Evaluation & Quantitative Objective Average Score Criteria			Category Evaluated		
				Submitted Materials Demonstrate:	Faculty Development Experiences Demonstrate:	Primary Other Assigned Duties
	Student	Peer	Chair			
Satisfactory Years 1 and 2 Retention (Tenure track and Clinical Faculty and Lecturers)	≥ 2.5	≥ 2.75	≥ 2.75	❏ Knowledge of the field of occupational therapy and in areas of practice, specialization and expertise. ❏ 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. ❏ Any introduction of new technology to engage students	❏ Demonstrate attendance at one or more continuing education opportunities specific to teaching/learning and incorporate into course, assignment, or learning objective ❏ Submitted evidence of progress toward Faculty Development Plan goals.	**Satisfactory performance of primary duties other than teaching**

	Student	Peer	Chair	Submitted Materials Demonstrate:	Faculty Development	Primary Duties
Effective Year 3 retention or for annual reappointment for clinical faculty in Year 6 and beyond	2.6-3	2.76-3.5	2.76-3.5	❑ 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. ❑ New and current knowledge has been incorporated into teaching. ❑ Incorporated new technology into course to engage students and actively collaborates with other instructors to incorporate within curriculum	❑ Demonstrate and support-teaching assignments and professional development progress toward Faculty Development Plan goals	Satisfactory performance of primary duties other than teaching.
Highly Effective 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	3.5-4	3.5-4	❑ 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. ❑ New and current knowledge has been incorporated into teaching. ❑ Innovation in creating online/asynchronous materials for online or hybrid course that actively engage students	❑ Demonstrate and 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.

	Student	Peer	Chair	Submitted Materials Demonstrate:	Faculty Development	Primary Duties

Significant Year 5 for tenure track and clinical faculty	3.5-4	4-4.5	4-4.5	❑ Breadth and depth of knowledge, specialization, expertise and ongoing faculty development.
				❑ Ability to create and develop curriculum or demonstrate exemplary teaching skills as evidenced by activities such as:
				  o Development of a new course or course revision
				  o Development of fieldwork assignments/activities.
				  o Development of an interdisciplinary/collaborative assignment.
				  o A Teaching Award at the University, College, State or National Level.
				  o Introduction of innovative teaching activities (i.e., service learning projects, assistive technology projects).
				  o Use of innovative and creative technology to adapt course to more interactive flipped model
				  o Incorporate or develop online modules using creative measures to actively engage students
					❑ Demonstrate and 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.

	Student	Peer	Chair	Submitted Materials Demonstrate:	Faculty Development	Primary Duties

Superior Tenure or eligibility for 3-year appointment for clinical faculty	>4	>4.5	>4.5	❑ Submitted materials demonstrate breadth and depth of knowledge, specialization, expertise and ongoing faculty development.
				❑ Has demonstrated an ability to create and develop curriculum 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.).
				  o Development of a new course/web course.
				  o A major course revision including adapting a course to a hybrid format.
				  o Course design for new fieldwork site.
				  o Development of an interdisciplinary/collaborative course.
				  o A Teaching Award at the University, College, State or National Level.
				  o Development of innovative teaching activities in more than one course
				  o Introduction of innovative teaching activities (i.e., service learning projects, assistive technology projects).
				  o Use of new technology that candidate collaborates with faculty to incorporate throughout the curriculum
				  o 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

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**
1. Publications	❑ Published book reviews, abstracts (including published abstracts from conference proceedings), critical essays, compositions, reviews of Literature. ❑ Completing a translation of professional literature. ❑ 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. ❑ Submission of a manuscript to a peer reviewed/refereed publication ❑ 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). ❑ Publication of an online continuing education course.	❑ Co-authored or authored book accepted for publication by a reputable publishing company ❑ Co-authored or authored a book chapter in an edited book. ❑ Co-authored or authored an article that was accepted for publication by a peer reviewed/refereed journal. ❑ Co-authored or authored a new or revised assessment manual/tool. ❑ Served as editor or co-editor for a collected volume. ❑ Published or manufactured learning materials that are patented or copyrighted (i.e., computer programs, movies, videotapes, games, or equipment).

		Category I		Category I	Category II
2. Presentations	❑	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.	❑	Presentation or workshop at international or national conferences or symposiums that require peer review.	
	❑	Professional presentations by request of an agent outside the university based on the candidate's expertise.	❑	Presentation or workshop at regional and state conferences or symposiums that require peer review.	
	❑	Presentation at a professional conference by request of an agent outside the university, based on the candidate's expertise.	❑	Poster session at a conference or symposium that requires peer review.	
	❑	Chairing a professional conference session that includes written summation of the session or similar explication.	❑	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.	
			❑	Appointment as a visiting scholar at another institution.	

	Category I	Category II
3. Research and Grants	❑ Research in progress (documentation required). ❑ Mentorship of student-faculty collaborative research projects defined by faculty member ❑ Research and/or scholarly projects as part of fellowships, internships, or clinical practice. ❑ Critical review of the literature in an area of interest ❑ Membership on a dissertation/master thesis committee outside the department and/or outside the university. ❑ 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). ❑ Assisted or contributed on an established research project (i.e., collecting data, coding qualitative data, statistical consultation, mentoring). ❑ Participation on grant data collection. ❑ Internal grants that are peer reviewed excluding internal travel grants. ❑ Grant reviewer for external grant. ❑ 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.	❑ External research, training, or study grants awarded and managed for research and development for which the candidate served as principal investigator or co-investigator. ❑ External research grant, study, or training grant written and submitted for which the candidate served as principal investigator or co-investigator.

	Category I	**Category II**
4. Other	❑ Citation in published work. This is an important area because it demonstrates the impact of the candidate's work on the profession. ❑ Having previously published work translated into another language by another individual (demonstrating increased impact of work) ❑ Awards for research excellence or research productivity from professional organizations other than the higher level awards included in Category II. ❑ 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 & 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). ❑ Obtaining Specialty or Board Certification (e.g. Sensory Integration, Neurodevelopmental Treatment, Hand Therapy, Pediatrics, Geriatrics, Feeding and Swallowing etc.). ❑ Developing a new community site for research projects (either faculty research or student-faculty collaborative research) ❑ Coordinating or mentoring community partners and/or fieldwork students at community site to complete program evaluation of program or intervention.	❑ Awards for research excellence or research productivity from professional organizations. ❑ 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. ❑ Coordination/collaboration in program evaluation of community partner and/or fieldwork site leading to site obtaining grant funding or other funding sources based on outcomes.

(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 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 then 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 **<u>tenure-track faculty</u>**:

Rating/Year	Criteria
Appropriate (Retention, Year 1)	❑ Identification of a research agenda compatible with the department strategic plan.
Satisfactory (Retention, Year 2 or promotion to assistant professor)	❑ One item from any category
Highly Satisfactory (Retention, Year 3)	❑ Two items from either Category I or II
Effective (Retention, Year 4)	❑ Three items from Category I or II
Highly Effective (Retention, Year 5)	❑ One item in Category II, two other items in either Category I or II
Significant (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)	❑ Two items from Category II, one of which must be a publication and/or externally funded grant or fundable scoring on grant ❑ Representative sample of items from Category I and/or II over the period of evaluation.
Superior (promotion to professor or research professor, for PAI if service is significant;	❑ Four items from Category II within the past four years with at least two (2) items being a peer reviewed publication or externally funded grant ❑ Provide a representative sample of items from Category I or II over the period of evaluation.

(**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**:

Rating/Year	Criteria
Appropriate (Retention, Year 1)	❏ 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.
Satisfactory (Retention, Year 2)	❏ One item from any category in the last two years
Highly Satisfactory (Retention, Year 3)	❏ One item from any category in the last year
Effective (Retention, Year 4 and annual reappointment for year 6 and beyond)	❏ Two items from any category in the last year
Highly Effective (Retention, Year 5, eligibility for 3-year reappointment if service is significant, or maintaining 3-year appointment for clinical faculty)	❏ Three items from any category in the last year
Significant (Necessary for eligibility for 3-year reappointment if service is highly effective)	❏ Three items from any category in each year for the last three years, ❏ Possess terminal degree, ❏ Provide a representative sample of items over the period of evaluation.
Superior (promotion to clinical professor)	❏ Four items from any category within the past four years ❏ At least one item must be an item from Category II ❏ 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
1. **Service to the department**	❏ Participation in standing and/or ad hoc committees i.e. curriculum, personnel. ❏ Participation in Advisory Board meetings, and student-faculty meetings. ❏ 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. ❏ Routine maintenance of department website ❏ Performance of other duties beyond the scope of the faculty member's specified teaching responsibilities that assist in the functioning of the department. ❏ Responsibility for processing admission applications (i.e., interviewing, reading essays). ❏ Participation in department recruitment and retention	❏ Leadership within department committee ❏ Advisor of student organization for professional level students. ❏ Coordinating admissions to the professional program ❏ Faculty mentor for junior faculty ❏ Research mentor for faculty with less research experience ❏ Program's representative to various organizations/ boards/ groups, such as a representative to a regional educational board. ❏ Recording secretary for department meeting, advisory board meeting, etc. ❏ Second reader for student research group if extensive feedback and assistance is necessary. ❏ 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

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

		Honors Convocation, and/or others	❑ Representing the department or College at University functions ❑ d.) Guest/invited speaker for classes or meetings in other departments within the University
4.	**Service to Professional Organizations**	❑ Active service to a professional organization (including encouraging students to become members and increase their involvement). ❑ Assisting with preparation for a professional conference. ❑ Membership in a professional organization.	❑ Leadership within a local, state or national professional ❑ organization. ❑ Recognition for service by a local, state, or national professional organization ❑ Member of national accreditation team or national committee. ❑ Planning professional conferences/workshops with leadership role. ❑ Coordination of international, national, regional, or state conferences hosted by the University. ❑ Other forms of recognition for scholarly contribution such as ❑ editorial board, peer review committees, representing the department at professional functions, or member of an external advisory board ❑ Serve as an external grant, book, or manuscript reviewer
5.	**Community Service (professional and nonprofessional)**	❑ Participation in community organization or committee ❑ Activities that benefit the community	❑ Leadership within community organization or committee ❑ Involvement in community activities that draw upon one's academic or occupational therapy skills ❑ Member of a community advisory board

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

   i. METHODS OF EVALUATION OF SERVICE
    <u>**Relative importance**</u>

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**:

Rating/Year	Criteria
Appropriate (Retention, Year 1)	❏ Two items from Category I (bullet 1).
Satisfactory (Retention, Year 2 or promotion to assistant professor)	❏ Three items from Category I (bullet 1) and one item in Category I (bullets 2 - 5).
Highly Satisfactory (Retention, Year 3)	❏ Three items from Category I (bullet 1) and two items in Category I (bullets 2).
Effective (Retention, Year 4 and annual reappointment for clinical faculty for year 6 and beyond)	❏ Three items from Category I (bullet 1) and three items in Category I (bullets 2 - 5).
Highly Effective (Retention, Year 5, eligibility for 3-year reappointment if service is significant, or maintaining 3-year appointment for clinical faculty)	❏ Involvement in one activity in Category II AND activities in all subsections of Category I (bullet 1-4). ❏ Must include at least three items from Category I (bullet 1).
Significant (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)	❏ Involvement in two activities in Category II AND activities in all subsections of Category I (bullet 1-4). ❏ Must include at least three items from Category I (bullet 1).
Superior (promotion to professor or clinical professor, PAI if research is significant	❏ Three items from Category II in at least two areas.

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

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 brining 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 (beginning Spring 2021), 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 (beginning Spring 2022), 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.

1. **Teaching**

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 ≥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.

2. **Research**

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

3. Service

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))

C. CRITERIA FOR PROMOTION AND PROFESSIONAL ADVANCEMENT INCREASE

1. Teaching

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 and 3.5.
  - Peer Evaluation should have an average score between 3.5 and 4.
  - Chair Evaluation should have an average score between 3.5 and 4.
  - (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 and 4 for the past two years
  - Peer evaluations should have an average score between ≥ 4.5
  - Chair evaluation should have an average score between ≥ 4.5

- (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

<u>Faculty Development experiences should support-teaching assignments and professional development.</u>

Professor: The Candidate must maintain a Superior rating in teaching (listed above) in sections A and B for a three year period and provide three items that would fit in section C 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 previous three years in order to be consider for PAI.

2. **Research/Creative Activities**

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": Four items from Category II within the past four years with at least two 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": Four items from Category II within the past four years with at least two 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.

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**

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) with at least two activities in Category II.

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Revised 4/19/2021 by the Faculty
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