

Department of Occupational Therapy
OT DEPARTMENTAL CODE
REVISED Fall 2014

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PREAMBLE

The Code of the Department of Occupational Therapy, herein referred to as the OT Code, is intended to serve these purposes:

- To provide policies and procedures for departmental governance that are actionable, efficient, effective, transparent, enduring and conducive to the greater good of the Department as a whole;
- To establish clear expectations for the contributions and responsibilities of the Department's faculty and staff;
- To establish clear and fair standards and processes by which the performance of the Department's faculty and staff is evaluated; and
- To support timely decision-making and resolution of concerns.

The OT Code should be interpreted in context of the larger University. It was developed to be consistent with policies and procedures of both the *Academic Faculty and Administrative Professional Manual* of Colorado State University (herein referred to as the [Manual](#); and the *Code of the College of Health and Human Sciences* (herein referred to as the [CHHS Code](#)). The OT Code also is intended to conform to policies and procedures in its attached appendices. If items in the OT Code and appendices conflict with the CHHS Code, then the University Code and the OT Code shall take precedence (*Manual*, [C.2.4.1](#)).

SECTION A. VISION, MISSION, CORE VALUES AND GROUND RULES OF THE DEPARTMENT

All academic faculty, administrative professionals and state classified staff shall strive to advance, to the best of their abilities and consistent with their particular responsibilities, the Department's vision, mission and core values, which are defined as follows:

A.1. Vision: CSU-OT is a magnet that attracts and grows future leaders of occupational therapy in the state, nation and world through exemplary integrated programs of education, research, and community outreach and service that meet real world occupational needs.

A.2. Mission: The Department of Occupational Therapy exists to optimize human performance and participation in everyday occupations and contexts across the lifespan.

A.3. Core Values: Faculty and staff in the Department of Occupational Therapy embrace and promote these core values:

- Honesty: Displaying truthfulness, integrity and authenticity
- Respect: Treating others, and being treated with, dignity, regard, and honor
- Service: Acting in ways that help, assist, and benefit others
- Excellence: Being outstanding in all our endeavors
- Innovation: Being agents of positive change
- Vision: Having a sense of destination and clear picture of what success looks like
- Collaboration: Working cooperatively and willingly with others toward a common good

A.4. Engagement Guidelines: All faculty and staff shall consistently demonstrate a commitment to being good citizens of the Department by upholding high standards of collegiality, by respectfully and directly communicating with others and by working effectively as team members to advance the greater good of the Department, its vision and mission. We therefore all aspire to and are responsible for upholding—and, equally as important, helping one another to uphold—these engagement guidelines:

1. We create a safe environment by:
 - Demonstrating mutual respect;
 - Attentively listening to others;
 - Seeking to understand the perspectives of others;
 - Providing “air time” for everyone to express themselves;
 - Valuing all input, including that with which there is disagreement;
 - Giving everyone the benefit of the doubt that they are doing the best that they can and being supportive when they are struggling to do so; and
 - Demonstrating kindness and compassion as a standard of communication.
2. We assume personal responsibility by:
 - Speaking for oneself;
 - Owning and taking responsibility for personal actions;
 - Voicing contributions to decision making processes in a timely manner; and
 - Differentiating between personal needs, preferences, and goals and those of the Department.
3. We fully engage in faculty and other meetings by:
 - Agreeing not to bring computers or other diversions to group meetings (computers may be used in meetings only if the work pertains to the meeting activities); and
 - Agreeing not to multi-task during group meetings.
4. We make decisions by:
 - Persisting in the decision-making process;
 - Encouraging, inviting, exploring and articulating disagreements;
 - Regularly polling for understanding and agreement;
 - Accepting that it is okay to disagree;
 - Using decision-making processes that are transparent and fully collaborative;
 - Ensuring that decisions, once made, are explicit;
 - Moving forward with decisions once they are made; and

- Revisiting decisions only when absolutely necessary and not to the point of stasis.

5. We address conflict by:

- Speaking directly to the person with whom one has a conflict; and
- Seeking counsel with others that is respectful, confidential and constructive when needed to promote conflict resolution at the level of the whole group.

Section B. ADMINISTRATION AND ORGANIZATION OF THE DEPARTMENT

B.1. Department Head: The Head is the Department's administrative officer whose duties shall be specified by this Code and the *Manual* ([C.2.6.2](#)). The Department Head shall be selected and his or her term of office shall be as specified in the *Manual* ([E.4.3](#) and [C.2.4.2.2.c](#) respectively). She or he must meet the qualifications specified by the Accreditation Council for Occupational Therapy Education (ACOTE) for the director of an occupational therapy education program. The Department Head has the general responsibility for all faculty and staff activities that may affect the professional status of the Department, including promotion of its vision and mission, and that are in the best interest of the College and University. These responsibilities include but are not limited to the following:

1. Facilitate the development and strengthening of academic programs and the competence of academic faculty and administrative professionals in areas of teaching, scholarship, service/outreach, and professional responsibilities; provide leadership in construction of sound curricula to meet accreditation standards and mission-specific goals for student education; cooperate with and assist other departments in matters affecting the University, College and Department in its educational and research programs; recruit faculty; promote and maintain Department morale
2. Advise the Dean on all administrative and policy matters relating to the Department.
3. Administer academic matters within the Department including assigning teaching and advising responsibilities.
4. Administer the financial matters of the Department.
5. Initiate recommendations for appointment, reappointment, tenure, promotion, midpoint tenure review, salary, and dismissal of faculty members.
6. Assist in the preparation of reports called for by higher administrative authorities and by The Accreditation Council for Occupational Therapy Education.
7. Develop harmonious working relationships within the Department, College and University, other educational institutions, business, government, consumer groups, the community, and professional societies and business-related organizations as appropriate.
8. Meet with representative students of the Department on a regular basis or as requested for the purpose of discussing curriculum, program development, advising, perceived problems, and other matters pertaining to improving academic programs and the overall academic experience.

9. Participate in faculty duties typically by teaching or research advising, serving on committees as appointed, and maintaining professional involvement in areas of academic or research interests. The workload of the Head will be determined by the Dean.
10. Recommend and/or select faculty members for Department, College and University standing or ad hoc committee assignments.
11. Delegate administrative functions to other members of the Department whenever deemed necessary.
12. Meet periodically with academic faculty and administrative professionals to discuss and review their performance.
13. Delegate, as required, those portions of Head responsibilities to a member of the Department's academic faculty, with responsibilities clearly defined and communicated.
14. Oversee and promote development activities on behalf of the Department.
15. Advocate on behalf of departmental programs internally and externally.
16. Other duties as may be required or as directed by the dean in the administration of the Department.

If the Department Head is temporarily unable to fulfill his/her duties for any reason, a regular full-time or regular part-time faculty member of the Department can be either appointed by the Department Head to act in his/her absence or be recommended by the voting faculty members of the Department. In either case, the Dean of the College of Health and Human Sciences shall approve and appoint the selection of a temporary Department Head.

B.2. Financial Officer: The financial officer is responsible for oversight and management of the departmental budget and budgets tied to the Assistive Technology Resource Center and the Center for Community Partnerships. The financial officer oversees all financial transactions, manages Human Resources, staff and faculty payroll, purchasing and travel, and is additionally responsible for conducting annual evaluations of other state classified staff. The position is supervised by the Department Head.

B.3. Academic Fieldwork Coordinator (AFWC): The AFWC develops, oversees, coordinates, and manages the required master's level fieldwork component of entry level students' educational experiences, ensuring that it integrates ACOTE standards and also directly supports and enhances the academic curriculum. The AFWC may be regular faculty, special appointment faculty, senior teaching appointment faculty, an administrative professional, or hold a joint administrative professional and faculty title. The AFWC shall be an occupational therapist with a minimum of a Master's degree and demonstrated expertise in the area of occupational therapy fieldwork education. The AFWC must maintain continuing certification as an occupational therapist through the National Board for Certification of Occupational Therapy (NBCOT) and state registration through the Colorado Department of Regulatory Affairs (DORA). The AFWC reports to the Department Head. Duties include, but are not limited to:

1. Collaborate with faculty and the Department Head to integrate fieldwork within academic coursework and to identify appropriate student fieldwork opportunities;

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2. Collaborate with state classified staff regarding fieldwork data management, student fieldwork site recruitment, scheduling, and confirming placements, and student advising;
3. Advise students in selecting, and oversee their assignment to, fieldwork sites;
4. Support students as needed who are engaged in fieldwork;
5. Oversee contractual arrangements with fieldwork sites, including requirements for student health standards and background check;
6. Communicate and collaborate with fieldwork educators to optimize student learning and performance;
7. Educate fieldwork educators about best practices in fieldwork education;
8. Create and disseminate knowledge about best practices in fieldwork education and the role of academic fieldwork coordinators;
9. Serve as the instructor on record for fieldwork courses, ensuring that these students' fieldwork experiences directly support and enhance the academic curriculum;
10. Teach non-fieldwork academic courses and course components as negotiated with the Department Head;
11. Undertake ongoing evaluations of the effectiveness and quality of the department's fieldwork program to ensure that it (a) meets expected standards of the Department, College, and University, (b) meets fieldwork-related standards of the American Accreditation Council for Occupational Therapy Education (ACOTE), and (c) is congruent with the academic curriculum's conceptual core, themes, and outcomes; and
12. Develop new fieldwork environments in traditional and emerging practice areas, both nationally and internationally, that are congruent with the Department's vision and mission.

B.4. Director, Assistive Technology Resource Center (ATRC): The ATRC Director manages all aspects of the ATRC's services and programs. The Department Head oversees the selection and hiring of the ATRC Director consistent with University personnel and hiring policies. The ATRC Director may be an academic faculty member, an administrative professional, or hold a joint administrative professional/academic faculty title. The ATRC Director shall be an occupational therapist with a minimum of a Master's degree and demonstrated expertise in leading, managing, and delivering outcome-oriented, assistive technology services for individuals with disabilities or those at risk for disability. He or she must maintain continuing certification as an occupational therapist through NBCOT and state registration through DORA. Duties include, but are not limited to:

1. Lead and coordinate all ATRC-related activities within the Department, University, and community;

2. As formally requested by the CSU campus, ensure equal access to technology and information for students and employees with disabilities as mandated by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act;
3. Ensure the delivery of evidence-based assistive technology practices;
4. Assist with building CSU's capacity to provided equal access to digital content and information via concepts of accessibility and universal design.
5. Recruit, hire, train and supervise ATRC staff (administrative professionals, non – student hourly and students) involved in providing ATRC services and programs;
6. Provide sound fiscal and budget oversight in cooperation with the Department's financial officer;
7. As negotiated with the Department Head, teach relevant content in the occupational therapy curriculum;
8. Oversee the ATRC as a fieldwork site for students;
9. Support faculty and participate in the integration of assistive technology content and experiences throughout the occupational therapy curriculum;
10. In collaboration with the Department Head and faculty in occupational therapy and other disciplines, engage in research (may be in form of program evaluation) and dissemination to expand the knowledge base that supports the effective application of assistive technologies, universal design and accessible digital information.
11. Represent and serve as an advocate for the ATRC within the Department, College, University, nationally, and internationally; and
12. In conjunction with the Department Head, respond to requests for information about the ATRC.

B.5. Director, Center for Community Partnerships (CCP): The CCP Director manages all aspects of the CCP's services and programs. The Department Head oversees the selection and hiring of the CCP Director consistent with University personnel and hiring policies. The CCP Director may be regular faculty, special appointment faculty, senior teaching appointment faculty, an administrative professional, or hold a joint administrative professional- faculty title. The CCP Director shall be an occupational therapist with a minimum of a Master's degree and demonstrated expertise in leading, managing, and securing funding for outcome-oriented, community-based services for individuals with disabilities or those at risk for disability. He or she must maintain continuing certification as an occupational therapist through NBCOT and state registration through DORA. In addition, he or she must have expertise in developing and maintaining collaborative partnerships within the University community, as well as with other relevant governmental agencies, P-12 schools, institutions of higher education, businesses and programs. Duties include, but are not limited to:

1. Lead and coordinate all CCP-related activities and personnel within the Department, University and community;
2. Ensure the delivery of evidence-based practices;
3. Recruit, hire, train and supervise CCP staff involved in providing CCP services and programs;
4. Provide sound fiscal and budget oversight in cooperation with the Department's financial officer;
5. Procure external grants and contracts to support and grow CCP's community outreach and research efforts;
6. As negotiated with the Department Head, teach relevant content in the occupational therapy curriculum;
7. Oversee the CCP as a fieldwork site for occupational therapy students;
8. Support faculty and participate in the integration of community-based service content and experiences throughout the occupational therapy curriculum;
9. In collaboration with faculty in occupational therapy and other disciplines, engage in research (may be in form of program evaluation) and dissemination to expand the knowledge base that supports the effective delivery of outcome-oriented and community-based services;
10. Represent and serve as an advocate for the CCP within the Department, College, University, nationally, and internationally; and
11. In conjunction with the Department Head, respond to requests for information about the CCP.

Section C. GOVERNANCE OF THE DEPARTMENT

C.1. Faculty Meetings: Faculty meetings provide an important venue for discussion, planning and major decisions that influence the overall direction of the department including policies. Faculty meetings are held a minimum of once a month during the academic year. Attendance at faculty meetings is expected. If a faculty member must miss a faculty meeting, he or she shall inform the Department Head in advance whenever possible and is responsible for reviewing minutes of the meeting and responding to action items, as needed. The Department Head serves as Chair for purposes of conducting faculty meetings. For the purpose of transacting business in context of faculty meetings, a simple majority of members of the faculty who are eligible to vote shall constitute a quorum. Eligible faculty members include full time regular and special appointment faculty, senior teaching appointment faculty, faculty who hold joint academic and administrative positions and administrative professionals (See Section [E.2](#) for definitions of academic faculty in the *Manual*). Temporary or affiliate faculty may attend faculty meetings by invitation of the Department Head and may participate in deliberation and discussion, but not in final decision making and voting. Unless otherwise stipulated in the Code,

voting shall be by simple majority of those voting. All eligible faculty members may vote on issues presented for action; the Department Head may vote only in the event of a tied vote. Minutes are taken at every faculty meeting and distributed on a timely basis.

C.2. General Decision-Making Approach: Decision-making is facilitated by the Department Head and involves the engagement of [academic faculty](#), [administrative professionals](#), and [State Classified](#). In making decisions that impact the overall program and direction of the department including policies, it is expected that the Department Head and faculty work with others in a manner that is respectful, honest, collaborative, transparent and committed to the greater good of the Department as a whole. To achieve this expectation, the Department Head and faculty shall:

1. Base decisions on credible argument, scholarship and/or evidence.
2. Be guided in decision-making by the Department's [vision and mission](#);
3. Uphold the Department's [core values](#) in context of all decision-related deliberations and votes;
4. Uphold the Department's [engagement guidelines](#), including those that stipulate decision-making processes and expectations, in context of all decision-related deliberations and votes; and
5. Seek to maximize agreement among faculty on decisions whenever possible.

The Department Head retains final decision-making authority based on current or anticipated department, college, and university needs and priorities and input from individual faculty members and the department's committees. As specified in the *Manual* ([C.2.6.2](#)), the Department Head's areas of decision-making authority include but are not limited to:

1. Personnel hiring, advancement, supervision, or dismissal of personnel in accordance with the *Manual* and Department of Human Resources;
2. Decisions related to faculty and staff workload;
3. Decisions related to resource allocation including budget;
4. Departmental probation for students (student handbook); and
5. Final decisions regarding committee-generated recommendations or proposals (other than in the case of tenure and promotion recommendations).

Section D. COMMITTEES OF THE DEPARTMENT

D.1. Committees (Standing or Ad Hoc): Standing and ad hoc committees provide a venue for focused planning and action on a specific topic. Department committees formulate recommendations and advise the faculty and/or the Department Head. With the exception of the Tenure and Promotion Committee, the Department Head shall serve as an ex-officio member of all standing and ad hoc department committees and may chair committees. Faculty assignments to serve on committees are a part of faculty workload and are made by the Department Head based on department needs balanced against the needs of faculty and staff. Committee chairs and members serve 3 year, renewable terms. Whenever possible, a member elected to a college or university committee shall serve as a member of the corresponding

department committee. Members of committees are expected to consult regularly with other faculty and staff to obtain information necessary for effective deliberation. Department committees are responsible for reporting information and recommendations to faculty and the Department Head. Committee chairs and members participate in the orientation of new chairs and members and transfer committee records and files prior to the end of their term.

D.2. Department Standing Committees

D.2.a. Admissions Committee: Membership shall consist of a minimum of one *academic faculty member and one staff member*. The chair is appointed by the Department Head. Duties include working collaboratively with the Department Head to:

1. Develop draft admissions criteria and processes for Department Head review and approval in addition to faculty review and input as appropriate;
2. Post approved application procedures on the Department's website by July 1 for prospective students including selection criteria and timelines;
3. Coordinate department application processes with the Graduate School;
4. Coordinate the review of applications and selection of students; and
5. As needed, review and propose revisions to the admissions process to the faculty and Department Head.

D.2.b. Code Committee: Membership shall consist of the Department Head and at least one [academic faculty member](#) and one [administrative professional](#). Duties include:

1. Review and update the OT Code at least biannually followed by faculty review and approval. A 2/3 vote of academic faculty excluding temporary and affiliate members is required for approval.
2. Concurrent with bi-annual department code reviews, ensure alignment of the OT Code with the OT Student Handbook and other university or student policies.
3. Update links to other referenced documents such as the *Manual, OT Student Handbook*, on an annual basis.

D.2.c. Curriculum Committee: Membership shall consist of a minimum of two *academic faculty members*. The chair is appointed by the Department Head and is responsible for ensuring that the department is represented at the *College Curriculum Committee*. She or he oversees and facilitates *the* ongoing review and improvement of the department's academic programs consistent with college and university requirements as well as applicable accreditation standards established by ACOTE. Specific duties include:

1. Receive and/or initiate suggestions and recommend improvements in the content and sequencing of courses;
2. Engage the academic faculty in curriculum development and enhancement;
3. Report suggested curricular actions to faculty for discussion or action, as appropriate.

4. Following Department Head approval, prepare curriculum and course change forms and submit to the *College Curriculum Committee* and other bodies as designated by University Policy. Make corrections as directed.
5. Review and edit curriculum information included in departmental, college and university publications and other relevant communications.

D.2.d. PhD Committee: Membership shall consist of a minimum of three academic faculty members. The chair is appointed by the Department Head. Specific duties include:

1. Oversee applicant recruitment efforts
2. Conduct ongoing program evaluation and improvement
3. Track student progress in the program
4. Review applications for admittance into the PHD program
5. Regularly communicate to department and other stakeholders as a whole regarding the PHD program.

D.2.e. Scholarship Committee: Membership shall consist of two, *academic faculty members*. The chair is appointed by the Department Head and shall serve as a member of the *College Scholarship Committee*. The Chair and committee member together will have direct knowledge of the scholarship-eligible students. Duties include:

1. Provide/publicize timely and accurate information on available Department, College, and University level scholarships to eligible students;
2. Review scholarship applications for Department scholarships based on scholarship criteria; solicit input on applicants from other faculty, make award nominations;
3. Forward award nominations to the Department Head for final review and approval; and
4. As needed, inform the College Scholarship-Awards Committee of scholarship awards.

D.2.f. Tenure and Promotion Committee

D.2.f.1. Membership of the Tenure and Promotion Committee.

All tenured OT faculty shall be members. A minimum of 3 tenured faculty members constitute a committee. When promotion decisions are being considered, the committee members must be tenured above the rank of the candidate. The Department Head cannot serve as a member or chair of the committee but may attend committee meetings when invited. Eligible faculty with administrative appointments of more than half time may not serve (*Manual*, [E.10.5](#)). Committee members with a potential conflict of interest must recuse themselves using the process described in the *Manual*, [E.10.5](#). If a committee of 3 cannot be constituted from among the OT faculty, additional members shall be drawn from the eligible faculty in the College or University using the following process: (1) The Department Head shall work with the existing OT members of the

committee to identify eligible faculty from within or outside the college for inclusion in a pool of potential committee members. These individuals shall come from similar disciplines to those of candidates moving forward for tenure or promotion; (2) Approval of the pool of eligible non-OT faculty shall be made by majority vote of the current committee members plus the OT Department Head; (3) Committee member(s) shall then be randomly selected from the eligible pool until there are a minimum of 3 members on the Tenure and Promotion Committee; (4) if an invited committee member declines to participate, another member will be randomly selected from the pool.

D.2.f.2. Chair of the Tenure and Promotion Committee

The Chair will be a tenured full professor from OT elected by a majority of committee members. This individual is qualified to chair a committee that is reviewing tenure and promotion candidates moving from assistant to associate professor AND candidates seeking promotion from associate to full professor. If a full professor is not among the members of the committee or a full professor is not elected chair by the committee AND the committee is reviewing faculty moving from assistant to associate professor, the committee may elect a tenured associate professor to serve as chair for a 3 year re-electable term. The chair of the Tenure and Promotion (T & P) Committee also will serve as a member of the College's *Tenure and Promotion Advisory Committee*. If the committee is considering a candidate seeking promotion to full professor, the membership of the T & P committee may be reconfigured for the duration of the tenure review process (approximately 1 year) per the process described above and a chair will be elected from among the reconfigured members.

The Chair is responsible for managing the T & P process for candidates in a fair and expeditious manner to include convening the committee, coordinating candidate support and reviews based on the established processes and timeline ([Appendix A](#)), overseeing all required communications and documentation, solicitation and review of external letters, portfolio review and evaluation processes and procedures, and the maintenance of complete tenure and promotion files for each candidate.

D.2.f.3. Committee Duties

Committee duties are described in Section [E.10](#) of the *Manual*, Academic Faculty Tenure Policy. Committee recommendations related to tenure or promotion for a specific candidate reflect the policies and processes in the *Manual* (E.10), in addition to [E.12](#), Performance Expectations for Tenure, Promotion and Merit Salary Increases; and [E.13](#), Advancement in Rank (Promotion). Additionally, committee responsibilities and timelines specific to Occupational Therapy are detailed in [Appendix A](#) which includes directions for the Tenure and Promotion Application and related appendices (portfolio); mentoring and support to candidates; meetings and communications between the candidate, the Department's T&P committee, Department Head, Dean, and Provost's office; the solicitation and review of external letters; and portfolio review and evaluation processes and decisions.

D.3. Department Ad Hoc Committees: Department ad hoc committees may be formed by the Department Head as needed to address specific, time-limited tasks. The Department Head serves as an ex-officio member of all ad hoc committees and may chair ad hoc committees. Examples include ad hoc committees to design a new course, develop advising tools, or evaluate a program component.

D.4. College Committees: Academic faculty members serve on standing college committees typically for a 3 year term. Time commitments, activities, and faculty roles (member v. chair) associated with college committees vary. College committee assignments are made by the Department Head in an effort to balance department and individual faculty needs and interests. Faculty member workload associated with college committee membership or leadership is determined by the Department Head.

D.5. University Committees: Academic faculty members serve on university committees typically for a 3 year term. Time commitments, activities, and faculty roles (member v. chair) associated with university committees vary. University committee assignments are made by the Department Head in collaboration with the faculty member in an effort to balance department and individual faculty needs and interests. Faculty member workload associated with university committee membership or leadership is determined by the Department Head.

Section E. STUDENTS

E.1. Student Organizations: The Department supports two student occupational therapy groups: The Student Occupational Therapy Association (SOTA) and Pi Theta Epsilon, the national occupational therapy student honor society. Each student organization must have a faculty member who serves as the faculty advisor. Support is provided through faculty attendance at invited organizational activities, and through provision of limited support services.

E.2. Advising

E.2.a. Academic Advising: Academic advising supports students as they move through their respective programs of study and complete general requirements towards graduation. Unlike undergraduate education, advising at a graduate level is largely student initiated; however, advisors may initiate contact with advisees as needed.

E.2.b. Research Advising: Research advising supports students who are completing a Plan A thesis project to meet the requirements of the Master of Science degree or the Ph.D. in Occupation and Rehabilitation Science degree program.

To serve as major advisor for a graduate student thesis or dissertation committee, a faculty member must have knowledge and skill in research design and demonstrate evidence of experience with research endeavors. Procedures and expectations for graduate student advisory committees are stated in *OT Student Handbook* (MS and MOT students), *the PhD Student Handbook* and *University Graduate and Professional Bulletin*.

E.3. Academic and Fieldwork Performance Expectations

E.3.a. Academic Expectations: The OT Department defers to the scholastic standards and academic probation process as outlined in the *Graduate and Professional Bulletin* section on "Scholastic Standards" ([E.13](#)). Student expectations for maintaining good academic standing are stated in the *OT Student Handbook* (MS and MOT students), *the PhD Student Handbook* and the *Graduate and Professional Bulletin*.

E.3.b. Academic Integrity: The OT department follows the [Academic Integrity Policy](#) found in the General Catalog, which is presented in the *OT Student Handbook* (MS and MOT students), *the PhD Student Handbook* and the *Graduate and Professional Bulletin*. Students are notified of the Department's academic and professional integrity policy including potential consequences of violating this policy on all Department course syllabi.

E.3.c. Fieldwork Expectations: All expectations that must be met by students prior to

fieldwork placements are outlined in the *OT Student Handbook* (MS and MOT students). Students on Academic Probation and students on Departmental Probation or with unresolved professional behavior concerns may not be placed at a fieldwork site without approval by the Department Head and Academic Fieldwork Coordinator.

E.3.d. Professional Behavior Expectations: The OT department's approach to professional behavior is overseen by the department head and involves the following 3 steps:

- 1) Set expectations for ethical conduct and professional behavior early in the first semester.
- 2) Informally assess and screen students' professional behavior each semester.
- 3) As needed for students who demonstrate problematic professional behavior in multiple contexts, provide a comprehensive assessment of their professional behavior and individualized action plan. Faculty may work collaboratively with students to develop the assessment and action plan.

The specific professional behavior expectations and specific processes for action are described in the *OT Student Handbook* (MS and MOT students). These expectations are to be used by students and their advisors to evaluate student progress, areas for growth, and needed supports. As needed throughout students' enrollment in the program, these expectations may be used by faculty members to identify and document needed changes in student behavior (e.g. in the case of Departmental or Academic Probation).

E.4. Academic and Departmental Probation

E.4.a. Academic Probation: Policies and procedures of the Graduate School as stated in the Graduate and Professional Bulletin Section [E.1.3](#) related to academic probation shall be followed. In addition, current policies and procedures as outlined in the most current OT Student Handbook shall be followed pertaining to academic probation and its relationship to possible delays of fieldwork and dismissal from the program.

E.4.b. Departmental Probation: Current policies and procedures as outlined in the most current *OT Student Handbook* shall be followed pertaining to departmental probation, including criteria for placement on and removal from probation, impact on fieldwork, communications to students regarding probation and potential for dismissal from the program, and procedures leading to recommendations to the Graduate School for dismissal from the program.

E.5. Appeals

E.7.a. Grade Appeals: Grading decisions in courses, including Level I and Level II Fieldwork, are subject to appeal according to the University's policy on Appeals of Grading Decisions, as set forth in the *Manual*, Section [1.7](#). Faculty will refer to the procedures outlined in the *Manual* ([Section 1.7](#), Student Appeals on Grading Decisions) and in the [Student Conduct Code](#) (Section F.7 Sanctions—Grading Penalty and Section H.2 Other Appeals—Grading Penalty).

E.7.b. Appeals on Violations of the Academic Integrity Policy: Faculty members or instructors are expected to use reasonably practical means of preventing and detecting academic

dishonesty (see *General Catalog* for the [Academic Integrity Policy](#)). If a faculty member or instructor has evidence that a student has engaged in an act of academic dishonesty, the faculty member or instructor will notify the student of the concern and make an appointment to discuss the allegations with the student. The student will be given the opportunity to give his/her position on the matter. If the student admits to engaging in academic dishonesty or if the faculty member or instructor judges that the preponderance of evidence supports the allegation of academic dishonesty, the faculty member or instructor may then assign an academic penalty. If, after making reasonable efforts, the faculty member or instructor is unable to contact the student or collect all relevant evidence before final course grades are assigned, he or she shall assign an interim grade of Incomplete and notify the student of the reason such grade was given.

If the student disputes an allegation of academic dishonesty he/she may request a hearing with the Office of Conflict Resolution and Student Conduct Services. The procedures are outlined in the *Manual* ([Section 1.5.2](#) "Student Appeals."

Faculty members or instructors should report to the Office of Conflict Resolution and Student Conduct Services all cases of academic dishonesty in which a penalty is imposed. Incidents which the faculty member or instructor consider major infractions should be accompanied by a recommendation that a hearing be conducted to determine whether additional university disciplinary action should be taken.

E.5.c. Other Appeal Processes: Informal resolutions of appeals concerning unsatisfactory performance on preliminary, qualifying or final examinations; thesis or dissertation proposal or defense; academic probation for reasons of unsatisfactory progress toward a degree; termination of or election to void assistantships; or dismissal from the graduate program for academic reasons are encouraged whenever possible. When a formal appeal must be initiated, the "Graduate School Appeals Procedure" will be followed as outlined in the *Graduate and Professional Bulletin* (from [Section E.1.4 Graduate and Professional Behavior](#)). Decisions related to Disciplinary Action are subject to the University Discipline Process, which is outlined in the *Student Conduct Code* and the Academic Integrity policy contained in the *General Catalog*. Procedures related to [Research Misconduct](#) can be found on the Office of the Vice President for Research website.

Section F. PERSONNEL

F.1 Academic Faculty: Academic faculty refer to regular (full-time and part-time) faculty, special appointment faculty, senior teaching appointment faculty, joint academic and administrative-professional faculty, affiliate faculty, and transitional faculty (see *Manual*, [E.2](#)). These individuals, working individually and together, advance the Department's mission and vision by engaging in some combination of teaching/advising, research, and service to the department, college, and university as well as outreach to Colorado, the nation, and the world. Responsibilities of academic faculty are described in the *Manual*, [D.3](#) (See [D.3.3](#). as a professional, [E.5.2](#) as a faculty member, and [E.5.3](#) on teaching and advising).

F.1.a. Selection/hiring: Selection of academic faculty is made according to university policy and guidelines established by the Office of Equal Opportunity (OEO) at Colorado State University. Once the position has been approved and authorization has been given by the Provost to begin the search, the Department Head as the Charging Party appoints the Search Committee Chair and committee members. The committee, working through the college OEO coordinator, carries out the search according to established processes and

procedures. The selected candidate for the position is subject to approval by the Office of Equal Opportunity and Colorado State University Central Administration. In addition, a background check is required on the selected candidate before an offer can be made.

F.1.b. Academic Faculty Workload: Faculty workload includes a combination of *teaching*, *research*, and *service*, the proportion of which varies based on department and faculty needs and interests.

Outreach/engagement activities may be integrated into any one of the three workload domains, and are defined as the development and implementation of education, consultation, services or outreach (e.g. direct service, ongoing consultation or training) for the benefit of individuals, groups, populations, or organizations locally, regionally, nationally, or internationally. Faculty members negotiate the “placement” of outreach/engagement activities in their effort distribution with the Department Head annually. Outreach/engagement activities are not a mandated component of every faculty member’s effort distribution but are to be included when appropriate to the mission of department and college and also goals of the faculty member. Outreach and engagement activities of tenured and tenure track faculty must be integrated with their programs of research and/or scholarly teaching.

A standard workload for academic faculty in tenured or tenure-track positions includes 50 percent teaching/advising, 35 percent research/scholarly/creative activity, and 15 percent service/outreach. To compute workload related to course instruction, 1 credit of a Type A course = 3.3% load hence 12 credits = 40% load for the academic year. 1 credit of a Type B course = .33% load. The standard teaching of 12 credits per year may be comprised of lecture, seminar, or recitation courses. Faculty workload percentages in teaching and advising may also reflect significant effort invested in teaching-focused activities such as development of new courses, significant course revisions, curriculum innovation, academic and research advising, or mentoring of other educators. All tenured and tenure-track faculty are expected to teach a minimum of one 3-credit course per academic year unless special arrangements have been negotiated with the Department Head based on extramural funding and/or workload negotiated as part of a hiring agreement.

Because the Department seeks to build on the strengths of all members faculty workloads may vary based on the strengths and needs of the individual faculty member, in addition to the needs of the Department as a whole. Faculty members who maintain a high level of research productivity may have a higher percent effort in research and scholarship and a lower percent effort in teaching and advising. Conversely, faculty members whose main passions and energies are devoted to teaching may have a higher percent effort in teaching and advising and a lower percent effort in research and scholarship.

For these reasons, each faculty member is expected to negotiate his or her workload with the Department Head. Faculty workloads shall be negotiated on an annual basis and completed, whenever possible, no later than the fall before the next academic year. Negotiations between the Department Head and faculty pertaining to workloads shall take into consideration the needs of the Department in addition to the faculty member’s:

1. Areas of interests and expertise, including potential for optimal contribution to the department;
2. Teaching and advising activities, including but not limited to: (a) course instruction and development, (b) advisement of students in independent studies, theses, or

dissertations; (c) supervised college teaching; (d) teaching-related mentorship and supervision; and (e) curricular innovations;

3. Research needs and productivity;
4. Current and anticipated salary support from extramural funding including any related release from teaching courses;
5. Service commitments within the department, college and/or campus wide; and
6. Any other factors that may influence workloads.

The Department Head may change a faculty member's negotiated workload in response to unforeseen circumstances if doing so is in the best interest of the Department as a whole. Should this situation occur, the Department Head shall notify the faculty member of any changes as soon as possible. Should faculty anticipate any changing circumstances that may impact their workload in the foreseeable future (e.g., anticipated new grant funding, changing service commitments), they shall notify the Department Head as soon as possible in order to examine and discuss workload implications in a proactive manner.

F.1.c. Academic Faculty Responsibilities

F.1.c.1. Teaching and Advising (Section [E.12.1](#) of the *Manual*)

All academic faculty share responsibilities for teaching and advising. With respect to teaching, the department's faculty endorse a learning paradigm that is focused on improving the quality and depth of students' learning.^{1,2} In a learning paradigm, it is the responsibility of faculty to create learning environments and to utilize pedagogical methods that:

1. Are cooperative, collaborative, supportive;
2. Expect and hold students accountable to active learning and engagement;
3. Elicit student discovery;
4. Help students grow from an epistemological stance of absolute knowing (i.e., viewing knowledge as received from experts, fixed and existing in absolute form) to contextual knowing (e.g., viewing knowledge as fluid, incomplete and uncertain but able to be judged as more or less substantiated);
5. Empower students to construct their own knowledge based on a synthesis of expert opinion, research evidence, as well as their own and others' experiences and perspectives; and
6. Strive to employ principles of universal design³ for learning as feasible to address differences in student learning styles.

¹ Barr, R. B. & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change*, November/December, 13-21.

² Baxter Magolda, M. (2004). *Learning partnerships: theory and models of practice to educate for self-authorship*. Sterling, VA: Stylus Publishing.

³ Burgstahler, S.E. (2008). Universal design in high education. In S.E. Burgstahler & R.C. Cory (Eds.), *Universal design in higher*

The learning environments that faculty utilize include not only the classroom, interactive laboratories, and a variety of community settings, but also contexts that support students' out-of-class academic work, i.e., independent study and completion of scholarly assignments and program requirements. To assure consistency and integrity of a learning paradigm throughout the academic curriculum, regular, special, or senior teaching appointment faculty are assigned to mentor temporary faculty teaching a newly assigned course. This teaching-related mentorship and supervision may be considered part of the faculty member's teaching workload if it is performed in conjunction with assignment to a specific course

Advising serves primarily academic and research purposes, but also includes supervision of student researchers and graduate teaching assistants.

F.1.c.2. Research/Scholarship/Creative Activity (Section [E.12.2](#) of the *Manual*)

The Department recognizes and values research across all four domains of scholarship identified by Boyer in [Scholarship Reconsidered](#): the scholarships of discovery, integration, teaching and learning, and application⁴ (Boyer, 1990; Glassick, Huber & Maeroff, 1997⁵). Each faculty member in a tenure line is expected to participate in ongoing scholarship that advances the mission and vision of the department as well as the larger professional, academic and global communities. Faculty holding special appointments may participate in research with approval from the Department Head, but this is not considered an expectation of the appointment.

All faculty or student generated research proposals must be reviewed and approved by at least one of the following Colorado State University boards, according to the type of research conducted:

- Protection of animal subjects - Institutional Animal Care and Use Committee (IACUC)
- Ethical use of controlled substances - Drug Review Committee (DRC)
- Protection of human participants - Institutional Review Board (IRB)
- Responsible use of biohazardous agents and rDNA - Institutional Biosafety Committee (IBC)

All Principal Investigators (PIs) and Co-PIs involved in human subjects research protocols must have completed [CSU's Human Subjects Protection](#) sponsored by the Institutional Review Board for Colorado State University.

F.1.c.3. Service

Consistent with Section [E.12.3](#), Service, of *The Manual*, academic faculty members engage in service at both university and professional levels that advance the vision and

education: From principles to practice (pp. 3-20). Cambridge, MA: Harvard Education Press.

⁴ Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass Publishers, Inc.

⁵ Glassick, C. E., Huber, M. T. & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass Publishers.

mission of the Department, as well as the interests of the college and university, the community and the profession of occupational therapy and/or related disciplines.

Service is generally considered to include:

- Participation in all faculty meetings unless excused by the Department Head;
- Committee work at the Departmental, College, and University levels;
- Professional service in and presentations to organizations locally, regionally, nationally, and internationally; and
- Service on editorial boards, as jurors, and as grant proposal reviewers.

Committee work at all levels can vary from very low effort (one or two meetings a year with little work outside of meetings) to very high effort (multiple hours per week). Committee assignments are made by the Department Head based on department needs balanced with individual faculty needs and interests. Workload associated with professional service is negotiated with the Department Head based on the expected effort involved, the match between that effort and the vision, mission and needs of the department as well as the individual career trajectory, as well as interests and responsibilities of the faculty member. While it is expected that senior faculty members will undertake greater service roles based on their expertise, junior faculty members shall also participate in service activities to contribute new perspectives, develop expertise and further the mission of the department, college and university.

Faculty generating personal income through consulting, fee-for-service, workshop revenues must report these activities in the annual Conflict of Interest form completed by all faculty members. Conflict of interest is fully discussed in Section [D.7.7](#) of the *Manual*. All faculty are responsible for being fully familiar with this content if involved in consulting relationships with external organizations.

F.1.d. Academic Faculty Evaluation (Refer to Section [E.12](#) Performance Expectations for Tenure, Promotion and Merit Salary Increases and Section [E.13](#) Advancement in Rank (Promotion) of the *Manual*): All academic faculty shall participate in annual comprehensive reviews of performance. Performance reviews are intended to assist faculty in achieving tenure and/or promotion, to facilitate continued professional development, to refocus professional efforts when appropriate, and/or to assure that faculty members are meeting their obligations to the University. These reviews must be conducted in such a way that they are consistent with the tenure system, academic freedom, due process, and other protected rights.

The annual evaluation is conducted by the Department Head and based on the calendar year. The AFWC and faculty who hold the designation of joint academic/administrative-professional may choose to be evaluated on the basis of either: 1) the Department's Evaluation Benchmarks (Appendix B) OR 2) their specific job description. All other academic faculty shall be evaluated on the basis of the Department's Evaluation Benchmarks.

Each faculty member is responsible for submitting a written self-assessment to the Department Head by no later than February 1 following the end of the calendar year for which they are being evaluated. The written self-assessments of faculty who are eligible and choose to be evaluated based on their job description must include: (1) a comprehensive and honest assessment of their performance related to each area of responsibility in their

job descriptions, using the criteria of superior, exceeds expectations, meets expectations, needs improvement or unsatisfactory; and (2) Evidence supporting their self-assessment. The Department Head may also seek both internal and external evaluations of the faculty member's performance that are specifically related to his or her responsibilities. The written self-assessments of faculty who use the Department's Annual Evaluation Benchmarks must include: (1) comprehensive and honest assessments of their performance in each benchmark area using the criteria of superior, exceeds expectations, meets expectations, needs improvement or unsatisfactory; and (2) data sources that provide supporting evidence of the faculty member's self-assessment, as described in the benchmarks.

The Department Head's evaluation must be in writing and discussed with the faculty member during an annual evaluation meeting. Decisions concerning tenure, promotion, and merit salary increases are linked to the evaluation of the faculty member's work in the areas of teaching/advising, research/scholarly/creative activity, and in service/outreach. Annual evaluations are highly individualized based on each faculty member's unique goals and workload assignments. For example, evaluation of teaching and advising performance should consider not only course credit hours and number of advisees, but also contact hours, course or student level, type of instruction, class size, preparation required, and grading/evaluation time. Annual evaluation of service performance on committees should consider the frequency of meetings, preparation time, and if the faculty member holds a leadership position. One outcome of the annual evaluation is a plan for the upcoming year, including a written statement of proposed goals and an overview of anticipated work responsibilities. The Department Head and faculty member collaboratively determine to the best of their ability the faculty member's workload distribution for the next academic year. A mutually agreed upon and signed workload plan shall be placed in the faculty member's file. Changes in assignments and workload may arise during the academic year because of individual faculty or department needs or priorities. Changes must be discussed by the faculty member and the Department Head and may lead to an amended workload.

The faculty member shall receive a copy of the evaluation and anticipated workload assignments. Copies shall also be maintained in the faculty member's personnel file, and a copy filed in the Dean's Office. The annual evaluation documents shall be forwarded to the Dean for review per College policy. Any suggestions, questions, and/or concerns are to be discussed with the Department Head. A faculty member has a right to prepare a written response to his or her annual evaluation which becomes part of the annual evaluation. As well, the faculty member may grieve her or his annual evaluation to the Department Head according to the procedures outlined in [Section K](#) of the *Manual*.

F.1.d.1. Evaluation of Teaching and Advising

Evidence of teaching effectiveness shall be based upon a faculty member's portfolio which contain (1) peer evaluations, which should occur biannually or more frequently as deemed appropriate by the Department Head), (2) examples of curriculum or course improvements and innovations that occurred during the year of the evaluation, (3) quantitative measures from student course evaluations; and (4) other evidence the faculty member considers relevant to an evaluation of his or her teaching and advising, including education-related outreach and engagement activities. Additional evidence may include solicited or unsolicited letters from graduates as well as current students, in addition to evaluations or unsolicited letters from conference/workshop attendees. Anonymous narrative comments on student course surveys were not designed for

teaching evaluation purposes and cannot be required as evidence of teaching effectiveness; however a faculty member may include these comments if she or he wishes. While anonymous comments may not be used in the faculty member's summative annual evaluation, all faculty must share all written comments, both anonymous and signed, with the Department Head on an annual basis for the purpose of formative assessment geared at improving instructional processes. The faculty member may choose to share anonymous student comments with the Department Head either during his or her annual evaluation meeting or at a separate meeting before or after completion of the annual evaluation.

F.1.d.2. Evaluation of Research/Scholarship/Creative Activity

Academic faculty who have research as part of their workload expectations are expected to be active scholars, producing new knowledge within one or more of the four scholarship domains of discovery, integration, teaching and learning, and/or application. A critical gauge of successful scholarship is the faculty member's output of published theoretical works and research findings in respected peer-reviewed academic journals. Additionally, evaluations of research and scholarship effectiveness may consider:

- Effectiveness procuring funding from University and external sources;
- The individual faculty member's perspective of the fit within and contribution to the particular body of literature the faculty member attempts to inform;
- The value of the work according to peer evaluations;
- The degree to which published works have been referenced by and requested by others;
- The value of scholarly contributions as judged by publication in professional magazines and letters of response from practitioners or service recipients;
- Research associated with outreach and engagement activities; and
- Awards for significant professional accomplishment.

F.1.d.3. Evaluation of Service

Consistent with Section E.12.3, *Service*, in *The Manual*, academic faculty members engage in service at both university and professional levels that advance the vision and mission of the Department, as well as the interests of the college and university, the community and the profession of occupational therapy and/or related disciplines. University service is evaluated based on an academic faculty member's timely and effective participation in important departmental activities, including regularly scheduled faculty meetings and special events, as well as assigned committees at departmental, college and university levels. Professional service is evaluated through the amount and quality of the faculty member's participation and contributions to the long-term improvement of teaching, scholarship and the profession of occupational therapy and/or related disciplines.

F.1.e. Comprehensive Reviews of Tenure-Track Faculty: Annual and Periodic Reviews

Any tenured or tenure-track member of the faculty can propose changes in tenure and/or promotion standards, criteria or procedures. Proposed changes will be submitted to the T & P Committee Chair who, in turn, will submit them to the T & P Committee for discussion. Any recommended changes shall be reviewed by the entire faculty, including both non-tenured and tenure-track faculty. If recommended changes are approved by a 2/3 vote of eligible faculty, they shall be added to the Department's Code.

The following quality indicators are intended to be consistent with the [Provost's Guidelines](#) pertaining to promotion and tenure and to these sections of the *Manual*: [E.12 Definitions and Indicators for Performance Expectations for Tenure, Promotion and Merit Salary Increase](#) and [E.14. Performance Reviews](#).

F.1.e.1. Quality Indicators for Promotion to Associate Professor

For promotion to Associate Professor with tenure, it is expected that the candidate:

- Has developed a focused track of scholarship that is recognized as an important line of inquiry by reputable and knowledgeable scholars at a national and/or international level;
- Has demonstrated sustained progress toward excellence in teaching employing a [learning paradigm](#);
- Has met assigned service obligations with a high level of professionalism; and
- Has demonstrated a commitment to professional development, which includes but is not limited to sustained adherence to the department's ground rules, participation in respectful and constructive dialogue and decision-making in context of faculty meetings and other departmental work, and commitment to teamwork consistent with the department's mission and vision.

F.1.e.2. Quality Indicators for Promotion to Full Professor

The [Provost's Guidelines](#) on promotion and tenure at Colorado State indicate that a full professor should be a university leader who has contributed in a major way to the mission of his or her department and college, as well as the entire university. Successfully maintaining a level of productivity considered sufficient for promotion to

associate professor is insufficient for promotion to full professor. Rather, a successful candidate for full professor is expected to demonstrate qualitative differences in the scope and level of his or her contribution well beyond those that supported promotion to Associate Professor. These guidelines provide an important context for the following quality indicators:

- Has maintained a focused track of scholarship that is recognized as an important line of inquiry by reputable and knowledgeable scholars at national and/or international level;
- Has demonstrated consistent and sustained excellence in teaching employing a [learning paradigm](#);
- Has met assigned service obligations, including leadership roles at the College or University level, with a high level of professionalism.

F.1.f Mediation and Grievance Procedures: As stated in [Section K](#) the *Manual*, academic faculty are “Covered Members” of the university. As such, academic faculty:

- Shall attempt to mediate grievable conflicts prior to filing a grievance complaint
- Have the right to initiate a Grievance in accord with requirements set for in [Section K.8](#) of *the Manual*, The Right to Grieve.

F.2. Administrative Professionals

As described in [Section D.1.2](#) of *The Manual*, administrative professional positions are positions that are exempt from the State Personnel System under Colorado statutes but are not academic faculty positions. The classification of a particular position as an administrative professional position must be coordinated with Human Resource Services. Administrative professionals work to advance the Department’s mission and vision through their contributions in the domains of service, outreach and practice; research, scholarship and creative activity; and teaching. The various contributions of administrative professionals across these domains may also be undertaken campus-wide, throughout the state of Colorado, as well as nationally and internationally.

F.2.a Selection/Hiring: Selection of administrative professionals is made according to university policy and guidelines established by the Office of Equal Opportunity (OEO) at Colorado State University. The immediate supervisor, which may be the Department Head or another administrative professional, gains approval to search from the Provost, develops the job description, appoints the search committee and coordinates the search according to guidelines established by OEO. The committee, working through the college OEO coordinator, carries out the search according to established processes and procedures. The selected candidate for the position is subject to approval by the Office of Equal Opportunity and Colorado State University Central Administration. In addition, a background check is required on the selected candidate before an offer can be made.

F.2.b Workload of Administrative Professionals: The workload of administrative professionals may include activities in the domains of service, outreach and practice; research, scholarship and creative activity; and teaching. The proportion of activities in each of these domains shall reflect and be consistent with administrative professionals’ particular job descriptions. Administrative professionals shall clarify their workloads with their

respective supervisors and negotiate any possible changes on an annual basis at minimum and more frequently as needed. Administrative professionals may have their workloads adjusted if they obtain external funding that supports work directly related to their designated responsibilities and job descriptions. Administrative professionals who submit a proposal for external funding shall discuss and negotiate, prior to submitting the proposal, any desired future adjustments to their workload with their respective supervisors.

F.2.c Administrative Professional Responsibilities

F.2.c.1 Service/Outreach/Practice

Primary responsibilities of administrative professionals in the Department typically fall in the domain of service, outreach and practice. Service, outreach and practice activities may include:

- Providing direct and indirect services to individuals, groups and systems;
- Acting as consultants and educators;
- Providing leadership to and managing programs including but not limited to developing and evaluating programs, managing budgets, overseeing personnel, overseeing public relations, etc.;
- Providing service to the Department, College, and/or University; and
- Providing service to professional groups and organizations.

F.2.c.2 Research/Scholarship/Creative Activity

Administrative professionals recognize and value research, scholarship and creative activities. The activities of administrative professionals in this domain are typically closely tied to and integrated with their primary responsibilities in the domain of service, outreach and practice. Research, scholarship and creative activities may include:

- Publishing in refereed and non-refereed forums;
- Disseminating new knowledge from outcome oriented services;
- Presenting their work in refereed and non-refereed public forums;
- Providing continuing education;
- Procuring and implementing external funding; and
- Participating in professional specialty area activities.

F.2.c.3 Teaching

Administrative professionals recognize the value of teaching. The activities of administrative professionals in this workload domain are typically closely tied to and integrated with their primary responsibilities in the domain of service, outreach and practice. Teaching can be formal and informal in nature and may include activities such as:

- Teaching courses in the occupational therapy curriculum;
- Providing guest lectures in the department, campus-wide or externally;
Designing and providing laboratory experiences to occupational therapy students;

- Monitoring curricular content related to specialty areas
- Serving as fieldwork educators to occupational therapy students during Level I and Level II fieldworks;
- Supervising and training of graduate student employees and graduate teaching assistants;
- Assisting faculty in the department and campus-wide with accessible and universally designed course content;
- Developing training and educational materials, including training tutorials and modules; and
- Providing mentoring and educational materials and guidelines to university faculty, program administrators, educators and/or community members regarding recommended and evidence-based support strategies for college students and community members with disabilities.

F.2.d Annual Evaluation: Administrative professionals shall participate in annual comprehensive evaluations of their performance. Annual evaluations are intended to assist administrative professionals in achieving professional excellence, facilitate their continued professional development, and align their professional interests with their particular job descriptions. Administrative professionals with joint faculty appointments shall have the option of using **either** the Academic Faculty Evaluation or the Administrative Professional Evaluation depending on which best matches their job description. The annual evaluation is conducted by the Department Head for Administrative Professionals with joint faculty appointments. Annual evaluations are conducted by the immediate supervisors of Administrative Professionals who do not have joint appointments.

The Department's policies and procedures for conducting annual reviews are consistent with Section [D.5.5](#) of *The Manual* on the evaluation of administrative professionals. These policies and procedures are described in Appendix C, and shall be followed both for administrative professionals who do not have joint faculty appointments and for those who with joint faculty appointments who decide to base their evaluation on their particular job description.

F.2.e Dismissal Procedures: As described in Section D.5.6 of *The Manual*, all administrative professionals are "employees at will" and their employment is subject to termination by either party at any time. The authority to terminate most administrative professional has been delegated to the President by the Board. The vice president in charge of an academic department or administrative unit must review and approve any recommendations concerning the termination of administrative professionals on any grounds, except for terminations at the end of the stated employment period, before the action is presented for final approval.

F.2.f Mediation and Grievance Procedures: As stated in [Section K](#) the *Manual*, administrative professionals are "Covered Members" of the university. As such, administrative professionals:

- Shall attempt to mediate grievable conflicts prior to filing a grievance complaint

- Have the right to initiate a Grievance in accord with requirements set for in Section [K.8](#) of *the Manual*, The Right to Grieve.

APPENDIX A—Tenure Process

General Guidelines

Quality indicators for tenure and promotion are described in Section [F.1.e.](#) of the OT Code. All members of the T & P Committee and tenure-track faculty are expected to acquire and maintain current copies of the OT Code and to periodically review the tenure and promotion criteria and guidelines published within. Prior to T & P Committee deliberations regarding promotion and/or tenure, the Chair of the T & P Committee is expected to review with Committee members the relevant criteria to be used in evaluations and recommendations. Confidentiality of discussions of the T & P Committee's business is of utmost importance. All who attend and participate in Committee meetings must hold in strict confidence the information discussed, the votes taken, and the recommendations made.

It is the responsibility of the Committee Chair to ensure that during their first semester of employment, all tenure-track faculty members have copies of Departmental, College and University documents containing information regarding criteria and procedures relevant to tenure and promotion.

Review Processes

Processes pertaining to tenure and promotion of a tenure track faculty member occur during initial hiring negotiations; annually after hire; at midpoint in a faculty member's tenure process; and at the time of the final review of the faculty member's dossier resulting in a recommendation either for or against tenure. The Department Head and Chair of the T & P Committee will jointly maintain a timetable for annual, midpoint and final reviews of all tenure track faculty; this timetable must be inclusive of timelines for individuals who might request early promotion and/or tenure. The tenure and promotion process during initial hiring negotiations, annually and at the time of midpoint and final reviews is next described, followed by the Review Timetable.

Hiring of New Tenure-Track Faculty

The Department Head must explicitly address expectations and timetables for promotion and tenure when negotiating the hiring of a new tenure-track faculty member. The Department Head shall work closely with the T & P Committee Chair during hiring negotiations. In instances where early tenure will be part of the negotiated contract, the Chair must poll the T & P Committee to determine the level of support for an early tenure timeline then report the vote to the Department Head. The Department Head must share the result of the vote with the individual with whom negotiations are being conducted.

Annual T & P Reviews

Each year, beginning with the first calendar year completed in the Department, tenure-track faculty shall submit to the Departmental T & P Committee:

- (1) The results of the annual evaluation completed by the Department Head, and
- (2) Updated versions of Parts I, II, and VII (appendices) described in The Documentation for Tenure and Promotion Application (available through the [Office of the Provost and Executive Vice President](#)).

Faculty who anticipate requesting an early (i.e. before the sixth year) tenure and/or promotion review by the T & P Committee must submit a letter to the Chair stating the intention to "go up early" no later than one year before the formal, final application is submitted.

Annually in the spring semester, the T & P Committee shall write a letter of report of their evaluation including, (1) recommendations for strengthening the dossier, (2) a summary of progress toward tenure and of any perceived deficiencies, (according to section E.10.3 of the *Manual*).

This letter shall be sent both to the faculty member and the Department Head and should include a timetable for completion of the application for tenure and promotion. (Section E.10.3 of the *Manual*)

Midpoint T & P Reviews

According to Section [E.14.2](#) of *The Manual*, a midpoint review shall be conducted by the Department's Tenure and Promotion Committee (all tenured departmental faculty members unless they recuse themselves). The faculty member will prepare and submit to the Tenure and Promotion Committee the following materials:

- His or her self-evaluation for the current year's annual evaluation;
- The Department Head's summary of his or her annual evaluation; and
- Parts I, II, and VII (appendices) described in The Documentation for Tenure and Promotion Application, which is available through the [Office of the Provost and Executive Vice President](#).

After the Tenure and Promotion Committee's review of the faculty member's materials, the committee shall prepare a written report specifying one of the following outcomes selected by a majority of the Review Committee:

- 1) The faculty member is making satisfactory progress toward tenure and promotion;
- 2) There are deficiencies, but if they are corrected satisfactorily, the faculty member will be making satisfactorily progress toward tenure and promotion, or;
- 3) The faculty member has not met the stated requirement for the position in one (1) or more areas of responsibility, and the Review committee recommends against further appointments.

A copy of the report shall be given to the faculty member, who shall have ten days to prepare a written response to the report. The report and the faculty's response, if there is one, will be forwarded to the Department Head, who will prepare a report after reviewing the faculty member's materials and the report from the Tenure and Promotion Committee. The Department Head will forward the reports and faculty member's response to the college Dean.

Final T & P Reviews

The T & P Committee's final review of the dossier and final recommendation in favor of or not supporting the bid for tenure and promotion shall occur either in October of the sixth year of employment in a tenure-track position or in the year stated in the candidate's initial appointment letter when credit toward tenure was negotiated at hire. After a formal Committee vote, the Committee Chair will prepare a written recommendation for submission to the Department Head. The Committee Chair shall distribute a draft copy of the recommendation to members of the T & P Committee who voted on the recommendation, and request written feedback. If necessary, the Committee Chair will subsequently incorporate this feedback into the final recommendation. The Committee Chair shall then forward the recommendation to the Department Head, retain an archival copy of the recommendation in the applicant's file, and distributes copies of the recommendation to all Committee members. This review will be completed by mid/late November and the written summary of the conclusions and recommendation shall be provided to the faculty member, the Department Head, the dean and the

Provost/Academic Vice President. The report of the final recommendation shall include one of the following outcomes:

1. The faculty member has met the stated requirements for tenure in all required areas of responsibility, and the T & P Committee recommends tenure.
2. The faculty member has not met the stated requirements for tenure in one or more areas of responsibility, and the T & P Committee recommends against granting tenure.

The report of the T & P Committee's vote to the Department Head must include not only the results of the Committee's vote to grant or deny tenure, but also evidence justifying the Committee's decision. Both the majority and minority views shall be reported in writing to the Department Head. The Committee's recommendations regarding tenure are to be shared with the applicant at the time the recommendation is received by the Department Head. As well, it is the responsibility of the Department Head to meet with the applicant to share the Committee's recommendation. The procedure for processing the recommendation for or against tenure/promotion beginning with the Department Head's review of the T & P Committee's recommendation is documented in the *Manual*, beginning in Section [E.10.5.1](#). The candidate for tenure/promotion is expected to familiarize her/himself fully with this process.

Review Timetable: Annual, Mid-Point, Final and Promotion to Professor

The T & P Committee is responsible for working collaboratively with the Department Head to review and update these timelines on an annual basis or more frequently as needed. Changes to the timeline may occur independently of revisions of the OT Code as a whole and do not require a 2/3rd vote of approval by the faculty.

CANDIDATE/FACULTY NAME :

DATE	Annual Review of tenure-track faculty member	Mid-Point Review	Tenure & Promotion Review	Promotion to Professor Review
February 1 st	Annual self-evaluation submitted to Department Head	Annual self-evaluation submitted to Department Head	Annual self-evaluation submitted to Department Head	Annual self-evaluation submitted to Department Head
February – Last Week	<p>Candidates for tenure <u>or</u> promotion submit the following documents to the committee for review:</p> <ul style="list-style-type: none"> • Current year annual self-evaluation • Department Head evaluation summary 	<p>Candidates for tenure <u>or</u> promotion submit the following documents to the committee for review:</p> <ul style="list-style-type: none"> • Current year annual self-evaluation • Department Head evaluation summary • CSU Tenure & Promotion materials (Sections, I, II & VII plus prepared appendices). 	<p>Candidates for tenure <u>or</u> promotion submit the following documents to the committee for review:</p> <ul style="list-style-type: none"> • Current year annual self-evaluation • Department Head evaluation summary • CSU Tenure & Promotion materials (Sections, I, II & VII plus prepared appendices). 	
Early to mid March	<p>T&P Committee members review materials using department and university guidelines.</p> <p>T&P Committee meets to discuss progress towards tenure and/or promotion to associate professor based on annual review materials.</p> <p>Summary T&P Committee letter, to include summary of faculty's accomplishments and recommendations for continue to progress towards tenure</p>	<p>T&P Committee members review materials using department and university guidelines.</p> <p>T&P Committee meets to discuss tenure and/or promotion to associate professor based on current T & P materials.</p> <p>Summary T&P Committee letter addressed to candidate, to include summary of faculty's accomplishments and recommendations for continue to</p>	<p>T&P Committee members review materials using department and university guidelines.</p> <p>T&P Committee meets to discuss tenure and/or promotion to associate professor based on T & P materials.</p> <p>Summary T&P Committee letter addressed to the candidate, to include summary of faculty's accomplishments and recommendations for continue to</p>	

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	<p>and promotion based on the annual review materials.</p> <p>Drafts of letter are written and reviewed/revised by the T&P Committee.</p>	<p>progress towards tenure and promotion.</p> <p>T&P Committee feedback on content revision suggestions, as well as feedback on the format and composition of the draft dossier is given to the candidate in a separate memo.</p> <p>Drafts of the summary letter and memo regarding suggested changes are written/reviewed/revised by the T&P Committee. The final letter is given to the candidate, who will have 10 days to prepare a written response to the letter is he or she desires to do so.</p>	<p>progress towards tenure and promotion.</p> <p>T&P Committee feedback on content revision suggestions, as well as feedback on the format and composition of the draft dossier is given to the candidate in a separate memo.</p> <p>Drafts of the summary letter and memo regarding suggested changes are written/reviewed/revised by the T&P Committee.</p>	
March 31	<p>Final committee letters sent to the Department Head.</p> <p>Copies of all letters to be forwarded to Financial Officer for department personnel file.</p>	<p>Final committee letter sent to the Department Head.</p> <p>Department Head evaluates dossier and writes letter for candidate.</p> <p>Copies of all letters to be forwarded to Financial Officer for department personnel file.</p> <p>Revision suggestions forwarded to the candidate.</p>	<p>Final committee letters sent to the Department Head.</p> <p>Copies of all letters to be forwarded to Financial Officer for department personnel file.</p> <p>Revision suggestions forwarded to the candidate.</p>	<p>Candidates for promotion to Professor begin preparing and submitting materials for their dossier, following the CSU Tenure & Promotion requirements, for informal review by the T&P Committee.</p> <ul style="list-style-type: none"> • Current year annual self-evaluation • Department Head evaluation summary • CSU Tenure & Promotion materials (Sections, I, II & VII plus prepared appendices).
April – end of 1st week		<p>Candidate response (optional) due back to the T&P Committee Chair.</p>	<p>Candidate response due back to the T&P Committee Chair.</p>	
April – (mid)		<p>Department Head submits mid-point reviews (and candidate’s response) to the</p>		<p>Final date for Professor-Candidate to submit all promotion dossier materials to</p>

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		Dean.		the T&P Committee for informal review.
April – (late)				<p>T&P Committee meets to discuss Professor-Candidate dossier materials.</p> <p>T&P Committee either meets with, or provides written feedback to Professor-Candidate summarizing their informal review of the dossier materials and suggestions for changes.</p>
May – 1 st week			<p>Candidate forwards suggestions of possible external evaluators to T&P Committee. Candidate should also provide a list of individuals whom they feel would be inappropriately biased.</p> <p>The T&P Committee researches evaluators in candidate’s field of research and prepares a list of 10 possible reviewers.</p> <p>The Department Head or Committee Chair determines whom to solicit letters from. The candidate is not told who will be asked to evaluate the dossier.</p>	<p>Candidate forwards suggestions of possible external evaluators to T&P Committee. Candidate should also provide a list of individuals whom they feel would be inappropriately biased.</p> <p>The T&P Committee researches evaluators in candidate’s field of research and prepares a list of 10 possible reviewers.</p> <p>The Department Head or Committee Chair determines whom to solicit letters from. The candidate is not told who will be asked to evaluate the dossier.</p>
August – 1 st week			<p>Department Head sends letters to external evaluators.</p> <p>External letters due October 1st.</p> <p>Candidate may select early dossier review by Department Head and Dean.</p>	<p>Department Head sends letters to external evaluators.</p> <p>External letters due October 1st.</p> <p>Candidate may select early dossier review by Department Head and Dean.</p>
September	Department Head and T&P Chair review	Department Head and T&P Chair review	Department Head and T&P Chair review	T&P Committee offers informal assistance

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	all faculty for reappointment, tenure, promotion.	all faculty for reappointment, tenure, promotion.	all faculty for reappointment, tenure, promotion. <i>T&P Committee</i> offers informal assistance to Candidates as they finish their dossiers for submission.	to Candidates as they finish their dossiers for submission.
October – 1 st week			External Letters due October 1st. Candidate submits dossier materials. Dossier guidelines include: <ul style="list-style-type: none"> • CSU application (template on website) • Font: 11 pt Times New Roman (preferred) • 1 ½ left margin (required) • Candidate name typed in upper right hand corner of every page including appendices • Page number should appear at the bottom of the page • Curriculum vitae should not be rearranged. Dates are to be in chronological order with most recent listed first • Include list of Contents of Appendices 	External Letters due October 1st. Candidate submits dossier materials. Dossier guidelines include: <ul style="list-style-type: none"> • CSU application (template on website) • Font: 11 pt Times New Roman (preferred) • 1 ½ left margin (required) • Candidate name typed in upper right hand corner of every page including appendices • Page number should appear at the bottom of the page • Curriculum vitae should not be rearranged. Dates are to be in chronological order with most recent listed first • Include list of Contents of Appendices
October – 2 nd week			<i>T&P Committee</i> reviews dossier. A vote of the committee is required. A recommendation letter is forwarded to the Department Head.	T&P Committee Members who are full professors review dossier. A vote of the committee is required. A recommendation letter is forwarded to the Department Head.
October – 3 rd week			Department Head evaluates dossier and	Department Head evaluates dossier and

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			forwards recommendation to the Dean.	forwards recommendation to the Dean.
October 31			T&P dossiers due to the Dean.	T&P dossiers due to the Dean.

APPENDIX B. Benchmarks for Annual Evaluations of Academic Faculty

All benchmarks are based on a standard workload (see F1.b). If a faculty member's workload differs from the standard, it is expected that the benchmarks will be calibrated accordingly. The Department Head and faculty member shall discuss and negotiate these calibrations.

Teaching/Advising/Mentoring:

ASPIRATIONAL GOAL: Through their teaching, advising and mentoring activities, faculty in OT promote student achievement of the program's overall curricular objectives in all learning contexts. We want our faculty to use pedagogical methods that are consistent with the program's commitment to a learning paradigm and, correspondingly, integrative learning outcomes. As described in [A Statement on Integrative Learning](#) by the Association of American Colleges and Universities and the Carnegie Foundation for the Advancement of Teaching, "Integrative learning comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying skills and practices in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually." To promote integrative learning, faculty are encouraged to strive for the greatest possible congruence of written materials such as course syllabi, study guides, assignments, or readings with the program's overall curriculum design including its conceptual core, curricular threads and targeted learning outcomes. In addition, although not a required component of faculty's workload, the department highly values faculty engagement in activities that promote or advance teaching, advising and mentorship in service to individuals and communities within and beyond CSU. Faculty are also expected to be responsive to University expectations regarding teaching and advising as described in Section E.5.3 [Guidelines on Teaching and Advising](#) of the *Manual*.

Teaching/Advising/Mentoring Benchmarks

Superior	<input type="checkbox"/> All EE criteria are met (required) <u>At least two of the following:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Receives student end-of-course evaluations between 4.5 and 5.0 for overall instructor effectiveness and course quality <input type="checkbox"/> Acquires and/or implements a teaching/advising/mentoring grant (extramural only) <input type="checkbox"/> Demonstrates national leadership and impact on education in occupational therapy and/or other related disciplines and practice areas <input type="checkbox"/> Publishes new textbooks, electronic media and/or other materials
Exceeds Expectations (EE)	<input type="checkbox"/> All ME criteria are met (required) <u>At least three of the following:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Receives student end-of-course evaluations average between 4.0 and 4.4 for overall instructor effectiveness and course quality (required)

	<ul style="list-style-type: none"> <input type="checkbox"/> Effectively mentors others (students, peers, professionals) in the areas of teaching, research, service, and/or engagement as evidenced by, for example, publications, proposal submissions, funded grants, refereed presentations, increased teaching effectiveness, and/or favorable written documentation by mentees related to mentoring effectiveness. <input type="checkbox"/> Participates in professional development related to teaching/advising/mentoring <input type="checkbox"/> Acquires and/or implements a teaching/advising/mentoring grant (intramural) <input type="checkbox"/> Submits a teaching/advising/mentoring extramural grant proposal <input type="checkbox"/> Develops significant <u>new</u> teaching materials and pedagogical approaches consistent with a learning paradigm such as, for example, adding a service learning component to the course or development of new problem based learning cases
Meets Expectations (ME)	<p><u>All criteria are required:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Receives positive Department Head or peer observations of teaching when conducted <input type="checkbox"/> Develops course materials that are congruent with overall curriculum design and outcomes <input type="checkbox"/> Solicits and appropriately responds to mid-semester feedback from students <input type="checkbox"/> Solicits and appropriately responds to students' final course surveys (where available) <input type="checkbox"/> Receives student end-of-course evaluations average between 3.5 and 3.9 for overall instructor effectiveness and course quality <input type="checkbox"/> Receives favorable student evaluations as an academic and/or research advisor <input type="checkbox"/> Demonstrates <u>ongoing</u> course revisions and enhancements to ensure that the course is up to date as evidenced by, for example, improvement of the course on RamCT or other on-line platforms, updated reading requirements,, improved learning activities and assessment approaches, among other possibilities <input type="checkbox"/> Is reasonably accessible to students outside of class <input type="checkbox"/> Collaborates with other instructors to ensure optimal curricular consistency and coherence
Needs Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Demonstrates little to no evidence of commitment to course revision and enhancements <input type="checkbox"/> Demonstrates little to no evidence of responsiveness to feedback from peer evaluation or student course surveys
Unsatisfactory	<ul style="list-style-type: none"> <input type="checkbox"/> Courses and syllabi are clearly out-of-date OR <input type="checkbox"/> Demonstrates ineffective teaching

Possible data sources for formal summative dimension of annual evaluation of teaching/advising/mentoring:

- Course syllabi, schedule and assignments
- Quantitative measures from student course evaluations
- Signed comments from student course evaluations
- Teaching evaluations by peers
- Unsolicited signed student comments/letters etc.
- Evaluations from continuing education workshops and presentations
- Teaching awards
- Evidence of teaching innovations in context of assigned courses
- Evidence of contributions to curriculum development
- Participation in professional development related to teaching
- Funding proposals related to teaching/advising/mentoring
- Grant awards related to teaching/advising/mentoring
- Evidence of mentoring that includes serving as a role model, helpful and effective advising, guiding students, advocating for students

Possible data sources for formative dimension of annual evaluation:

- All of the above in addition to anonymous comments from student course evaluations
- Faculty member's reflections on valuable aspects of the course and areas needing change as well as documented responses to these reflections from other instructors

Research and Creative Activity

ASPIRATIONAL GOAL: Academic faculty who have research as part of their workload expectations are expected to be active scholars, producing new knowledge within one or more of the four scholarship domains of discovery, integration, teaching and learning, and/or application defined by Boyer (1990) in [Scholarship Reconsidered](#). As described in Section E.12.2 [Research and Other Creative Activity](#) in the *Manual*, research and other creative scholarly activity are thus defined to include, but are not limited to: publications; exhibitions, refereed and/or invited presentations of original research; copyrighted, patented or licensed works and inventions; supervision of student researchers and/or assistance with student research; the award of funding to support research and other creative activities, as well as scholarly activities that advance the effectiveness of teaching and education. Criteria for evaluating the original or creative nature of research should be the generally accepted standards prevailing in the applicable discipline or professional area. Standards for determining quality will vary among research areas and should be considered during annual evaluations, tenure-review, and promotion. Evaluations should be based primarily upon the quality of the product as judged by peers. Some measures of quality are the prestige of the journals in which publications appear, reviews of publications in the critical literature, prizes and other awards for significant professional accomplishment, grants obtained in open competition, and impact and outcome assessments as indicated by adoption of results by clientele. When work is a collaborative effort, every attempt should be made to assess the value of the contribution of the faculty member. Some categories of publication or other accomplishments, such as extension publications, more properly are regarded as vehicles for teaching or outreach/engagement; however, these may be considered evidence of other creative activity to the extent that new ideas and research are incorporated.

Benchmarks for Research and Creative Activity

Superior	<p><u>Required</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> All EE criteria are met (required) <input type="checkbox"/> Two additional refereed articles <u>OR</u> two chapters in a scholarly edited book(s) <u>OR</u> one or more book(s) with a nationally recognized publisher (must be accepted, in-press, or published) <input type="checkbox"/> Initial or continued extramural research funding as PI or Co-PI <p><u>And one or more of the following:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Additional refereed articles <u>OR</u> chapters in a scholarly edited book <u>OR</u> books with a nationally recognized publisher (must be accepted, in-press, or published) <input type="checkbox"/> Invited presentations of original research at national or international conference or scientific meeting
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	<input type="checkbox"/> As PI or Co-PI, submits an extramural research funding proposal
Exceeds Expectations	<p><u>Required</u></p> <input type="checkbox"/> All ME criteria are met (required)
	<input type="checkbox"/> One additional refereed article <u>OR</u> chapter in a scholarly edited book (must be accepted, in-press, or published)
	<input type="checkbox"/> One additional submission of manuscript for first review <u>OR</u> revised manuscript for re-review
	<p><u>And two or more of the following:</u></p> <input type="checkbox"/> Refereed presentations of original research at conference or scientific meeting
	<input type="checkbox"/> Additional refereed article <u>OR</u> chapter in a scholarly edited book
	<input type="checkbox"/> Initial extramural research funding as PI <u>OR</u> Co-PI
	<input type="checkbox"/> Continued funding as PI <u>OR</u> Co-PI for extramural research grant
	<input type="checkbox"/> As PI or Co-PI, submits an extramural grant proposal
Meets Expectations	<p><u>Required:</u></p> <input type="checkbox"/> One refereed article <u>OR</u> one chapter in a scholarly edited book (must be accepted, in-press, or published)
	<input type="checkbox"/> Evidence of progress on research trajectory to include <u>two</u> or more of the following:
	<input type="checkbox"/> data collection and analysis;
	<input type="checkbox"/> research proposal submission as PI or Co-PI (for intramural or extramural funding)
	<input type="checkbox"/> obtain intramural research funding as PI or Co-PI
	<input type="checkbox"/> manuscript development, submission, and/or revision
	<input type="checkbox"/> Invited to be a collaborator, consultant, or other key personnel on a research project
Needs Improvement	<input type="checkbox"/> Minimal publication activity (e.g., manuscripts only under preparation) OR
	<input type="checkbox"/> Minimal evidence of progress on a defined research trajectory
Unsatisfactory	<input type="checkbox"/> No research or publication activity

Service

ASPIRATIONAL GOAL: As described in Section [E.12.3](#) of the *Manual*, faculty engagement in service is viewed as critical to advancing the interests of the Department, the institution, the community and the profession of occupational therapy and related fields. Service is defined as encompassing both university service and professional service. *University service* includes but is not limited to contributions to the governance and leadership of the department, college and university via such activities as membership on and chairing of committees, advising student organizations, participation in administrative activities, among others. Due to the small number of faculty in the Department, internal committee work is of the utmost importance and is expected of all faculty. *Professional service* in local, state, national and international organizations contributes to long term improvements related to teaching, scholarship and the professions, which in turn enhances the department's and university's reputation. Development of professional service roles usually begins with the faculty member's participation at professional meetings, and service on the committees of an organization, and also includes editorial activities among other activities. Faculty should strive to express service accomplishments not only in terms of hours of involvement, but also in terms of outcomes.

Benchmarks for Service

Superior	<p>All EE criteria are met (required)</p> <p>At least two <u>the following at the</u> Department, College, University, or Professional level:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Editor of national or international refereed journal/book <input type="checkbox"/> Reviews grant proposals for a national funder <input type="checkbox"/> Evidence of outstanding performance with high ratings at two or more workshops <input type="checkbox"/> Refereed outreach/service-oriented presentations at national or professional conferences <input type="checkbox"/> Official recognition/award for service at the College/University or national/international level <input type="checkbox"/> Keynote speaking engagements <input type="checkbox"/> Outreach/Service-related extramural grant activity: proposal submission or continuing grant <input type="checkbox"/> Outstanding evaluations of administrative activity; innovative in role <input type="checkbox"/> Major leadership role in college or university level
Exceeds Expectations	<p><input type="checkbox"/> All ME criteria are met (required)</p> <p>Leadership/major contribution in at least two <u>of the following at the</u> Department, College, University, or Professional level:</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> Editorial/Review board of a national or international refereed journal <input type="checkbox"/> Reviews grant proposals for a regional or state funder <input type="checkbox"/> Service or outreach-oriented presentation or workshop <input type="checkbox"/> Official recognition for service at a local/state/Departmental level <input type="checkbox"/> Keynote speaking engagements (local, state, regional) <input type="checkbox"/> Service-related/outreach grant activity – intramural <input type="checkbox"/> Strong evaluations of administrative activity with contributions of new ideas to improving processes or outcomes <input type="checkbox"/> Chairs a departmental committee
Meets Expectations	<p><u>Required:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in Departmental standing or ad hoc committees as assigned <input type="checkbox"/> Regularly attends Department faculty meetings; <input type="checkbox"/> Completes assigned tasks on time <input type="checkbox"/> Demonstrates professional engagement in the American Occupational Therapy Association and/or other occupational therapy or professional organizations beyond the Department and University (e.g., professional memberships, participation in online forums, attending and contributing to conferences) <p><u>One or more of the following based on assigned responsibilities:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in one College or University committee <input type="checkbox"/> Presents one or more non-refereed presentations at state, local, or campus meeting(s) <input type="checkbox"/> Reviews an article for a refereed journal OR reviews grant proposals for a local funder OR reviews article or grant proposal for a colleague <input type="checkbox"/> Accomplishes assigned administrative duties (e.g., personnel management, training, budgeting, program implementation, program evaluation) in a timely fashion
Needs Improvement	<p><u>One of the following:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Inadequate departmental participation (e.g., irregular attendance, assigned tasks incomplete or late, not carrying weight in assignments, minimal attendance at departmental/faculty meetings etc.)

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	<ul style="list-style-type: none"><input type="checkbox"/> Minimal professional engagement in the American Occupational Therapy Association and/or other occupational therapy or professional organizations beyond the Department and University (e.g., no professional memberships, no participation in online forums, not attending and contributing to conferences)<input type="checkbox"/>
Unsatisfactory	<p><u>All of the following:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> No activity OR poor performance in departmental, College or University committee work (e.g., regularly declines committee assignments, assigned tasks not completed or contain significant errors, etc.)<input type="checkbox"/><input type="checkbox"/> No professional activities or memberships, avoids professional responsibilities<input type="checkbox"/>

APPENDIX C. Annual Evaluations of Administrative Professionals and (Possibly) Academic Fieldwork Coordinator

The Department's policies and procedures for conducting annual reviews are consistent with Section [D.5.5](#) of *The Manual* on the evaluation of administrative professionals. These policies and procedures are described below and shall be followed both for administrative professionals who do not have joint faculty appointments and for those who with joint faculty appointments who decide to base their evaluation on their particular job descriptions. In addition, should the Department's Academic Fieldwork Coordinator choose to base her or his annual evaluation on job description, these policies and procedures shall be followed. The term, employee, is consequently used below to refer all individuals who utilize the following policies and procedures for their annual evaluations.

- Annual reviews shall be based on the calendar year.
- During the fall, the employee shall meet directly with his or her immediate supervisor in order to: (1) review progress to date in achieving annual goals for the current year; (2) review his or her current job description; and (3) review proportional workload distribution across the areas of service, outreach and practice; research, scholarship and creative activity, and teaching.
- The formal face-to face annual review is conducted the following spring. To prepare for this review, the employee is responsible for submitting a written self-assessment to his or her immediate supervisor by requested deadlines. In this self-assessment, the employee shall:
 - Provide a comprehensive and honest assessment of his or her performance related to each area of responsibility designated in the job description;
 - Evaluate his or her performance in each area of responsibility designated in the job description using the using the descriptors of superior, exceeds expectations, meets expectations, needs improvement or unsatisfactory; and
 - Submit evidence that supports his or her self-assessment as superior, exceeding expectations, meeting expectations, needing improvement or unsatisfactory. This evidence may include both internal and external evaluations from colleagues of performance that are specifically related to designated responsibilities.
- The employee's supervisor is responsible for:
 - Providing the employee with a written evaluation during the annual evaluation meeting;
 - Basing the evaluation on the quality and quantity of the employee's performance in fulfilling responsibilities as those responsibilities are defined in the employee's job description during the period of evaluation; and
 - Fully advising the employee concerning the methods and criteria used in the evaluation and of results of the evaluation.
- Decisions regarding merit salary increases shall be linked to the evaluation of the administrative professional's work in the areas listed in the respective job description.

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- The employee shall receive a copy of the evaluation. Copies shall also be maintained in the employee's personnel file, and a copy shall be filed in the Dean's Office. The annual evaluation documents shall be forwarded to the Dean for review per College policy. Any suggestions, questions, and/or concerns are to be discussed with the administrative professional's immediate supervisor. An administrative professional has a right to prepare a written response to his or her annual evaluation which becomes part of the annual evaluation.