

The College of Health, Human Services and Nursing
Department of Occupational Therapy
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, PROMOTION, AND TENURE
March 15, 2019

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

California State University Dominguez Hills (CSUDH) provides education, scholarship and service that are, by design, accessible and transformative. The university welcomes students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow. Aligned with the university, the mission of the Department of Occupational Therapy (OT) is to prepare clinical practitioners with the knowledge, skills, and understanding necessary to practice in traditional as well as emerging occupational therapy roles with an excellent foundation for later specialization and lifelong learning.

A faculty member from the Department of Occupational Therapy receiving tenure and promotion is expected to demonstrate a commitment to the three areas of teaching, scholarship, and service as evidenced through documentation in a comprehensive Working Personnel Action File (WPAF). Since CSUDH is a comprehensive university, with a primary mission of teaching, faculty who are successfully tenured and promoted are strong teachers and excel in the classroom. However, equal weight is also given to the scholarship of discovery because the responsibility of faculty in professional schools is to advance the application of knowledge into the practice profession. Service to the university, department, profession, and community is viewed as an equal partner in scholarship as it is a valuable mechanism for sharing knowledge. As such, the faculty strives to embody an approach to scholarship that is diverse, holistic, and adds to the knowledge base of occupational therapy practice, intellectual growth in the profession and the preparation of competent autonomous professional occupational therapists prepared to deliver practice in a diverse society of Southern California.

TEACHING

The teaching philosophy of the Department of Occupational Therapy is based on a Constructivist Learning Theory implemented using Cooperative Learning Strategies and Bloom's Taxonomy (Anderson et al., 2000). To best meet the needs of the widely diverse student population of the 21st century, the department uses teaching strategies that support student-centered learning. The essence of these strategies is to respect the many differences among people, the multiple variations in the ways they learn, the several modes and the almost infinite number of ways in which they can leave a mark in the world.

As members of a practice discipline, occupational therapy faculty engage in and will be evaluated based on activities that include curriculum development; program evaluation; program accreditation; educational technology applications; pedagogical innovation and inquiry; course syllabi development; development and implementation of course activities and assessment measures of student learning outcomes; student evaluations through the Perceived Teaching Effectiveness (PTEs), which include analysis of both quantitative ratings and student comments; peer evaluations; alignment with the program's teaching and learning philosophy; and faculty affairs responsibilities, such as holding office hours, student advisement, faculty meetings, and other tasks necessary for successful curriculum implementation.

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Faculty Affairs & Development

SCHOLARSHIP

The OT faculty endorses the perspectives described by Boyer (1990, 1997) as the scholarship of discovery, integration, and application to evaluate faculty applying for promotion and tenure. The definition takes into account the full scope of academic work performed by occupational therapy faculty that is to acquire and disseminate knowledge that benefits society and the profession, which is congruent with the missions of the Department of Occupational Therapy, the College of Health, Human Services, and Nursing, and the University.

As members of a practice discipline, occupational therapy faculty engages in scholarship activities of discovery. These activities include: scientific inquiry and development of new knowledge; methodological inquiry; collaborative research; research grants; practice model development; development of clinical evaluation tools and intervention protocols or manuals. In all categories of scholarship there is the expectation that knowledge will be disseminated to advance the art and science of occupational therapy that benefits society.

Examples of scholarship include: Research projects that advance the knowledge base of occupational therapy; peer reviewed first authored and co-authored publications in refereed journals that meet the profession's scientific standards; funded or "agency approved" grant proposals which involve competitive intramural or extramural funding; sole authorship or co-authorship of occupational therapy textbooks, book chapters, critical reviews and monographs from a recognized and reputable publisher; sole authorship or co-authorship of clinical assessment tools or intervention manuals published and disseminated for wide use in clinical practice; refereed presentations (either podium, panel, or poster) at local, state, national, and/or international conferences.

SERVICE

It is expected that faculty is actively involved in substantive service that contributes to the effective functioning of the university, the occupational therapy department, the practice profession, and the community. As members of a practice discipline, occupational therapy faculty engages in service that include: involvement in university, college and departmental committees and governance; contribution to student organization and formal relationships that enhance the development of professionals; leadership in professional occupational therapy associations at the local, state and national levels; education-community partnerships; participate in faculty practice.

Examples of service include: Service on standing or sanctioned ad hoc university committees (e.g., Academic Senate, University Curriculum Committee, Student Academic Petitions and Appeals Committee (SAPAC), search committees), College committees, and Department of Occupational Therapy committees; Activities defined as community service representing the University and the Department of Occupational Therapy such as, speaking engagements with/at professional or scholarly groups, consulting work for community groups related to the health science disciplines represented in the curriculum and/or teaching, program development or curriculum innovations, offices or membership held in community organizations, volunteer work in the community related to occupational therapy; Activities defined as Professional Service representing the University and the Department of Occupational Therapy such as, holding office in an OT professional or health related organization, participation in special events sponsored by occupational therapy or health related organization, serving as chair or member of a professional occupational therapy or health related organization committee, speaking engagements for professional occupational therapy or health related organizations, organizing scholarly meetings, contributions as a manuscript reviewer, editor or editorial board member of

peer-reviewed scientific journals related to the body of knowledge in occupational therapy including but not limited to research and clinical or specialty journals.

Additional activities may be considered as service based upon the prior mutual consent of the individual faculty member and the chair of the Department of Occupational Therapy.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

A well balanced portfolio in the three areas of teaching, scholarship, and service is expected in the evaluation of occupational therapy faculty's dossier for reappointment.

The faculty in the Department of Occupational Therapy must adhere to the Policy for Tenure, Promotion and Reappointment procedures. During the first probationary year, faculty must develop a written Self-Assessment (Part A) -Philosophy of Teaching, Teaching Performance, Scholarship or Creative Activity and Service. Part B includes a Professional Development Plan which includes short and long-term goals. This plan serves as the basis of evaluation for all probationary years.

The Department of Occupational Therapy probationary faculty member must provide reviewers of the WPAF with sufficient information, discussion of progress, and corrective action (if needed) to make a valid assessment.

TEACHING

For reappointment, the faculty member needs to demonstrate satisfactory progress towards meeting the following Departmental standards:

- a. Active participation in program curriculum development.
- b. Active participation and contribution in program accreditation.
- c. Implementation of educational technology.
- d. Pedagogical innovation and inquiry.
- e. All course syllabi display the required elements as stated in the University Curriculum Guide.
- f. Course activities and assessment measures of student learning outcomes are clear and consistent with the content, objectives, and level of the course as approved by the program faculty.
- g. There is alignment between the faculty member's personal teaching and learning philosophy with that of the program.
- h. Consistent and active participation in faculty affairs responsibilities, such as holding office hours, student advisement, faculty meetings, and other program tasks necessary for successful curriculum implementation.
- i. Active involvement in outcomes assessment.
- j. Positive results of peer reviews/observations.
- k. Perceived Teaching Effectiveness (PTE) responses related to the teaching role must have a rating of 80% or better in the strongly agree/agree categories combined.

Faculty with ratings and performance not meeting the stated expectations must minimally provide evidence of consistent and substantive improvement throughout the probationary period and demonstrate their ability to achieve the standards by the final probationary year.

SCHOLARSHIP

For reappointment, the faculty member needs to demonstrate satisfactory progress towards meeting the following Departmental standards:

- a. In the second year and third year review, it is required that the faculty member provide evidence of substantial progress toward the fourth year review requirements. In these reviews, works in progress are acceptable, particularly submissions of peer-reviewed work and plans for resubmission of unpublished work. A funded research grant may substitute for a peer-reviewed publication requirement with the written mutual agreement between the faculty member and the department chair.
- b. By the third year, the faculty member will provide evidence demonstrating acceptance or publication of at least one (1) peer-reviewed article in a refereed scientific journal, a book chapter or textbook manuscript to a reputable publisher, or a clinical assessment tool or intervention protocol manual to be used in occupational therapy practice. ~~Completion of~~ In addition, the faculty member will complete at least one (1) peer-reviewed presentation (podium, panel, or poster) at a professional local, state, national, or international conference.
- c. By the fourth year review, the faculty member will provide evidence demonstrating the acceptance or publication of at least two (2) peer-reviewed articles in refereed scientific journals, book chapters or textbook manuscripts by a reputable publisher, or clinical assessment tools or intervention protocol manuals to be used in occupational therapy practice. In addition, the faculty member will complete at least two (2) presentations that advance the occupational therapy profession at local, state, national, and/or international conferences.
- d. In the fifth year of review, it is required that the faculty member provides evidence of substantial progress toward the tenure and promotion requirements.

SERVICE

For reappointment, a probationary faculty member must demonstrate satisfactory progress towards meeting the Departmental standards for tenure. Participation is considered satisfactory when there is evidence of ongoing and active involvement in the service area. A minimum of 2 service activities (as specified in the Department of Occupational Therapy definitions of teaching, scholarship, and service) each probationary year, with at least one of these activities occurring within the Department of Occupational Therapy is strongly recommended.

Note: It is the responsibility of the faculty member to provide concrete proof of substantive service, including documentation and discussion of role, duties, accomplishments, etc.

STANDARDS FOR TENURE

INTRODUCTION

A well balanced portfolio in the three areas of teaching, scholarship, and service is expected in evaluation of occupational therapy faculty's dossier for tenure. In the professional programs at CSUDH, faculty members who have been successfully tenured have demonstrated satisfactory accomplishments in the three categories.

TEACHING

For the granting of tenure, a faculty member should meet the following Departmental expectations:

- a. Active participation in program curriculum development.
- b. Active participation in program accreditation.
- c. Implementation of educational technology.
- d. Pedagogical innovation and inquiry.
- e. All course syllabi display the required elements as stated in the University Curriculum Guide.
- f. Course activities and assessment measures of student learning outcomes are clear and consistent with the content, objectives, and level of the course as approved by the program faculty.
- g. There is alignment between the faculty member's personal teaching and learning philosophy with that of the program.
- h. Consistent and active participation in faculty affairs responsibilities, such as holding office hours, student advisement, faculty meetings, and other program tasks necessary for successful curriculum implementation.
- i. Active involvement in outcomes assessment.
- j. Positive results of peer reviews/observations.
- k. Perceived Teaching Effectiveness (PTE) responses related to the teaching role must have a rating of 80% or better in the strongly agree/agree categories combined.

SCHOLARSHIP

For the granting of tenure, a faculty member will be required to meet Departmental expectations of having completed at least three (3) peer-reviewed publications in scientific journals related to either discovery, teaching, or application and at least three (3) refereed presentations (podium, panel, or poster) at local, state, national and/or international conferences.

The publication of one scholarly book that has undergone editorial and/or peer review or one textbook by a recognized and reputable source will be counted as having equal weight as two articles in a scientific journal. The publication of two scholarly book chapters or monographs that has undergone editorial and/or peer review may be considered as having equal weight as one article in a scientific journal. The publication of a clinical assessment tool with a user manual or an intervention program protocol manual that is widely utilized in occupational therapy practice may substitute for one peer-reviewed scholarly publication. A funded or accepted research grant may substitute for one peer-reviewed scholarly publication with written mutual agreement between the faculty member and the department chair.

SERVICE

For the granting of tenure, a faculty member must have participated in a minimum of 10 service activities throughout the probationary period with a minimum of half of these activities occurring within the Department of Occupational Therapy. At least one service activity must take place at the College or University level. Faculty must provide a thorough description of the contributions made as a participant in each service activity cited. Participation is considered satisfactory when there is evidence that the active involvement in the service areas were substantive, ongoing and consistent.

STANDARDS FOR PROMOTION

INTRODUCTION

A well balanced portfolio in the three areas of teaching, scholarship, and service is expected in evaluation of occupational therapy faculty's dossier for promotion. In the professional programs at CSUDH, faculty who have been successfully promoted have demonstrated satisfactory accomplishments in the three categories.

TEACHING

For the granting of promotion to either associate professor or full professor, a faculty member should have demonstrated consistent satisfactory performance that meet the following Departmental expectations:

- a. Active participation in program curriculum development.
- b. Active participation in program accreditation.
- c. Implementation of educational technology.
- d. Pedagogical innovation and inquiry.
- e. All course syllabi display the required elements as stated in the University Curriculum Guide.
- f. Course activities and assessment measures of student learning outcomes are clear and consistent with the content, objectives, and level of the course as approved by the program faculty.
- g. There is alignment between the faculty member's personal teaching and learning philosophy with that of the program.
- h. Consistent and active participation in faculty affairs responsibilities, such as holding office hours, student advisement, faculty meetings, and other tasks necessary for successful curriculum implementation.
- i. Active involvement in outcomes assessment.
- j. Positive results of peer reviews/observations.
- k. Perceived Teaching Effectiveness (PTE) responses related to the teaching role must have a rating of 80% or better in the strongly agree/agree categories combined.

SCHOLARSHIP

For the granting of promotion to associate professor, a faculty member will be required to meet Departmental expectations of having completed three (3) peer-reviewed publications in scientific journals related to either discovery, teaching, or application and three (3) refereed presentations (podium, panel, or poster) at local, state, national, and/or international conferences.

For the granting of promotion to full professor, a faculty member will be required to meet Department expectations of having completed four (4) peer-reviewed publications in scientific journals related to either discovery, teaching, or application and four (4) refereed presentations (podium, panel, or poster) at local, state, national, and/or international conferences, from the time of being promoted to associate professor.

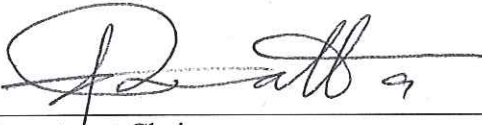
The publication of one scholarly book that has undergone editorial and/or peer review or one textbook by a recognized and reputable source will be counted as having equal weight as two articles in a scientific journal. The publication of two scholarly book chapters or monographs that has undergone editorial and/or peer review may be considered as having equal weight as one article in a scientific journal. The publication of a clinical assessment tool with a user manual or an intervention program protocol manual that is widely utilized in occupational therapy practice may substitute for one peer-reviewed scholarly publication. A funded or accepted research grant may substitute for one peer-reviewed scholarly publication with written mutual agreement between the faculty member and the department chair.

SERVICE

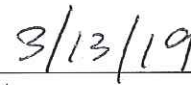
For granting of promotion to associate professor, it is important that the faculty member demonstrates a consistent record of active participation in the area of service. For service to be considered satisfactory, faculty must have participated in a minimum of 10 service activities with a minimum of half of these activities occurring within the Department of Occupational Therapy. At least three service activities must take place at the College or University level.

For granting of promotion to full professor, it is important that the faculty member demonstrates a consistent record of active participation in the area of service. For service to be considered satisfactory, faculty must have participated in a minimum of 10 service activities with a minimum of half of these activities occurring within the Department of Occupational Therapy. At least five service activities must take place at the College or University level, from the time of being promoted to associate professor.


Faculty must provide a thorough description of the contributions made as a participant in each service activity cited. Participation is considered satisfactory when there is evidence that the active involvement in the service areas were substantive, ongoing and consistent.



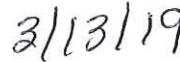
Department Chair



Date



Dean



Date



Provost and Vice President of Academic Affairs



Date