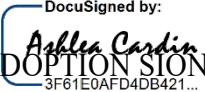


MISSOURI STATE UNIVERSITY

PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT),
TENURE, PROMOTION GUIDELINES

DEPARTMENT: Occupational Therapy
COLLEGE: MCHHS
SEMESTER/YEAR OF CURRENT REVIEW: Fall 2021
SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Fall 2024

DEPARTMENT ADOPTION SIGNATURES:  6/5/2021

Department Personnel Committee Chair Date
Sapna Chakraborty 5.26.2021

Department Head Date

APPROVAL SIGNATURES:  5/27/2021

Dean  Date
6/3/2021

Provost Date

THIS PLAN IS IN EFFECT FROM XXXX, THROUGH XXXX.

**MISSOURI STATE UNIVERSITY
MCQUEARY COLLEGE OF HEALTH AND HUMAN SERVICES
DEPARTMENT OF OCCUPATIONAL THERAPY**

**FACULTY EVALUATION PLAN
FOR:**

**FACULTY PERFORMANCE REVIEWS:
REAPPOINTMENT, TENURE AND/OR PROMOTION PLAN AND
ANNUAL REVIEW**

**2021-2024
REVISED 5.26.2021**

Department of Occupational Therapy (OT) ***Reappointment, Tenure and/or Promotion Plan (RTP)***

Definition of Occupational Therapy (OT):

“Occupational therapists and occupational therapy assistants help people of all ages participate in the things they want and need to do through the therapeutic use of everyday activities [occupations]... Occupational therapy practitioners have a holistic perspective, in which the focus is on adapting the environment to fit the person, and the person is an integral part of the therapy team” (www.aota.org; October, 2020).

Mission:

The mission of the Department of Occupational Therapy at Missouri State University (MSU) is to educate holistic, reflective occupational therapy practitioners who understand the complexity of occupation and value its role in the promotion of health and wellness. Didactic and experiential learning will promote occupation-based practice, community engagement, scientific inquiry, and ethical leadership to develop generalist practitioners who are prepared to meet the needs of individuals across a variety of settings, including those in rural and underserved communities.

Vision:

The Department of Occupational Therapy at Missouri State University will be nationally recognized as a dynamic program grounded in the core values of occupational therapy whose graduates partner with a diverse society to facilitate quality care through evidence-based practice, interprofessional collaboration, scholarship, and a commitment to life-long learning.

Philosophy:

The Department of Occupational Therapy at Missouri State University embraces the Philosophical Base of Occupational Therapy (American Occupational Therapy Association [AOTA], 2017). In concordance with this philosophy, we assert that:

Humans are complex beings with an innate need and right to engage in purposeful activity, who learn through participation in meaningful occupation. Humans are intrinsically and extrinsically motivated, creative, and inquisitive. Individuals bring with them life experiences and prior knowledge that will shape the learning of both teacher and student. The Department of Occupational Therapy integrates these concepts to foster academic achievement in students.

In alignment with Adult Learning and Engagement Theories, knowledge and skill acquisition are accomplished through an on-going process of self-determination, direct participation, intrinsic motivation, authentic focus, and collaborative problem solving (Kearsley & Shneiderman, 1998; Knowles, 2012). Classroom, lab, and community experiences are structured to facilitate learner reflection, advocacy and enhance human problem solving (AOTA, 2018; Schön, 1983), which is considered central to learning and necessary for evidence-based practice.

Authentic focus emphasizes real-world learning to promote transfer of didactic knowledge to current and emerging practice settings. Small group work encourages collaboration and consensus among members of the learning community and facilitates dynamic understanding, diversity exploration, and enhancement of leadership and communication skills.

Guiding Philosophy for OT Faculty Roles with Reappointment, Tenure, and/or Promotion

The Department of Occupational Therapy (the “OT Department”) values and supports the academic freedom of its faculty and students. As described in the Missouri State University Faculty Handbook, tenure is a means of securing this academic freedom. While only members of the tenure-track faculty (i.e., ranked faculty) are eligible for tenure, tenured faculty members are responsible for upholding the academic freedom of the non-tenured faculty and students. Excluding promotion from assistant to associate professor, promotion is separate from tenure and both ranked and clinical faculty are eligible for promotion.

The OT faculty view the reappointment, tenure, and promotion processes as collaborative efforts. Being a collaborative effort, the OT Department expects an appropriate level of collegiality among its faculty. This does not mean that senior faculty will ensure the success of probationary faculty regarding tenure (ranked faculty only), reappointment (probationary and clinical faculty), and/or promotion (ranked and clinical faculty). It does mean, however, that the faculty will encourage and support each other as they work towards earning tenure, reappointment, and promotion. Tenured ranked faculty and clinical associate/full faculty will be responsible for guiding probationary faculty (i.e., assistant professor, clinical instructor, and clinical assistant professor) through the processes of tenure, reappointment, and promotion. This guidance includes, but is not limited to, communicating departmental expectations of the faculty, helping to develop appropriate professional goals, and collaborating on research/scholarship, service, and teaching activities.

Probationary ranked and clinical faculty will be responsible for meeting the respective expectations of tenure, reappointment, and promotion that are outlined in this policy. Probationary faculty can satisfy these expectations by developing professional goals in line with the mission of the OT Department and being self-directed in their research/scholarship, service, and teaching activities.

Guiding probationary faculty through research/scholarship, service, and teaching activities, senior faculty will also satisfy additional roles regarding their promotion and/or reappointment. Faculty tenured at the associate professor rank will be responsible for completing annual reviews and working towards completing expectations for promotion to full professor. Faculty with the position of clinical associate professor will be responsible for meeting reappointment expectations and working towards completing expectations for promotion to clinical full professor. Faculty tenured at the rank of full professor will be responsible for completing annual reviews and guiding the advancement of the OT Department. In addition, they are encouraged to satisfy expectations for promotion to the rank of Distinguished Professor. Faculty with the position of clinical full professor will be responsible for meeting reappointment expectations and guiding the advancement of the OT Department.

Guidelines for Reappointment, Tenure, and/or Promotion Plan

Faculty performance evaluations for reappointment, tenure, and promotion, conducted by the OT Departmental Personnel Committee (FH 4.8.3) are recognized as an integral part of the complete faculty performance evaluation process of MSU. The OT Department Reappointment, Tenure, and/or Promotion (RTP) Plan relies on the terminology and requirements regarding rank, appointment, tenure, and promotion of ranked faculty listed in Section 3 of the Faculty Handbook. The guidelines for the entire evaluation process can be found in Section 4 of the Faculty Handbook. <https://www.missouristate.edu/Assets/policy/faculty-handbook-08-07-2020.pdf>

Policies and Procedures

The OT Departmental Personnel Committee will conduct a thorough review of the RTP Plan every three years (FH 3.2.3). The plan will then be submitted to MSU's McQueary College of Health and Human Services (MCHHS) Dean and to the Provost for approval, which will be documented in writing.

Annual Review – Departmental Personnel Committee (FH 4.8.3)

The OT Departmental Personnel Committee will conduct annual reviews of probationary faculty as well as tenure and/or promotion reviews. The Provost's Office provides faculty members with timelines regarding reappointment, tenure and/or promotion, and faculty undergoing evaluation should ensure that they are thoroughly familiar with this timeline each year. The OT Departmental Personnel Committee, in conjunction with MSU and MCHHS development workshops related to this topic, will provide guidance in preparation of reappointment, tenure, and promotion materials. The committee will review materials submitted by each OT faculty member and make appropriate recommendations and feedback regarding reappointment, tenure and/or promotion. Feedback should specify whether the OT faculty member's progress toward tenure and/or promotion is satisfactory, questionable, or unsatisfactory (FH 4.6). Subsequent to the review, this information will be provided to OT faculty member in writing. The faculty member must undersign the evaluation to acknowledge receipt, but the signature does not imply that the faculty member endorses all that is stated in the evaluation. The faculty member may append a response to any evaluation before it is forwarded to the next evaluator. (Alternately, the response may be delivered to the evaluator within two business days of the faculty member's receipt of the recommendation.) (FH 4.6.2.).

Annual Review – Department Head

Following review by the OT Departmental Personnel Committee, faculty are evaluated by the Department Head, who shall specify whether the faculty member's progress toward tenure and/or promotion is satisfactory, questionable, or unsatisfactory (FH 4.6). The results of this meeting will be summarized in writing and placed in the departmental personnel file, with copies provided to the OT faculty member and to the OT Departmental Personnel Committee as required for its reappointment, tenure and/or promotion recommendations. These summaries

will form a basis for subsequent reviews (i.e., reviews regarding progress toward reappointment, tenure, and/or promotion and for recommendations concerning reappointment, tenure, and/or promotion).

All OT faculty members (probationary, tenured and clinical) are reviewed annually by the Department Head. This review will include a discussion of (1) the results of prior performance, and (2) objectives for forthcoming performance. When progressive performance expectations are pertinent, these will be specifically addressed. (See *Guidelines for Clinical Appointment, Reappointment and Promotion* document for non-tenure-track faculty or *Guidelines for Reappointment, Tenure and Promotion Table* for tenure-track faculty).

Process for Annual Reappointment, Tenure, and/or Promotion Review

For yearly reviews, tenure-track faculty shall submit a portfolio containing a personal summary statement, current vita, applicant accomplishments relative to the OT Departmental criteria matrices (Appendix A), and yearly performance reviews.

For final reviews regarding the awarding of reappointment, tenure and/or promotion, the faculty member develops a binder provided by the Provost office (FH 4.6.4.2). It is the faculty member's responsibility to maintain and assemble all required evidentiary documentation and for submitting materials according to the established format and deadlines (FH 4.8.2.1). The faculty member will also submit in this binder the updated ACOTE Form E (Faculty Data Form) and Form F (Faculty Development Plan) as an accreditation requirement for the MOT Program.

Faculty applying for tenure will be evaluated according to their performance in accumulated assignments since employment at MSU (FH 3.7.2). They will be evaluated according to the guidelines in place at the time of hire; however, if there are more recent guidelines available, the faculty member has the option of using those. Faculty applying for promotion will be evaluated according to performance in present rank, typically at MSU. They will be evaluated based on guidelines that have been in place for no more than 5 years prior to application to promotion. Each faculty member making application is responsible for assembling evidentiary documentation, for making the case in support of the application, and for submitting materials according to established deadlines. Recommendations at each level will be based upon data supplied by the candidate, as well as departmental data.

Process for Recommendations on Tenure and/or Promotion

At each stage of evaluation, the candidate will be given a copy of the recommendation and the written rationale for the recommendation by the OT Departmental Personnel Committee, Department Head, and Dean. At each subsequent stage, a copy of the recommendation with rationale will also be furnished to the OT Departmental Personnel Committee for its information and records. The candidate applying for promotion may choose to withdraw the application from consideration at any stage of the process. In the case of the candidate applying for tenure/promotion, the faculty handbook states the probationary period at Missouri State University shall not exceed seven academic years (FH 3.8). Generally, the candidate must follow the guidelines provided in the faculty handbook with rare exception (FH 3.8.1). It is the

responsibility of the OT faculty member to fully understand the tenure process as outlined in the faculty handbook.

The role of the OT Departmental Personnel Committee is to evaluate non-tenured and non-promoted faculty progress according to the criteria outlined below in Appendix A. Confidentiality of information (whether verbal or written) is observed by all members of the OT Departmental Personnel Committee.

Regarding promotion from assistant to associate professor, the OT Departmental Personnel Committee will be composed of all tenured associate and full professors. Regarding promotion from associate to full professor, only full professors will evaluate those faculty members applying for promotion from associate to full professor. In the event a sufficient number of faculty (at least 5) at the required rank to fill the OT Departmental Personnel Committee is not available, faculty members at required rank from another department within MCHHS will serve on the OT Departmental Personnel Committee (FH 4.8.3.2).

Special Considerations

An individual may be involved with one area to such an extent that it could decrease contributions in the other areas (i.e., teaching, research/scholarship, service, and new program development activities such as establishing accreditation, admissions standards, fieldwork contracts, and course development). In this event, tenure and/or promotion consideration may take into account the special circumstances of that individual. Likewise, credit for work performed prior to an individual's arrival at MSU will be reviewed on a case-by-case basis. Such credit will be determined by prorating prior performance by the criteria appropriate to the OT Department. Evidence to support work in progress also will be reviewed on a case-by-case basis (FH 3.8).

Governance

The Department of Occupational Therapy RTP Plan will be implemented upon approval by the OT faculty, the Department Head, the College Dean, and the Provost. This approval will ensure that the plan adequately addresses the needs for each academic unit and represents the expectations of each administrative level involved. The RTP Plan and any subsequent revisions will govern reappointment, tenure and/or promotion for everyone currently on faculty as well as persons hired in the future. Faculty applying for tenure will be evaluated according to the guidelines in place at the time of hire; however, if there are more recent guidelines available, the faculty member has the option of using those. Faculty applying for promotion will be evaluated based on guidelines that have been in place for no more than 5 years prior to application for promotion.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.716S06>

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Kearsley, G., & Shneiderman, B. (1998). Engagement theory: A framework for technology-based teaching and learning. *Educational Technology*, 38(5), 20-23.

Knowles, M., Holton, E., & Swanson, R. (2012). *The adult learner: The definitive classic in adult education and human resource development*. Elsevier.

Schön, D. (1983). *The reflective practitioner: How professionals think in action*. Basic Books, Inc.

Missouri State University
Department of Occupational Therapy
McQueary College of Health and Human Services

Teaching

Minimal criteria for those with majority of responsibility being academic

<i>Faculty Handbook Guiding Principles</i>	Departmental Criteria	Tenure	Assistant to Associate	Associate to Full	Accomplishments/Artifacts	Binder location
4.2.1.2.1 Knowledge	Timely, up-to-date content and materials (profession - specific) *1, 2, 3, 4	REQUIRED: Courses reflect current best practices and up-to-date content and materials (as appropriate for profession and content area).	REQUIRED: Courses reflect current best practices and up-to-date content and materials (as appropriate for profession and content area).	REQUIRED: Courses reflect current best practices and up-to-date content and materials (as appropriate for profession and content area).		
	Continued professional development to enhance teaching. *4	REQUIRED: Participates in ongoing professional development activities to enhance teaching.	REQUIRED: Participates in ongoing professional development activities to enhance teaching.	REQUIRED: Participates in ongoing professional development activities to enhance teaching.		
	Public Affairs Mission of the University. *4	REQUIRED: Provides supporting documentation of meeting the public affairs mission of university.	REQUIRED: Provides supporting documentation of meeting the public affairs mission of university.	REQUIRED: Provides supporting documentation of meeting the public affairs mission of university.		
	Effective student advisement that ensures advisees make appropriate progress toward the MOT/OTD degree. *4	REQUIRED: Serves as an academic advisor for the department and program.	REQUIRED: Serves as an academic advisor for the department and program.	REQUIRED: Serves as an academic advisor for the department and program.		
	Proposals for grants, contracts, or other funded projects which	ENCOURAGED: Submits one internal or external proposal; individual must be the	ENCOURAGED: Submits one internal or external proposal; individual must be the	ENCOURAGED: Submits one internal or external proposal; individual must be the	ENCOURAGED: Submits at least two (2) additional proposals (one of which must be external) since previous	

	advance student knowledge or teaching capabilities. *4	primary or sole author for one proposal.	primary or sole author for one proposal.	promotion; individual must be the primary or sole author for one proposal.		
4.2.1.2.2 <i>Teaching Strategies</i>	Standards of performance, best practices, and course policies in teaching and learning activities. *1, 2, 3	REQUIRED: Develops, communicates, revises, and consistently applies clearly defined course syllabi which reflect sufficient depth and breadth of content, current best practice, required accreditation standards, and department and university policies.	REQUIRED: Develops, communicates, revises, and consistently applies clearly defined course syllabi which reflect sufficient depth and breadth of content, current best practice, required accreditation standards, and department and university policies.	REQUIRED: Develops, communicates, revises, and consistently applies clearly defined course syllabi which reflect sufficient depth and breadth of content, current best practice, required accreditation standards, and department and university policies.		
	Sustained faculty accessibility via multiple avenues for student consultation. *1, 2	REQUIRED: Maintains electronic accessibility, as well as at least 5 office hours (physical presence on campus) per week to consult with students.	REQUIRED: Maintains electronic accessibility, as well as at least 5 office hours (physical presence on campus) per week to consult with students.	REQUIRED: Maintains electronic accessibility, as well as at least 5 office hours (physical presence on campus) per week to consult with students.		
	Student performance based on the course objectives. *1, 2, 3	REQUIRED: Provides evidence that student performance evaluations are based on course objectives.	REQUIRED: Provides evidence that student performance evaluations are based on course objectives.	REQUIRED: Provides evidence that student performance evaluations are based on course objectives.		
	Variety of instructional strategies. *1, 2, 3, 4	REQUIRED: Utilizes teaching methods to meet diverse and different learning styles.	REQUIRED: Utilizes teaching methods to meet diverse and different learning styles.	REQUIRED: Utilizes teaching methods to meet diverse and different learning styles.		
		ENCOURAGED: Incorporates a variety of high impact practices (i.e., community engagement, problem-based, experiential, and collaborative).	ENCOURAGED: Incorporates a variety of high impact practices (i.e., community engagement, problem-based, experiential, and collaborative).	ENCOURAGED: Incorporates a variety of high impact practices (i.e., community engagement, problem-based, experiential, and collaborative).		
		ENCOURAGED: Participates in student clinical skills evaluations outside of assigned courses.	ENCOURAGED: Participates in student clinical skills evaluations outside of assigned courses.	ENCOURAGED: Participates in student clinical skills evaluations outside of assigned courses.		

4.2.1.2.3 <i>Accessibility</i>	Accessibility issues *4	ENCOURAGED: Provides distance education, online courses, public lectures or workshops, community, or public-school educational opportunities which extends the availability of education beyond the traditional classroom setting.	ENCOURAGED: Provides distance education, online courses, public lectures or workshops, community, or public-school educational opportunities which extends the availability of education beyond the traditional classroom setting.	ENCOURAGED: Provides distance education, online courses, public lectures or workshops, community, or public-school educational opportunities which extends the availability of education beyond the traditional classroom setting.		
		ENCOURAGED: Guest lectures in another course or department and includes education that addresses OT's role in mitigating accessibility issues.	ENCOURAGED: Guest lectures in another course or department and includes education that addresses OT's role in mitigating accessibility issues.	ENCOURAGED: Guest lectures in another course or department and includes education that addresses OT's role in mitigating accessibility issues.		
4.2.1.2.4 <i>Diversity</i>	Diversity in educational experiences *1, 2, 4	REQUIRED: Utilizes a variety of teaching methods that bring diversity (professional, economic, viewpoint, etc.) to students' educational experiences.	REQUIRED: Utilizes a variety of teaching methods that bring diversity (professional, economic, viewpoint, etc.) to students' educational experiences.	REQUIRED: Utilizes a variety of teaching methods that bring diversity (professional, economic, viewpoint, etc.) to students' educational experiences.		
4.2.1.2.5 <i>Evaluation and response to feedback</i>	Satisfactory peer and student evaluation of teaching after second year of appointment. *2, 3, 4	REQUIRED: Provides evidence of annual peer review of teaching conducted and incorporation of feedback from reviews (as appropriate).	REQUIRED: Provides evidence of annual peer review of teaching conducted and incorporation of feedback from reviews (as appropriate).	REQUIRED: Provides evidence of annual peer review of teaching conducted and incorporation of feedback from reviews (as appropriate).		
		REQUIRED: Receives student evaluation ratings of 3.5 or greater (1 to 5 scale with 5 being the highest score); responds to student feedback as written on the evaluations.	REQUIRED: Receives student evaluation ratings of 3.5 or greater (1 to 5 scale with 5 being the highest score); responds to student feedback as written on the evaluations.	REQUIRED: Receives student evaluation ratings of 3.5 or greater (1 to 5 scale with 5 being the highest score); responds to student feedback as written on the evaluations.		
		ENCOURAGED: Receives external validation of teaching (e.g., nomination or receipt of teaching award, positive external review of teaching, etc.)	ENCOURAGED: Receives external validation of teaching (e.g., nomination or receipt of teaching award, positive external review of teaching, etc.)	ENCOURAGED: Receives external validation of teaching (e.g., nomination or receipt of teaching award, positive external review of teaching, etc.)		

*Methods to evaluate teaching include: 1 = syllabus, 2 = student evaluations, 3 = peer evaluation, 4 = portfolio documents (teaching materials, continuing education certificates, etc.)

Research

Minimal criteria for those with majority of responsibility being academic

<i>Faculty Handbook Guiding Principles</i>	Departmental Criteria	Tenure	Assistant to Associate	Associate to Full	Accomplishments/Artifacts	Binder location
<i>4.2.2.2.1 Expand Knowledge and/or Demonstrate Growth in Area of Expertise</i>	Generates a body of peer-reviewed research as defined by the Faculty Handbook	Total of 7 REQUIRED products	Total of 7 REQUIRED products	Total of 9 REQUIRED products since previous promotion		
	Peer-reviewed journal articles	REQUIRED: Minimum of two products; individual must be primary or sole author for one article.	REQUIRED: Minimum of two products; individual must be primary or sole author for one article.	REQUIRED: Minimum of three additional products since previous promotion; individual must be primary or sole author for one article.		
	Peer-reviewed speaking presentations	REQUIRED: Minimum of two products; individual must be primary or sole presenter for presentation at one regional or national conference.	REQUIRED: Minimum of two products; individual must be primary or sole presenter for presentation at one regional or national conference.	REQUIRED: Minimum of three additional products since previous promotion; individual must be primary or sole presenter for presentation at one regional or national conference.		
	Peer-reviewed poster presentations at a professional conference	ENCOURAGED: Presents a peer-reviewed poster at a professional conference.	ENCOURAGED: Presents a peer-reviewed poster at a professional conference.	ENCOURAGED: Presents a peer-reviewed poster at a professional conference.		

	Published textbook	ENCOURAGED: Publishes textbook. This may replace one “REQUIRED” product; individual must be primary or co-author with significant contribution to the profession.	ENCOURAGED: Publishes textbook. This may replace one “REQUIRED” product; individual must be primary or co-author with significant contribution to the profession.	ENCOURAGED: Publishes textbook. This may replace one “REQUIRED” product; individual must be primary or co-author with significant contribution to the profession.		
	Peer-reviewed book chapter(s) (discipline specific)	ENCOURAGED: Publishes discipline-specific peer-reviewed book chapter(s). This may replace one “REQUIRED” peer-reviewed journal article.	ENCOURAGED: Publishes discipline-specific peer-reviewed book chapter(s). This may replace one “REQUIRED” peer-reviewed journal article.	ENCOURAGED: Publishes discipline-specific peer-reviewed book chapter(s). This may replace one “REQUIRED” peer-reviewed journal article.		
	Professional and/or Board Certification or Specialization	ENCOURAGED: Receives recognition as an expert by the profession through achievement of at least one national certification or an equivalent professional product.	ENCOURAGED: Receives recognition as an expert by the profession through achievement of at least one national certification or an equivalent professional product.	ENCOURAGED: Receives recognition as an expert by the profession through achievement of at least one national certification or an equivalent professional product.		
4.2.2.2.2. <i>Application of Research to Benefit University Constituents</i>	Proposals for grants, contracts, or other funded projects which advance research	REQUIRED: <i>Submits</i> a minimum of at least two (2) proposals (one of which must be external); individual must be the primary or sole author for one proposal.	REQUIRED: <i>Submits</i> a minimum of at least two (2) proposals (one of which must be external); individual must be the primary or sole author for one proposal.	REQUIRED: <i>Submits</i> a minimum of at least three (3) additional proposals (two of which must be external) since previous promotion; individual must be the primary or sole author for one proposal.		
	Proposals for grants, contracts, or other funded projects which advance research	REQUIRED: <i>Receives funding</i> for a minimum of at least one internal or external proposal; individual may be a co-author or primary/sole author for the proposal.	REQUIRED: <i>Receives funding</i> for a minimum of at least one internal or external proposal; individual may be a co-author or primary/sole author for the proposal.	REQUIRED: <i>Receives funding</i> for a minimum of at least one external proposal since previous promotion; individual may be a co-author or primary/sole author for the proposal.		
	Self-Study Report for MOT/OTD Program accreditation/reaccreditation	ENCOURAGED: Demonstrates substantive role in completion of ACOTE Self-Study Report or and reaccreditation documents.	ENCOURAGED: Demonstrates substantive role in completion of ACOTE Self-Study Report or and reaccreditation documents.	ENCOURAGED: Demonstrates substantive role in completion of ACOTE Self-Study Report or and reaccreditation documents.		

4.2.2.2.3 <i>Transmission</i>	Non-peer-reviewed articles, manuscripts, or reports; product developed is supported by professional expertise	ENCOURAGED: Publishes a non-peer-reviewed article, manuscript, or report.	ENCOURAGED: Publishes a non-peer-reviewed article, manuscript, or report.	ENCOURAGED: Publishes a non-peer-reviewed article, manuscript, or report.		
	Non--juried organized meeting	ENCOURAGED: Presents at an organized meeting.	ENCOURAGED: Presents at an organized meeting.	ENCOURAGED: Presents at an organized meeting.		
4.2.2.2.4 <i>Involvement of Students</i>	Undergraduate or graduate student involvement in faculty research	REQUIRED: After first year of appointment: advises students involved with faculty research activities.	REQUIRED: After first year of appointment: advises students involved with faculty research activities.	REQUIRED: After first year of appointment: advises students involved with faculty research activities.		

Service

Minimal criteria for those with majority of responsibility being academic

<i>Faculty Handbook Guiding Principles</i>	Departmental Criteria	Tenure	Assistant to Associate	Associate to Full	Accomplishments/Artifacts	Binder location
<i>4.2.3.2.1 University Citizenship</i>	University/ College Service	REQUIRED: Serves as a member or a leader in at least one (1) university and/or college committees/ activities in order to assist the department with meeting service requirements.	REQUIRED: Serves as a member or a leader in at least one (1) university and/or college committees/ activities in order to assist the department with meeting service requirements.	REQUIRED: Serves as a member or a leader in at least one (1) university and/or college committees/ activities in order to assist the department with meeting service requirements.		
	Departmental service	REQUIRED: Serves as an annual member or a chair in activities directed toward the development, promotion, and advancement of the OT department (committees, marketing events, recruitment, training of probationary faculty, etc.).	REQUIRED: Serves as an annual member or a chair in activities directed toward the development, promotion, and advancement of the OT department (committees, marketing events, recruitment, training of probationary faculty, etc.).	REQUIRED: Serves as an annual member or a chair in activities directed toward the development, promotion, and advancement of the OT department (committees, marketing events, recruitment, training of probationary faculty, etc.).		
<i>4.2.3.2.2 Professional Service</i>	Professional organization membership	ENCOURAGED: Maintains professional membership in at least one organization.	ENCOURAGED: Maintains professional membership in at least one organization.	ENCOURAGED: Maintains professional membership in at least one organization.		
	Professional organization leadership	ENCOURAGED: Takes a leadership role or has substantive involvement in professional organizations, professional committees, etc.	ENCOURAGED: Takes a leadership role or has substantive involvement in professional organizations, professional committees, etc.	REQUIRED: Takes a leadership role or has substantive involvement in professional organizations, professional committees, etc.		
	Professional credentialing and evidence of continuing professional development	REQUIRED: Maintains licensure in State of Missouri and provides evidence of continuing professional development.	REQUIRED: Maintains licensure in State of Missouri and provides evidence of continuing professional development.	REQUIRED: Maintains licensure in State of Missouri and provides evidence of continuing professional development.		

	Direct professional service to University, community, or other entities	ENCOURAGED: Provides clinical occupational therapy services.	ENCOURAGED: Provides clinical occupational therapy services.	ENCOURAGED: Provides clinical occupational therapy services.		
4.2.3.2.3 <i>Public Service</i>	Community service	REQUIRED: Provides community service to entities consistent with the University's Public Affairs Mission.	REQUIRED: Provides community service to entities consistent with the University's Public Affairs Mission.	REQUIRED: Provides community service to entities consistent with the University's Public Affairs Mission.		
	Proposals for grants, contracts, or other funded projects which support public service.	ENCOURAGED: Submission of one internal or external proposal; individual must be the primary or sole author for one proposal.	ENCOURAGED: Submission of one internal or external proposal; individual must be the primary or sole author for one proposal.	ENCOURAGED: Submission of at least two (2) additional proposals (one of which must be external) since previous promotion; individual must be the primary or sole author for one proposal.		
4.2.3.2.4 <i>Professional Consultation</i>	Consultative services to the university, community, or profession	ENCOURAGED: Provides examples which may include manuscript reviewer, textbook reviewer, grant reviewer, journal editor, etc.	ENCOURAGED: Provides examples which may include manuscript reviewer, textbook reviewer, grant reviewer, journal editor, etc.	REQUIRED: Provides examples which may include manuscript reviewer, textbook reviewer, grant reviewer, journal editor, etc.		

**MISSOURI STATE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY
MCQUEARY COLLEGE OF HEALTH AND HUMAN SERVICES**

Guidelines for Clinical Faculty Appointment, Reappointment and Promotion

From the Missouri State University Faculty Handbook Revision 2020

3.5.11. Clinical Faculty

Clinical Faculty are members of the faculty whose primary responsibilities are clinical education and service. Clinical Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure-track faculty. Clinical Faculty may participate in research and other scholarly or creative activities. Clinical Faculty must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned and must maintain appropriate professional credentials. Appointment is to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Departments desiring to appoint Clinical Faculty shall develop appropriate appointment, promotion, and performance review criteria for each rank, which must be approved by the Dean of the College and the Provost. Clinical Faculty may be reappointed to one or more additional terms, contingent upon satisfactory performance reviews, educational needs of the department, and continued funding. Clinical Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure track faculty. If a Clinical Faculty member is appointed to a tenure-track faculty position, the time spent as a Clinical Faculty member at Missouri State University will not count toward the probationary period for tenure and promotion. Clinical Faculty members may be appointed to 9-month or 12-month appointments. Clinical Faculty on 9-month contracts will receive salary compensation and benefits for 12 months.

4.3. Evaluation of Faculty with Clinical Appointments

The University recognizes the need to evaluate faculty members with specialized assignments according to the requirements of their appointment letters. Clinical faculty should be so designated in appointment letters. The following addresses the evaluation of clinical faculty (Refer to Section 3.6.11 for a definition of this category). Clinical faculty are vital to the success of certain programs in professional fields. Their primary purpose is to provide an authentic applied learning environment for students in these disciplines while maintaining their own applied expertise. Clinical faculty translate new knowledge in their discipline into clinical practice and clinical practice into new knowledge. Clinical faculty members have the same Service requirements as those with standard appointments. (Refer to Section 4.2.3.2.) Areas of performance evaluation and evaluation for promotion specific to clinical faculty are Clinical Education and Service.

4.3.1. Clinical Education Mission

The Clinical Education Mission for Clinical Faculty encompasses the Teaching mission to develop educated persons as defined in Section 4.2.1.1, and the specific mission to evaluate clinical competencies. Therefore, the goals and criteria for evaluating Clinical Education are specific to this faculty role.

4.3.2. Goals and Criteria for Evaluating Clinical Education

Clinical faculty members have responsibilities for didactic and clinical instruction and/or supervision in clinical or field settings. These roles require communicating information and knowledge to students, promoting the acquisition of skills, fostering the development of critical thinking, modeling ethical behavior, and evaluating clinical competencies. Specific responsibilities may include the development of clinical settings, coordination of student field or clinical experiences, instruction, supervision, and evaluation of students. Clinical faculty members must maintain 33 appropriate professional credentials and currency in their practice through continuing education and training. There are two primary goals, with respective evaluative criteria. The first goal must be achieved for promotion.

1. Developing educated persons who are competent clinical professionals

Success in this area both describes successful clinical education at this University and is a prerequisite for successful performance review and for promotion.

- a. Clinical faculty members meet this goal when they demonstrate their effectiveness in cultivating students' knowledge base and skills within a specific discipline including competencies for professional practice.
- b. Faculty should strive to make explicit the relationship between the general education curriculum and various disciplinary curricula so students can integrate their acquired knowledge and skills for lifelong application.
- c. Maintenance of appropriate professional credentials and evidence of continuing professional development are required to meet this goal.

2. Exceptional Modes or Qualities of Clinical Education

The specifics in this area need to be described in writing by the department from the beginning of employment, with any exceptions dependent on negotiation between the clinical faculty member and the Department Head and the Dean, as approved by the Provost.

a. Outstanding Performance as a Clinical Educator

Beyond basic effectiveness as a clinical educator, outstanding performance may be evidenced by judgments made by students, peers, administrators, and colleagues with appropriate academic and clinical expertise. Further evidence may include external recognition for outstanding preparation of students for professional clinical fields, and students receiving external recognition for outstanding clinical outcomes. Such evidence may also include noteworthy clinical outcomes or Research done with undergraduate and/or graduate students, noteworthy work in student advisement, participation in graduate committees, and grants to support innovative clinical education.

a. Experiential Learning

While it is expected that all Teaching and Clinical Education efforts contribute to developing citizen scholars, special efforts in this regard may be used to meet this goal. Faculty should provide evidence of service-learning components in their courses, internships, or other structured outreach activities that apply the course material to clinical or practice contexts.

b. Accessibility

This goal refers to efforts to increase accessibility to clinical education beyond one's typical assignments. These may include, but are not limited to, offering distance learning, online, and continuing professional education for practitioners, public lectures or workshops, working with community agencies and health care institutions in providing access to education, clinical service/interventions, and developing clinical educational materials that address accessibility issues.

c. Diversity

Special efforts to use diversity in broadening students' perspectives and to develop cultural sensitivity may include inviting guest speakers who offer diverse viewpoints, establishing clinical experiences/ externships in diverse settings, or providing exposure to clinical populations with special needs.

4.3.3. Service

Goals and criteria for evaluation of Service for faculty with clinical appointments are identical to those for faculty with standard appointments (Refer to Section 4.2.3.2).

*4.2.3.2. **Goals and Criteria for Evaluating Service:** The following goals and criteria are the basis of evaluating faculty members' Service for tenure and promotion and for required performance reviews. Item 1 below is of paramount importance on this list, and any faculty member, in order to succeed in the area of Service at Missouri State University and attain tenure and promotions, must succeed in item 1. Although items 2, 3, and 4 are not individually prescriptive, they are inclusive of Service and may be considered. Success in one or more of these areas (2 – 4) is required to attain tenure and promotion from Assistant Professor to Associate Professor. Sustained success and documented leadership in one or more of these areas are required for promotion from Associate Professor to Professor.*

1. University Citizenship

In the interest of maintaining broad participation in the decision-making process at the University, faculty must recognize their responsibilities to the organization and contribute fairly to the task of shared governance. This includes, but is not limited to, service on program, departmental, college, and university committees and task forces. In so doing, faculty members increase the level of self-determination in their ranks. Service activities supporting University citizenship may also include collaborations and contributions for the collegiate well-being such as providing professional development, participating in campus discussions, and 32 expanding opportunities for shaping the learning environment. Exceptions to this policy require Department Head approval in keeping with departmental guidelines.

2. Professional Service

The criteria for this goal refer to contributions to professional organizations within the faculty member's field. Professional association participation may include serving as a board member, division chair, officer, editor, reviewer, committee member, etc. of a professional organization. Additionally, this may include sponsoring, mentoring, or advising an active student organization, or providing opportunities for student experiences outside the expectations of teaching.

3. Public Service

Faculty members meet this goal when they provide evidence of using their professional skills and expertise to serve community, state, national, or international public constituents. This may take the form of serving as a board member, division chair, officer, editor, reviewer, committee member, etc. of a public organization, or writing op eds or other articles in newspapers or other print media or on television or radio, etc. In this way, Faculty members not only further the mission of public outreach, but also serve as models for their students who are encouraged to engage in similar activities.

4. Professional Consultation

Faculty members may meet this goal by submitting evidence of providing professional expertise to business, industry, schools, community organizations, and colleagues in other university programs. Consultation services to external constituents within the faculty member's professional expertise may be included in this area.

4.3.4. Professional Productivity / Research

Clinical faculty may be evaluated on professional productivity and research for promotion.

4.3.4.1. Professional Productivity Mission for Clinical Faculty

Professional productivity includes translation of new knowledge into measurable improvements in clinical outcomes through practice and communications with peers, as well as original Research in any of the five modes identified in Section 4.2.2. Professional Productivity/Research advances knowledge and practices in clinical professions, promotes development of clinical faculty, and enhances the quality of clinical education for students. Although there is inevitable overlap with the Clinical Education and Service criteria, Professional Productivity/Research criteria focus on professional outcomes, recognition, and development.

4.3.4.2. Goals and Criteria for Evaluating Professional Productivity/Research

Below are the four goals with respective criteria for evaluating Professional productivity/Research. The first goal should be achieved for promotion.

1. Contributes knowledge to discipline.

Translates new knowledge in their discipline into measurable improvements in clinical practice and outcomes and/ or translates clinical practice into new knowledge. The criterion for this goal requires communication of outcomes to peers through conference presentations, workshops, peer-reviewed and non-peer reviewed publications, or sponsored research/contracts. Participation on masters' committees,

selection as a reviewer for a major funding agency, collaboration on research in clinical settings, or the development of nationally recognized clinical service or practice standards also may be considered as evidence.

2. Application of clinical expertise to provide expert service to the local and professional community. Evidence of positive outcomes within the practice setting may be documented through field assessments, employer surveys, or client/patient surveys. Evidence of recognition by professional peers in the form of awards, requests for service, commendations, citations, etc. may be considered as evidence.

3. Transmission. Clinical faculty members meet this goal by documenting special accomplishments in sharing clinical expertise or Research with a broad audience.

4. Involvement of students. Professional practice and scholarly activities are of added value to the University mission if the work involves students, either undergraduate or graduate, as active participants in the process.

Guidelines for Clinical Faculty Appointment, Reappointment and Promotion

Criteria for Original Appointment

Faculty may be initially appointed to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Minimal qualifications for initial appointment to each rank are provided in the table below.

Clinical Faculty Original Appointment			
Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Full Professor
Minimum of master’s or doctorate degree in appropriate field (degree in progress may be considered), exhibit qualifications of the specified job description, and professional certification as appropriate for discipline. Licensure in or eligibility in Missouri. One-year professional experience obtained after the entry-level degree.	Meet requirement of lower rank, plus 3 years of post-master’s clinical experience with supervision of students or professionals seeking licensure or certification.	Meet requirement of lower ranks plus: 6 years of post-master’s clinical experience, including teaching in higher education and 5 years supervision or precepting of students or professionals seeking licensure or certification. Must demonstrate high degree of clinical skill; demonstrate evidence of transmission of knowledge, and involvement in the discipline at the regional or national level.	Meet requirement of lower ranks, plus 11 years of post-master’s clinical experience. Must show strong evidence of national recognition and leadership as an authority and or/leader in his/her field of endeavor.

Annual Evaluations

The University recognizes the need to evaluate faculty members with specialized assignments according to the requirements of their appointment letters. Clinical faculty should be so designated in appointment letters. The following addresses the evaluation of clinical faculty (Refer to Section 3.6.11 of the Faculty Handbook for a definition of this category). Clinical faculty are vital to the success of certain programs in professional fields. Their primary purpose is to provide an authentic applied learning environment for students in these disciplines while maintaining their own applied expertise. Clinical faculty translate new knowledge in their discipline into clinical practice and clinical practice into new knowledge. Clinical faculty members have the same Service requirements as those with standard appointments. (Refer to Section 4.2.3.2.) Areas of performance evaluation and evaluation for promotion specific to clinical faculty are Clinical Education and Service.

All clinical faculty members are reviewed annually by the Department Head at the date specified in the Provost's Calendar for Faculty Evaluation. The annual review will include a discussion of (a) the results of the past year's performance, (b) the completion of goals established during the prior review, and (c) objectives and goals for forthcoming performance.

Evaluation for Renewal of Appointment

The duration of appointments for clinical faculty members varies depending on level of initial appointment and time in service. The Department Head conducts evaluations for renewal of contract, which should be based on the performance of clinical faculty members as reflected in their annual review. Reappointment is contingent upon a positive annual evaluation from the Department Head.

During the first period of appointment (typically a year) this evaluation will be conducted after at least one full semester of service. Faculty members will be notified of the status of their contract (renewal or non-renewal) by the end of the semester in which they were evaluated. After a clinical faculty member has completed the initial contract period (usually one year) evaluation will be conducted early in the spring semester and faculty members will be notified of the recommendation of reappointment at that time.

Clinical Faculty Reappointment			
Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Full Professor
Faculty must maintain or exceed requirements for the rank of clinical instructor and receive positive annual evaluations.	Faculty must maintain or exceed requirements for the rank of clinical assistant professor and receive positive annual evaluations.	Faculty must maintain or exceed requirements for the rank of clinical associate professor and receive positive annual evaluations.	Faculty must maintain or exceed requirements for the rank of clinical full professor and receive positive annual evaluations.

Evaluation for Application of Promotion

The department personnel committee will evaluate clinical faculty for promotion in a process similar to that of promotion for tenure-track faculty. A clinical faculty member beyond the rank of clinical instructor may be appointed by the Department Head to the department personnel committee when decisions regarding reappointment and promotion of clinical faculty are under consideration. When a faculty member applies for promotion, the evaluation of that application shall not preclude the regular yearly review conducted by the Department Head. A clinical faculty member may ask for a pre-promotion review from the departmental personnel committee and Department Head prior to eligibility for application.

Evaluations for promotion will be based upon the documentation provided by the candidate in response to departmental guidelines for expected accomplishments in clinical education, service, and professional productivity and the regular yearly reviews as outlined below. Each faculty member making application is responsible for assembling evidentiary documentation, for making the case in support of the application, and for submitting materials according to established deadlines. Recommendations at each level will be based upon data supplied by the candidate, as well as departmental data. Completion of an advanced degree (e.g., Ph.D., OTD, Ed.D., DHSc) is a positive consideration in promotion.

Process of Recommendations on Promotion

At each stage of evaluation, i.e., department personnel committee, Department Head, Dean, and the Provost, the candidate will be given a copy of the recommendation and the written rationale for the recommendation. At each subsequent stage, a copy of the recommendation and a probative rationale therefore will also be furnished to the department personnel committee for its information and records. The department personnel committee shall be comprised of the personnel committee chair, two additional ranked faculty members, and two clinical track faculty members. Recommendations, rationales, previous faculty evaluations by the department head, and current vita will be forwarded to the next stage for evaluation. Supporting materials will be forwarded as far as the Dean's office; they will be forwarded beyond the Dean's office at the request of the Provost. The candidate may choose to withdraw the application from consideration at any stage of the process.

Eligibility for Promotion

Applicants are minimally eligible to apply after a minimum number of years of service and a specified time in rank as a clinical faculty member at MSU. The clinical faculty member may apply during the final year of minimum service/rank with the effective date for promotion being the beginning of the next academic or fiscal year (depending on the term of contract). Faculty must have served at least three years at MSU before applying for promotion, regardless of rank.

Clinical Instructor to Clinical Assistant Professor	Clinical Assistant Professor to Clinical Associate Professor	Clinical Associate Professor to Clinical Full Professor
Applicant must meet all reappointment criteria and demonstrate continued professional development and application of knowledge and skill.	Applicant must satisfy requirements of the lower ranks and must show evidence of a high degree of skill and continued productivity, evidence of excellence in teaching, evidence of clinical innovations or research, or other scholarly activities, as well as regional or national involvement.	Applicant must satisfy the requirements of the lower ranks, must show continued excellence in clinical education, strong evidence of national recognition and leadership as an authority and or/leader in his/her field of endeavor, and demonstrate continuing professional productivity.
Applicant is minimally eligible to apply for promotion to Clinical Assistant Professor after three years of service to Missouri State University as a Clinical Instructor.	Applicant is minimally eligible to apply for promotion to Clinical Associate Professor after six years of service to Missouri State University, including three years in the rank of Clinical Assistant Professor at Missouri State University.	Applicant is minimally eligible to apply for Clinical Professor after five years of service at the rank of Clinical Associate Professor.

Clinical Education Indicators

1. Demonstrates knowledge and use of research on teaching and learning.

Measure

- Attends professional conferences and workshops focused on teaching
- Integrates research regarding teaching into courses

Examples of Evidence

- Attendance of workshops on teaching and learning (certificates/verification)
- Bibliographies indicating integration into classes
- Syllabi
- Peer reviews

2. Demonstrates appropriate assessment of learning objectives.

Measure:

- Types of assignments (i.e., tests, papers, presentations, interviews, role-plays, and critiques)
- Linking assignments to objectives

Examples of Evidence

- Sample of class activities
- Course syllabi

3. Demonstrates an appropriate mix of alternative learning strategies.

Measure

- Instructor uses role playing, videotaping, group work, technology, videos, blackboard, PowerPoint, skits, case studies, guest speakers, etc.

Examples of Evidence

- Peer Reviews
- Syllabi

4. Organizes subject matter and course in a logical, comprehensive, and cohesive way.

Measure

- Course syllabi arranged logically and cohesively
- Class agendas demonstrate assignment flow logically from one to the next

Examples of Evidence

- Course evaluation
- Peer reviews
- Examination of Blackboard course sites
- Examination of syllabi

5. Delivers course material in an organized manner.

Measure

- Delivers course content in a logical and cohesive way.

Examples of Evidence

- Peer reviews
- Student course evals above 3.5

6. Adheres to the *AOTA Code of Ethics* during interactions with students inside and outside of the classroom.

Measure

- Exhibits principles of and receives no complaints/violations related to *Code of Ethics* (2015).

Examples of Evidence

- Syllabus indicates expectations for civil discourse in the classroom/clinic
- Course evaluations
- Peer reviews

7. Demonstrates knowledge and enthusiasm for the subject matter and teaching.

Measure

- Updates and incorporates new class exercises/learning activities
- Encourages student engagement

Examples of Evidence

- Samples of learning activities
- Peer reviews
- Course evaluations above 3.5
- Documentation of submission and/or receipt of internal or external grant funding for the purpose of expanding teaching/education (may be PI or co-PI)

8. Encourages and supports students' professional development as occupational therapists.

Measure

- Maintains involvement with students
- Attends activities sponsored by students

Examples of Evidence

- Class schedules/listings
- Attendance and/or participation in student-led activities
- Course evaluations above 3.5
- Peer reviews

9. Demonstrates fairness in assignments and grading.

Measure

- Demonstrates clear and consistent grading criteria
- Provides variability of assessment methods
- Uses clear rubrics that support the purpose of the assignment

Examples of Evidence

- Rubrics created for assignments and available to students (Blackboard)
- Copies of assignments
- Syllabus
- Course evaluations above 3.5

10. Maintains academic integrity and high-performance expectations appropriate for the level of classes.

Measure

- Updates test and assignments according to changing standards in the field.
- Clearly states course expectations in the syllabus.

Examples of Evidence

- Examination of tests and class assignments
- Examination of syllabi
- Course evals above 3.5
- Peer reviews

11. The faculty advisor is knowledgeable about university processes and policies and graduate occupational therapy admission requirements and curriculum.

Measure

- Knows basic education, undergraduate, and graduate requirements
- Utilizes appropriate forms/systems when advising students
- Utilizes the advisement center and other university offices/resources as needed when advising students
- Utilizes other faculty as needed.

Examples of Evidence

- Receives and maintains Master Advisor status

12. The faculty advisor is accessible to students and considerate of student needs.

Measure

- Maintains regular office hours
- Sets appointments when office hours do not coincide with student availability
- Communicates and corresponds with students
- Attentive and listens to student's ideas, problems, and needs
- Makes recommendations to students about alternatives
- Makes recommendations about other campus services available to students

Examples of Evidence

- Office hours are posted and maintained
- Email correspondence
- No complaints made to Program Director

13. Faculty maintains professional credentialing and evidence of continuing professional development.

Measure

- Maintains occupational therapy state licensure and national credentialing

Examples of Evidence

- Proof of current Missouri occupational therapy license
- Proof of current National Board for Certification in Occupational Therapy certification

Matrices for Clinical Education, Service, and Productivity Criteria

4.3.2 Clinical Education: All indicators are **REQUIRED** for all Clinical Faculty Ranks (Instructor to Assistant; Assistant to Associate; Associate to Full)

Indicator	Measures	Evidence of Fulfilling Indicator	Location in Binder
Demonstrates knowledge and use of research on teaching and learning.	<ul style="list-style-type: none"> • Attends professional conferences and workshops focused on teaching • Integrates research regarding teaching into courses 		
Demonstrates appropriate assessment of learning objectives.	<ul style="list-style-type: none"> • Uses varied types of assignments (i.e., tests, papers, presentations, interviews, role-plays, and critiques) to assess learning • Links assignments to objectives 		
Demonstrates an appropriate mix of alternative learning strategies.	<ul style="list-style-type: none"> • Uses varied methods of instruction (e.g., role playing, group work, technology, videos, Blackboard, PowerPoint, case studies, guest speakers, etc.) • Offers teaching methods that bring diversity (professional, economic, viewpoint, cultural, etc.) to students' educational experiences 		

Organizes subject matter and course in a logical, comprehensive, and cohesive way.	<ul style="list-style-type: none"> • Develops syllabi that are logical and cohesive. • Organizes assignment flow in logical manner 		
Delivers course material in an organized manner.	<ul style="list-style-type: none"> • Delivers course content in a logical and cohesive manner 		
Adheres to the <i>AOTA Code of Ethics</i> during interactions with students inside and outside of the classroom.	<ul style="list-style-type: none"> • Exhibits principles of and receives no complaints/violations related to <i>Code of Ethics</i> (2015) 		
Demonstrates knowledge and enthusiasm for the subject matter and teaching.	<ul style="list-style-type: none"> • Updates and incorporates new class exercises/learning activities • Encourages student engagement 		
Encourages and supports students' professional development as occupational therapists.	<ul style="list-style-type: none"> • Maintains involvement with students • Attends activities sponsored by students 		
Demonstrates fairness in assignments and grading	<ul style="list-style-type: none"> • Demonstrates clear and consistent grading criteria • Provides variability of assessment methods • Uses clear rubrics 		
Maintains academic integrity and high-performance expectations appropriate for the level of one's classes	<ul style="list-style-type: none"> • Updates test and assignments according to changing standards in the field. • Clearly states course expectations in the syllabus 		

<p>The advisor is knowledgeable about university processes and policies and graduate occupational therapy admission requirements and curriculum.</p>	<ul style="list-style-type: none"> • Knows basic education, undergraduate, and graduate requirements • Utilizes appropriate forms/systems when advising students • Utilizes the advisement center and other university offices/resources when advising students • Utilizes other faculty as needed 		
<p>Advisor is accessible to students and considerate of student needs.</p>	<ul style="list-style-type: none"> • Maintains regular office hours • Sets appointments when office hours do not coincide with student availability • Communicates and corresponds with students. • Makes recommendations to students about alternatives • Makes recommendations about other campus services available to students 		
<p>Professional credentialing and evidence of continuing professional development.</p>	<ul style="list-style-type: none"> • Maintains licensure in State of Missouri and provides evidence of continuing professional development 		

Service Indicators

1. University Citizenship:

Measure

- Serving on department, college, and/or University committees either as a member or chair/leader
- Providing professional development, participating in campus discussions, and expanding opportunities for shaping the learning environment as related to the faculty's profession and/or expertise

Examples of Evidence

- Evidence of appointment to committee
- Evidence of contribution as chair/leader
- Evidence of mentorship of new faculty

2. Professional Service:

Measure

- Maintaining professional license and credentialing
- Participating as a member in a professional organization
- Serving on a committee or in a leadership role in a professional organization
- Serving as a faculty advisor and/or mentor for an active student organization

Examples of Evidence

- Professional credentialing and evidence of continuing professional development
- Evidence of active organization membership
- Evidence of committee member and/or leadership contributions to professional organization
- Evidence of the activities of the organization, meetings attended, and specific contributions to the student organization

3. Public Service:

Measure

- Serving as a board member, chair, officer, editor, reviewer, committee member, etc. of a public organization consistent with the University's Public Affairs Mission
- Supporting and supervising student involvement in community activities
- Managing and/or producing content for on-line forums/websites, newspapers/print media, or television, radio, etc. related to the faculty's profession and/or area of expertise

Examples of Evidence

- Evidence of service to public organization boards and/or committees
- Evidence of contributions to supporting and supervising student involvement in community activities
- Evidence of managing and/or producing content for public consumption related to the faculty’s profession and/or area of expertise (e.g., publicly offered blogs, resources, articles, social media, etc. related to the faculty’s professional expertise)
- Documentation of submission and/or receipt of internal or external grant funding for the purpose of expanding service (may be PI or co-PI)

4. Professional Consultation:

Measure

- Providing professional expertise to business, industry, schools, community organizations, or colleagues in other university programs
- Providing consultation services within the faculty member's professional expertise to external constituents

Examples of Evidence

- Evidence of provision of professional expertise to the above (e.g., participation in interprofessional education activities inside or outside of the University, offering professional development to existing or developing fieldwork sites and educators, etc.)
- Evidence of consultation services provided to external constituents including existing or developing fieldwork sites and/or educators or outside organizations
- Evidence of offering professional expertise to constituents/clients outside of assigned coursework

4.3.3. (4.2.3.2) Service: Promotion Criteria for All Clinical Faculty Ranks (Instructor to Assistant; Assistant to Associate; Associate to Full); R = Required; E = Encouraged

Indicator	Measure	Clinical Instructor to Assistant	Clinical Assistant to Associate	Clinical Associate to Full	Evidence of fulfilling Indicator	Location in Binder
4.2.3.2.1 University Citizenship	Serving on department, college, and/or University committees either as a member or leader Providing professional development, participating in campus discussions, and expanding opportunities	R: Serves as a member on at least one department, university and/or college committees/ activities in order to assist the department	R: Serves as a member or a leader in at least one university and/or college committees/ activities in order to assist the department with meeting service requirements or providing professional	R: Serves as a member or a leader in at least one university and/or college committees/ activities in order to assist the department with meeting service requirement or providing professional		

	for shaping the learning environment as related to the faculty's profession and/or expertise	with meeting service requirements.	development opportunities as discussed above.	development opportunities as discussed above.		
4.2.3.2.2 Professional Service	Professional organization membership	R: Maintains professional membership in at least one organization.	R: Maintains professional membership in at least one organization.	R: Maintains professional membership in at least one organization.		
	Serving as a faculty advisor and/or mentor for an active student organization	E: Serves as faculty advisor and/or mentor to at least 1 active student organization	E: Serves as faculty advisor and/or mentor to at least 1 active student organization	R: Serves as faculty advisor and/or mentor to at least 1 active student organization		
	Serving as a committee member and/or leader in a professional organization	E: Serves as a committee member in a professional organization	E: Serves as a committee member and/or leader in a professional organization	E: Serves as a committee member and/or leader in a professional organization		
4.2.3.2.3 Public Service	Providing professional skills and expertise to serve community, state, national, or international public constituents	E: Serving a public organization, supporting and supervising student involvement in community activities, managing or producing content, or applying for funding as discussed above	E: Serving a public organization, supporting and supervising student involvement in community activities, managing or producing content, or applying for funding as discussed above	R: Serving a public organization, supporting and supervising student involvement in community activities, managing or producing content, or applying for funding as discussed above		
4.2.3.2.4 Professional Consultation	Providing professional expertise to business, industry, schools, community organizations, or	E: Provision of professional expertise or consultation services to individuals or groups	E: Provision of professional expertise or consultation services to individuals or groups inside or	R: Provision of professional expertise or consultation services to individuals or groups inside or outside of		

	colleagues in other university programs Providing professional expertise and/or consultation services to external constituents within the faculty member's professional expertise	inside or outside of the University	outside of the University	the University, including current and developing fieldwork sites		
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Professional Productivity Indicators

1. Contributes knowledge to discipline

Measure

- Communicates outcomes to peers through conference presentations, workshops, peer-reviewed and non-peer reviewed publications, or sponsored research/contracts
- Participates on masters' committees, selection as a reviewer for a major funding agency, collaboration on research in clinical settings

Examples of Evidence

- Documentation of provision of conference presentations or workshops
- Documentation of authorship for publication or acceptance of an empirical article in a peer-reviewed, discipline-related journal
- Documentation of authorship for publication or acceptance of publication of a non-empirical article in a peer-reviewed, discipline-related, publication
- Documentation of authorship of a peer-reviewed, discipline-related report or manual (e.g., substantive contributions to development of clinical policies and procedures, curricular development, accreditation reports, AOTA official documents, etc.)
- Documentation of authorship and/or contribution to a discipline-related book
- Documentation of substantive participation in masters or doctoral committees, reviewing for a major funding agency, or collaboration on clinical research
- Development of nationally recognized clinical service or practice standards

2. Application of clinical expertise to provide expert service to the local and professional community.

Measure

- Contributes to field assessments, employer surveys, or client surveys
- Receives recognition by professional peers in the form of awards, requests for service, commendations, citations, etc.

Examples of evidence

- Documentation of authorship of assessments and surveys to support clinical practice
- Documentation of awards, commendations, citations, requests for and provision of professional services, etc.
- Provision of clinical expertise to external constituents in the professional communities
- Provision of training in evidence-based practice to professional communities

3. Transmission

Measure

- Achieves special accomplishments in sharing clinical expertise or research with a broad audience.

Examples of evidence

- Documentation of facilitating the transmission of evidence-based practice to active and developing fieldwork sites and educators or other professional communities
- Documentation of submission and/or receipt of internal or external grant funding for the purpose of expanding clinical knowledge (may be PI or co-PI)

4. Involvement of students

Measure

- Facilitates student involvement in dissemination of outcomes or new knowledge to the clinical community.

Examples of evidence

- Documentation of facilitating the dissemination of student research projects for University forums
- Documentation of facilitating the dissemination of student research projects to forums external to the University
- Documentation of facilitating student presentations on evidence-based practice to active and developing fieldwork sites and educators

4.3.4.2 Professional Productivity/Research: Promotion Criteria for All Clinical Faculty Ranks (Instructor to Assistant; Assistant to Associate; Associate to Full); R = Required; E = Encouraged

Indicator	Measure	Clinical Instructor to Assistant	Clinical Assistant to Associate	Clinical Associate to Full	Evidence	Location in Binder
4.3.4.2.1 Knowledge contribution	Delivery of conference presentations, workshops, peer-reviewed and non-peer reviewed publications, or sponsored research/contracts	E: Communicates outcomes or new knowledge to peers through informal or formal conference presentations, workshops, or publications	R: Communicates outcomes or new knowledge to peers through informal or formal conference presentations, workshops, or publications	R: Communicates outcomes or new knowledge to peers through informal or formal conference presentations, workshops, or publications		
	Participation on masters' committees, selection as a reviewer for a major funding agency, or collaboration on research in clinical settings	<p>E: Participation (may be collaborative) in/with student research/Capstone projects and/or departmental research activities if assigned adequate workload</p> <p>OR</p> <p>E: Documentation of submission and/or receipt of internal or external grant funding for the purpose of expanding clinical knowledge (may be PI or co-PI).</p>	<p>E: Participation (may be collaborative) in/with student research/Capstone projects and/or departmental research activities if assigned adequate workload</p> <p>OR</p> <p>E: Documentation of submission and/or receipt of internal or external grant funding for the purpose of expanding clinical knowledge (may be PI or co-PI).</p>	<p>R: Participation (may be collaborative) in/with student research/Capstone projects and/or departmental research activities if assigned adequate workload</p> <p>OR</p> <p>R: Documentation of submission and/or receipt of internal or external grant funding for the purpose of expanding clinical knowledge (may be PI or co-PI).</p>		

4.3.4.2.2 Clinical Expertise	Evidence of positive outcomes within the practice setting	E: Providing expert service to the local and professional community.	E: Providing expert service to the local and professional community.	R: Providing expert service to the local and professional community.		
4.3.4.2.3 Transmission	Evidence of sharing clinical expertise or research	E: Documentation of facilitating the transmission of evidence-based practice to active and developing fieldwork sites and educators or other professional communities	E: Documentation of facilitating the transmission of evidence-based practice to active and developing fieldwork sites and educators or other professional communities	R: Documentation of facilitating the transmission of evidence-based practice to active and developing fieldwork sites and educators or other professional communities		
4.3.4.2.4 Student Involvement	Evidence of facilitating student involvement in dissemination of outcomes or new knowledge to the clinical community.	E: Example of facilitating student involvement in dissemination of outcomes or new knowledge to the clinical community if assigned adequate workload	E: Example of facilitating student involvement in dissemination of outcomes or new knowledge to the clinical community if assigned adequate workload	R: Example of facilitating student involvement in dissemination of outcomes or new knowledge to the clinical community if assigned adequate workload		