

Department of Occupational Therapy and Occupational Science

Promotion, Tenure, Reappointment, Merit Policies and Procedures

(Effective X; revised Spring 2021; approved by OTOS Department 12/15/21; approved by CHR/25/21, approved by University PTRM 5/11/22)

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faculty members receiving the next highest vote count will be designated as TT/T alternates. Alternates will serve in the case of a vacancy and when a committee member cannot serve, and during the review of the elected members' own materials.

- 3. Term of Office on Merit Committee and as an Alternate will be for one year

C. PTR and Merit Committee Chairpersons

- 1. Eligible nominees include all tenured faculty on the PTR and Merit committees.
- 2. The Committee chairpersons are elected each year by majority vote of the members of the PTR and Merit Committees at the first meeting of the academic year.
- 3. The PTR and Merit committee chairpersons are responsible for:
 - a. Guiding the PTRM process to ensure that it follows the policies and procedures outlined in this document.
 - b. Chairing all meetings, completing all appropriate documentation, and securing all necessary signatures.
 - c. Initiating and guiding review and revision of the PTRM document according to the timeline established by the TUART.
- 4. Should the chair position be vacated, the PTR and Merit committee will elect a new chair, with nominee consent, at the next scheduled PTR meeting.

D. Role of the Department Chairperson

- 1. The chairperson is a voting member of the PTR and Merit committees. The department chairpersons do not serve as committee chairperson.
- 2. Consistent with their leadership, communication, governance, and management roles, as specified in the Academic Department Chairpersons' Roles and Responsibilities and the Evaluation of Academic Chairperson for Promotion, Tenure, Reappointment (as a faculty member), and Merit documents (see Faculty Handbook 1003), the chairperson shall be involved in the development and approval of the annual workload expectations of all faculty in the Department. The chairperson will facilitate these processes within the frameworks of the Towson University Statement of Standards and Expectations for New Tenure Track Faculty (SENTF) and the Annual Review (AR) Part II: Agreement on Faculty Workload Expectations for Academic Year documents for new and continuing faculty respectively.

3. r f e e) s w

3. The PTR committee chair will forward a signed, dated voting record form of the result of the votes and the committee's recommendations to the Dean's Office. The confidential ballots regarding promotion and tenure will not be included in the faculty evaluation portfolio, but shall be forwarded under a separate cover to the Provost, to be

6. The Department Chair shall prepare an independent recommendation of each faculty member considered for promotion and/or tenure and comprehensive five-year review and include it in the faculty member's evaluation portfolio by the required deadline.
7. The department chairperson distributes all Committee and Chair recommendations to the individual faculty members being evaluated by the fourth Friday in October. Faculty members shall sign the final recommendations and the DSR form indicating that they have read both.
8. The department chairperson or designee shall submit all signed and dated reports to the Dean's office. In addition, the DSR form, voting record, and required materials will be forwarded according to TU ART procedures and calendar.
9. Recommendations shall be added to the faculty member's evaluation portfolio which is forwarded by the department PTR committee chairperson to the Dean's office in the specified format by the required deadlines.

E. Portfolio Materials and Evaluation Processes

1. The faculty member under evaluation is responsible for preparing, organizing, and submitting materials by the required deadline, and in the appropriate format, as stipulated in the TU ART calendar.
2. The faculty member shall be responsible for making distinctions between the various categories of teaching, scholarship, and service and shall include such distinctions as they deem appropriate in narrative statements and

- x Student course evaluations administered and tabulated through the OTOS Department for low-enrollment courses, if applicable (See Appendix C)
 - x Peer evaluations, if applicable
 - x Advisor evaluation, if applicable
 - x Narrative analysis of qualitative comments from student course and/or advising evaluations during the period under review (2 page maximum)
 - iv. Section IV:
 - x Integrated Narrative (2 pages maximum, single spaced, addressing teaching, scholarship & service)
 - v. Section V:
 - x Leave empty for recommendations (to be added by the appropriate party)
 - vi. Section VI:
 - x Supplemental materials in the areas of teaching, scholarship, and service
- c. Clinical Faculty Reappointment Review
 - i. Reappointment of clinical faculty is contingent upon evidence of ongoing clinical excellence,

- x Supporting documents, such as publications, conference proceedings, and consultative reports that demonstrate evidence of ongoing clinical excellence from the previous year must accompany the faculty member's annual integrated narrative.
- iv. Following a second positive annual review, the clinical faculty may request a review for multi-year contract (See E.3.m below).
- d. ~~Third Year Tenure Track Review~~ Tenure track faculty are reviewed after the fall semester of their third

1. Superior progress. Requirements include excellence in teaching and advising, significant accomplishments in scholarship, and meeting or exceeding department standards in service.
2. Satisfactory progress. Requirements include satisfactory progress in teaching and advising, scholarly productivity and service

4. Supplemental materials are required for each type of review, and should include documentation and support for key activities

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- a. Classroom based instruction
 - b. Updating and enhancing current courses with appropriate current content and pedagogy
 - c. Development of new courses and programs (including those involving collaborative or interdisciplinary work and civic engagement)
 - d. Efforts related to accreditation
 - e. Use of technology to facilitate learning and enrich course delivery
 - f. Off-site learning, community based and service learning
 - g. Mentoring of student research
 - h. Mentoring related to professional preparation through internships, practical, and clinical fieldwork
 - i. Group and individual career related academic and professional guidance
 - j. Group and individual advising
 - k. Other aspects of learning and the assessment of student learning
2. Review of teaching will consider the course level, student numbers, and type of pedagogy and engagement in addition to the allocation of faculty time devoted to teaching as stated within the annual faculty workload agreements.
 3. Evaluation of teaching effectiveness includes:
 - a. Creating a climate that is conducive to learning
 - b. Respecting diversity, equity, and inclusion
 - c. Using new teaching/learning methods when appropriate to the course content and learning needs of students
 - d. Supporting the learning process
 4. Evaluation of advising effectiveness includes
 - a. Demonstration of knowledge of all aspects of the curriculum as exhibited in presentation of the program to prospective students and currently enrolled majors.
 - b. Adherence to Departmental policies regarding inclusion of areas to be addressed during advising and completing departmentally approved forms on all advisees.
 - c. Provision of advising sessions at least once each semester with assigned advisees and one in-depth advising sessions once each year.
 - d. Collaboration with the department chair and other appropriate faculty in addressing academic and professional behaviors demonstrated by one's advisees.
 - e. Receiving at least satisfactory advising evaluations.
 5. Evidence of teaching and advising effectiveness includes:
 - a. Student evaluations
 - b. Advisor evaluations
 - c. Peer evaluations
 - d. Syllabi and other teaching materials
 6. Procedure for evaluation of teaching
 - a. Student Evaluation
 - i. Eight items from the student course evaluations (See Appendix A) are used as key indicators for determining satisfactory performance
 - ii. Faculty may choose to include data for offload courses.
 - iii. The department chairperson may ask that course evaluation data be added to any faculty's evaluation portfolio if it is deemed important for the review, even if the teaching was done off-load.
 - iv. Faculty may include data obtained in a systematic manner related to course evaluation by students.
 - v. There may be extenuating circumstances in which a particular course will not be included consideration. Potential exceptions include:
 - (a) Last minute teaching assignments in response to department need.
 - (b) Assuming additional teaching assignment(s) during the semester in response to department need.
 - (c) Courses for which response rates were low (<33%).
 - (d) New course or new course format only one course may be excluded.
 - b. Peer Evaluation

IV.

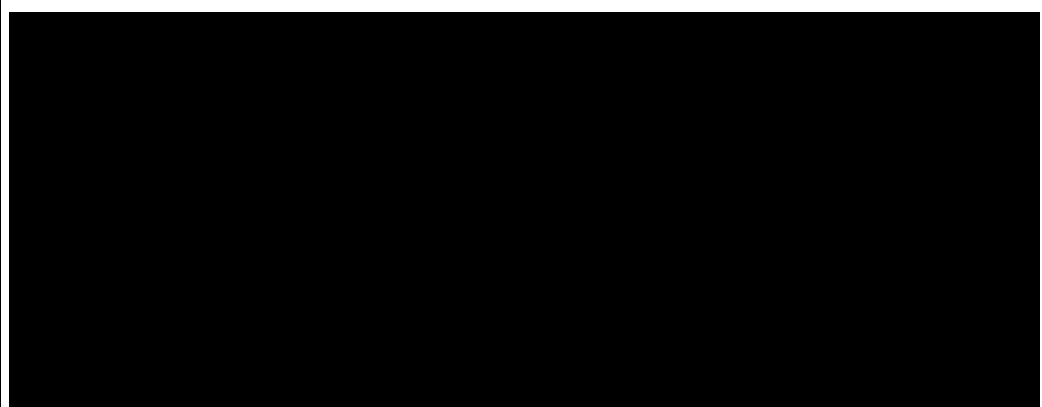
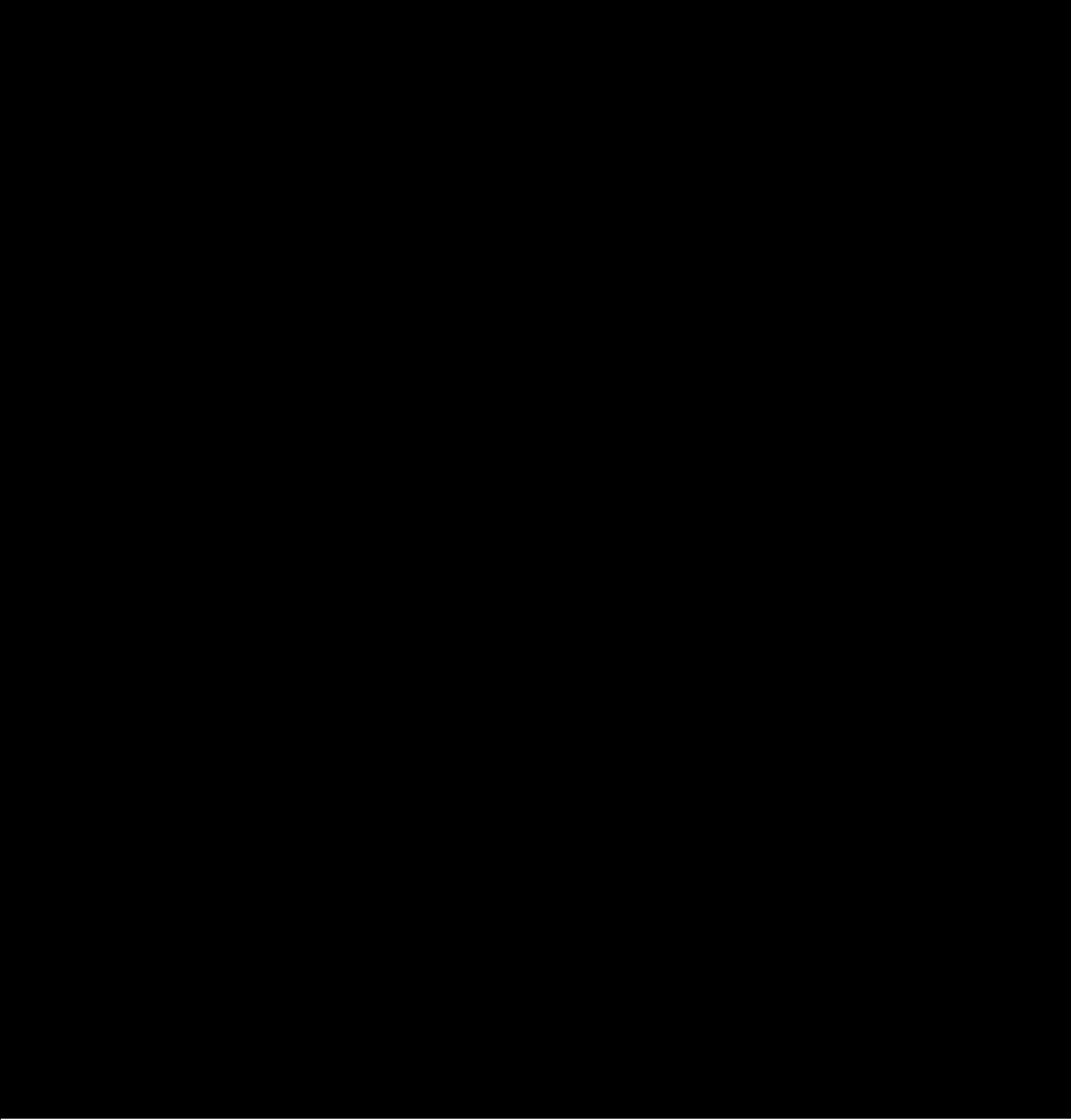
- d. Service to community and metropolitan area. In addition to meeting the standards for reappointment and tenure, the faculty member seeking promotion to associate professor will demonstrate sustained contributions to community/metropolitan area which draw upon one's expertise and contributes to the

- iii. Service to community and metropolitan area In addition to meeting the standards for tenure and for associate professor, the faculty member seeking promotion to professor will meet the following additional standards:
 - (a) Leadership in addressing community issues in one's field.
 - (b) Distinction in the quality of one's community service or performance.

C. Standards and Criteria for Promotion Recommendations for Clinical Faculty

1. Clinical assistant and associate faculty are eligible for review for promotion and must present evidence to substantiate the promotion decision using criteria outlined in the College of Health Professions Guidelines for Clinical Evaluation, Reappointment, Promotion and Merit Document and the TU Policy for Clinical Evaluation, Reappointment, Promotion, and Merit (02.08).
- 2.

- i. Received at least one excellent peer evaluation ~~was~~ appropriate or requested to conduct.
- ii. Provided evidence of significant accomplishments in the form of significant improvement to an existing course, application of new technologies, new teaching strategies, or development of new material.
- iii. Developed or ~~co~~developed a new course which has been approved by the college curriculum committee.
- iv. Instrumental in University related curriculum assessment/development or outcome evaluation.
- v. Mentored a student(s) in achieving a significant ~~academic~~ achievement in a professional organization, scholarly endeavor, or ethical academic integrity beyond standard teaching expectations.
- vi.



Second Friday	All first-year faculty submit evaluation materials for the fall semester to the department chairperson.
January	
Third Friday	Department chair (and PTR committee indicated) reports recommendations and vote count on all first-year tenure-track faculty to the faculty member and the Dean.
Third Friday	All documentation for the third year review of tenure track faculty is submitted by the faculty member to the department chairperson.
February	
Second Friday	Department documents concerning Promotion, Tenure/ Reappointment, and Merit (with Approval Form signed by all current faculty) delivered to the chairperson of the University Promotion, Tenure/Reappointment, and Merit Committee. Any changes have been made. All changes must be indicated with track change. Track changes document and a clean copy of the documents must be submitted. Departments not electing to change their documents do not need to report.
Second Friday	The Provost's letter concerning current status has been received by first

APPENDIX
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Peer Evaluation of Classroom Teaching

Instructor: _____ Course: _____ Date: _____ Time: _____
Class Format: hybrid Inperson Virtual Other
Observed: Inperson Virtual
Program: MS ELOTD PPOTD ScD -OT Non
Year in program: 1st year 2nd year 3rd year other

Based on ~~pre~~ observation discussion with faculty, what ~~are~~ the requested focus area(s) for prof (te)7 (d)-1 [(To)-2 (w)0.5 (so)-1.9 (n)-4 (

Suggestions for Improvement, if any:

Overall Rating and Summary (see departmental criteria)

____ Not Meritorious

____ Satisfactory

____ Excellent

Instructor comments, if any:

Signature and Rank ~~of~~ reviewer/ date

Signature and Rank ~~of~~ faculty being Observed/ date

Peer Eval. Form 11/30/11

Revised: 2/26/19

FW Committee discussion draft 3/3/21

Faculty mtg discussion draft 4/14/21

APPENDIX
 Towson University
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 Student Course Evaluation for Low-Enrollment Assessment

Procedure for Low-Enrollment Assessment

The University does not report course evaluation for course sections with fewer than 3 students. Because many of the courses in some of the occupational therapy and occupational science programs regularly have small enrollment (fewer than 10), students in these courses may be asked to complete the following alternate course evaluation for department-level analysis.

The standardized format below will be distributed via online survey by the department administrative assistant to all enrolled students at the request of the instructor and with approval of department chairperson. It will be timed synchronously with University evaluations (during final 2 weeks of class, closing prior to exams). The anonymous results will be returned to faculty synchronously with University evaluations, and may be included in evaluation of teaching effectiveness (Appendix) and for narrative reflection and course improvement.

All department policies related to the course evaluation process apply when using this form for small course sections.

Department of Occupational Therapy & Occupational Science

You are invited to complete an evaluation of this course. It will be a chance to reflect on what we have accomplished and to propose ways the course might be modified for your peers in the future.

Quantitative items

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Course Level Items	5	4	3	2	1	
I was intellectually challenged by the course.						
I was encouraged to value different perspectives and alternative points of view in the course.						
Instructor Level Items						
Demonstrated knowledge about course subject matter						
Was available for consultation						
Allowed class time for informal discussion and questions						
Explained course content adequately and clearly						
Promoted independent thinking and problem solving						
Gave adequate feedback, oral and/or written						
Instructor created a positive learning environment.						
Individual class periods (lectures, discussions, and activities) were well planned to optimize student learning.						

Stop/Start/Continue – Please reflect on aspects of the course to STOP (those that did not facilitate your learning), which to START (those that would help improve learning in the course), and which to CONTINUE (those that were effective in learning the course content)

STOP	START	CONTINUE

APPENDIX
 Towson University
 Department of Occupational Therapy & Occupational Science

Teaching Effectiveness Reporting Table

Fall Item Median by Course					Spring Item Median by Course				Average of item medians for Academic Year
Department Selected Teaching Effectiveness Items from University Online Course Evaluation	OCTH/ OSC#	OCTH/ OSC#	OCTH/ OSC#	OCTH/ OSC#	OCTH/ OSC#	OCTH/ OSC#	OCTH/ OSC#	OCTH/ OSC#	
6. I was encouraged to value different perspectives and alternative points of view in this course.									
9. The course was clearly organized									
11. I understood the requirements for the course									
12. Explained concepts clearly									
13. Assigned grades according to stated criteria									
14. Provided feedback on my performance as the course progressed									
15. Demonstrated knowledge about course subject matter									
16. Was available for consultation									
Average course medians for Academic Year									

Average medians for Academic Year