

# Department of Occupational Therapy



UNIVERSITY OF  
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**UAMS**

UNIVERSITY OF ARKANSAS  
FOR MEDICAL SCIENCES

## Personnel Document

University of Arkansas  
College of Education and Health Professions  
University of Arkansas for Medical Sciences  
College of Health Professions  
Approved by the Faculty: 4-22-2021

Personnel Document  
On Evaluative Criteria, Procedures and General Standards for  
Initial Appointment, Successive Appointments,  
Annual and Post-tenure Review, Promotion and Tenure

University of Arkansas  
College of Education and Health Professions  
Department of Occupational Therapy  
a joint program with  
University of Arkansas for Medical Sciences  
College of Health Sciences

This document governs the Department of Occupational Therapy in the selection, retention, promotion, granting of tenure to, and evaluation of faculty and in the selection and evaluation of non-classified staff, effective as of the date of the president's approval. It has been approved by the faculty, the College of Education and Health Professions Dean, the Provost, the Chancellor, and the President of the University of Arkansas, as indicated by the signatures below.

These policies are required to be consistent with the policies of the university as set forth in Board of Trustees Policy 405.1 and in two campus policy statements: (1) Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Annual and Post-Tenure Review, Promotion and Tenure, and (2) Guidelines on University and Distinguished Professor Appointments. In case of conflict, the board policy, the campus policy, the school, college, or library policy, and the department policy shall have authority in that order. Copies of these documents are available online, as referenced in the Faculty Handbook, at the University of Arkansas web site <https://provost.uark.edu/faculty-handbook>.

It is the policy of the University of Arkansas, Fayetteville to provide equal employment opportunity to all qualified persons; to prohibit discrimination against any employee or applicant for employment because of race, color, religion, sex, age, national origin, sexual orientation, marital or parental status, veteran's status, or disability, and to promote the full realization of equal employment opportunity through a positive, continuing program of affirmative action.

**APPROVALS**

*Sherry Muir, PhD, OTR/L*

**04-22-2021**

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Date

*Bruce A. Smith*

04-23-2021

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Dean

Date

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Provost

Date

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Chancellor

Date

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President

Date

## Mission and Vision Statements

The Department of Occupational Therapy works toward a vision of society where every person has the opportunity to experience a fulfilling life through participation in health-promoting occupations and universal access to occupational therapy services.

The Department's mission is to prepare future practitioners who will be:

- **CHANGE AGENTS**, by challenging the boundaries of occupational therapy practice through purposeful exploration of new practice domains and models of care
- **INNOVATORS**, by identifying unmet needs in their practice settings and communities and by creating dynamic interventions and programs to meet those needs
- **COLLABORATORS**, by working at the top of their license in integrated interprofessional teams to effectively meet society's needs
- **ADVOCATES**, by being active global citizens and champions for occupational justice and improved quality of life for all people
- **STEWARDS**, by practicing conscious care for themselves, the people they serve, and the profession's distinctive value to society
- **SCHOLARS**, by demonstrating deliberate habits of rigorous lifelong inquiry

### I. Committees: Responsibilities and Service

The Department of Occupational Therapy adopts I. A-C of APS 1405.11 and COEHP Personnel Document. In addition, the department has the following stipulations for the Unit Personnel Committee and Peer Review Committee.

#### A. Departmental Personnel Committee

The Departmental Personnel Committee makes recommendations on all applications for promotion and/or tenure, with only those faculty participating who hold the applied-for rank or higher. This Committee also reviews progress toward tenure for all third-year review candidates in the department. The Committee also reviews all multi-year initial appointments and subsequent reappointments of non-tenure-track faculty in the department. The OTD Departmental Personnel Committee will consist of **five** tenured faculty members holding the rank of associate or full professor, including at least one member from the University of Arkansas for Medical Sciences (UAMS) Northwest Regional Campus reflecting the joint nature of the program. The members will serve staggered three-year terms. If there are not enough eligible tenured faculty members in the department, committee members will be elected from similar health related professions (e.g. social work, communication disorders, nursing, counseling, etc.).

The Department will also elect one non-tenure-track faculty member at the rank of associate or full professor on the Departmental Personnel Committee, when the department has two or more non-tenure track faculty members eligible to serve. Non-tenure-track member of the Committee will only have voting privileges on non-tenure-track faculty applications for promotion.

Elections to fill these Committee assignments will take place at the first faculty meeting of the academic year by the department. All full-time faculty members at the rank of assistant professor or higher (excluding visiting faculty and faculty who have received notice of non-reappointment) are eligible to elect the members of the Departmental Personnel Committee.

## B. Departmental Peer Review Committee

The Departmental Peer Review Committee has the responsibility to conduct annual peer reviews for all faculty in the department by reviewing documentation prior to submission to the department chairperson/program director and assuring, to the best extent possible, consistency among reviews and review standards.

All OTD faculty who are associate and full professors and assistant professors who have completed three years of service in the department will serve on the Peer-Review committee. Until the OTD department has sufficient numbers of faculty who qualify, the committee will consist of at least **three** members from UAF or UAMS Northwest Regional Campus who are eligible to serve and who are in similar health related professions (e.g. physical therapy, social work, communication disorders, nursing, counseling, etc.), serving staggered three-year terms.

## II. Initial Appointment

Appointments of all faculty are subject to applicable policies of the Board of Trustees of the University of Arkansas, the University of Arkansas System, and of this campus. In particular, all appointments are subject to Board of Trustees Policy 405.1 and Board of Trustees Policy 405.4, including, but not limited to, with regard to the provisions on appointment periods.

The criteria and procedures used to hire new faculty in the Department of Occupational Therapy are as follows:

The department chairperson/program director, with the concurrence of the dean, makes the recommendation for initial appointment of a faculty member in consultation with the search committee and the faculty in the department. To be awarded the initial appointment, the prospective faculty member must meet the criteria for degree and other qualifications as outlined in II.A-B. of APS 1405.11 and COEHP Personnel Document.

Per the Accreditation Council for Occupational Therapy Education (ACOTE, the program's accrediting body), "all full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy. At least 50% of full-time core faculty must have a post-professional doctorate. For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process."

For all full-time core faculty who are not occupational therapy practitioners, a terminal degree from an accredited university in the area of specialization or related field is required. Additionally, the department has the following criteria:

### A. Criteria for Initial Appointment at the Rank of Tenure-Track Assistant Professor:

#### Tenure-Track Assistant Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Evidence of initial performance and promise of success in research/scholarship/innovative practice
- Demonstrated commitment and competence in teaching and instruction
- Potential to contribute to the scholarship of teaching and learning (SoTL), evidence-based practice, and/or innovative practice

- Record of productive service to the department, institution, and profession

## B. Criteria for Initial Appointment at or Above the Rank of Tenured Associate Professor

### Tenured Associate Professor

- Doctoral degree from an accredited university in the area of specialization or related field
- Record of sustained and ongoing success in research/scholarship consistent with high national standards
- Demonstrated commitment and competence in teaching and innovative practice
- Consistently high student evaluation scores [a mean of at least a 4.0 on a 5.0 scale (or equivalent)]
- Evidence of productive service to the department, college, university, and profession
- Evidence of revision of curricular content of assessment or intervention strategies based on scientific advances, policy changes, or stakeholder feedback

### Tenured Professor

- Doctoral degree from an accredited university in the area of specialization or related field
- Record of sustained and ongoing excellence in research/scholarship consistent with high national standards
- Demonstrated commitment and competence in teaching and innovative practice
- Consistently high student evaluation scores [a mean of at least a 4.0 on a 5.0 scale (or equivalent)]
- Evidence of national/international reputation
- Evidence of productive service to the department, college, university, and profession
- Evidence of revision of curricular content of assessment or intervention strategies based on scientific advances, policy changes, or stakeholder feedback
- Evidence of collaboration with faculty to implement instruction in new evidenced based treatment techniques
- Evidence of collaboration with clinical colleagues to produce intervention/outcomes studies

## C. Criteria for Initial Appointment with Tenure

The department adopts II.C. of APS 1405.11 and COEHP Personnel Document.

## D. Initial and Successive Appointments of Non-Tenure Track faculty

Non-tenure track faculty are generally on appointments not to exceed one academic year. In some instances, multi-year appointments may be extended to instructors or non-tenure track faculty in professor ranks. Such appointments are generally intended for faculty hired in competitive searches or who have established a notable and consistently strong record of effective performance during their period of service to the University.

Multi-year appointments, to the extent they are utilized, must have satisfied a merit-based review process employing evaluative criteria and procedures established in this personnel document as supplemented in departmental personnel documents. These appointments require the review and recommendation of the departmental personnel committee and the department chair/head, and the approval of the Dean and the Provost. The first such merit-based appointment would usually be up to three years. If successfully completed, in accordance with the evaluation procedure set out herein, an initial merit-based term appointment may be considered for renewal for an additional appointment of up to three years. After successful completion of a second three-year term (or after a total of six years of

appointment), appointments may be considered for renewal for faculty in professor ranks for periods of up to five years.

Any merit-based term appointment of more than one year shall only be recommended when the candidate has consistently demonstrated (or, for initial appointment, shown clear potential for) highly effective teaching and/or, as appropriate to the appointment, a record of highly effective research or service/administration, as well as the ability and willingness to work productively with colleagues.

See APS 1405.111 for detailed procedures.

The department adopts II.D. of APS 1405.11, APS 1405.111, and the COEHP Personnel Document. Additionally, the department has the following criteria:

#### Clinical or Teaching Assistant Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Experience or expertise that will contribute to the teaching and learning environment or clinical practice of the department
- Evidence of initial performance and promise of success in teaching, instruction, or clinical practice
- Potential to contribute to the scholarship of teaching and learning (SoTL), evidence-based practice, and/or innovative practice
- Record of productive service to the department, institution, and profession

#### Clinical or Teaching Associate Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Experience or expertise that will contribute to the teaching and learning environment or clinical practice of the department
- Evidence of performance and promise of continued success in the scholarship of teaching and learning (SoTL), evidence-based practice, and/or innovative practice
- Demonstrated commitment and competence in teaching, instruction, or clinical practice
- Evidence of revision of curricular content of assessment or intervention strategies based on scientific advances, policy changes, or stakeholder feedback
- Consistently high student evaluation scores [a mean of at least a 4.0 on a 5.0 scale or equivalent]
- Evidence of collaboration with faculty to implement instruction in new evidence-based treatment techniques

#### Clinical or Teaching Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Experience or expertise that will contribute to the teaching and learning environment or clinical practice of the department.
- Evidence of significant performance and promise of continued success in the scholarship of teaching and learning (SoTL), evidence-based practice, and/or innovative practice
- Record of sustained success and competence in teaching, instruction, or clinical practice.
- Evidence of revision of curricular content of assessment or intervention strategies based on scientific advances, policy changes, or stakeholder feedback
- Consistently high student evaluation scores [a mean of at least a 4.0 on a 5.0 scale or equivalent]
- Evidence of collaboration with faculty to implement instruction in new evidence-based treatment techniques

- Evidence of recognition from peers through innovative professional practice, service to professional organizations, outreach, curriculum development, scholarship of teaching and learning, and/or program leadership.

#### E. Required Notification

The department adopts II.E. of APS 1405.11

### III. Successive Appointments, Annual Review, Peer Review, Third-Year Review, and Post-Tenure Review

#### A. Successive Appointments for Tenured and Tenure-Track Faculty

The Department adopts III.A. of APS 1405.11.

#### B. Annual Review for All Faculty

Faculty members in the Occupational Therapy Department are evaluated on an annual calendar basis, consistent with our mission and goals and in accordance with the procedures outlined in III.B. of APS 1405.11 and COEHP Personnel Document. In addition, the Department has the following requirements:

- The annual review of all full-time faculty for merit raise recommendations shall begin in mid-January. The following are submitted to the Peer Review Committee annually on a date to be determined each year, typically on or right after January 15.
  1. COEHP Annual Faculty Report
  2. ACOTE Form F (Appendix A)
  3. Evidence of Achievement in Teaching and Advising (Appendix B)

The procedures are as follows:

1. Faculty will complete the COEHP Annual Faculty Report Form
2. Faculty will update their ACOTE Form F developed at that last performance appraisal, and also draft a new one for the coming year to discuss with the program director (Appendix A).

#### **Teaching and Advising:**

3. Teaching and advising will be assessed based on the table in Appendix B. In addition to course evaluations, faculty must provide additional evidence of their teaching effectiveness from sources of evidence listed in Academic Policy Series 1405.11 section III.F.1. Evidence for teaching effectiveness should be presented in the context of its impact on students. When providing evidence of teaching and advising activity, faculty must explain how the activity demonstrates teaching excellence and innovation and advances students' learning.

#### **Service:**

4. Service will be assessed using Appendix C.

## Research

5. Research will be assessed based on the table in Appendix D (Tenure-Track) and Appendix E (Non-Tenure Track)
6. All faculty eligible for promotion must include a statement on their progress towards promotion and/or tenure and describe what specific evidence thus far they have to meet the promotion criteria for teaching, scholarship, and service as outlined in section IV.A. of this document below. Because the Department of Occupational Therapy strives to develop CHANGE AGENTS, INNOVATORS, COLLABORATORS, ADVOCATES, STEWARDS, and SCHOLARS, the department encourages faculty to be these things as well. Therefore, the department will allow faculty to use a broad spectrum and diverse types of evidence to demonstrate the standards/criteria are being met. However, faculty must clearly explain how the evidence provided by them aligns with the standards and leads to a clear, compressive advancement of knowledge benefiting students, the department, university, OT practice, or the OT profession.
7. All of these documents are submitted to the OTD Peer-Review Committee (PRC) for review, on or after January 15<sup>th</sup>.
8. This Committee provides narrative feedback on the peer evaluation form to each faculty member. This PRC has the responsibility for reviewing documentation prior to submission to the department chairperson/program director and assuring, to the best extent possible, consistency among reviews and review standards.
9. Following the peer review, the department chairperson/program director independently evaluates each faculty member based on the materials submitted by faculty and using self-assessment, and peer-reviews in an advisory fashion.
10. No later than March 1, the Department Head completes the evaluations and provides each faculty member with the Evaluation Form, which includes a) self-rating, b) Department Head rating, and c) narrative feedback from the OTD Peer Review Committee and the Department Head.

Each faculty member will be rated according to a 0.0 to 3.0 scale.

A single rating score for each area is derived by first obtaining the weighted average of the ratings in each area (teaching, research/scholarship, and service) by multiplying the rating score by the percent workload.

Next, a single score is calculated by adding the calculated products of each of the workload areas (Appendix F).

Example:

Step 1: (rating score in area) x (% workload) =  $X_t$

Step 2: Calculate the overall score =  $(X_t + X_r + X_s)$

Ratings are based on the criteria set forth within this document in the appendices. Once the base score is determined, additional evidence may be considered to add decimals to the base score. However, decimal points cannot increase a score to the next base score. For example, with a base score of 2, the max score an individual can receive by providing additional service

products is 2.9. The final rating for each section: teaching, research, and service - will be based on objective measures, but are also open to professional judgement by the Department Head.

**The Department Head's rating is the only rating used to determine merit.** The self-evaluation and peer evaluations are used by the Department Head to provide additional context. The Department Head will also provide a written synopsis of the rating to each faculty member, inclusive of strengths, weaknesses, and recommendations for the next year. Each annual review conducted by the department chairperson/program director must provide feedback to faculty eligible for promotion on their progress towards promotion and/or tenure and offer recommendations for improvement and/or next steps. Specifically, the department chairperson/program director will assess the evidence submitted by the faculty member to show their progress towards promotion and/or tenure and provide feedback on the appropriateness of evidence and suggest any modifications in evidence that are needed for them to continue to meet the criteria. All faculty will then have an opportunity to review their evaluation and schedule a meeting to discuss the rating with the Department Head. Non-tenured, tenure-track faculty are required to meet with the Department Head.

The department head assesses whether each faculty member's performance for the year has been satisfactory. Consistent with APS 1405.11, overall unsatisfactory performance means that the faculty member's performance as a whole is unsatisfactory, taking into consideration the faculty member's assigned workload (teaching/professional practice, scholarship, service) and overall contributions to the academic unit. Before making a determination of overall unsatisfactory performance, the department head considers evidence of relevant, documented efforts and outcomes within the context of the faculty member's assigned workload, including the faculty member's assigned annual evaluation score. At a minimum, any overall score of less than 1.0 or 0.0 in any substantial area of faculty responsibility would constitute overall unsatisfactory performance, and makes the faculty member ineligible for a merit salary increase.

Unsatisfactory performance for a non-tenure track faculty member is addressed in APS 1405.111. Post-tenure review based on overall unsatisfactory performance for tenured faculty is outlined in III.E. of APS 1405.11.

#### C. Peer Review

In addition to III.C. of APS 1405.11 and COEHP Personnel Document, the Department has additional processes as outlined in III.B. above.

#### D. Third Year Review

The Department adopts III.D. of APS 1405.11 and COEHP Personnel Document.

#### E. Post-Tenure Review

The OT Department adopts III.E. of APS 1405.11 and COEHP Personnel Document.

#### F. Criteria for Assessing Faculty Performance for All Faculty

The department adopts III.F. of APS 1405.11 and COEHP Personnel Document. In addition, the department has the following stipulations:

Annual faculty evaluations are based on performance in the areas of teaching, research, and service and weighted by the proportions assigned to each area. The standard assignment for tenured and tenure-track faculty in the department is 40% research and 40% teaching with the remaining 20% devoted to service. One three-credit hour class is the equivalent of 10% of a faculty member's annual workload. OTD faculty members are under 12-month contracts, therefore, a 40% teaching workload is equivalent to teaching two three-credit hour courses per semester, including summer (six per year).

The standard assignment for non-tenure-track teaching faculty is 80% teaching with the remaining 20% allocated to service. Therefore, an 80% teaching workload is equivalent to teaching four three-credit hour courses per semester (twelve per year).

Please see III.F. of APS 1405.11 for possible evidence of achievement in the areas of teaching, research/scholarship, and service. Additionally, as occupational therapy is a clinical profession, contributions to the profession, practice development, and treatment interventions are highly valued.

Faculty members' performance in each assigned area will be assessed using a four-point scale: 3.0 = exceeds expectations; 2.0 = meets expectations; 1.0 = partially meets expectations, and 0.0 = does not meet expectations. Department Head will use decimals to delineate faculty performance on the rating scale.

Evaluative criteria for Teaching, Research/Scholarship, and Service and the forms used for evaluation are presented in the Appendices section of this document.

#### IV. Promotion

##### A. Criteria for Promotion

In addition to IV.A. of APS 1405.11, the department has the following criteria:

##### Tenure-Track and Tenured Faculty

| Assistant to Associate With Tenure  | Associate to Full Professor   |
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| <p><u>Teaching &amp; Advising (two in each category):</u></p> <p>Record of sustained success in teaching as demonstrated by at least <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Revision/realignment of a course or curricular theme</li> <li>• Revision of curricular content of assessment or intervention strategies based on scientific advances, policy changes, or stakeholder feedback</li> </ul> | <p><u>Teaching &amp; Advising (four in each category):</u></p> <p>Record of sustained success in teaching as demonstrated by at least <b>four</b> of the following:</p> <ul style="list-style-type: none"> <li>• Revision/realignment of a course or curricular theme</li> <li>• Revision of curricular content of assessment or intervention strategies based on scientific advances, policy changes, or stakeholder feedback</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Collaboration with faculty to implement instruction in new evidenced based treatment techniques</li> <li>• Collaboration with clinical colleagues to produce intervention/outcomes studies</li> <li>• Consistently high student evaluation scores [a mean of at least a 4.0 on a 5.0 scale]</li> <li>• Annual active participation in University or professionally sponsored teaching seminars/events</li> </ul> <p><u>Advising:</u><br/>Record of sustained success in advising as demonstrated by at least <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Evidence of effective advising and mentoring, both formal academic advising and mentoring of individual students.</li> <li>• Evidence of effectiveness in direction of scholarship of undergraduate honors thesis</li> <li>• Evidence of effectiveness in direction of scholarship of graduate students, including OTD Capstone Projects including student completion, placement, achievements, and publications.</li> <li>• Evidence of effective participation in unit examination activities such as written and oral examinations for honors or graduate degree candidates.</li> </ul> | <ul style="list-style-type: none"> <li>• Collaboration with faculty to implement instruction in new evidenced based treatment techniques</li> <li>• Collaboration with clinical colleagues to produce intervention/outcomes studies</li> <li>• Consistently high student evaluation scores [a mean of at least a 4.0 on a 5.0 scale]</li> <li>• Annual active participation in University or professionally sponsored teaching seminars/events</li> </ul> <p><u>Advising:</u><br/>Record of sustained success in advising as demonstrated by at least <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• Evidence of effective advising and mentoring, both formal academic advising and mentoring of individual students.</li> <li>• Evidence of effectiveness in direction of scholarship of undergraduate honors thesis</li> <li>• Evidence of effectiveness in direction of scholarship of graduate students, including OTD Capstone Projects including student completion, placement, achievements, and publications.</li> <li>• Evidence of effective participation in unit examination activities such as written and oral examinations for honors or graduate degree candidates.</li> </ul> |
| <p><u>Scholarship</u></p> <p>Record of sustained success in scholarship as demonstrated by at least <b>eight</b> peer reviewed publications, with four as first author. One can be in a professional practice magazine (like OT Practice)</p> <p>Additional evidence must include at least <b>four</b> of the following:</p> <ul style="list-style-type: none"> <li>• Documented significant development of innovative practice</li> <li>• Professional involvement at conferences within the area of specialty (i.e., workshop</li> </ul>   | <p><u>Scholarship</u></p> <p>Record of sustained success in scholarship as demonstrated by at least <b>eight</b> peer reviewed publications since last promotion, with four as first author. One can be in a professional practice magazine (like OT Practice)</p> <p>Additional evidence must include at least <b>five</b> of the following:</p> <ul style="list-style-type: none"> <li>• Documented significant development of innovative practice</li> <li>• Significant professional involvement at conferences within the area of specialty (i.e. invited keynote speaker, certification</li> </ul>   |

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| <p>leader, expert panel, task-force member, etc.)</p> <ul style="list-style-type: none"> <li>• Dissemination of scholarship of teaching and learning</li> <li>• Dissemination of scholarship of clinical specialty area or innovative practice</li> <li>• Author of a book chapter</li> <li>• Author or editor of a book</li> <li>• Contributing author of new intervention model or practice</li> <li>• Contributing investigator for practice or education related research</li> <li>• Consistent effort to secure funding to support research agenda (each year of consistent effort can count for one piece of evidence up to max of three)</li> <li>• Paid contracted service based on expertise</li> </ul>  | <p>instructor, workshop leader, expert panel, task-force member, etc.)</p> <ul style="list-style-type: none"> <li>• Broad dissemination of scholarship of teaching and learning</li> <li>• Dissemination of scholarship of clinical specialty area or innovative practice</li> <li>• Author of a book chapter</li> <li>• Author or editor of a book</li> <li>• Contributing author of new intervention model or practice</li> <li>• Contributing investigator for practice or education related research</li> <li>• Consistent effort to secure funding to support research agenda (each year of consistent effort can count for one piece of evidence up to max of three), must include at least <b>one application for federal funds.</b></li> <li>• Paid contracted service based on expertise</li> </ul>  |
| <p><u>Service</u></p> <p>Record of sustained success in service as demonstrated by:</p> <p><b>Required</b> annual service includes at least <b>two</b> Departmental and <b>two</b> College or University committees</p> <p>Additional evidence should include at least <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• Service on committees at UAMS</li> <li>• Active service on <u>additional</u> College or University committees.</li> <li>• Documented work to improve the quality of field experiences or clinical practice with assessment of outcomes</li> <li>• Additional administrative duties, such as chairing a departmental committee or recruitment responsibilities</li> <li>• Expansion or revision of clinical sites to accommodate student needs</li> <li>• Workshops or seminars for the benefit of external colleagues</li> <li>• Coordinator of curriculum revisions</li> <li>• Coordinator of ACOTE report or self-study</li> <li>• Program coordinator</li> <li>• Leadership position within state or national associations</li> </ul> | <p><u>Service</u></p> <p>Record of sustained success in service as demonstrated by:</p> <p><b>Required</b> annual service includes at least <b>two</b> Departmental and <b>two</b> College or University committees</p> <p>Additional evidence should include at least <b>six</b> of the following:</p> <ul style="list-style-type: none"> <li>• Service on committees at UAMS</li> <li>• Active <u>leadership</u> service on <u>additional</u> College or University committees.</li> <li>• Documented work to improve the quality of field experiences or clinical practice with assessment of outcomes</li> <li>• Additional administrative duties, such as chairing a departmental committee or recruitment responsibilities</li> <li>• Expansion or revision of clinical sites to accommodate student needs</li> <li>• Leadership position within state/regional/national associations</li> <li>• Workshops or seminars for the benefit of external colleagues</li> <li>• Coordinator of curriculum revisions</li> <li>• Coordinator of ACOTE report or self-study</li> <li>• Program coordinator</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Effective leadership positions on UA committees at the department, college or university levels (counts as <b>two</b>)</li> <li>• Development of workshops/seminars for the benefit of external colleagues</li> <li>• Additional certifications within specialty area</li> </ul> | <ul style="list-style-type: none"> <li>• Effective leadership positions on UA committees at the department, college or university levels (counts as <b>two</b>)</li> <li>• Effective leadership positions on UA committees at the department, college or university levels</li> <li>• Development of workshops/seminars for the benefit of external colleagues</li> <li>• Additional certifications within specialty area</li> </ul> |
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### Non-Tenure Track Faculty

| Assistant to Associate  | Associate to Full  |
|---|--|
| <p><u>Teaching &amp; Advising (in <b>each</b> category):</u></p> <p><u>Teaching:</u> Record of sustained success in teaching as demonstrated by at least <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• Revision/realignment of a course or curricular theme</li> <li>• Revision of curricular content of assessment or intervention strategies based on scientific advances, policy changes, or stakeholder feedback</li> <li>• Collaboration with faculty to implement instruction in new evidenced based treatment techniques</li> <li>• Collaboration with clinical colleagues to produce intervention/outcomes studies</li> <li>• Consistently high student evaluation scores [a mean of at least a 4.0 on a 5.0 scale]</li> <li>• Consistently high peer teaching evaluation scores [a mean of at least a 4.0 on a 5.0 scale]</li> <li>• Annual active participation in at least 6 hours of University or professionally sponsored teaching seminars/events</li> <li>• Participation in Teaching Camp through University of Arkansas</li> </ul> <p><u>Advising:</u><br/>Record of sustained success in advising as demonstrated by at least <b>two</b> of the following:</p> | <p><u>Teaching &amp; Advising (in <b>each</b> category):</u></p> <p><u>Teaching:</u> Record of sustained success in teaching as demonstrated by at least <b>four</b> of the following:</p> <ul style="list-style-type: none"> <li>• Revision/realignment of a course or curricular theme</li> <li>• Revision of curricular content of assessment or intervention strategies based on scientific advances, policy changes, or stakeholder feedback</li> <li>• Collaboration with faculty to implement instruction in new evidenced based treatment techniques</li> <li>• Collaboration with clinical colleagues to produce intervention/outcomes studies</li> <li>• Consistently high student evaluation scores [a mean of at least a 4.0 on a 5.0 scale]</li> <li>• Consistently high peer teaching evaluation scores [a mean of at least a 4.0 on a 5.0 scale]</li> <li>• Annual active participation in at least 6 hours of University or professionally sponsored teaching seminars/events</li> <li>• Participation in Teaching Camp through University of Arkansas</li> </ul> <p><u>Advising:</u><br/>Record of sustained success in advising as demonstrated by at least <b>three</b> of the following:</p> |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Evidence of effective advising and mentoring, both formal academic advising and mentoring of individual students.</li> <li>• Evidence of effectiveness in direction of scholarship of undergraduate honors thesis</li> <li>• Evidence of effectiveness in direction of scholarship of graduate students, including OTD Capstone Projects including student completion, placement, achievements, and publications.</li> <li>• Evidence of effective participation in unit examination activities such as written and oral examinations for honors or graduate degree candidates.</li> <li>• Evidence of successful completion of training to improve effectiveness of student advising skills</li> </ul>  | <ul style="list-style-type: none"> <li>• Evidence of effective advising and mentoring, both formal academic advising and mentoring of individual students.</li> <li>• Evidence of effectiveness in direction of scholarship of undergraduate honors thesis</li> <li>• Evidence of effectiveness in direction of scholarship of graduate students, including OTD Capstone Projects including student completion, placement, achievements, and publications.</li> <li>• Evidence of effective participation in unit examination activities such as written and oral examinations for honors or graduate degree candidates.</li> <li>• Evidence of successful completion of training to improve effectiveness of student advising skills</li> </ul>  |
| <p><u>Scholarship</u></p> <p>Record of sustained success in scholarship as demonstrated by at least <b>three</b> peer reviewed publications, with one as first author. One can be in a professional practice magazine (like OT Practice)</p> <p>Additional evidence must include at least <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Documented significant development of innovative practice</li> <li>• Professional involvement at conferences within the area of specialty (workshop leader, expert panel, task-force member, etc.)</li> <li>• Dissemination of scholarship of teaching and learning</li> <li>• Dissemination of scholarship of clinical specialty area or innovative practice</li> <li>• Author of a book chapter</li> <li>• Author or editor of a book</li> <li>• Contributing author of new intervention model or practice</li> <li>• Contributing investigator for practice or education related research</li> <li>• Consistent effort to secure funding to support research agenda</li> <li>• Paid contracted service based on expertise</li> </ul> | <p><u>Scholarship</u></p> <p>Record of sustained success in scholarship as demonstrated by at least <b>four additional</b> peer reviewed publications since last promotion, with two as first author. One can be in a professional practice magazine (like OT Practice)</p> <p>Additional evidence must include at least <b>four</b> of the following:</p> <ul style="list-style-type: none"> <li>• Documented significant development of innovative practice</li> <li>• Significant professional involvement at conferences within the area of specialty (i.e. invited keynote speaker, certification instructor, workshop leader, expert panel, task-force member, etc.)</li> <li>• Dissemination of scholarship of teaching and learning</li> <li>• Dissemination of scholarship of clinical specialty area or innovative practice</li> <li>• Author of a book chapter</li> <li>• Author or editor of a book</li> <li>• Contributing author of new intervention model or practice</li> <li>• Contributing investigator for practice or education related research</li> <li>• Consistent effort to secure funding to support research agenda, must include at least one application for federal or foundation funds.</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Paid contracted service based on expertise</li> </ul>   |
| <p><u>Service</u></p> <p>Record of sustain success in service as demonstrated by:</p> <p><b>Required</b> annual service includes at least <b>two</b> Dept., and <b>two</b> College or University committees.</p> <p>Additional evidence should include at least <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• Service on committees at UAMS</li> <li>• Active service on <u>additional</u> College or University committees.</li> <li>• Documented work to improve the quality of field experiences or clinical practice with assessment of outcomes</li> <li>• Additional administrative duties, such as chairing a departmental committee or recruitment responsibilities</li> <li>• Expansion or revision of clinical sites to accommodate student needs</li> <li>• Workshops or seminars for the benefit of external colleagues</li> <li>• Coordinator of curriculum revisions</li> <li>• Coordinator of ACOTE report or self-study</li> <li>• Program coordinator</li> <li>• Leadership position within state or national associations</li> <li>• Effective leadership positions on UA committees at the department, college or university levels (counts as <b>two</b>)</li> <li>• Development of workshops/seminars for the benefit of external colleagues</li> <li>• Additional certifications within specialty area</li> </ul> | <p><u>Service</u></p> <p>Record of sustain success in service as demonstrated by:</p> <p><b>Required</b> annual service includes at least <b>two</b> Dept., and <b>two</b> College or University committees.</p> <p>Additional evidence should include at least <b>six</b> of the following:</p> <ul style="list-style-type: none"> <li>• Service on committees at UAMS</li> <li>• Active <u>leadership</u> service on <u>additional</u> College or University committees.</li> <li>• Documented work to improve the quality of field experiences or clinical practice with assessment of outcomes</li> <li>• Additional administrative duties, such as chairing a departmental committee or recruitment responsibilities</li> <li>• Expansion or revision of clinical sites to accommodate student needs</li> <li>• Leadership position within state/regional/national associations</li> <li>• Workshops or seminars for the benefit of external colleagues</li> <li>• Coordinator of curriculum revisions</li> <li>• Coordinator of ACOTE report or self-study</li> <li>• Program coordinator</li> <li>• Leadership position within state or national associations</li> <li>• Effective leadership positions on UA committees at the department, college or university levels (counts as <b>two</b>)</li> <li>• Development of workshops/seminars for the benefit of external colleagues</li> <li>• Additional certifications within specialty area</li> </ul> |

## B. Procedures for Promotion

The department adopts IV.B. of APS 1405.11 and COEHPE Personnel Document.

## **V. Tenure**

### **A. Criteria for Awarding Tenure**

The department adopts V.A. of APS 1405.11. Additionally, in the Department of Occupational Therapy, criteria for tenure include excellence in teaching and research/scholarship that result in high-quality impact in the field and/or clinical practice.

### **B. Procedures for Awarding Tenure**

The department adopts V.B. of APS 1405.11.

### **C. Procedures for Suspending Probationary Period**

The department adopts V.C. of APS 1405.11.

### **D. Mandatory Sixth Year Review – Terminal Appointment**

The department adopts procedure specified under V.D. of APS 1405.11.

## **VI. Dismissal of Tenure-Track and Tenured Faculty**

The department adopts procedures specified under VI. of APS 1405.11.

## **VII. Dismissal of Multi-Year Appointed Non-Tenure Track Faculty**

The Department adopts procedures specified under VII. of APS 1405.

## Appendices

### Appendix A: ACOTE Form F

#### FACULTY/PROGRAM DIRECTOR PROFESSIONAL DEVELOPMENT PLAN

*(Completed forms must be signed by both parties in order to be considered valid. Electronic/typed signature is acceptable.)*

(Program Title)

(College/University Name)

Name:

Title:

Number of Hours worked (*FTE equivalent*):

Number of Credits Taught (*per academic year*):

Supervisor's Signature: \_\_\_\_\_ \_Date

Faculty/PD's Signature: \_\_\_\_\_ Date

Date Developed: \_\_\_\_\_ Date Revised: \_\_\_\_\_

| Connection to Program's Strategic Plan | Goals | Action Steps To Achieve Goal | Timeline | Outcomes | Revised Goal |
|--|-------|------------------------------|----------|----------|--------------|
|  |       |                              |          |          |              |

**Appendix B: Evidence of Achievement in Teaching and Advising (For all Faculty; Tenure-Track, Tenured, and Non-Tenure-Track):**

Since the Department of Occupation Therapy’s primary purpose is the education of occupational therapy professionals, excellence in teaching and advising must be a top priority. Evidence of achievement in teaching and advising should take into account the level and type of courses taught, the course delivery method, and the percentage of faculty time devoted to teaching and/or advising. Faculty must provide numerical ratings from student evaluations of teaching and any other evaluations completed from sources of evidence listed in Academic Policy Series 1405.11 section III.F.1. Once the base score is determined, additional evidence will be considered to add decimals to the base score. However, decimal points cannot increase a score to the next base score. For example, with a base score of 2, the max score an individual can receive by providing additional service products is 2.9.

| Base Score  | Minimum Evidence for Achievement   | Additional Evidence to Improve the Base Score.<br>See III.F.1. of APS 1405.11. | Earned Score |
|---|--|--|--------------|
| <p><b>0 <i>Does Not Meet Expectations</i></b></p>   | <p>No evidence of teaching effectiveness in accordance with III.F.1. Derelict performance such as not holding class, refusing a reasonable teaching assignment, failure to fulfill academic advising responsibilities, repeated course absences without adequate provision for learning, and similar behaviors that detriment student learning and success. Student evaluation scores &lt;2.5 average on University, College, and Department core.</p> |  |              |
| <p><b>1 <i>Partially Meets Expectations</i></b></p> <p>Indicates minimal teaching at the department level</p> | <p>Student evaluation scores average 2.6 – 3.5 on University, College, and Department core. In addition, at least one evidence of achievement from the list under sections III.F.1. (a), (b), or (c) of APS 1405.11. Evidence provided must demonstrate teaching performance that impacts students’ learning.</p>  |  |              |
| <p><b>2 <i>Meets Expectations</i></b></p> <p>Indicates strong teaching to</p>                                 | <p>Student evaluation scores average 3.6 – 4.2 on University, College, and Department core. In addition, at least two types of evidence of achievement from the lists under sections III.F.1. (a), (b), or (c) of APS</p>  |  |              |

|   |   |  |  |
|---|---|--|--|
| <p>the department, college, university, and/or academy</p>                | <p>1405.11. Evidence provided must demonstrate teaching effectiveness that advances students' learning.</p>   |  |  |
| <p><b>3 Exceeds Expectations</b><br/>Indicates excellence in teaching</p> | <p>Student evaluation scores average &gt;4.3 on University, College, and Department core. In addition, at least three types of evidence of achievement from all three sections – III.F.1. (a), (b), and (c) of APS 1405.11. Evidence provided must demonstrate teaching excellence and innovation that maximizes students' learning</p> |  |  |

**Appendix C: Annual Evidence of Achievement in Service for All Faculty (Tenure-Track, Tenured, and Non-Tenure Track)**

| Rating  | Base Column   | Evidence of additional service products, such as external training and professional presentations, will be factored into the rating score. Some examples are provided below. Additional examples are provided in APS 1405.11 section III.F.3. |
|---|---|---|
| <p>0 (&lt;25% of time)</p> <p><b>Does Not Meet Expectations</b></p>   | <ul style="list-style-type: none"> <li>• Does not regularly attend meetings and/or is unprepared</li> <li>• Rarely actively participates in committees</li> <li>• Rarely meets service deadlines</li> <li>• Rarely volunteers for service activities in department, college, or university</li> <li>• Rarely seeks or declines additional tasks to aid others/department</li> <li>• Declines leadership roles or in mostly ineffective as Chair, Vice Chair, or equivalent of major college/university committee</li> <li>• Shows little evidence of impact of committee work</li> <li>• Requires significant assistance/guidance to create and develop materials on own initiative..</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Contributions to professional development</li> <li>• Membership in professional organizations</li> </ul>   |
| <p>1 (26-50% of time)</p> <p><b>Partially Meets Expectations</b></p> <p>Indicates minimal service at the department level</p> | <ul style="list-style-type: none"> <li>• Shows minimal ability to create and develop materials on own initiative, provides technical solutions to problems.</li> <li>• Shows minimal evidence of impact of committee work</li> <li>• Usually meets service deadlines with quality work</li> <li>• Occasionally volunteers for service activities</li> <li>• Occasionally seeks additional tasks to aid others/department</li> <li>• Occasionally agrees to serve in leadership roles and demonstrates minimal effectiveness as Chair, Vice Chair, or equivalent of major college/university committee</li> <li>• Occasionally agrees to serve in leadership roles and demonstrates minimal effectiveness in leadership</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of contribution to community work/volunteerism/consultation</li> </ul>  |

|   |  |   |
|---|--|---|
|   | <p>role in professional organization at the state/national/international level</p>   |   |
| <p>2 (51-90% of time)</p> <p><b>Meets Expectations</b></p> <p>Indicates strong service to the department, college, university, and/or academy</p> | <ul style="list-style-type: none"> <li>• Demonstrates positive attitude, encourages and motivates team, supports team decisions</li> <li>• Regularly meets service deadlines with quality work</li> <li>• Accepts fair share of work and reliably completes it by the required time.</li> <li>• Regularly agrees to serve in leadership roles and demonstrates effectiveness as Chair, Vice Chair, or equivalent of major college/university committee</li> <li>• Shows ability to create and develop materials on own initiative, provides technical solutions to problems.</li> <li>• Shows evidence of significant impact of committee work</li> <li>• Displays or tries to develop a wide range of skills in service of the project</li> <li>• Identifies unmet departmental/project needs &amp; moves them forward.</li> </ul>  | <ul style="list-style-type: none"> <li>• Departmental service, such as program coordinator, clinical coordinator, accreditation coordinator.</li> </ul> |
| <p>3 (&gt; 90% of time)</p> <p><b>Exceeds Expectations</b></p> <p>Indicates excellence in service</p>   | <ul style="list-style-type: none"> <li>• Demonstrates positive attitude, encourages and motivates team, supports team decisions, <u>helps team reach consensus, helps resolve conflicts in the group.</u></li> <li>• Shows evidence of exceptional impact of committee work</li> <li>• Problem-solves when faced with impasses or challenges, originates new ideas, initiates team decisions.</li> <li>• Consistently volunteers for service activities</li> <li>• Consistently seeks or suggests additional tasks to aid others/department</li> <li>• Consistently agrees or seeks to serve in leadership roles and demonstrates effectiveness as Chair, Vice Chair, or equivalent of major college/university committee</li> <li>• Serves in leadership role in professional organization at the state/national/international level</li> <li>• Receives nomination for university service award</li> </ul> | <ul style="list-style-type: none"> <li>• University, city, state, or national award for service</li> </ul>  |

**Comments:**

Score:



**Appendix D: Evidence of Achievement in Research/Scholarship for Tenure-Track and Tenured Faculty**

| Rating                                       | Base Column  | Evidence of additional research products, such as external funding and professional presentations, will be factored into the rating score (some examples are provided below). Indicators of quality and impact will also be considered in the rating. Please refer to III.F.2. of APS 1405.11. for examples of evidence that can be used to demonstrate the quality of scholarship. |   |
|--|--|---|---|
|  | <p><b>Peer reviewed publications, chapters, books</b></p>  |   |   |
| <p><b>0 Does Not Meet Expectations</b></p>   | <ul style="list-style-type: none"> <li>• No publications</li> <li>• No grant applications</li> </ul>   | <p>Establishment of partnerships to promote innovative practice or collaborative research with other institutions or community partners.</p>  | <p>PI or Co-PI on submitted <b>non-federal</b> research proposal(s)</p>           |
| <p><b>1 Partially Meets Expectations</b></p> | <ul style="list-style-type: none"> <li>• One peer reviewed publication</li> </ul> <p>And at least <b>one</b> of the following</p> <ul style="list-style-type: none"> <li>• Multiple publications in non-peer reviewed, state, or regional journals</li> <li>• Documented significant development of innovative practice</li> <li>• Professional involvement at conferences within the area of specialty (workshop leader, expert panel, task-force member, etc.)</li> <li>• Dissemination of scholarship of</li> </ul> | <p>Book chapters; peer reviewed national/international presentation;</p> <p>Invited speaker</p> <p>Invited keynote or named speaker at significant professional conference/association</p>  | <p>PI or Co-PI on submitted <b>federal</b> research proposal(s) or equivalent</p> |

|                                    |  |  |  |
|------------------------------------|--|--|--|
|                                    | <p>teaching and learning</p> <ul style="list-style-type: none"> <li>• Dissemination of scholarship of clinical specialty area or innovative practice</li> <li>• Author of a book chapter</li> <li>• Author or editor of a book</li> <li>• Contributing author of new intervention model or practice</li> <li>• Contributing investigator for practice or education related research</li> <li>• Consistent effort to secure funding to support research agenda (each year of consistent effort can count for one piece of evidence up to max of three)</li> <li>• Paid contracted service based on expertise</li> </ul> |  |  |
| <p><b>2 Meets Expectations</b></p> | <ul style="list-style-type: none"> <li>• Two peer reviewed publications as primary, secondary, or corresponding author</li> </ul> <p>And at least <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Documented significant development of innovative practice</li> <li>• Professional involvement at conferences within the area of specialty (workshop leader, expert panel, task-force)</li> </ul>   |  |  |

|                                      |  |  |  |
|--------------------------------------|--|--|--|
|                                      | <ul style="list-style-type: none"> <li>member, etc.)</li> <li>• Dissemination of scholarship of teaching and learning</li> <li>• Dissemination of scholarship of clinical specialty area or innovative practice</li> <li>• Author of a book chapter</li> <li>• Author or editor of a book</li> <li>• Contributing author of new intervention model or practice</li> <li>• Contributing investigator for practice or education related research</li> <li>• Consistent effort to secure funding to support research agenda</li> <li>• Paid contracted service based on expertise</li> <li>• Presentation at national conference</li> </ul> |  |  |
| <p><b>3 Exceeds Expectations</b></p> | <ul style="list-style-type: none"> <li>• <b>Three</b> or more peer reviewed publications</li> </ul> <p>And at least <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Publication in journal with impact factor higher than AJOT</li> <li>• Documented significant development of innovative practice</li> <li>• Professional involvement at conferences within the area of specialty</li> </ul>   |  |  |

|  |   |  |  |
|--|---|--|--|
|  | <p>(workshop leader, expert panel, task-force member, etc.)</p> <ul style="list-style-type: none"><li>• Dissemination of scholarship of teaching and learning</li><li>• Dissemination of scholarship of clinical specialty area or innovative practice</li><li>• Author of a book chapter</li><li>• Author or editor of a book</li><li>• Contributing author of new intervention model or practice</li><li>• Contributing investigator for practice or education related research</li><li>• Consistent effort to secure funding to support research agenda (each year of consistent effort can count for one piece of evidence up to max of three)</li><li>• Paid contracted service based on expertise</li></ul> |  |  |
|--|---|--|--|

**Appendix E: Annual Evidence of Achievement in Scholarship for Non-Tenure Track Faculty:**

| Rating  | Base Column  |   |   |
|---|--|---|---|
|   | <p><b>Peer reviewed publications, chapters,</b></p> <p><b>Books</b></p>  | <p><b>Evidence of additional scholarship products, such as external funding and professional presentations, will be factored into the rating score (some examples are provided below).</b> Indicators of quality and impact of will also be considered in the rating. Please refer to III.F.2. of APS 1405.11. for examples of evidence that can be used to demonstrate the quality of scholarship.</p> |   |
| <p>0 <b><i>Does Not Meet Expectations</i></b></p>   | <ul style="list-style-type: none"> <li>• No publications</li> <li>• No grant applications</li> </ul>   | <p>Establishment of partnerships to promote innovative practice, collaborative research with other institutions or community partners, or SoTL projects.</p>  | <p>PI or Co-PI on submitted <b>non-federal</b> research proposal(s)</p>           |
| <p>1 <b><i>Partially Meets Expectations</i></b></p> | <ul style="list-style-type: none"> <li>• Submitted one reviewed publication</li> </ul> <p>And at least <b>one</b> of the following</p> <ul style="list-style-type: none"> <li>• Multiple publications in non-peer reviewed, state, or regional journals</li> <li>• Documented significant development of innovative practice</li> <li>• Professional involvement at conferences within the area of specialty (workshop leader, expert panel, task-force member, etc.)</li> <li>• Dissemination of</li> </ul> | <p>Book chapters; peer reviewed national/international presentation;</p> <p>Invited speaker</p> <p>Invited keynote or named speaker at significant professional conference/association</p>  | <p>PI or Co-PI on submitted <b>federal</b> research proposal(s) or equivalent</p> |

|                                    |   |  |  |
|------------------------------------|---|--|--|
|                                    | <p>scholarship of teaching and learning</p> <ul style="list-style-type: none"> <li>• Dissemination of scholarship of clinical specialty area or innovative practice</li> <li>• Author of a book chapter</li> <li>• Author or editor of a book</li> <li>• Contributing author of new intervention model or practice</li> <li>• Contributing investigator for practice or education related research</li> <li>• Consistent effort to secure funding to support research agenda (each year of consistent effort can count for one piece of evidence up to max of three)</li> <li>• Paid contracted service based on expertise</li> </ul> |  |  |
| <p><b>2 Meets Expectations</b></p> | <ul style="list-style-type: none"> <li>• One peer reviewed publication as primary, secondary, or corresponding author (1 every 24 months)</li> </ul> <p>And at least <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Documented significant development of innovative practice</li> <li>• Professional involvement at conferences within the area of specialty (workshop</li> </ul>   |  |  |

|   |   |  |  |
|---|---|--|--|
|   | <p>leader, expert panel, task-force member, etc.)</p> <ul style="list-style-type: none"> <li>• Dissemination of scholarship of teaching and learning</li> <li>• Dissemination of scholarship of clinical specialty area or innovative practice</li> <li>• Author of a book chapter</li> <li>• Author or editor of a book</li> <li>• Contributing author of new intervention model or practice</li> <li>• Contributing investigator for practice or education related research</li> <li>• Consistent effort to secure funding to support research agenda</li> <li>• Paid contracted service based on expertise</li> <li>• Presentation at national conference</li> </ul> |  |  |
| <p>3 <b><i>Exceeds Expectations</i></b></p> | <ul style="list-style-type: none"> <li>• <b>Two</b> or more peer reviewed publications</li> </ul> <p>And at least <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Publication in journal with impact factor higher than AJOT</li> <li>• Documented significant development of</li> </ul>  |  |  |

|  |  |  |  |
|--|--|--|--|
|  | <p>innovative practice or teaching technique</p> <ul style="list-style-type: none"><li>• Professional involvement at conferences within the area of specialty (workshop leader, expert panel, task-force member, etc.)</li><li>• Dissemination of scholarship of teaching and learning</li><li>• Dissemination of scholarship of clinical specialty area or innovative practice</li><li>• Author of a book chapter</li><li>• Author or editor of a book</li><li>• Contributing author of new intervention model or practice</li><li>• Contributing investigator for practice or education related research</li><li>• Consistent effort to secure funding to support research agenda (each year of consistent effort can count for one piece of evidence up to max of three)</li><li>• Paid contracted service based on expertise</li></ul> |  |  |
|--|--|--|--|

## Appendix F: Evaluation Results

Summary:

Areas for improvement:

Conclusion:

|                             | <b>Score</b> | <b>Workload %</b> | <b>Calculated Score</b> |
|-----------------------------|--------------|-------------------|-------------------------|
| <b>Research/Scholarship</b> |              |                   |                         |
| <b>Service</b>              |              |                   |                         |
| <b>Teaching</b>             |              |                   |                         |
| <b>Overall Score</b>        |              |                   |                         |