DEPARTMENT OF OCCUPATIONAL THERAPY & OCCUPATIONAL SCIENCE
PROMOTION, TENURE, REAPPOINTMENT, AND MERIT (PTRM) DOCUMENT

(Also referred to as “The OTOS PTRM Document”)

DEPARTMENTAL APPROVAL: May 28, 2014
CHP PTRM COMMITTEE APPROVAL: May 29, 2014
UNIVERSITY PTRM COMMITTEE APPROVAL:
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I. PTRM General Policies and Procedures

A. Calendar

The Towson University Promotion and Tenure calendar will be followed for all steps in the promotion and tenure process [See Towson University Appointment, Rank, and Tenure (ART) document]. Department deadlines are in Appendix A of this document.

B. Changes to Department of OTOS Promotion, Tenure, Reappointment and Merit (PTRM) Expectations and Policies

1. All changes to the Department’s PTRM Expectations and Policies must be approved by the department faculty and forwarded to the College of Health Professions (CHP) Promotion and Tenure Committee by the first Friday in December. All tenured, tenure-track, and clinical faculty vote on changes. Lecturers may participate in discussions related to changing the document but may not vote. A quorum will consist of 75% of the eligible faculty. Changes are approved by simple majority vote.

2. Approval of the OT & OS Promotion, Tenure, Reappointment and Merit (PTRM) Document

Each year, all tenured, tenure-track, and clinical faculty review and vote to approve the Department of Occupational Therapy and Occupational Science PTRM Expectations and Policies document. The vote will be completed using a written individual secret ballot that includes each faculty member’s Towson University ID number, vote, and date. Except for faculty who are on leave from the university (e.g., medical, sabbatical, etc.), the signature and Towson University ID number of each tenured or tenure-track faculty member on the department voting record will signify that s/he has voted on the department PTRM documents. Faculty who do not vote will be recorded as abstaining. The vote must be completed by the first Friday in December.

C. Committee Membership and Procedures

1. Composition and Eligibility

The PTRM Committee is comprised of three committees: the Tenure/Reappointment/Comprehensive Review Committee, the Promotion Committee, and the Merit Committee.

a. The Tenure/Reappointment/Comprehensive Review Committee is composed of all tenured faculty members. This committee completes its deliberations before the Promotion and Merit Committees begin their deliberations.

b. The Promotion Committee is comprised of five standing members: the Department PTRM Chairperson, the Department chairperson, and three elected tenured members of the Department. The Department chairperson is a non-voting member. The Committee composition will include at least two ranks. In
addition, two members are to be above the promotion candidate's rank. The committee will also include one clinical faculty member with the rank of Clinical Associate Professor or higher, who will join, as needed, for only committee review and recommendations for clinical faculty requesting promotion or additional multi-year contracts. Should a faculty member at the rank of Clinical Associate Professor or higher not be available, a clinical faculty member from outside of the department, but within the CHP, will be appointed to the committee for clinical faculty deliberations.

c. The Merit Committee is composed of at least four members other than the department chair. The Committee composition will include at least one representative from each rank (i.e., full professor, associate professor, assistant professor, and clinical faculty) or at least two representative ranks when there are not enough appropriately ranked persons available to serve. The criteria for serving on this committee include: (a) tenured faculty and tenure-track faculty who have served at least three full years at the University, and (b) one full time clinical faculty member who has served at least three years in this capacity. The clinical faculty member will join merit deliberations only for clinical faculty members.

2. Election of Committee Members and Alternate

a. The Department PTRM chairperson, in consultation with the Chairperson of the Department of Occupational Therapy and Occupational Science, (hereafter referred to as the department chairperson), will hold an election to determine the members of the Promotion and Merit committees according to the Towson University ART calendar.

b. In April of each year, a ballot will be formed that meets department criteria, and an election will be held for the Promotion (ad hoc) and Merit (annual) Committees.

c. All PTRM committees will be formed by the first Friday in May.

d. The members, including an alternate member, of the Promotion and Merit committees are elected by tenured, tenure-track, and clinical faculty. The faculty member receiving the next highest vote after the top elected members have been selected will be elected as the alternate. The alternate will serve when a committee member cannot serve. These procedures are consistent with the CHP PTRM document.

e. At the request of an individual faculty member, a faculty member from another department may be added to that individual faculty member’s Promotion Committee. Request for an additional promotion committee member must be made at the time of submission of the documents. The additional member must be approved by the Department PTRM Committee.

f. Term of Office: For all committees, terms will be for one year.

g. Quorum: A quorum consisting of at least 80% of the members of the committee must be present to hold a vote.
3. **Confidentiality**

Members of the Department PTRM committee(s) must regard their work to be of the utmost confidentiality. Any discussion of matters that come before a committee with anyone not on the committee, or discussions of these matters in public areas or in unofficial meetings, is inappropriate, except to the extent such disclosure is required by law or applicable policy. Any and all such behavior shall be regarded as a serious breach of confidentiality and shall be subject to disciplinary action. All actions of the Department PTRM committee(s) including discussions and processes will be kept confidential permanently.

4. **Committee Procedures for Deliberations and Reporting to Candidates**

   a. The Committee members review the documents to determine achievements of standards and criteria. Alternate members will serve as needed.

   b. A positive or negative recommendation for PTRM is decided by majority vote. In the case of a tie vote, the committee will continue deliberations until a majority positive or negative recommendation is reached.

   c. The PTRM chairperson records and dates the result of the vote on the faculty member’s Department Summary Recommendation Form (DSR).

   d. The Committee members or individual designee will write a report indicating the recommendation regarding PTRM status.

   e. All Committee members sign the report indicating that they have read it.

   f. The Committee(s)’ recommendations are given to all non-first year faculty by the second Friday in October.

   g. The faculty members being evaluated shall sign the final report and the DSR form indicating that they have read both.

   h. The department chairperson or designee shall send the signed and dated report to the Dean’s office. In addition, the DSR form and either the Annual Report Parts I & II (AR) or the Chairperson’s Annual Report I & II (CAR) form, as well as other supporting materials, will be forwarded according to the University ART calendar.

5. **Voting Procedures**

   a. All votes regarding tenure, promotion, reappointment, merit, and/or comprehensive review taken by any committee will be by individual secret ballot, signed with the Towson University ID number, dated by the voting member, and tallied by the PTRM committee chair. During the voting process, the department chairperson (non-voting member) will check the ballots to identify any cases of a tie vote before deliberations are concluded for that faculty member. The PTRM committee chair shall forward a signed, dated report of the final result of the vote and the committee’s recommendation to the next level of review. The secret ballots shall not be included in the faculty evaluation portfolio but shall be forwarded under a separate cover to the Provost, to be preserved with the faculty member’s file until three (3) years following the faculty member’s termination or
resignation from the university. No committee member shall abstain from a vote unless the Provost authorizes such abstention based on good cause, including an impermissible conflict of interest.

b. Faculty members on sabbatical or leave may vote by proxy for committee leadership and committee membership. In order to vote for promotion, tenure, reappointment, merit, or comprehensive review, they must have participated in the review of materials and all discussions.

6. Appeals of Negative Recommendations at the Department Level

a. The faculty member may appeal a non-reappointment, tenure, promotion or merit negative recommendation.

b. The faculty member has 21 calendar days from the date of receipt of any merit, tenure, or promotion decision to appeal that decision.

c. The appeal should address the substantive issues that led to the negative recommendation.

d. The faculty member should follow procedures outlined in CHP Promotion and Tenure Policies and Procedures and in the Towson University ART documents.

7. Role of Committee Chairperson

The Committee chairperson is elected each year by majority vote of the members of the PTRM Committee at the first meeting of the academic year.

The committee chairperson is 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.

D. Role of the Department Chairperson

1. The chairperson is a non-voting member of all PTRM committees. The department chairpersons do not serve as committee chairpersons.

2. Consistent with his/her leadership, communication, governance, and management roles, as specified in the Academic Department Chairpersons’ Roles and Responsibilities and the Evaluation of the Academic Chairperson for Promotion, Tenure, Reappointment (as a faculty member), and Merit documents (see Faculty Handbook, 03-11.00), 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. Each year, the chairperson shall review all faculty’s Towson University Annual Report (AR) Part I: Reporting on Activities for Academic Year document, which
describes the correlation between expectations and achievement. The chairperson, following discussion with each faculty member, will provide the Department Promotion and Tenure committees with relevant information about the individual faculty member’s overall performance as a member of the Department.

4. The Department chairperson may submit a separate letter related to faculty member’s application for merit and reappointment review.

5. The Department chairperson shall submit a separate letter related to each faculty member’s application for tenure, promotion, and comprehensive five-year review.

6. When composing a letter, the chairperson shall only include information that has been previously documented or made known to the faculty member.

7. A chairperson who leaves that role at the end of the year will prepare summary documents for each faculty member who is eligible for tenure, promotion, and five-year review.

8. A chairperson who leaves that role at the end of the year may prepare summary documents for each faculty who is eligible for merit and reappointment review.

II. EXPECTATIONS FOR FACULTY

In accordance with the policies and procedures outlined in the Towson University Policy on Faculty Evaluation (as stated in the University ART document), faculty members of the Department of Occupational Therapy and Occupational Science will meet the following University and Department standards and expectations:

A. University Expectations

Faculty members are to abide by University expectations which are consistent with the USM policies and are outlined in the Towson University Policy on Appointment, Rank (Promotion), and Tenure of Faculty; Towson University Policy on Faculty Workload and Responsibilities; and Towson University Policy on Faculty Evaluation for Promotion, Tenure, Reappointment, and Merit documents. Common standards and expectations for all faculty members are as follows:

1. A faculty member is committed to collegiality and academic citizenship, demonstrating high standards of humane, ethical, and professional behavior.

2. A faculty member is primarily concerned with excellence in teaching.

3. A faculty member meets classes as scheduled and is available for advising and consultation through office hours.

4. A faculty member supports the mission, strategic plan, and programs of the department, college, and university.

5. A faculty member is committed to a discipline or interdisciplinary specialty and is committed to continuing professional development and scholarly growth.

6. A faculty member shares the responsibility of university governance and participates each year in the faculty evaluation process.
7. Completion of a research doctorate from an accredited institution is required for tenure and tenure-track positions.

B. Department of Occupational Therapy and Occupational Science Expectations

1. All faculty members who are occupational therapists maintain Maryland State Licensure (active status). Faculty who are not occupational therapists must maintain other professional credentials as applicable.

2. Tenured/tenure-track faculty members maintain contact with practice and the community through professional activities such as consultation, membership in professional associations, and/or research. Clinical faculty members demonstrate evidence of ongoing excellence in the area of clinical specialty.

3. All faculty members participate in scholarly activity as outlined in the University ART, CHP, and Department of Occupational Therapy and Occupational Science PTRM documents.

4. All faculty members participate in departmental activities and cooperate with other faculty members in course planning, course and curriculum implementation, and grievance and appeal procedures.

5. All faculty members adhere to ethical principles in all teaching, advising, scholarship and service activities.

6. All continuing faculty members prepare a Towson University Annual Review (AR) Part II: Agreement on Faculty Workload Expectations document in consultation with the department chairperson. This agreement will, at a minimum, include a statement of workload and responsibilities in the three principal areas of teaching/advising, scholarship/research, and service in accordance with the provisions of the Towson University Policy on Faculty Workload and Responsibilities (see Faculty Handbook, 02-1.25).

C. New faculty will receive a Statement of Standards and Expectations for New Tenure Track Faculty (SENTF) which must include:

1. Towson University and CHP criteria for merit, reappointment, tenure, and promotion.

2. Expectations which are unique to the department, which may exceed the Board of Regents’ and Towson University’s expectations.

3. Expectations which are unique to the position to which the person is appointed.

III. MATERIALS FOR FACULTY EVALUATION

A. Responsibility.

The responsibility for presenting the annual review materials; third-year review and five-year comprehensive review materials; and reappointment, promotion, tenure and/or clinical faculty seeking a multi-year contract materials rests with the faculty member. Each faculty member is expected to prepare a portfolio that addresses the professorial role expectations of faculty in the University, the CHP, and the Department of Occupational Therapy and Occupational Science.
1. All documents are submitted to the department chairperson.

2. All documents are submitted according to the Department of Occupational Therapy and Occupational Science Calendar (Appendix A) and the University ART Document Calendar.

3. The review period for annual review (AR), promotion, and tenure is June 1 through May 31 for the academic year in review. Faculty members may add information to update their AR documents and portfolio until the third Friday in September, except for third year review.

4. Request for consideration for promotion and tenure, or by clinical faculty for a multi-year contract, must be submitted to the department chairperson by the third Friday in September the year prior to the review.

B. Evaluation Portfolio Materials Required for Submission

1. The responsibility for preparing, organizing, and submitting materials for evaluation rests with the faculty member.

2. Guided by the chairperson and the department, the college, and the university criteria, the faculty member shall be responsible for making distinctions between the various categories of teaching, scholarship, and service, and shall include such distinctions as s/he deems appropriate in his/her narrative statements and other documentation relevant to each evaluation portfolio section.

3. To ensure that all materials and documentation used in making recommendations contain appropriate information, all documentation shall be submitted in the form of an evaluation portfolio that addresses the professorial role, expectations of faculty in the university, and the faculty member’s college and department standards and criteria. The type of review determines both portfolio material and process.

4. Evaluation portfolios shall be organized, indexed, and placed in a one-inch three-ring binder or submitted as a comparably organized electronic portfolio. Contents of the evaluation portfolio are determined by type of review.

5. Evaluation portfolio materials for annual review of ALL tenured, tenure-track and clinical faculty must include the following documents:

   a. Completed and signed AR (Annual Report Parts I & II) or CAR (Chairperson’s Annual Report I & II) Forms;
   b. Current curriculum vitae.
   c. Syllabi of courses taught during the year under review;
   d. Evaluation of teaching and advising to include the following:
       i. Student course evaluations administered and tabulated through the University Assessment Office.
       ii. Grade distributions for courses beginning with the year this document takes effect.
       iii. Peer evaluations.
iv. Evaluative self-assessment of teaching and advising, integrating content from i, ii, and iii above, as well as other teaching evidence in a maximum of two pages.

v. Adviser evaluation.

e. Documentation of teaching, scholarship, and service.

6. Portfolio materials for full review of faculty for promotion and/or tenure must include the following documents:

a. All materials listed above in section III.B.5 from the faculty member’s date of hire or last promotion.

b. A narrative statement in which the faculty member describes how s/he has met the standards and criteria for tenure and/or promotion. Faculty members shall describe their teaching, advising, scholarship, and service contributions in accordance to their workload agreements for the period under review.

7. Copy of current Maryland license.

C. Merit Review

1. Faculty to be reviewed for merit (tenured, tenure-track, clinical) should submit documents supporting satisfactory or excellent merit status. At the request of the faculty member, an additional faculty member of the same rank or higher from another department may serve on that faculty member’s Merit Committee. Request for additional merit committee member must be made at the time of submission of the documents. The additional member must be approved by the Department PTRM Committee.

2. Faculty members will be evaluated for merit based on the information provided through annual reviews. There are three (3) categories of merit:

a. Not Meritorious: Performance fails to adequately meet standards.

b. Satisfactory (Base Merit): Performance is competent and contributes to fulfilling the mission of the university, college, and department.

c. Excellent (Base Merit plus one Performance Merit): Excellence in teaching, scholarship, or service and satisfactory performance in other performance categories.

D. Annual Review and Reappointment

Annual review and reappointment documents of tenure-track faculty also shall include Department recommendation, which must include a written report on the candidate’s progress toward tenure.

E. Third Year Review

At the conclusion of the fall semester during a tenure-track faculty member’s third year at Towson University, the faculty member will assemble materials from his/her first five semesters. The OTOS PTRM Committee shall conduct a Third Year Review in the spring semester according to the Towson University ART calendar. The OTOS PTRM Committee shall follow Towson University’s Policy on Appointment, Rank, and Tenure
of Faculty, Appendix 3, Tenured and Tenure-track Faculty Evaluations pertaining to the
Third Year Review in conducting the review.

1. **Purpose of Review.** The intention of the evaluation is to assess progress toward
tenure by advising and mentoring the faculty member. This includes providing:

   a. Assistance where issues or shortcomings in the candidate’s profile are
      identified.

   b. Encouragement where progress is deemed satisfactory or exemplary.

2. **Dimensions of Review.** Candidates during their third year of service will be
evaluated on three primary dimensions: teaching, scholarship and service. In
addition, a faculty member shall be committed to collegiality and academic
citizenship as demonstrated by humane, ethical, and professional behavior.

3. **Procedure.** The faculty member should submit materials for the previous two
and one-half years as though the faculty member were applying for tenure and/or
promotion. The department PTRM Committee will evaluate the materials and
indicate to the faculty member in writing:

   a. Whether or not the faculty member’s work to date is leading towards a
      positive tenure and promotion decision.

   b. Suggestions for a positive decision at the end of the tenure track period.

This written report will become part of the faculty member’s file at the department
level and will be shared with the Dean. It will not be forwarded to either the college
PTRM committee or the Provost.

4. **Portfolio.** For purposes of the Third-Year Review, the following materials (as set
out in the University ART document, Annual Review) will be needed:

   a. A narrative statement in which the candidate describes how s/he has met and
      integrated teaching, research, and service expectations over the review period.

   b. Two Annual Review portfolios from the previous two full years of service at
      Towson University each of which must include the following documents:

      i. AR (Annual Report) or CAR (Chairperson’s Annual Report) form
         including workload statement signed by faculty, chair and dean.

      ii. Curriculum vitae.

      iii. Syllabi of courses taught in the year being reviewed.

      iv. Student and peer evaluations of teaching and advising.

      v. Evidence of scholarship.

      vi. Evidence of service.

      vii. AR Part II form from the previous academic year for continuing faculty,
           for each year.
c. Material from the Fall semester, including at least peer and student teaching evaluations and advising evaluations, as well as any other materials that may be included in a complete annual report.

5. Standards. The Department PTRM Committee will assess the Third-Year Review candidate and write a clear statement of progress toward tenure must be included. New faculty must develop (a) excellence in teaching (including advising and mentoring) and (b) a plan for and evidence of scholarly productivity. Service will be evaluated according to department standards. As noted under Dimensions of Review (above), a faculty member also shall be committed to collegiality and academic citizenship as demonstrated by humane, ethical, and professional behavior. The following three-level scale is to serve as a general guideline for the review:

a. Superior progress. Requirements include excellence in teaching (in all its components, including advising), excellence in scholarship, and meeting department standards in service.

b. Satisfactory progress. Requirements include progress towards excellence in teaching and scholarly productivity with satisfactory service as determined by the department. This essentially means that the department has determined that progress towards tenure is satisfactory but improvements may be needed.

c. Not satisfactory progress. This evaluation requires change by the faculty member across one or more dimensions. This essentially means that continuance on this performance trajectory is unlikely to result in a favorable tenure decision.

6. Timetable. For purposes of review during a faculty’s third year:

a. All documentation is due to the chair of the department PTRM Committee the third Friday in January.

b. Feedback should be provided both in writing and in a face-to-face meeting with the department chair and the department PTRM chair no later than the first Friday in March. This feedback will also be shared with the Dean. Feedback is to serve an advisory and mentoring function for the faculty member. The faculty member should receive feedback related to teaching (including advising and mentoring), scholarship, and service in detail as deemed sufficient by the department.

7. Accelerated Track Review. In the circumstance where a faculty member has been hired on an accelerated tenure-track timetable, the agreement between faculty and Dean or Provost shall supersede the third-year review. In those instances, the regular Annual Review by the department may be expected to serve a more extensive function and the department may provide more extensive feedback to the candidate.

F. Full Review for Candidates for Tenure, Promotion, and Comprehensive Post-Tenure Review

1. All materials listed above in III.B.5 from the candidate’s date of hire or last promotion must be included.

2. These materials must be in order from most to least recent.
3. In addition, candidates must supply: a narrative statement in which they describe how they have met and integrated the teaching, advising, scholarship, and service expectations of all faculty; the written recommendation of the department PTRM Committee, including the Department Promotion and Tenure, Comprehensive Post-Tenure, and Merit recommendations form; and (if prepared) the written recommendation of the department chairperson.

4. The narrative statement shall be clearly written in a style that promotes an understanding of the significance of the faculty member’s contributions to teaching, scholarship, and service. The narrative statement shall be no more than five pages, single-spaced, and no less than 11-point font.

5. Request for an additional promotion committee member must be made at the time of submission of the documents.

6. **External Review.** The candidate for tenure or promotion may request, but is not obligated to require, an external review. The candidate or committee may suggest a person for external review.
   a. External reviews are confidential and not available to the faculty under review and not included in faculty portfolios. They will be forwarded under separate cover to each subsequent level of review.
   b. External evaluators cannot be from Towson University or a former or current adviser or mentor. Each evaluator must be identified as a scholar or expert in the faculty member’s area of specialization and from a peer institution.
   c. External evaluators are selected by the department chairperson or designee; however, the faculty member, department chairperson, or designee in consultation with the Dean may recommend up to 10 potential evaluators.
   d. The department chairperson or designee contacts and formally confirms the external evaluator(s) by the first Monday in April of the year in review.
   e. External evaluators are only able to comment on the faculty member’s scholarship. Materials for review and candidate’s curriculum vitae must be forwarded to the external evaluator by July 1.

7. **Tenure/ Reappointment Process.** Recommendation for tenure, reappointment, or termination originates in the Department Tenure/Reappointment Committee, is forwarded to the Dean of the CHP, and then to the Provost and Vice President for Academic Affairs who accepts or rejects the recommendation and notifies the faculty member of the decision.

8. **Promotion Process.** The Promotion Committee will review requests and materials for promotion. Promotion decisions will be based on performance in the areas specified under Chapter III.4 in the *Towson University Guidelines for Development of Departmental Standards and Expectations* as stated in the Towson University ART and the CHP PTRM documents. The guidelines for the Department’s actions regarding Promotion and Tenure, including time and rank and
completion of appropriate degrees, are those set forth under Chapter 2 Faculty Ranks Used at Towson University in the Towson University ART document.

9. Comprehensive Review Process. The departmental chairperson will create a comprehensive review schedule for all tenured faculty members. Faculty will undergo a comprehensive review at least once during a period of time up to five years. Two consecutive unsatisfactory annual reviews will warrant an automatic comprehensive review. Review for purposes of promotion will satisfy the requirements for a comprehensive review. Chairpersons are included in the process but are non-voting members and will write a separate document. Faculty members with joint appointments are reviewed according to the schedule and procedures of their "home" department.

a. Basis for Comprehensive Review. The evaluation of faculty members will be based upon activities in three broadly defined areas: teaching, scholarship, and service.

b. Sources and Methods. The sources and methods for the comprehensive review shall be the same as those used for the faculty annual review.

c. Schedule. The comprehensive review schedule shall be consistent with the Towson University ART document and calendar and follow deadlines as appropriate.

IV. METHODS FOR FACULTY EVALUATION

A. Reappointment

1. In addition to the criteria discussed below, faculty must meet standards as outlined in Appendix 3 of Towson University ART and section 3a of CHP Standards and Criterion for Teaching, Scholarship, and Service.

2. Possession of the appropriate degree.

3. Teaching effectiveness review based on student and peer evaluations, syllabi, and other teaching materials:

   a. Demonstration of necessary knowledge in the course content.

   b. Demonstration of appropriate course planning and effective teaching in terms of course content, structure, instruction, and methods of student evaluation of learning.

   c. Demonstration of effective evaluation of student learning/performance.

4. Teaching effectiveness focused on student learning, reviewed as:

   a. Creation of a climate that is conducive to learning.

   b. Respect for diversity and inclusion at a variety of levels.

   c. Use of new teaching/learning methods when appropriate to the course content and learning needs of the students.

   d. Support of the learning process.
5. Advising effectiveness, reviewed as:
   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-on-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.

6. Effective service shall be reviewed as service to the Department, College, and University.
   a. Service is defined as involvement in committees and other activities of the Department, College, and University. It is the responsibility of the faculty member to make continuous, collegial, and positive contributions to the Department. In order to determine areas in which the faculty member can best serve the College and University, contributions in these areas should be determined jointly by the faculty member and the department chairperson and/or Dean.
   b. Community-related activities are defined as those community-based activities to which a faculty member brings professional expertise. Faculty are encouraged, but not required, to engage in community-related activities.

B. Reappointment of Clinical Faculty

1. Reappointment of clinical faculty is contingent upon evidence of ongoing clinical excellence and departmental need, which may be influenced by the number of students in the program.

2. Clinical Excellence refers to demonstrated expertise in specified areas of clinical practice that support and enhance the faculty member’s teaching responsibilities. Evidence of demonstrated expertise is characterized by one or more of the following:
   a. Current specialty certifications or degrees.
   b. Requests for consultation.
   c. National reputation in identified professional activities.
   d. Publications.
   e. Workshop/conference presentations.
   f. Extensive clinical teaching.
   g. Formal program development.
h. Extensive and or focused years of clinical practice in identified area.

i. Other relevant criteria indicative of clinical expertise.

3. The ongoing nature of clinical excellence requires some form of clinical activity during the academic year. Clinical faculty must document their activities which exemplify the continuing nature of their clinical excellence. Specified non-academic activities may include:

a. Direct service provision.

b. Consultation.

c. Program development or evaluation.

d. Supervision/mentoring.

e. Other appropriate forms of clinical activity.

4. Annual documented evidence of ongoing clinical excellence is provided by the following:

a. The annual workload agreement by specifying the clinical activities in which the faculty person will engage and describing the ways in which the specified area of clinical excellence will be used to enhance the teaching/learning process in the planned courses.

b. The annual reflective summary must detail the specific clinical activities in which the faculty person engaged, and the manner in which clinical excellence enhanced the teaching/learning process for the previous year.

c. 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 reflective summary.

5. Following a second positive review, the clinical faculty may request a review for multi-year contract.

6. By the third Friday in September after the completion of the next to the last year of the initial three-year contract term, the faculty member submits a formal request and portfolio to be reconsidered for further multi-year contracts. These materials will be reviewed by the Department Promotion Committee. If a formal request for consideration of additional multi-year contract is not received, the clinical faculty member review will be for a one-year contract term, which will occur in the department Reappointment Committee.

C. Departmental Merit

A faculty member shall demonstrate, consistent with his/her rank expectations, a professionally responsible level of achievement in three areas: teaching, scholarly growth, and service to the University. The Academic Chairperson is evaluated on leadership as well as the other areas.

The evaluation of faculty for departmental merit will be determined using the Merit Criteria guidelines found later in this document.
D. Tenure and/or Promotion

Faculty must meet standards as identified in the Towson University ART document (University Standards and Expectations) and the CHP Promotion and Tenure Policy document as well as the following Department standards for promotion.

V. Standards for Promotion to Associate Professor

According to the Towson University Policy on Appointment, Rank, and Tenure of Faculty (see Faculty Handbook, 02-01.00), faculty at the Associate Professor level “shall have demonstrated excellence in teaching and successful experience in research, scholarship, and where appropriate, be competent to offer graduate instruction and direct graduate research. The appointee shall have a minimum of 7 years of full-time university/college teaching. Exceptions may be made for comparable professional activity or research. There also shall be evidence of relevant and effective service to the University, the community, and the profession.” (See Appendix for list of potential evidence for each area.)

Scholar-Teacher Faculty (tenured or tenure-track with 6-course teaching or administrative load):

- Teaching = 60%    Scholarship = 25%–30%    Service = 10%–15%

Teacher-Scholar Faculty (tenured or tenure-track with 7-course teaching or administrative load):

- Teaching = 70%    Scholarship = 15%–20%    Service = 10%–15%

Dedicated Teacher Faculty (tenured or tenure-track with 8-course teaching or administrative load):

- Teaching = 80%    Scholarship = 10%    Service = 10%

A. Standards for Teaching

In addition to meeting the standards for reappointment and tenure, the faculty member seeking promotion to associate professor will meet the following standards:

1. Demonstration of responsiveness to cultural and individual differences reflected in course content and learning activities.

2. Demonstration of responsiveness to the education standards of the profession through refinement, updating, and improvement of the course syllabi and materials.

3. Demonstration of primarily excellent peer evaluations of teaching.

4. Demonstration of effective instruction as measured by excellent teaching rating (80% of items rated agree/strongly agree) on student evaluations for each course taught.

5. Demonstration of availability to students through various communication mechanisms, including regularly scheduled office hours, email, telephone, and other forms of communication.
6. If the faculty member has advising responsibilities: demonstration of accessibility to students; knowledge about departmental policies, program, and procedures; and provision of accurate advice as measured by satisfactory advising evaluations.

B. Standards for Scholarship

Scholarship expectations vary with the workload expectations of the faculty member. To be considered for promotion and/or tenure to associate professor, faculty members are expected to meet the criteria for their assigned workloads. All candidates need to demonstrate a clearly defined active and ongoing agenda that reflects one or more of the Boyer Model forms of scholarship. The candidate’s scholarship shall reflect the depth and breadth in agenda and focus. It is the responsibility of the faculty member to demonstrate the intellectual rigor, validity, dissemination, and quality of his or her scholarly work. (Table 1)

Table 1.
Scholarship Criteria for Promotion to Associate Professor, Clinical Associate Professor, and/or Tenure and Promotion to Full Professor, or Clinical Professor

<table>
<thead>
<tr>
<th>Scholar-Teacher</th>
<th>Teacher-Scholar</th>
<th>Dedicated Teacher</th>
<th>Clinical Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing new research initiatives for current and future scholarly endeavors that move beyond the dissertation or move beyond research completed prior to hiring at Towson University.</td>
<td>Developing new research initiatives for current and future scholarly endeavors that move beyond the dissertation or move beyond research completed prior to hiring at Towson University.</td>
<td>Developing new research initiatives for current and future scholarly endeavors that move beyond the dissertation or move beyond research completed prior to hiring at Towson University.</td>
<td>Integration of current knowledge into teaching and/or clinical supervision experiences.</td>
</tr>
<tr>
<td>Developing a focused area of scholarly expertise within the discipline or related discipline.</td>
<td>Developing a focused area of scholarly expertise within the discipline or related discipline.</td>
<td>Developing a focused area of scholarly expertise within the discipline or related discipline.</td>
<td>Developing a focused area of scholarly expertise within the discipline or related discipline.</td>
</tr>
<tr>
<td>A sustained record of scholarly presentations at regional, national or international conferences.</td>
<td>A sustained record of scholarly presentations at state, regional, national or international conferences.</td>
<td>A record of scholarly presentations at university, local, state, regional, national or international conferences.</td>
<td>A minimum of 3 presentations at university, local, state, regional, national or international conferences, OR accomplish 1 item on List A or B below.</td>
</tr>
<tr>
<td>Expanding knowledge by publishing 1 article in a peer reviewed publication related to the discipline.</td>
<td>Expanding knowledge by publishing 1 article in a peer reviewed publication related to the discipline.</td>
<td>Expanding knowledge by publishing 1 article in a peer reviewed publication related to the discipline.</td>
<td>Expanding knowledge by publishing 1 article in a peer reviewed publication related to the discipline.</td>
</tr>
<tr>
<td>In Addition,</td>
<td>In Addition,</td>
<td>In Addition,</td>
<td>In Addition,</td>
</tr>
<tr>
<td>For promotion to Associate/Tenure:</td>
<td>For promotion to Associate/Tenure:</td>
<td>For promotion to Associate/Tenure:</td>
<td>For promotion to Clinical Associate: no additional requirements.</td>
</tr>
<tr>
<td>Accomplish 1 item from List A and 1 item from List B.</td>
<td>Accomplish 1 item from List A.</td>
<td>Accomplish 1 item from List A or B.</td>
<td></td>
</tr>
<tr>
<td>For promotion to Full:</td>
<td>For Promotion to Full:</td>
<td>For Promotion to Full:</td>
<td>For promotion to Clinical Professor: A sustained record of scholarship to include at least 1 peer-reviewed publication and other scholarly work that is validated and disseminated to the professional community.</td>
</tr>
<tr>
<td>Accomplish 2 items from List A.</td>
<td>Accomplish 1 item from List A and 1 item from List B.</td>
<td>Accomplish 1 item from List A or B.</td>
<td></td>
</tr>
</tbody>
</table>

**List A. All items can be counted more than once.**

1) Primary or solo author of an article in a peer reviewed publication related to the discipline.
2) Author/co-author/editor/co-editor of a peer reviewed book.
3) Editor/co-editor of substantive document, such as a full issue of a peer-reviewed journal.
4) Author/co-author of a substantial manuscript in a professional publication (book chapter, evidence-based literature review, education product, government report).
5) Funding awarded/sustained as Principal or Co-Investigator for external research grants or contracts equaling $50,000 or more.

**List B. All items can be counted only once**

1) Funding awarded/sustained as Principal or Co-Investigator for external research grants or contracts equaling $5,000 to $49,999.
2) Funding awarded for Towson University Faculty Development Research Grant (only counts for Associate/Tenure decision).
3) Author/co-author of a publication of a non-peer reviewed article, such as trade publication, or in professional newsletter.

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**C. Standards for Service**

Although diverse profiles of service contributions are anticipated among candidates, it is expected that over time, all candidates will demonstrate service in two of the following three domains: to the institution, to community and metropolitan area, and to one’s profession.

1. **Service to the institution.** In addition to meeting the standards for reappointment and tenure, the faculty member seeking promotion to associate professor will meet the following standards:
a. Involvement in the university’s faculty government structure at program, department, college and university, or system levels.

b. Contributions to the institution that are focused and draw upon one’s professional expertise.

c. Advocacy in addressing important department and college issues.

d. Recognition of the qualities and the impact of one’s service.

2. 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 meet the following standard:

a. Sustained contributions to community/metropolitan area which draw upon one’s expertise. This may include advocacy, interdisciplinary activities, or service contributions that are recognized by others in the community/metropolitan area.

3. Service to one’s profession. In addition to meeting the standards for reappointment and tenure, the faculty member seeking promotion to associate professor will meet the following standards:

a. Sustained involvement in professional organizations and associations in one’s field at the state, regional, national, and/or international levels.

b. Contributions to a professional organization or association

VI. Standards for Promotion to Full Professor

According to the Towson University Policy on Appointment, Rank, and Tenure of Faculty, faculty at the Professor level “shall have established an outstanding record of teaching and research, scholarship, or, where appropriate, creative performance. The appointee shall have a minimum of 10 years of full-time university/college teaching. Exceptions may be made for faculty who have attained national distinction for comparable professional activity or research. There shall be continuing evidence of relevant and effective service to the institution, the community, and the profession.”

According to the CHP Promotion, Tenure, Rank, and Merit Policies, candidates for promotion to Full Professor also must demonstrate evidence of a national reputation in their area of study, which can take the form of peer-reviewed publications and presentations and/or significant professional leadership roles. (See Appendix for list of potential evidence for each area.)

Scholar-Teacher Faculty (tenured or tenure-track with 6-course teaching or administrative load):

- Teaching = 60%  Scholarship = 25%–30%  Service = 10%–15%

Teacher-Scholar Faculty (tenured or tenure-track with 7-course teaching or administrative load):

- Teaching = 70%  Scholarship = 15%–20%  Service = 10%–15%

Dedicated Teacher Faculty (tenured or tenure-track with 8-course teaching or administrative load):
• Teaching = 80%  Scholarship = 10%  Service = 10%

A. Standards for Teaching

In addition to meeting the standards for tenure and for associate professor, the faculty member seeking promotion to professor will meet the following standards in teaching:

1. Demonstration of consistent excellence in teaching.
2. Demonstration of leadership in mentoring colleagues in teaching.
3. Demonstration of mentoring colleagues in effective advising.
4. Demonstration of mentoring student scholarship through effective guidance and advisement that enables students to complete their research, creative activity, and/or fellowship successfully.
5. Demonstration of the ability to evaluate the outcomes or products of student scholarship.
6. Demonstration of effective and successful participation in course and program development that is based on established scholarship, best practice, and/or one’s sustained experience with practitioners in one’s field.
7. Demonstration of leadership in curricular development and evaluation.
8. Demonstration of contribution to accreditation and program review/approval activities.

Required evidence for demonstration of compliance with above standards:

1. A statement of one’s teaching and advising philosophy.
2. Evaluations of instruction by current students.
3. Periodic analysis and interpretations of the student’s evaluations.
4. Peer observation by faculty.

B. Standards for Scholarship

Scholarship expectations vary with the workload expectations of the faculty member. In order to be considered for promotion and/or tenure to Full Professor, candidates are expected to meet the criteria for their assigned workload and demonstrate a national reputation in their area of study. See the Scholarship Criteria Table 1 for criteria for Full Professor in each of the Boyer Model forms of scholarship. The faculty member is expected to provide leadership in mentoring colleagues in their efforts to synthesize and generate new knowledge in their field. In addition, the faculty member is expected to demonstrate integration of knowledge in one’s field, identification of critical themes, and recommendations for extending that knowledge base. It is the responsibility of the faculty member to demonstrate the intellectual rigor, validity, dissemination, and quality of his/her scholarly work.

C. Standards for Service

Although diverse profiles of service contributions are anticipated among candidates, it is expected that, over time, all candidates will demonstrate service in at least two of the
following three domains: to the institution, to the community and metropolitan area, and to one’s profession.

1. **Service to the institution.** In addition to meeting the standards for tenure and for associate professor, the faculty member seeking promotion to professor will meet the following standards:
   
   a. Leadership in addressing important institutional issues.
   
   b. Distinction in the quality of one’s service to the institution at program, department, college and university or system levels.

2. **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.

3. **Service to one’s profession.** 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 important issues relevant to one’s profession.
   
   b. Distinction in the quality of one’s service to professional organizations.
Department of Occupational Therapy & Occupational Science Merit Criteria

Criteria for Each Evaluation Component

These expectations are based on expectations for a full-time faculty member. The following levels are used in the evaluation process:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Meritorious</td>
<td>Faculty member whose performance failed to adequately meet explicit standards (e.g., not meeting classes, not fulfilling other contractual or professional expectations).</td>
</tr>
<tr>
<td>Satisfactory (Base merit)</td>
<td>Faculty member whose work is deemed satisfactory as outlined below in each area of teaching, scholarship, and service and thus contributes positively to fulfilling the mission of the University, College/School, and Department.</td>
</tr>
<tr>
<td>Excellent (Base + merit)</td>
<td>Faculty members who excel in at least one of the dimensions of teaching, scholarship or service and perform at least satisfactorily in other areas.</td>
</tr>
</tbody>
</table>

TEACHING

For tenured, tenure track, and clinical faculty

<table>
<thead>
<tr>
<th>Not Meritorious</th>
<th>The faculty member’s teaching performance failed to meet departmental standards; not fulfilling contractual or professional expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>The faculty member’s teaching performance met the departmental standards. The faculty member contributed positively to fulfilling the department’s teaching goals. The faculty member met the following teaching performance standards:</td>
</tr>
<tr>
<td></td>
<td>1. Received at least satisfactory for all peer evaluations when appropriate to conduct.</td>
</tr>
<tr>
<td></td>
<td>2. Constructively used feedback from peer evaluations when appropriate.</td>
</tr>
<tr>
<td></td>
<td>3. For student course evaluations, the faculty member achieved a 3.00 average of all medians across all courses taught for items identified by the department to be used for PTRM purposes. (See Appendix E Teaching Effectiveness Reporting Table for calculation.)</td>
</tr>
<tr>
<td></td>
<td>4. Developed/used appropriate syllabi, handouts, exams, and assignments that are in congruence with curriculum design.</td>
</tr>
<tr>
<td></td>
<td>5. Appropriately updated course content to reflect changes in the profession and the curriculum. Maintained course supplies, materials, and equipment.</td>
</tr>
<tr>
<td></td>
<td>6. Performed appropriate and timely advising when assigned.</td>
</tr>
<tr>
<td></td>
<td>7. Participated appropriately in peer mentoring.</td>
</tr>
</tbody>
</table>
8. Was accessible through appropriate use of office hours and other mechanisms.
9. Maintained humane, ethical, and professional behavior, including boundaries with students during teaching and executing academic tasks involving grading, advising, and mentoring; and maintained high ethical standards in relationships and all other academic situations.
10. Maintained confidentiality with student information.

Excellent

The faculty member’s performance was extraordinary. In addition to meeting the criteria for satisfactory performance, the faculty member met and has evidence for three of the following seven teaching performance standards:

1. Received at least one excellent peer evaluation when appropriate or requested to conduct.
2. For student course evaluations, the faculty member achieved a 4.00 average of all medians across all courses taught for items identified by the department to be used for PTRM purposes. (See Appendix E Teaching Effectiveness Reporting Table for calculation.)
3. 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.
4. Developed or co-developed a new course which has been approved by the college curriculum committee.
5. Instrumental in University related curriculum assessment/development or outcome evaluation.
6. Mentored a student(s) in achieving a significant academics-related achievement in a professional organization, scholarly endeavor, or ethical academic integrity beyond standard teaching expectations.
7. Mentored a faculty member who wishes to further develop his/her teaching effectiveness through regular meetings, review of Blackboard sites, course materials, and class observations.

SCHOLARSHIP – tenured and tenure track
Please see attached grid for updated merit criteria for scholarship merit for tenured and tenure-track faculty based on workload. (Appendix F)

Not Meritorious Faculty member whose performance failed to adequately meet department standards; not fulfilling contractual or professional expectations.

SCHOLARSHIP – clinical faculty
Please see attached grid for updated merit criteria for scholarship for clinical faculty based on workload (Appendix F)
Not Meritorious  Faculty member whose performance failed to adequately meet department standards; not fulfilling contractual or professional expectations.

Excellent  The CHP defines clinical excellence as the following: It is the expectation that clinical faculty will have a well-defined area of clinical expertise and will strive to achieve ongoing clinical excellence. Clinical excellence is defined as expertise that furthers the mission of a Metropolitan University through engagement in current evidenced-based or theory-based practice that contributes to the regional area and is validated by the professional community. Teaching, scholarship, and service contributions should incorporate activities that maintain and build upon this clinical expertise/excellence. Examples of clinical excellence include:

- Demonstrated excellence in clinical teaching or supervision/mentoring (via peer and student evaluations, awards, peer-reviewed presentations and publications, etc.).
- Demonstrated excellence in current clinical practice (e.g., certifications, awards, special recognitions, supervisor and peer evaluations, etc.).

Other potential evidence of clinical excellence may include the following.

- Requests from peers, professionals, or community members to share clinical knowledge and expertise in a professional forum or via consultation.
- Implementation of a scholarship plan designed to enhance the faculty member’s clinical/professional development within his/her designated area of expertise.
- Dissemination of clinical knowledge and expertise through publications, presentations, written reports of scholarly work, or other scholarly activities. The dissemination of these scholarly contributions may be at the local/regional/state level or national level.

SERVICE  For tenured, tenure-track, and clinical faculty

Not Meritorious  The faculty member’s service performance fails to meet departmental standards; did not fulfill contractual or professional expectations.

Satisfactory  The faculty member’s service performance met the departmental service standards. The faculty member contributed positively to fulfilling the department’s service goals and reflected collegiality and academic citizenship.

The faculty member met the following service performance standards with satisfactory quality:
1. Actively participated on at least two committees or equivalent activity (e.g., grant, workgroup) at either the departmental, college, or university levels.
2. Demonstrated collegial behavior, actively facilitated achievement of departmental standards and goals.

Excellent

The faculty member’s service performance was diverse and extraordinary. In addition to satisfactory performance on the service standards, the faculty member accomplished at least two of the following with high quality. These items can be repeated.

1. Held a key position on a department, college or university level committee, task force, or equivalent activity.
2. Was actively involved in one additional service activity (beyond those for satisfactory level) that was essential to the mission of the department, college or university.
3. Was a board member or held a leadership position in a professional organization or professionally related community organization.
4. Was a consultant to a community organization.
Appendix A

Department of Occupational Therapy & Occupational Science

PTRM YEARLY ACTIVITY CALENDAR

August

August 1 (USM mandated) Tenure-track faculty in the third or later academic year of service must be notified in writing of non-reappointment prior to the third or subsequent academic year of service if the faculty member’s appointment ends after the third or subsequent academic year. To meet this deadline, a modified schedule may be required as provided in ART Section III.D.4.a.

- Peer Evaluations scheduled for the following academic year.
  Faculty being reviewed for tenure or promotion the next year are to be highlighted as a priority.

- P&T Committees (Reappointment, Promotion Merit) meet to distribute committee work and establish meeting schedule.

Third Friday in September

- Final date for faculty to add information to update their evaluation portfolio for work that was completed before June 1.

- Faculty notify department chair of intention to submit materials for promotion and/or tenure in the next academic year.

- First-year faculty members must finalize the SENFT with the department chairperson.

Fourth Friday in September

- Department chairperson notifies department faculty, Dean, and Provost of any department faculty member intention to be reviewed for promotion and/or tenure in the next academic year.

Second Friday in October

- Department PTRM committee’s reports with recommendations and vote count on all faculty are submitted to the department chairperson

Fourth Friday in October

- Department chairperson written evaluation for faculty considered for reappointment, tenure, promotion, and five-year review added to faculty member’s evaluation portfolio and conveyed to the faculty member.

- Department PTRM committee report with recommendations and vote count and the department chairperson’s evaluation are distributed to the faculty member.
Second Friday in November

- Faculty member evaluation portfolios, inclusive of department committee’s written recommendation with record of vote count, and the written recommendation of the department chairperson, are forwarded by the department PTRM chairperson to the Dean’s office.

First Friday in December

- Department PTRM documents are delivered to the college PTRM committee if any changes have been made.

Second Friday in December

- First-year tenure-track faculty submit an evaluation portfolio for the fall semester to the department chairperson.

First Friday in January

- Department PTRM committee reports with recommendations and vote count on all first-year tenure-track faculty are submitted to the department chairperson.

Third Friday in January

- Department PTRM committee reports with recommendations and vote count on all first-year tenure-track faculty are submitted to the faculty member and the Dean.
- All documentation for the third year review of tenure track faculty is submitted by the faculty member to the department chairperson.
- Department chair recommendations on reappointment of first-year faculty must be added to the faculty member’s evaluation portfolio.

Second Friday in February

- 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 if any changes have been made. All changes must be indicated with redline or strikeout. Departments not electing to change their documents do not need to report.
- The Provost’s letter concerning contractual status has been received by first-year probationary faculty.

First Friday in March

- Faculty under third-year review must be provided with written and face-to-face feedback on their performance toward tenure.
- For Tenure and/or Promotion: Faculty members have a 15 calendar-day appeal period. Appeals should be directed to the President.
• The Provost’s decision concerning faculty appeals of their College Promotion and Tenure Committee’s recommendation is delivered to the appellant. Faculty members may appeal to the President within 15 calendar days.

April

• Department PTRM elections are held.

First Friday in May

• Formation of Department and College Promotion, Tenure/Reappointment and Merit Committees. Set tentative meeting dates for September/October timeframe.

First Friday in June

• The Department Chairperson may send letters to tenure-track, clinical, and visiting faculty members regarding their professional development progress. This is to coincide with developing and revising professional plans (i.e., ACOTE Form F).

Third Friday in June

• Each faculty submits an evaluation portfolio including the following documents to the department chairperson:
  o Faculty Annual Report (AR) Part I and II form.
  o Current Professional Vitae.
  o Syllabus for each course taught this AY.
  o Evaluation of teaching and advising.
  o Other documents required in Section III.B or desired by faculty member.
Appendix B

Student Online Course Evaluation for OT & OS Merit Consideration

1. For consideration of an “excellent” teaching rating, faculty member must have 80% of items rated “agree/strongly agree” in each course taught.

2. For consideration of a “satisfactory” teaching rating, faculty member must have 70% of items rated “agree/strongly agree” in each course taught.

3. The following nine items (6, 9, 11, 12, 14, 15, 16) are those used for this calculation.

4. There may be extenuating circumstances in which a particular course will not be included in the merit calculation. 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. OCTH 628 or OCTH 781 offered in minimester in which students are given an “incomplete.”
   d. Courses in which there are four or less students or courses in which less than 50% of students respond to the online course evaluation.
   e. New course or new course format – only one course may be excluded one time.

Student Self-Assessment

<table>
<thead>
<tr>
<th>1. What was the main reason you enrolled in this course? (select the two most important)</th>
<th>2. What is your attendance record for this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 It was a requirement for the major or the program</td>
<td>0 Never miss a class</td>
</tr>
<tr>
<td>0 It fulfilled a Gen. Ed. requirement</td>
<td>0 Missed 1 or 2 classes</td>
</tr>
<tr>
<td>0 It provided me with professional development or career training</td>
<td>0 Missed 3 or 4 classes</td>
</tr>
<tr>
<td>0 It fit my schedule</td>
<td>0 Missed 5 or more classes</td>
</tr>
<tr>
<td>0 Someone recommended the course or the instructor</td>
<td>0 Not applicable, online</td>
</tr>
<tr>
<td>0 I was interested in the topic</td>
<td>0 Not applicable, other</td>
</tr>
<tr>
<td>0 Other</td>
<td>0 No response</td>
</tr>
<tr>
<td>0 No response</td>
<td>0 No response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Approximately how many hours per week, in addition to your class session (traditional or online), do you spend preparing for this course?</th>
<th>4. What grade do you expect in this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Less than 1 hour</td>
<td>0 A</td>
</tr>
<tr>
<td>0 1-2 hours</td>
<td>0 B</td>
</tr>
<tr>
<td>0 3-4 hours</td>
<td>0 C</td>
</tr>
<tr>
<td>0 5-6 hours</td>
<td>0 D</td>
</tr>
<tr>
<td>0 7 or more hours</td>
<td>0 F</td>
</tr>
<tr>
<td>0 No response</td>
<td>0 Other</td>
</tr>
<tr>
<td>0 No response</td>
<td>0 No response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. I was intellectually challenged by the course.</th>
<th>6. I was encouraged to value different perspectives and alternative points of view in the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Strongly Agree</td>
<td>0 Strongly Agree</td>
</tr>
<tr>
<td>0 Agree</td>
<td>0 Agree</td>
</tr>
<tr>
<td>0 Neither Agree nor Disagree</td>
<td>0 Neither Agree nor Disagree</td>
</tr>
<tr>
<td>0 Disagree</td>
<td>0 Disagree</td>
</tr>
<tr>
<td>0 Strongly Disagree</td>
<td>0 Strongly Disagree</td>
</tr>
<tr>
<td>0 No Response</td>
<td>0 Not Applicable</td>
</tr>
<tr>
<td>0 Not Applicable</td>
<td>0 Not Applicable</td>
</tr>
</tbody>
</table>
# Towson Mission Driven Questions

<table>
<thead>
<tr>
<th>Course</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Course learning objectives were clearly described in the syllabus</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Assignments/tests reflected the primary content of this course as set out in the course learning objectives</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>The course was clearly organized</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Course learning objectives were met</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>I understood the requirements for course grading</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Instructor</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither Agree nor Disagree</td>
<td>Disagree</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>12</td>
<td>Explained concepts clearly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Assigned grades according to stated criteria</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>Provided feedback on my performance as the course progressed</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Demonstrated knowledge about course subject matter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>Was available for consultation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>Encouraged me to do my best</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Towson Mission Driven Questions</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither Agree nor Disagree</td>
<td>Disagree</td>
<td>No Response</td>
</tr>
<tr>
<td>18</td>
<td>Overall, cost of text and other required materials were appropriate to the course</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>The text and other required materials were necessary for successful completion of the course</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>This course required me to use technology (blackboard, on-line instruction, etc.)</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>a. Overall, the technologies used greatly facilitated my learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## Open Ended Questions

22. What do you like about this course?

23. What could be improved about this course?

24. Would you recommend this class to others? Why or why not?
Appendix C

TOWSON UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY & OCCUPATIONAL SCIENCE
Peer Evaluation of Teaching

Instructor:__________Course:__________ Date:__________ Time:__________

Class _____UG 1st year _____UG 2nd year _____UG 3rd year
Level: _____G 1st year _____G 2nd year _____G 3rd year

Student ____ Combined BS/MS
Cohort(s): ____ Professional MS
____ Doctoral

Instructor’s experience with class: _____first time taught _____occasional teacher
_____frequent teacher _____team leader for course

Number of students present in class: _______

Topic:

Objectives:

Evaluation of Teaching Materials and Strategies:

Comments on Effectiveness:

Suggestions for Improvement, if any:

Overall Rating and Summary (see departmental criteria)
_____Not Meritorious/Unsatisfactory
_____Satisfactory
_____Excellent

Comments of Evaluatee:

_________________________________
Signature and Rank of Evaluator

_________________________________
Signature and Rank of Evaluatee

______________________________
Date
Department of Occupational Therapy & Occupational Science

Peer Evaluation Policy

Policy

Peer observations are required for purposes of professional growth, program assessment, and when the faculty member is being considered for reappointment, third-year review, tenure, promotion, or comprehensive five-year review.

Procedures

1. By August 31 of the academic year, the department chairperson develops a list of faculty for peer observation and makes assignments.

2. Each faculty member to be evaluated will be observed at least once by a full-time faculty member during the academic year. It is the mutual responsibility of the evaluator and the evaluatee to schedule the observation in a timely manner that allows for feedback to be incorporated into course delivery.

3. The date of observation will be determined at least one week in advance of the scheduled evaluation unless that interval is mutually waived.

4. Prior to the observation, the faculty evaluator schedules a meeting with the faculty member to be observed. During this meeting, the faculty member to be observed shares class objectives, syllabus, and relevant materials, including access to course Blackboard site.

5. The period of observation must be at least 50 minutes.

6. Following the observation, the faculty evaluator will complete the evaluation form, assign one of the three rating options (i.e., non-meritorious/unsatisfactory, satisfactory, excellent), and arrange to meet with the observed faculty member to summarize and discuss the evaluation.

7. Following this discussion, the peer evaluation form is signed by both the evaluator and evaluatee with the original going to the department chairperson, placed in the designated folder and a copy to the evaluatee for his/her annual review materials. The chairperson emails the evaluatee and evaluator when he/she receives and logs the receipt of the peer evaluation.

8. Unsatisfactory peer evaluations will be addressed administratively by the department chairperson and faculty evaluatee.
Appendix D

PROMOTION TO ASSOCIATE PROFESSOR AND PROFESSOR
SUGGESTED EVIDENCE FOR TEACHING, SCHOLARSHIP AND SERVICE

Teaching
The list below represents potential evidence for the faculty member to present when demonstrating compliance with teaching criteria for promotion.

- A reflective review of one’s teaching philosophy.
- Course syllabi.
- Presentation of changes and improvements in one’s course syllabi.
- Peer observations and/or other peer reviews of one’s teaching.
- Evaluations of instruction by both current students and graduates.
- Subjective comments of students.
- Periodic analysis and interpretations of the student’s evaluations.
- Student projects, products, and achievements.
- Evaluations obtained by means of focus groups.
- Correspondence from students, alumni, or other faculty.
- Standardized tests scores or pre/post test results.
- Requests to help others with their teaching.
- Teaching methods, materials, and strategies published or presented.
- University curriculum and instructional development grant.
- Teaching awards and nominations.
- Presentation of selected reports, productions, or theses completed by the students.
- Presentation of subsequent publication(s) from professional presentations by students.
- Presentation of teaching methods, materials, and strategies that are published or presented.
- Correspondence from faculty peers, departmental chairs, and other committee members.
- Copies of course and program proposals.
- Demonstration of participation on accreditation or program approval change.
- Copies of correspondence from colleagues who have participated on committees that have developed curriculum or conducted accreditation and program approval reviews.

Scholarship
The list below represents potential evidence for the faculty member to present when demonstrating compliance with scholarship criteria for promotion.

- A description of one’s scholarship and/or creative agenda.
- Presentation of products of one’s work:
  - Juried presentations at professional conferences
  - Publications in peer reviewed journals
  - Books
  - Chapters
  - Monographs
  - Technical reports
1. Invited presentations
2. Instructional/curricular materials
3. Modules
4. Tests/instruments
5. Equipment
6. Inventions
7. Conference proceedings.
8. Evidence of citations by others of one’s scholarship.
9. Summaries of external evaluations and reviews of one’s work.
10. A summary of requests for reprints of one’s publications.
11. Invitations to review the research and scholarship of others.
12. Membership on editorial boards of scholarly publications.
13. Receipt of competitive research grant or contracts from external and internal funding sources.
14. Manuscripts, research proposals, artistic productions, programs, artifacts, and other products of scholarship that are submitted for publication, funding, or dissemination.
15. Reports of scholarship or creative projects in progress.
16. Awards and other recognition for the quality of one’s scholarship or creative endeavor.

Service

The list below represents potential evidence for the faculty member to present when demonstrating compliance with service criteria for promotion.

19. Membership on faculty committees.
20. Leadership positions in the university governance and structure.
21. Correspondence from colleagues and others.
22. Involvement in student activities, organizations, and programs.
23. Membership in professional organizations at national, regional, and state levels.
24. Committee membership in professional organizations.
25. Leadership in professional organizations and associations.
26. Service to licensure, certification, or accreditation boards.
27. Examples of involvement in professional organization that is sustained and focused and draws upon one’s professional expertise.
28. A description of one’s agenda for service and of how that service draws on one’s area of professional expertise.
29. Example(s) of involvement with practitioners that is distinct and focused and that draws upon one’s professional expertise.
30. Correspondence from leaders in professional organizations and associations in one’s field.
31. Provision of in-service education or technical assistance.
32. Professional consultations.
## Appendix E

Department of Occupational Therapy & Occupational Science

Teaching Effectiveness Reporting Table

<table>
<thead>
<tr>
<th>Department Selected Teaching Effectiveness Items from University Online Course Evaluation</th>
<th>Fall Item Median by Course</th>
<th>Spring Item Median by Course</th>
<th>Average of item medians for Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCHT/OSC#</td>
<td>OCHT/OSC#</td>
<td>OCHT/OSC#</td>
<td>OCHT/OSC#</td>
</tr>
<tr>
<td>OCHT/OSC#</td>
<td>OCHT/OSC#</td>
<td>OCHT/OSC#</td>
<td>OCHT/OSC#</td>
</tr>
<tr>
<td>6. I was encouraged to value different perspectives and alternative points of view in this course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The course was clearly organized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I understood the requirements for the course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Explained concepts clearly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Assigned grades according to stated criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Provided feedback on my performance as the course progressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Demonstrated knowledge about course subject matter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Was available for consultation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average course medians for Academic Year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F
Towson University
Department of Occupational Therapy and Occupational Science
Merit Criteria for Differentiated Scholarship Workloads

Scholarship Merit Requirement (tenured and tenure-track faculty)

SATISFACTORY CRITERIA – must meet all criteria

| Disseminated at least one presentation at the local, state, regional, or national level. | 30% | 20% | 10% |
| Submitted a proposal for a presentation at the state, regional or national level. | X | X | X |
| Attended at least one conference/workshop that relates to courses/other professional responsibilities. | X | X | X |
| Demonstrated currency in areas of professional responsibilities and expertise. | X | X | X |

Two of the following:

- Submitted a paper for publication.
- Submitted an internal grant proposal as either Primary Investigator or co-Primary Investigator.
- Demonstrated ongoing successful progress on awarded grant (re-application for funding, implementation, evaluation).
- Engaged in some equivalent scholarly activity (e.g.,...)

Faculty with 10% Scholarship are not required to meet this category for satisfactory.
participation in grant activity)

<table>
<thead>
<tr>
<th>Participation</th>
<th>10%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book chapter or revisions to a subsequent chapter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade journal (e.g., OT Practice)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invited curricular module (e.g., CD, DVDs, FAQs, brief report, position paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXCELLENT CRITERIA – must meet criteria for satisfactory and at least 2 of the following.

Multiple items may be submitted for items marked with an asterisk (*).

<table>
<thead>
<tr>
<th>10%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted or had a co-authored article or equivalent publication in a refereed journal or a book (e.g., chapter). *</td>
<td>One of the following</td>
</tr>
<tr>
<td>Demonstrated evidence of substantial contribution towards the submission of a grant to an external agency with evidence of individual contribution.</td>
<td></td>
</tr>
<tr>
<td>Was a co-presenter at a national or international conference (including IPE). *</td>
<td></td>
</tr>
<tr>
<td>Evidence of substantial contribution towards a research project with evidence of personal contribution.</td>
<td></td>
</tr>
<tr>
<td>Demonstrated extraordinary scholarship using current clinical experiences and expertise. *</td>
<td></td>
</tr>
<tr>
<td>Other extraordinary scholarship (e.g., research, scholarly engagement and dissemination relative to grant activity; evidence of grant administration, implementation and/or evaluation; grant review, development of workshops/programs, peer review for refereed publications; administrative scholarship)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two of the following</td>
<td>One of the following</td>
</tr>
<tr>
<td>Had a publication in a refereed journal or book (e.g., chapter as lead author). (*)&amp;</td>
<td></td>
</tr>
<tr>
<td>Scholarship Merit Requirement (clinical faculty)</td>
<td>15%</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Submitted at least one proposal for a professional presentation at the university, local, state, regional national, or international level (e.g., invited presentation, multi-state audience, OT Practice, campus event).</td>
<td>University Local State</td>
</tr>
<tr>
<td>Completed continuing education activity that relates to teaching, scholarship, or service.</td>
<td>12 Continuing Education Units required for Occupational Therapy license</td>
</tr>
<tr>
<td>Demonstrated currency in areas of professional responsibilities and expertise, such as active engagement in clinical practice, demonstration of clinical expertise, consultation, community</td>
<td>Demonstration of consultation or comparable activity</td>
</tr>
</tbody>
</table>
education, service learning or other comparable activities.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>EXCELLENT – must meet criteria for Satisfactory and 1 of the following</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Demonstrated evidence of contribution towards an article or equivalent publication in a refereed or practice journal or a book.</td>
<td>Contribution category: Peer-reviewed Research Invited</td>
<td>Contribution category: Practice journal or book Practice level</td>
</tr>
<tr>
<td>Demonstrated evidence of contribution towards the submission of a grant.</td>
<td>External grant</td>
<td>Internal grant</td>
</tr>
<tr>
<td>Demonstrated ongoing successful progress on an awarded grant (re-application for funding, implementation, evaluation).</td>
<td>National Regional State Local</td>
<td></td>
</tr>
<tr>
<td>Made a presentation at a local, regional, national or international conference.</td>
<td>National Regional State Local</td>
<td></td>
</tr>
<tr>
<td>Provided evidence of validation of advanced or specialized practice skills, such as appropriate and related certification or credentialing.</td>
<td>First time certification Renewal of certification</td>
<td></td>
</tr>
<tr>
<td>Provided evidence of significant efforts toward dissemination of clinical expertise via consultation, participation in clinical research, scholarship of application or integration, or participation in a grant or grant application, workshops, development of case reports or comparable activities.</td>
<td>Consultation Clinical research Grant participation</td>
<td>Application Integration</td>
</tr>
</tbody>
</table>