Occupational Therapy
and
Physical Therapy
Departments

Evaluation Criteria for Faculty Advancement
for tenure-line and non-tenure-line faculty

Approved by the Professional Standards Committee
October 21, 2004

Revised October 2004

School of Occupational Therapy and Physical Therapy
University of Puget Sound
Tacoma, Washington
PROLOGUE

Evaluation Criteria for Faculty Advancement:
Philosophical Statement

Occupational therapy and physical therapy are health professions that must draw upon many disciplines to understand the causes, impact and effective treatment of physical, mental, and emotional disabilities. Both professions are based on social, biological, and physical sciences as well as clinical research findings. Students in occupational and physical therapy must be prepared to integrate significant skills in methods of scientific analysis, a strong foundation in principles of clinical practice, and a broadly based understanding of social and individual human factors. The occupational or physical therapy faculty member must demonstrate both a considerable ability to remain current in his or her field of expertise, and a strong understanding of concepts of liberal education in order to direct students in such an educational endeavor. The liberal arts community, therefore, becomes an ideal setting for clinical education, by creating a learning environment which provides not only applied science and definable professional skills, but broad exposure to such human factors as ethics, motivation, cultural diversity, social integration, etc., which make therapeutic interventions truly effective on an individual human level. In this way, the occupational therapy and physical therapy programs represent the realization of a meaningful and socially responsive liberal arts education.

Health professionals must value and practice a lifelong habit of inquiry. A license to practice cannot be considered a guarantee of permanent competence in terms of the excellence needed for providing quality health care. The half-life of professional competence may be defined as the time after completion of professional training when, because of new developments, the health professional has become half as competent as upon graduation. The half-life of health professional competence is about five years. In the United States there is a current trend toward mandatory continuing education for maintaining licensure of health professionals.

Changes in treatment techniques are initiated in clinical settings. Research data from the basic sciences provide the rationale for clinical findings. Increasingly, clinicians are responding to the need for validation of the effectiveness of clinical procedures by researching that effectiveness in the clinical setting. The occupational therapist or physical therapist must keep current in developing knowledge within both the basic sciences and the clinical setting, and relate those data to clinical observations. Continuing education courses ranging from one day to eight weeks in length, professional conferences from local to international levels, clinical "apprenticeships," and journal articles are the usual forums for communicating and teaching changes.

Accordingly, appropriate scholarly activity for faculty of the School of Occupational Therapy and Physical Therapy includes participation in continuing education workshops and professional conferences on the state, national, or international level; clinical experiences; and professional reading, research, and writing. Faculty members are committed to contributing to the professional body of knowledge. While the breadth of methodologies, areas of inquiry, and dissemination formats of scholarly contributions are robustly diverse across the School's faculty, professional activities which serve the educational mission are highly valued. Examples include
building unique expertise and contributing to knowledge in the topic areas of the faculty member's teaching, integral involvement of students in faculty research, etc.

Occupational therapists and physical therapists must value the need for continual self-assessment of competence and must have the ability to be independent and self-directed in continuing education and lifelong learning to ensure continued professional competence. A major goal of the occupational therapy and physical therapy curricula at the University of Puget Sound is to help students develop those values and abilities prior to graduation. The teaching methods and scholarly activities utilized by the faculty must be consistent with that goal.

Similarly, the occupational therapy or physical therapy faculty member must manifest a commitment to a continual process of self-assessment of competence and the behaviors necessary for effectiveness in his or her area of expertise. The faculty member must effectively communicate to the student not only the principles of the discipline, but also the rationale and processes for continually expanding knowledge. Communication of such knowledge occurs both in classroom teaching and through professional role modeling.

The occupational therapy and physical therapy curricula are designed to ensure that each student develops beyond the minimal qualifications required for program accreditation by the American Occupational Therapy Association in collaboration with the American Medical Association or by the American Physical Therapy Association. The curricula are designed to provide concurrent and sequential integration. A faculty member must develop course content in conjunction with other faculty and must establish course goals that will direct the student toward the qualifications required for professional licensure. As courses evolve, faculty members must be committed to collegial communication to foster continuation of this concurrent and sequential integration.

---

**Evaluation Criteria for Faculty Advancement:**
**Procedures for File Completion and Peer Review**

**Introduction**

The procedures for faculty evaluation for the purpose of career advancement in the School of Occupational Therapy and Physical Therapy at the University of Puget Sound are set forth below.

Evaluations shall be conducted according to the timetable and procedures appearing in the Faculty Code, Chapter III, Sections 2, 3 and 4. A summary of these deadlines follows.

Non-tenure-line faculty - after each of the first two years of employment and every three years thereafter.
Assistant professor - every three years
Associate professor - every three years
Professor - every five years
Tenure - sixth year of employment, as outlined in the Faculty Code, Chapter IV, Section 1e. (Further details of the evaluation process can be found in chapters III and IV of the Faculty Code.)
The process of faculty evaluation within the School of Occupational Therapy and Physical Therapy shall include seven steps (as described below):

a. Student evaluations of the faculty member are collected for all courses taught by the faculty member in the two semesters preceding departmental evaluation, or in the case of evaluation for tenure, four semesters preceding the evaluation, in the manner specified by the professional standards committee.

b. The faculty member prepares documentation (as described in the final section of this document) and provides it to colleagues for review a reasonable length of time prior to the evaluation meeting.

c. Faculty peers, including the Academic Coordinator of Clinical Education, and program director(s) complete classroom observations over two semesters preceding the departmental evaluation.

d. Faculty peers review faculty member's documentation, and compile their findings in letters to the Academic Dean, generally submitted through the program director.

e. Faculty of the School of OT/PT, including the Academic Coordinators of Clinical Education, meet to review the performance of the member being evaluated. Deliberations should result in a recommendation.

f. The program director (or designee) of the department of the faculty member summarizes the letters and discussions of faculty colleagues, and Academic Coordinators of Clinical Education, in written form.

g. The program director (or designee) meets in person with the faculty member being evaluated to review the summary of colleagues' findings.

(Hereafter the entire documentation is forwarded to the Office of the Academic Dean and the Faculty Advancement Committee for further review.)

Documentation (by Faculty Member Being Evaluated)

The responsibility for documenting evidence of performance lies primarily with the faculty member being evaluated. The file should contain evidence of performance (and in the case of tenure decision, "departmental need") in all areas as specified by the Faculty Code Chapter III, section 3 d-e. Teaching, professional development, and in evaluations other than the tenure evaluation, advising are taken to carry a majority share of the evaluation scrutiny, although all areas are important, and none can be neglected. (In the case of evaluation for tenure, advising is not evaluated.) In addition, all areas of evaluation should be addressed in a "Personal Philosophy Statement," which demonstrates consistency between the faculty member's philosophy and actions or behavior.

Examples of appropriate documentation of each of the five areas follow.

Documentation of appropriate performance in teaching in the file shall include evidence that supports performance in all criteria within this category. Documentation should support the teacher’s mastery of the field, dove-tailing with the documentation of professional proficiency and currency. Documentation should illustrate course organization and construction and the pedagogical skills of the teacher. Such documentation includes, but is not limited to, inclusion of sample course syllabi (including objectives), examinations and student feedback. Documentation should exist which illuminates the teacher’s modification of course
content/methodology based upon faculty/student feedback and developments within the
discipline and communication with other faculty members to ensure concurrent and sequential
organization of content within department. Student evaluations should be included in the file to
convey information on the teacher’s enthusiasm and passion for teaching and availability to
students.

Documentation of **professional development** must be included in the file. Evidence to support
professional development should document convincingly that the faculty member's growth is
substantial. Specific dimensions of professional growth to be considered will be guided by the content
of the individualized growth plan prepared in concert with the department head or designee. Evidence
supporting professional growth includes but is not limited to inclusion of the publications, abstracts of
presentations, certificate of completion of continuing education, description of clinical activity or
participation in professional organizations. Documentation shall include specifics of dates and
locations, duration and extent of all involvement cited as professional development (whether presenter
or consumer) and, where appropriate, organizations under whose auspices consultation and patient care
were completed; dates and descriptions of involvement in professional research projects, including
whether the faculty member was principal investigator or played a supporting role.

Current work in progress shall be documented by a brief description, as well as written excerpts or
outlines, as appropriate, of the final product. The description should include the role of collaborators, if
any.

Documentation of quality in **advising** (when appropriate as described in the Faculty Code) may include
remarks from student evaluations, as they apply to advising, descriptions of actual cases, where a student
presenting a problem was assisted in the appropriate fashion, or other sources. Additionally
documentation of office hours and availability to students may be included here.

Evidence of appropriate performance in **University service** should show participation in departmental
meetings and activities, and participation in University level committees and representative bodies as
appropriate to rank, as specified in the Faculty Code. Dates, levels and examples of participation should
be included. University service in other capacities should also be documented.

**Community service** by faculty may take many forms and should be documented by the member being
evaluated. Dates, organizations, and roles should be included.

**Classroom Observations**

At the beginning of the semester of the review itself and the preceding semester, the faculty member
being reviewed shall post a schedule of classes for colleagues, outlining class locations, times, topics,
and whether the class format will be lecture, laboratory or discussion. *(When documents related to
promotion are due early in the semester, the faculty member shall post this schedule in the previous
semester if necessary, in order to allow at least three weeks of classes which would be suitable for
collegial observations.)* Faculty colleagues are encouraged to conduct observations during these times.
At a minimum, at least two colleagues will have observed the individual teaching twice, ideally one time
in each of the two preceding semesters. Normally observations will have been conducted by a number
of faculty colleagues within the departments of occupational therapy and physical therapy, but not necessarily all colleagues will have observed.

**Faculty colleague file review and letters**

The faculty member being reviewed shall make available the file of documentation for faculty review at least two weeks prior to the scheduled faculty meeting to discuss the member's evaluation. (Typically this meeting would take no more than 10 days before submission of the file and faculty colleagues' summary letter to the Office of the Academic Dean, according to the published schedule.)

By an announced deadline date preceding the meeting date, School colleagues shall submit written letters, addressed to the Academic Dean (and generally submitted through the respective program director) outlining that colleague's knowledge of the performance of the member being evaluated in the five areas specified above. Particular emphasis shall be placed on criteria specified in the faculty code in cases of change in status. Specific experiences of colleagues as they provide evidence of performance in each area should be included. These experiences may be as involved as having been a team-teacher with the faculty member, or as brief as observing conduct at departmental faculty meetings (and should be documented as such).

The School recognizes the role of subjective professional judgment in the evaluation process.

**Faculty Meeting to discuss member's evaluation**

At a place and time announced in advance, faculty of the School of OT/PT, including the Academic Coordinators of Clinical Education (ACCE), shall assemble to review their findings of the evaluated member's file, and their direct experiences with that faculty member. All areas specified in the Faculty Code shall be discussed. The faculty at this meeting may wish to submit suggestions to guide future performance of the faculty member being evaluated. The deliberation should result in a departmental recommendation.

**Summary letter**

The program director shall record these discussions (or designate a recorder) in order that they may be summarized in writing for feedback to the faculty member being evaluated and for submission to the Academic Dean. The responsibility for synthesizing the discussions shall lie with the program director or designate, who composes the final summary. When the program director is the faculty member being evaluated, a faculty colleague shall be designated by the faculty as a whole for the role of recorder and writer of the summary letter. The summary letter may include information based upon the feedback meeting described below, and should so state.

**Feedback meeting between program director and faculty member being evaluated**

Within seven days of the final faculty discussions, the program director (or designee) shall meet with the faculty member evaluated to discuss the conclusions of the faculty regarding this member's review. Areas of strengths as well as weaknesses shall be covered. Faculty suggestions for future directions of that member's professional work shall be conveyed as appropriate.
Note: According to the review file status chosen by the faculty member evaluated (open or closed), this member may or may not review the actual letters from colleagues within five (5) working days of notification from the office of the dean when file is complete and ready for review (see Faculty Code, Chapter III, Section 4b(2) ). All letters, however, are closed in the "tenure" evaluation.

Evaluation Criteria for Faculty Advancement:
Explanation of Areas Evaluated and
Requirements for Documentation of the Areas

Prologue: The Individual Plan

Each faculty member will write a plan that includes long range goals and short term objectives in all five evaluated areas. The plan for professional growth will be developed in consultation with the department chair or designee in an individualized manner in order to take into account developments within the profession, plus departmental, curricular and University needs. The plan will become a part of the faculty member's file, so that colleagues who participate in evaluations can be clear about the expectations which have been articulated for the individual faculty member. Progress must be demonstrated from previous evaluations in order to receive a positive assessment. The faculty member should update the plan annually in consultation with the department chair or designee.

I. Teaching

The Occupational Therapy and Physical Therapy Programs have a commitment to quality education for their students. Curricular goals must address the goals of the University of Puget Sound, the needs of the respective professions, the requirements imposed by the accrediting agencies, and requirements for professional licensure of graduates. Course content, assignments and expectations should reflect curricular goals.

Students in the School of Occupational Therapy and Physical Therapy, like those throughout the University, come with varied educational and life experiences. They have varied learning styles. Faculty must acknowledge these differences and implement diversity of teaching strategies to the extent that class size and content permit.

The faculty member must have a strong grasp of the discipline taught, so as to convey accurate information, to engender in students enthusiasm for and confidence in the discipline, to challenge students within the discipline while providing guidance to meet those challenges, and to instill in students an attitude which values continued lifelong learning.
Course structure, presentations, activities, and materials should be well organized. Classroom presentations and management should effectively convey information, spark excitement in the students and establish a stimulating, supportive atmosphere. The faculty member should carefully evaluate student work and make appropriate distinctions between levels of achievement. Teaching methodologies should promote student independence and encourage active learning. Teaching methods, course content and activities, and student requirements should demonstrate sensitivity to the level of expected student progress in their overall academic development toward becoming effective clinicians. Clinical reasoning and judgment, based upon values and priorities, must be addressed as appropriate.

Graduates of the Occupational Therapy and Physical Therapy Programs must be able to provide quality treatment to the clients/patients with whom they will work. The teaching clinics require a form of teaching that is distinctly different from classroom didactic teaching. Faculty in the teaching clinics must be able to facilitate the student's metamorphosis from classroom learner to independently thinking clinician. The faculty member must be able to provide guidance without providing answers. Feedback must be provided in a timely fashion. The faculty member must provide thorough supervision to protect the safety of the client/patient and ensure quality of treatment, while also giving the student opportunity to develop skill in clinical reasoning and judgment based upon priorities and values related to patient care. Respectful, ethical, psychologically and culturally sensitive patient care is the ultimate comprehensive examination for the students, and is the realization of the goals of a professional and liberal arts education.

Criteria for teaching performance include, but may not be limited to, all of the following:

1. Demonstrates mastery of the field
2. Demonstrates effective classroom presentations and management
3. Conveys enthusiasm for the discipline
4. Employs teaching methodology appropriate to the content and goals of the course and to the curricular goals
5. Establishes clear and measurable course requirements
6. Uses behavioral objectives appropriate to the goals of the course and the School curricula
7. Publishes course objectives
8. Carefully evaluates student work and makes appropriate distinctions between levels of achievement and how these impact individual readiness to progress to the next level of educational activity within the clinical preparation curriculum.
9. Provides feedback in a timely manner
10. Encourages students in lifelong attainment of knowledge and skills
11. Modifies course content/methodology based upon faculty/student feedback and developments within the discipline. (When courses are team taught, or primary responsibility for a given course lies with another faculty member, modifications of course content and/or methodology must be carried out in close consultation with the faculty member who bears primary responsibility for the course.)
12. Communicates with other faculty members to ensure concurrent and sequential organization of content within department.
13. Posts office hours and exhibits some flexibility in scheduling time in addition to regularly scheduled office hours when necessary
14. Promotes student independence
15. Exemplifies a role model for the profession.
II. Professional Development

Given the applied nature of the disciplines of occupational therapy and physical therapy, professional development takes many forms. Differential expectations for tenure-line faculty and non-tenure-line faculty, where they exist, are delineated below. Scholars in the School of Occupational Therapy and Physical Therapy are committed to demonstrating their professional development through some combination of the following elements. (These elements represent an elaboration on a range of possibilities; no individual is expected to demonstrate activity in all of these elements.)

Continued or advanced study

Physical therapy and occupational therapy faculty members must be both producers of new information in our fields, and lifelong learners. Indeed, by Washington state law, both occupational therapists and physical therapists must prove continuing competency by substantiating their engagement in continuous lifelong learning. Thus, attendance at workshops or courses which deal with new treatment techniques as they are elaborated, apprenticeships with master clinicians or expansion of clinical skills and knowledge is seen as relevant professional development. There are many such experiences for sale in the continuing education marketplace of varied quality. The school’s faculty evaluates the usefulness of these forms of study for meeting the individual faculty member’s need for professional growth and the curricular needs of the school.

For tenure-line faculty hired in academic year 1991-1992 or later, the post-entry level doctorate degree shall be earned prior to the three-year review in order to be tenured and promoted beyond the Assistant Professor rank. For non-tenure-line faculty in either occupational therapy or physical therapy, academic study beyond the clinical entry level degree (since entry level preparation for clinical practice occurs at a variety of degree levels for both professions) is always considered to be an appropriate, though not the only choice for relevant and sufficient professional development.

Scholarly Activity

Our professions are applied sciences built on the social, biological and physical sciences. We value publication not only in our own professional journals but also in those of related fields. The clinical nature of the field of medicine creates a situation of dynamic change, and the vanguard of clinical trends in practice are often presented at professional conferences prior to, or in lieu of, publication. Presentations to professionals (clinicians and scholars) at the regional, national or international levels are also highly valued. In addition, scholarly writing in the form of editorials, software development, audio-visual materials, book reviews, laboratory manuals, textbooks or chapters in textbooks are also avenues that can be evaluated as indicative of professional development. Methods of formalized critical inquiry, such as the collection and
analysis of clinical data, that test the tenets of the therapy professions or the efficacy of treatment techniques, are also highly valued forms of professional development.

In general, tenure-line faculty are expected to be initiators of the various types of scholarly activities mentioned above. According to the PSC interpretation, "instructors are expected to remain current in the relevant parts of the discipline and to keep abreast of those developments in the discipline which bear upon their teaching duties"; however, "they are not required to engage in scholarly research and writing." Non-tenure-line faculty members hold the rank of instructor; thus those who choose to engage in these particular forms of professional development should be recognized for efforts that exceed the expectations of their rank.

Consultation and Practice

Providing consultation to physicians, corporations, school systems, hospitals, community agencies and other schools of occupational therapy and physical therapy is one method of maintaining intellectual vitality, contributing to the larger purposes of scholarship, and positively representing the University as a place of learning. Consultation includes, but is not limited to, providing work site assessments, evaluating therapy education programs, and serving as a clinical research mentor.

The cornerstone of occupational therapy and physical therapy is providing patient care. Treating patients requires knowledge of appropriate evaluation and intervention strategies and techniques; an ability to educate patients regarding diagnoses, treatment, and prevention of illness; compassion and high regard for others, and a strong interest in lifelong learning. Faculty members responsible for treatment oriented courses serve as mentors and, therefore, must maintain their role in demonstrating excellence in patient care.

In general non-tenure-line faculty members act as clinical mentors and are expected to provide both indirect patient care, through supervision of students in clinical treatment sessions, and direct patient care through work in the community. This work may be paid or unpaid, but must serve to maintain and further clinical mastery. Tenure-line faculty who choose to maintain clinical practice may also consider this one avenue of professional development.

Participation in Professional Organizations

Our professional organizations have the power to legislate certain aspects of practice and to influence educational policy. Activity in the American Occupational Therapy Association, the American Physical Therapy Association, their respective commission or section on education, the Washington Occupational Therapy Association or Physical Therapy-Washington are avenues for professional growth. Through leadership in these organizations we can impact the directions of growth of our two professions and the priorities and regulations set by them for education in either field.
III. Advising

Advising responsibilities in both physical therapy and occupational therapy are identical for both tenure-line faculty and non-tenure-line faculty. Beginning in the second year of full time continuing service at the University, all faculty members in the two departments must show a readiness to advise, make themselves available to students at reasonable times, welcome students’ questions and concerns, and make appropriate referrals.

The specific advising assignment for any given individual may differ. Those who specifically advise graduate students need a clear understanding of University and departmental policies relative to graduate students, a clear understanding of the appropriate curriculum, and an understanding of University resources available to graduate students. Because students of occupational therapy and physical therapy are working toward assumption of a specific professional role, these advisors must have an understanding of the complexities of advising individuals regarding their ultimate integration into the practicing clinical community, and skill in mentoring that process.

A few faculty members in these departments act as undergraduate advisors for students who anticipate graduate work in either occupational therapy or physical therapy. These undergraduate advisors need a good understanding of undergraduate policies and University services available to undergraduates, plus good familiarity with the structure of various majors and courses of academic study throughout the undergraduate institution. In addition, these advisors need to be well versed in OT and PT admissions policies (both specific to UPS and generalizable to the broader range of potential professional preparation sites) and in the process of proper guidance for individuals who hope to successfully gain admission to a PT or OT program. When admission to the PT or the OT program is no longer the goal for whatever reason, it is necessary for these advisors to be able to assist in the exploration of acceptable alternatives, and in the process of transitioning to an alternative course of study.

At times the advising role of certain faculty members involves advising potential transfer students who anticipate application to one of the programs after graduation from institutions other than Puget Sound. These advisors need clear understanding of UPS OT or PT admissions policies, plus policies and procedures for evaluation of transfer credit. When advising potential transfer students, it is necessary to be able to effectively guide such individuals in both academic and co-curricular choices that will help them either reach their goals or identify acceptable alternatives.

IV. University Service

Faculty members of the School of Occupational Therapy and Physical Therapy are expected to take part in some form of University service, departmental and University governance, co-curricular activities, activities that contribute to a stimulating educational atmosphere, and/or activities that convey the nature and purpose of the University to people outside of the University. In addition, faculty may serve the university through their work in student
recruitment. Participation in University governance, including long-term planning and revenue enhancement efforts, gives faculty members the privilege of helping to shape the direction of the university. Active participation in campus standing committees, ad hoc committees, and faculty senate provides occupational therapy and physical therapy faculty members with an invaluable opportunity to maintain the vitality of the relationship between the School of Occupational Therapy and Physical Therapy and the University as a whole.

In general, the expectation for University service for non-tenure-line faculty is limited to the departmental level, and non-tenure-line faculty who exceed that expectation by significant service at the University level should be recognized for exceeding the expectations of their rank. Tenure-line faculty members are expected to serve both at the departmental level and at the University level.

V. Community Service

According to the 1999 revision of University Evaluation Criteria, “consideration should be given to service outside the university that is related to professional interest and expertise, and which enhances a person’s value to the University, or enriches teaching.” For the purpose of occupational therapy and physical therapy faculty members, “professional interest and expertise” is broadly defined as any activity that allows the faculty member to enhance (by modeling) the students’ appreciation of the realization of the benefits of a broad and fully developed liberal arts undergraduate education in the midst of professional education and entry into a human service profession.