

Expired as of Spring 2024; Per S15-7, 4.4.5:

If guidelines expire during the candidate's period of review and are not renewed, revised, or replaced with new guidelines, the candidate may include the old guidelines or no guidelines. If guidelines change—revise or replace—during the candidate's period of review, the candidate shall include their choice of the old or the new guidelines. Only one set of guidelines may appear in the dossier, and reviewers are restricted to considering only included, approved guidelines.

Occupational Therapy

Departmental Retention, Tenure and Promotion Guidelines

These departmental guidelines supplement the University RTP Policy S15-8

Guidelines are inclusive and not exclusive in nature. They shall not be used to exclude accomplishments from consideration that were unanticipated when the guidelines were created. When candidates submit genuine accomplishments that were not anticipated in the guidelines, the accomplishments will be assessed using the more general language of the policy on Criteria and Standards.

Vote completed on 4-29-2016 and unanimous approval to adopt the OT RTP Guidelines

NOTE: OT Faculty who voted included 3 tenured faculty, 2 tenure track faculty, 1 FERP faculty, and 1 lecturer who had just accepted a tenure track position in the Occupational Therapy Department

I. Overview of the Department

The Occupational Therapy Department is exclusively a graduate program and offers a Master of Science degree in Occupational Therapy. The curriculum is designed to prepare graduate students as generalist practitioners of occupational therapy. The coursework also prepares the graduate student for leadership roles, which include educator roles with consumers of services, other professionals and paraprofessionals as well as occupational therapy students and staff in a variety of health and human resource agency settings; additionally, students are prepared with knowledge of program development, administrative, supervisory and management roles in health and human resource agency settings.

The San Jose State University Occupational Therapy Department has a nationally recognized reputation for educating strong clinicians and leaders in the field. We expect our faculty to support this mission. This is accomplished by faculty engagement in teaching, scholarly/artistic/professional achievement, and in service.

II. Criteria for Teaching

The S15-8 Policy will be used as the guideline for this category

III. Criteria for Scholarly/Artistic/Professional Achievement

The S15-8 Policy will be used as the guideline for this category

IV. Criteria for Service

Guidelines are inclusive and not exclusive in nature. They shall not be used to exclude accomplishments from consideration that were unanticipated when the guidelines were created. When candidates submit genuine accomplishments that were not anticipated in the guidelines, the accomplishments will be assessed using the more general language of the policy on Criteria and Standards.

Unsatisfactory: During the period of review, the candidate has not documented service activities that meet the baseline level described below during the period under review.

Baseline: During the period of review, the candidate has undertaken a fair share of the workload required to keep the Department functioning well. This includes activities such as work on department committees, the creation or revision of curricula, the assessment of student learning outcomes, or participating in department planning, accreditation, outreach, and advising. A baseline level of achievement for promotion to Professor will also include at least some service at the University level. Additionally, the candidate is a member of state and national organizations and supports the professional organization; for example, the candidate documents attendance at a seminar **OR** conference sponsored by state, national, or international professional organizations.

Good: During the period of review, the candidate has also participated in significant service activities beyond the department. This will usually include college-level service and may include University level service (for example, service on the Academic Senate), service in the community, or significant activities in a professional organization. In at least one facet of service, the candidate will have demonstrated leadership resulting in tangible, documented achievements. The demonstration of

leadership capacity in a professional organization can be seen by participating as a reviewer for conference proposals at professional conferences, professional publications such as Critically Appraised Papers (CAP) or Critically Appraised Topics (CAT) **OR** reviewing manuscripts for professional journals, **OR** serving on professional boards, for example: Psychiatric Occupational Therapy Association of California (POTAC), Occupational Therapy Association of California (OTAC), California Foundation of Occupational Therapy (CFOT), or serving on national committees such as those in the American Occupational Therapy Association (AOTA) or other related professional boards/organizations.

Excellent: During the period of review, the candidate has documented significant influence at a high level, whether it be service to students, the University, the community, or the profession. Candidates who achieve an evaluation of “excellent” in service will generally have occupied several elected or appointed positions of leadership and will document multiple specific accomplishments that have significance for people beyond the candidate's department or college (for example, elected to the Executive Board of the Academic Senate, or elected California Faculty Association (CFA) positions). Excellence in professional service could be serving as an appointed member of an editorial board of a professional journal such as OTJR, AJOT, **OR** serving as an elected or appointed member of a professional board, for example, being elected or appointed to a position in POTAC, OTAC, CFOT, AOTA or other related professional boards/organizations.