

## Department of Occupational Therapy Graduate Faculty Status (GFS) Criteria

Full-time occupational therapy faculty are eligible for Graduate Faculty Status for a **three (3)** year initial term. Renewal terms may be for **three (3) or eight (8)** years as appropriate, based on submission of evidence as outlined below. The applicant must have: 1. An appropriate degree (see specific criteria below), 2. Licensure and/or certification appropriate to the discipline and jurisdiction, 3. Evidence of membership in appropriate professional organizations, and 4. Approval of the departmental graduate faculty and department chairperson. The applicant must provide evidence of teaching effectiveness, sustained scholarly, professional or creative activity, service, as well as peer recognition in order to be appointed to the Graduate Faculty.

Faculty will submit their GFS application at the beginning of the semester their status is due to end. Faculty are responsible to be aware of when their status ends and to initiate the submission process.

### **Criteria for Graduate Faculty (Full-Time Tenure-Track Faculty)**

#### **1. Initial Membership** (with review after 3 years) : Minimum doctoral degree (or ABD)

Candidate will present a curriculum vitae with evidence of teaching competency, scholarship and service. A committee of 3 graduate faculty will review the candidate's CV and any additional supporting documentation submitted. The committee may request additional support if needed.

Possible sources of evidence are provided below for teaching (a), scholarship (b), and service (c).

#### **a. Evidence of Teaching Competence**

1. Clear educational goals and behavioral learning objectives / related teaching & learning activities
2. Current Content consistent with American Council for Occupational Therapy Education 's Occupational Therapy Educational Program Standards.
3. Use of evidence in teaching and learning
4. Ongoing participation in continuing education
5. Leadership and/ or active participation in curriculum development
6. Graduate student teaching evaluations
7. Guest Speaking (Inservices)

Demonstrates competence/ responsiveness to feedback in the following areas

8. Peer Teaching evaluations
  9. Chair review of teaching
  10. Directing student research
  11. Team Teaching
  12. Recipient of a major teaching award
- Other equivalent evidence

**b. Evidence of Scholarly Accomplishments**

1. a solo or co-authored article in a professional journal;
2. Solo or co-authored book chapter appearing in an edited volume. (Acceptance for publication may be accomplished by peer-review or invitation and review by editors.)
3. Internal / External grant
4. Peer-reviewed or invited presentations at state, regional, national, or international professional meetings or conferences.
5. Invited presentations or clinical inservices
6. Completion of continuous quality improvement research / Scholarship of Teaching Learning
7. One solo or co-authored peer reviewed article.
8. Recognition of professional achievements and activities by peers, as evidenced by awards, fellowships, leadership positions, etc. by academic or professional organizations.
9. Advanced certification in area of teaching
10. Manuscript submitted

**c. Evidence of Service to the Profession**

1. Contribution to the quality of program processes and outcomes through active participation and/or leadership in curriculum development or program development/evaluation.
2. Contribution to graduate student development through advisement and mentoring on student theses or other scholarly projects.
3. Contribution to the quality of the University of Central Arkansas graduate programs through service on the Graduate Council or other college/university committees that support graduate studies.
4. Service to the department (UCA or occupational therapy facility)
5. Professional service that reflects scholarly activity, such as:
  - a. serving as an editor for a professional journal
  - b. serving on the editorial board of a professional journal
  - c. serving as a reviewer for a professional journal
  - d. serving as a reviewer for conferences

**2. Continued Membership:** Criteria outlined in teaching, scholarship, and service must be fulfilled

After the initial appointment, faculty may be approved for an 8-year appointment instead of a 3-year appointment at the recommendation of the department graduate faculty and chair, provided all criteria of the 3-year appointment are met with evidence of one additional activity in each of the areas of teaching and scholarship. Also, service must be demonstrated in two categories: 1) service to the institution, and 2) service to the profession.

## **Criteria for Associate Faculty (Full-Time Non-Tenure Track)**

Status can be granted to full-time faculty in a non-tenure track position can be approved for 3-year appointment only. Once recommended by departmental graduate faculty and the department chair, these applicants must meet the criteria outlined above with the following exceptions: Candidates are required to have a doctoral degree or near completion.

Initial review every 3 years: Candidate will have a doctoral degree (PhD., Ed.D., OTD) and present a curriculum vitae with evidence of potential in the areas of teaching, scholarship and service. Examples are provided below:

### **Teaching Competency**

1. Experience in teaching, fieldwork supervision, or professional expertise in a practice setting relevant to courses being taught (specify) or demonstrated competence in preparing and presenting a lesson plan (a-e criteria under criteria for Affiliated Faculty for suggested inclusion).
2. Expertise and ongoing competency development in area(s) of teaching assignment(s) through education, experience, and/or advanced certifications.
3. Practice or educational experiences that emphasize evidence-based interventions, and the ability to provide essential links from didactic information to relevant practical application.
4. Ability to provide content that is current, and in scope, consistent with the American Council for Occupational Therapy Education 's Occupational Therapy Educational Program Standards.
5. Ability to teach courses that are developed upon clear educational goals and behavioral objectives, with classroom and laboratory experiences that are designed to lead the learner to the desired outcomes.

### **Scholarship**

1. Demonstrated competence through a professional presentation for OT faculty and students (with positive feedback)\* (see below)
2. Two peer-reviewed or invited presentations or workshops at state, regional, national, or international professional meetings or conferences.
3. One solo or co-authored peer reviewed article.
4. Professional service that reflects scholarly activity. This may include serving as an editor for a professional journal; serving on the editorial board of a professional journal.
5. Advanced certification in area relevant to courses being taught.

## **Criteria for Affiliated Graduate Faculty (Visiting Professor and Adjunct Faculty)**

In certain circumstances, Graduate Faculty Status may be granted to those not in a full-time faculty position. Status can be granted to full-time Visiting Professor and Adjunct Faculty in a non-tenure track position can be approved for 3-year appointment only. To be recommended by departmental graduate faculty and the Department Chair for Graduate Faculty Status, the following examples may serve as evidence of qualification to teach in the Occupational Therapy Program:

- a. Appropriate degree, as determined by the department chairperson
- b. Unique insight garnered through hands-on occupational therapy experience
- c. Valuable resource for graduate students in occupational therapy
- d. Relevant experience
- e. Ability to prepare a professional presentation with stated learning objectives, outline/ppt that include a-e below
- f. Documentation of faculty development plan
- g. Documentation of recent continuing education

\*A Professional Presentation for OT faculty and students may allow demonstrated teaching competence and appropriate use of professional literature.

- a. A plan for the presentation in the form of an outline and/ or Power Point
- b. Measurable behavioral learning objectives
- c. Evidence from the literature to support the presentation
- d. Creative interactive component of the presentation
- e. A sample test that measures the stated learning objectives