

Addendum for RTPC Faculty in the Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy

Appointment and promotion of RTPC faculty in the Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy will, in general, follow the guidelines for RTPC faculty set forth in the Herman Ostrow School of Dentistry of USC document entitled, “Appointment and Promotion Guidelines for Research-Teaching-Practitioner-Clinical (RTPC) Track Faculty.” The purpose of this addendum is to provide a description of the various RTPC tracks within the Chan Division, as well as additional details regarding how Chan Division RTPC faculty are evaluated.

Within the Chan Division, there are two RTPC tracks, the Research-Track (i.e., Assistant, Associate, or Full Professor of Research) and the Clinical-Track (i.e., Instructor, Assistant, Associate, or Full Professor of Clinical Occupational Therapy). Within each track, there are sub-categories. In the Research-Track, there are two sub-categories: Research-Track (Independent Research/Scholarship) and Research-Track (Service/Infrastructure Support). In the Clinical-Track, there are three sub-categories: Clinical-Track (Practice), Clinical-Track (Teaching), and Clinical-Track (Service).

Across both RTPC tracks and all five sub-categories within the Chan Division, RTPC faculty generally do not have one exclusive function (i.e., 100% teaching, 100% research or scholarship, 100% service). Although most have an identified primary area of contribution, all full-time faculty are expected to participate in teaching, scholarship, and service. Adjunct faculty contributions vary, and may reflect involvement in a single area such as teaching. Each faculty member has an individualized effort profile (aka Spitzer profile) that defines the expectations in teaching, scholarship, and clinical- and/or academic-related service, as well as how these are weighted during annual performance reviews. Within the Chan Division, there are not separate categorical criteria for evaluating Research-Track and Clinical-Track faculty. Instead, there are criteria for evaluating teaching, scholarship, and service at each rank across tracks (weighted accordingly), as described below.

CRITERIA FOR PROMOTION

Note: The relative weightings of accomplishments in teaching, scholarship, and service according to the criteria below depend upon the faculty member’s individualized effort profile (aka Spitzer Profile).

Promotion to **Assistant Professor of Clinical Occupational Therapy** or **Assistant Professor of Research** requires that the candidate possesses a terminal degree and demonstrates evidence of experience and expertise in teaching, meaningful involvement in scholarly work, or proficiency in clinical- and/or academic-related service (whichever is the identified primary area of contribution). Some involvement in University and/or professional service is also expected, but this can be relatively minimal.

Promotion to **Associate Professor of Clinical Occupational Therapy** or **Associate Professor of Research** requires that the candidate demonstrates excellence in teaching with evidence of intellectual contributions to the development and improvement of courses, as well as significant involvement in scholarship with evidence of publication, presentation, or other scholarly products (including participation in externally funded research grants for research-track faculty). If the individual has a primary role in clinical- and/or academic-related service, there should be evidence of excellence as a clinician and/or substantial contributions to high-level academic-related activities requiring faculty expertise. The candidate should be engaged in University and professional service, with evidence of willingness to contribute as a “team player.” Promotion to associate professor generally requires that the individual have some external visibility, preferably at the national level.

Promotion to **Professor of Clinical Occupational Therapy** or **Professor of Research** requires that the candidate demonstrates sustained excellence in teaching with evidence of contributions to curricula, as well as substantial contributions to the field in terms of scholarship, including publications in peer-reviewed journals and, when applicable, significant involvement in, or leadership of, externally funded research programs. If the individual has a primary role in clinical-related service, there should be evidence of excellence and leadership in the clinical environment, and if the individual has a primary role in academic-related service, there should be evidence of excellence and leadership within the division, school, and university. Leadership in academic committees and/or professional societies is also expected. Promotion to professor will generally require that individuals be recognized as national and/or international leaders in their discipline.