

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching and educating students, both inside and outside the classroom, studio, or laboratory is the University's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching as applicable, will be evaluated in order to gain a clear understanding of each faculty member's performance.

6.1.2 In broad terms, excellence in teaching is characterized by:

6.1.2.1 A thorough and current command of the subject matter, teaching techniques, and methodologies of the disciplines one teaches.

In the MSOT program, a thorough and current

taught by the individual. In addition, each faculty member should have at least 2 of the tenured members of the program's faculty observe delivery of course material and produce positive written reviews of their teaching. If a review in the early years of the

successful coordination and completion of alternative assignments.

6.2 Scholarly and

candidate as first author or second author is required. Additionally, two peer-reviewed national or international presentations as first author is required for tenure. Significant state or federal grants may also be considered as evidence of scholarship in lieu of another publication/presentation. Evidence of such progression/achievement should be included in the

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with students who are the lead investigators can also be considered under the teaching standards. Evidence of such can include, but is not limited to, copies of journal articles, presentations, or conference, or conference guide where the presentation is listed.

- 6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications.

In the MSOT program, evidence of such can include, but is not limited to copies of the presentations, journal/conference presentation review guidelines and letters of acceptance from journals and conference providers.

- 6.2.4.6.5 Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional critics; the reputation of the gallery, museum, or other artistic venue where it is shown or presented; the respect afforded the organization for which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).

This standard does not apply to MSOT faculty.

- 6.2.4.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.

The MSOT program recognizes that other forms of scholarly or creative activity that

6.2.4.6.7 Where reviews are included in a file as evidence of the worth of a candidate's scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication as specified in School and/or Program standards.

The MSOT program accepts reviews from appropriate journals as evidence of the worth of the scholarly work. In such cases, the professional credentials of the reviewer, the reputation of the journal or publication, and the journal impact factor should be considered as further support of the significance of the scholarly work.

professional venues (e.g., OT Practice, NJOTA meetings) to disseminate the knowledge gained and to share its significance with those who do not benefit from the project. Evidence of such can include, but is not limited to, copies of the presentation, copies of the article, or letters from individuals who can attest to the significance of such programs.

6.2.4.7 Although NTPPs are not typically responsible for scholarly

engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal issues; contributes to the public good enriches scholarship. Community engagement and service-learning is particularly valued at Stockton.

All MSOT faculty may also contribute to broader arenas by contributing to the occupational therapy profession and healthcare arena by participation in community, regional, state, and national organizations. Such organizations can include but is not limited to, the American Occupational Therapy Association and the New Jersey Occupational Therapy Association as well as participation in the leadership or special interest committees in such organizations. Such participation is recommended since it reflects professional behaviors that we would want students to emulate. Evidence of such can include, but is not limited to, letters from other members who can evaluate and document the specific scope and significance of the individual's participation in the group.

- 6.3.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with their rank. Faculty who

future service are all aspects of documenting achievement in campus or community service. Sustained service is expected to meet the minimum requirement of this responsibility. Compensated service is generally not sufficient to meet the minimum requirements. However, expectations for how it can be used to demonstrate excellence may be conveyed in School and Program standards.

Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, the effectiveness of participation, and contributions to the functioning, administration, and development of the MSOT program, School Health Sciences and the University. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus or community service. Sustained service is expected to meet the minimum requirement of this responsibility. Compensated service is not sufficient to meet the minimum requirements in the MSOT program.

6.3.5

For MSOT faculty, evidence of such can include, but is not limited to, letters from individuals who can attest to the scope and significance of the individual's contribution in this area.

- 6.3.6 In the School of Health Sciences, NTPP faculty assigned alternate assignments related to program administration or other service to the program will have those activities recognized as contributing to excellence in service.

The MSOT Program expects that NTPP faculty will be predominately involved in service to their program, however the program recognizes that service outside of the program can

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10.0 EXPECTATIONS FOR RANK OR LEVEL

The general criteria for faculty

- 10.7.1 Must achieve a consistent record of excellence in teaching (in both Program and General Studies courses), including curricular contributions, pedagogical leadership, and/or in activities that support the achievement of teaching excellence throughout the University;
- 10.7.2 Must achieve and continue to demonstrate a record of scholarly/creative activities that are nationally and/or internationally recognized as outstanding and significant; and
- 10.7.3 Must be stewards of service; they must play and continue to play a major role in significant University initiatives, major public initiatives, or hold key positions in their professional organizations. Professors must demonstrate that their service is recognized as outstanding in quality, effectiveness, and scope.

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