Richard Stockton College Master of Science in Occupational Therapy Program Reappointment, Tenure, and Promotion Standards and Procedures

MSOT Program Standards:

6.1   Teaching

> 6.1.1 Educating students, both inside and outside of the classroom, clinical setting, or laboratory is the MSOT program's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance.

> 6.1.2 Faculty in the MSOT program will demonstrate excellence in teaching by:

> 6.1.2.1 A pattern of results in the formal student evaluations of teaching reflecting excellent student achievement of learning outcomes that are in line with both the instructor's and the program's objectives for the course, in courses across the candidate's areas of teaching assignments.

>> 6.1.2.2 Consistently developing and delivering course materials that meet the standards set forth by the Accreditation Council for Occupational Therapy Education (ACOTE). All faculty members should use current literature to support the course content. Evidence of such will be obtained via the MSOT program's course evaluation, administered at the end of each semester as is required by the standards set forth by the Accreditation Council for Occupational Therapy Education (ACOTE). Faculty should receive scores on this course evaluation form that are 3.5 or higher. This form shall be administered in each class taught by the individual. In addition, each faculty member should have at least 2 of the tenured members of the program's faculty (1/semester) observe delivery of course material and produce positive written reviews of their teaching. If a review in the early years of the reappointment process is not positive, the faculty member should show improvement over time and that adequate attempts at following the suggestions for improving teaching suggested by the tenured faculty member were made for all assigned teaching responsibilities

>> 6.1.2.3 Consistently organizing, developing and delivering course materials in a timely manner that allow students to meet their learning goals. Evidence of such will be obtained via the MSOT

program's course evaluation administered at the end of each semester as is required by the standards set forth by ACOTE. Faculty should receive scores on the "teaching ability of the faculty" and "accessibility of the faculty" sections of this course evaluation form that are above average (3.5 on a 5 point Likert scale. In addition, all faculty are expected to provide syllabi for each course taught which shows the above stated information as well as examples of individual sessions for each course taught (i.e. can include, but not limited to, PowerPoint lecture materials).

6.1.2.4 Excellence in teaching also entails respect for students as members of the Stockton academic community, the effective response to student questions, and the timely evaluation of and feedback to students. Evidence will be demonstrated by MSOT program's course evaluation administered at the end of each semester as is required by the standards set forth by ACOTE (faculty should receive scores that are above average (3.5 on a 5 point Likert scale), effective preceptorial teaching to assigned students to include meeting formally with these students once each semester and informally as requested by the student, (evidence of such will be obtained via the faculty member's timely and complete documentation of meetings with students and active participation in faculty reviews of the students' professional behavior plan), and provision of support and guidance to students assigned as Graduate Assistants (evidence will be obtained via the student evaluation of the GA experience administered at the end of each academic semester).

6.1.3 Where appropriate, faculty in the MSOT program can also demonstrate excellence in teaching in other ways. This can include, but is not limited to:

6.1.3.1 Utilizing technology in teaching. All faculty members should demonstrate computer skills that incorporates the latest technology in accordance with the content of their courses. All faculty members should familiarize students with the technology being used in clinical settings for the provision of occupational therapy services to clients and present this information to students in their courses so that students are introduced to such technologies before beginning their Level II clinical affiliations. Evidence of such can be provided via copies of instructional tools (e.g. PowerPoint lectures), observations by tenured faculty members of the individual delivering course material using such technology, and students utilizing the technologies in presentations for the courses.

6.1.3.2 Developing learning activities that reflect the best practice in occupational therapy in clinical settings. Such examples may include utilizing the proximity of the physical therapy, nursing, and speech and language pathology programs, by developing activities that are interdisciplinary in nature, and incorporating evidence based practice into course learning activities (as is mandated by ACOTE). Evidence of such can be provided via copies of syllabi and lab guides demonstrating use of such activities.

6.1.3.3 Utilizing real world experiences to enhance the learning experience of the students. Such activities can include seeking out fieldwork experiences, utilizing community settings/practitioners to provide hands on experiences with therapeutic techniques/devices not available on campus, utilizing service learning activities, supervising/mentoring students in their research endeavors, or advising student groups, such as the Student Occupational Therapy Association or the Occupational Therapy Club, to develop the professional behaviors of the students.

6.2   Scholarly and Creative Activity

6.2.1   The MSOT program recognizes that the teacher-scholar model is a serious and continuing commitment to scholarship, enriches teaching, and is the foundation of sustained excellence within the classroom.

6.2.2   Publications in support of reappointment and tenure are those achieved during the applicant's probationary period. Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.

6.2.3   There are a wide variety of scholarly vehicles recognized by the MSOT program which include, but are not limited to: disciplinary or interdisciplinary research, pedagogical research, and grant acquisition.

6.2.3.1 The MSOT program expects that candidates for tenure and promotion initiate a research agenda during the first year of service and further establish that agenda in subsequent years. Decisions about reappointment, tenure, and promotion will be made based on the candidate's documentation of the progression of that agenda. Evidence of such progression should be included in the candidate's yearly Faculty Professional Development Plan as required by ACOTE.

6.2.4   Candidates for reappointment, tenure, and promotion in the MSOT

program must provide documentation of the excellence of one's work. Evidence can be provided in a variety of ways and will be outlined in subsequent standards below.

The MSOT program committee will typically use the following in making judgments about the achievements of candidates in regards to scholarly activity:

6.2.4.1 The capacity to bring scholarly projects to completion. Evidence of such progression/achievement should be included in the candidate's yearly Faculty Professional Development Plan as required by ACOTE. A copy should also be included in the candidate's official evaluation file.

6.2.4.2 A mix of scholarly activities appropriate to one's appointment. Evidence of such can be provided in many ways in the self-evaluation file and can include, but is not limited to, the candidate including this information in their yearly Faculty Professional Development Plan, as required by ACOTE, as well as samples of completed and/or published works.

6.2.4.3 Judgments of the worth and significance of the work by those qualified to make such judgments. These may include disciplinary peers, professional organizations, and *ad hoc* groups such as evaluation, judging, or refereeing panels. Evidence of such can be provided in many ways in the self-evaluation file and can include, but is not limited to, the candidate providing journal/conference presentation review guidelines, letters of acceptance from journals and conference providers, copies of publications, and conference proceedings.

6.2.4.4 Documentation of the impact of one's work with students, within the scholarly area, within higher education generally, on documented standards of best practice in pedagogy, in the application of one's work, as evident in citations of one's work, on public policy or institutions, or in educational settings. Evidence of such can be provided in many ways in the self-evaluation file and can include, but is not limited to, the candidate including this information in their yearly Faculty Professional Development Plan, as required by ACOTE, and via the self-evaluation file.

6.2.4.5 The MSOT program recognizes that there are alternate forms of scholarship that do not fall under the traditional forms of scholarship. Presentations before peers and colleagues and advancing the discipline via education of disciplinary/ interdisciplinary peers are also expectations of MSOT faculty

members as alternate forms of scholarship. Evidence can be provided in a variety of ways and will be outlined in subsequent standards below.

6.2.4.6 The MSOT program understands excellence in a variety of scholarly activities to embody the following:

6.2.4.6.1 Books and book chapters should be published by reputable academic or trade presses and reviewed in appropriate journals. Evidence of such can include, but is not limited to, providing the book, book review guidelines and letters of acceptance from publishers.

6.2.4.6.2 College standards for faculty evaluation (5.00) states " except in unusual circumstances, scholarship leading to peer-reviewed publication and/or peer reviewed creative activity is also a requirement for tenure and promotion to higher rank." In accordance, peer reviewed publication is a requirement for tenure and promotion in occupational therapy. Articles and essays should be published in appropriate scholarly journals, whether print or electronic. Documentation substantiating that the publication completed a peer-review process is required. Some documented assessment should be provided as to the quality of the journal in which the piece appears; particular, its scholarly reputation and whether or not the journal or proceedings are peer reviewed. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. Evidence of such can include, but is not limited to, copies of the published article, the journal review guidelines, and letters of acceptance from journal publishers.

6.2.2.4.6.3 Scholarly activity that involves students as co-presenters, co-participants, or co-authors is encouraged. However, mentoring/supervising research with students who are the lead investigators should 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 guides where the presentation is listed.

6.2.4.6.4 In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process. Evidence of such can include, but is not limited to, copies of the presentation,

journal/conference presentation review guidelines and letters of acceptance from journals and conference providers.

6.2.4.6.5 The MSOT program recognizes that other forms of scholarly activity that may appear in emerging scholarly media (e.g. online journals) may well be included as well, provided that standards of peer review comparable to those outlined elsewhere within the standards can be applied to them.

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

6.2.4.6.7 The MSOT program encourages faculty members to undertake professional activities as a practitioner or consultant. It recognizes that such activities are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new standards for practice (e.g. development of a new community program). Evidence of such can include, but is not limited to, letters from an individual who can attest to the significance of such programs in advancing the knowledge of the profession.

6.2.4.6.8 The MSOT program encourages all faculty members to maintain current competency in the field of occupational therapy in order to enhance their teaching, service, and scholarship. Clinical practice may lead to scholarly achievements by providing subject matter for refereed research or by supporting the development of community programs that can also be the subject of refereed scholarship. Practice may also lead to the faculty member's obtaining/maintaining specialty and board certifications through professional organizations; such certifications typically require scholarly achievements as a prerequisite; this should be documented, as should all activities submitted as scholarship under this heading.

6.2.4.6.9 Faculty in the MSOT program are encouraged to apply

for external grants or monetary awards from governmental and non-governmental organizations. Such grants are considered as scholarship if they are favorably reviewed by external bodies. Evidence of such can include, but is not limited to, copies of letters of award or documentation of an application that is reviewed as fundable but not awarded from the awarding organization

6.2.4.6.10 Faculty in the MSOT may engage in community outreach by defining or resolving relevant social problems or issues (e.g. participate in lobbying for healthcare reform), by facilitating organizational development, by developing new community programs, and by improving existing practices or programs. In doing so, faculty are expected to produce publications and presentations in appropriate professional (e.g. OT Advance, OT Practice, NJOTA meetings) to disseminate the knowledge gained and to share its significance with those who do not benefit directly 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.

6.3   College and Community Service

6.3.1   All MSOT faculty members should contribute to the achievement of the College's mission through effective participation in governance activities including leadership roles at the program, school, or College-wide levels. Such activities can include, but are not limited to, participation in Faculty Assembly committees, the Institutional Review Board, the Distinguished Student Fellowship Committee, and faculty and Dean search committees. Evidence of such can include, but is not limited to, letters from other committee members stating the significance and scope of the individual's participation in the committee or examples of products developed as a result of participation in the committee (e.g. written recommendations/ reports submitted to the Faculty Assembly).

6.3.2   All faculty should consider contributing to the occupational therapy profession and the healthcare arena by participation in community, regional, state, and national organizations. Such organizations can include, but are 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 All faculty members in the MSOT program are expected to participate in program special interest activities which include, but are not limited to, participating in 1 Open House event per academic year, active participation in the development of the ACOTE biennial and accreditation reports and timely submission of all assigned responsibilities with this, yearly active participation in the Admission Process for applicants to the MSOT program, development of in-services and training sessions, as needed, to enhance student learning, participation in yearly graduation activities, participation in bi-monthly faculty meetings and full day retreats, as needed, active participation in program evaluation and timely submission of materials related to this, active participation in the accreditation process, mentoring of Graduate Assistants, as well as other activities identified by the program director.

6.3.4 Evaluation of achievement in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparations and reflection of the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service.

6.3.5 Evidence of effectiveness in College or community service may include such items as:

6.3.5.1 Contributions to the Professional Development and Continuing Education of professionals within health care and, in particular, the field of occupational therapy through the Office of Professional Development and Continuing Education at Stockton or other non-college entities. 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 contributions in this area as well as copies of the presentation used in the education sessions.

6.3.5.2 Contributions to professional organizations in the capacity of an Officers position or significant service on a professional board (i.e. AOTA SIS groups). Evidence of such can include, but is not limited to, letters from individuals who can evaluate and document the specific scope and significance of the individual's contributions in this area.

6.3.5.3 Contributions to general civic or client and community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which

might be expected by the usual citizen or member. 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 contributions in this area.

This policy will take effect on (date).