

PHYSICAL THERAPY PROGRAM STANDARDS
FACULTY OF PHYSICAL THERAPY PROGRAM
Revised 05/18/2016

The intent of this document is to provide clear guidelines for the evaluation of Physical Therapy faculty for reappointment, tenure and promotion. This document covers all full-time and part-time members of the Physical Therapy Program faculty. Henceforth, Program refers to the Physical Therapy Program. Faculty refers to the full-time and part-time faculty members of the Physical Therapy Program.

INTRODUCTION

4.00 The physical therapy program faculty support and acknowledge the critical role of assessment of performance in the areas of teaching, scholarly work and service. As faculty of an entry level doctoral program, the physical therapy faculty further acknowledge and seek to specifically identify the unique responsibilities of the faculty in the program so that these unique roles/responsibilities are reflected in the program evaluation of faculty. The application of these program standards will occur as part of the evaluation for reappointment, tenure, and promotion process as established by the Richard Stockton College of New Jersey.

5.00 EVALUATION OF FACULTY

5.1 It is the policy of the College to evaluate regularly the performance of all faculty. The purposes of such evaluation are 1) to provide probationary faculty with a clear statement of College, School, and Program expectations of performance; 2) to provide all faculty with timely information regarding the extent to which they are meeting these expectations of performance; 3) to identify aspects of a faculty member's performance that may need improvement in order to meet or continue to meet College expectations; 4) to provide a foundation for discussions of performance issues between the faculty member and the Dean or other direct supervisor, as well as his/her peers; and 5) to determine whether a faculty member should be reappointed, tenured, or promoted.

5.2 The Program expects faculty to excel in a variety of ways and to balance teaching, scholarship/creative activity, and service effectively. The successful candidate for tenure and/or promotion will hold a minimum of an academic doctorate (PhD, EdD, DSc, etc.). A clinical doctorate in physical therapy (DPT) and an American Board of Physical Therapy Specialties (ABPTS) certification is also acceptable. Sustained excellence in teaching is a necessary but not in itself a sufficient condition for tenure or promotion to higher rank. Except in unusual circumstances, scholarship leading to peer-reviewed publication is also a requirement for tenure and promotion to higher rank. Any exception to the expectation will be documented in writing. Faculty are also expected to contribute to the Program, College, community and/or professional life through service activities.

6.00 ELABORATION OF COLLEGE STANDARDS FOR TEACHING FACULTY IN THE PHYSICAL THERAPY PROGRAM

6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom, clinical setting, or laboratory is the Program's primary purpose. Therefore, performance

in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including physical therapy skills and techniques and preceptorial teaching will be evaluated in order to gain a clear understanding of each faculty member's performance. Excellence in teaching will include a review of the quality of the teaching portfolio as described in 7.3 of the College Standards procedure for tenure and promotion..

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. Evidence of excellence may include American Board of Physical Therapy Specialties (American Physical Therapy Association) certified specialist in the faculty member's teaching responsibilities, membership and active participation in a professional association that facilitates excellence in teaching physical therapy students (particularly relevant association sections, committees, or special interest groups), a record of regular attendance at continuing education courses and/or presentation of continuing education courses or presentations to peers on topics related to the member's teaching responsibilities, and ongoing involvement in research activities and dissemination of scholarly work related to teaching responsibilities.

- Clinical work, paid or unpaid, is valued for a physical therapy faculty member. Clinical work should enhance but not interfere with other faculty responsibilities. Evaluation of this work will be measured by its ability to support the mission of the Program and its ability to directly relate to the faculty member's teaching and scholarship. Evidence of effective clinical work is encouraged through American Physical Therapy Association clinical specialization or other organizations approved through the faculty plan.

6.1.2.2 Sound course design and delivery in all teaching assignments, whether introductory or advanced offerings, as evident in clear learning goals and expectations, content reflecting the best available scholarship and teaching techniques aimed at student learning. Physical therapy faculty will demonstrate evidence of consultation with other Program faculty, including members of the faculty team and course and module coordinators for team-taught courses, in the development and refinement of course materials. Faculty will demonstrate evidence that course materials are based on current peer-reviewed literature on the practice of physical therapy and related disciplines. Student learning outcomes for entry-level courses are expected to meet accreditation standards and prepare students for the physical therapist licensure examination.

- 6.1.2.3. The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, grading and attendance policies and the timely provision of copies to students. These materials will reflect evidence of consultation with other Program faculty, including members of the faculty team for team-taught courses, and evidence of revision of these materials based upon faculty, student, and consultant feedback.
- 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. Physical therapy faculty will demonstrate excellence by scheduling and holding regular office hours at least twice during most weeks of the semester for meetings with students, and attendance at Program meetings or activities that include students (examples are Brown Bag lunches with the faculty and student research presentations), and faculty meetings related to student performance or concerns. Faculty will provide feedback to students regarding their performance on exams in a timely manner, and more immediate feedback following practical exams. Responses to student questions and concerns will be provided in a timely manner via electronic communication, meetings with the student, or other appropriate means of timely communication.
- 6.1.3 Where appropriate, additional measures of teaching excellence include but are not limited to:
 - 6.1.3.1 Ability to use technology in teaching. Physical therapy faculty will demonstrate competence in the use of computer-assisted teaching in the classroom and electronic means of communication with students, including delivery of on-line course materials.
 - 6.1.3.2 The capacity to relate the subject matter to other fields of knowledge. Faculty will demonstrate evidence of inclusion of other fields of knowledge in their teaching materials.
 - 6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter including service learning activities and advising student organizations. Physical therapy faculty can demonstrate evidence of excellence by participation in activities outside the classroom such as the Physical Therapy Club, Physical Therapy Month activities, professional association activities that involve physical therapy students such as the American Physical Therapy Association's annual student conclave, and student research projects and presentations.

6.2 Scholarly and Creative Activity

- 6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship enriches teaching and is the foundation of sustained excellence within the classroom.
- 6.2.2 Publications and creative work 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.
- 6.2.2.1 Expectations for tenure include demonstrating the progression of a scholarly agenda during the probationary period with the optimal outcome of this work being at least two scholarly accomplishments, one of which is a first author, peer reviewed publication by the time of review for tenure. Progression during the probationary period would include successfully conducting research and sharing results with the professional community. Examples of sharing the results of scholarly work might include peer reviewed presentations at state or national conferences, peer-reviewed, published abstracts building toward peer reviewed publication.
- 6.2.2.2 Expectations for tenure and promotion to associate professor include demonstrating the progression of a scholarly agenda during the probationary period with the optimal outcome of this work being at least two scholarly accomplishments, one of which is a first author, peer reviewed publication by the time of review for tenure year. Progression during the probationary period would include successfully conducting research and sharing results with the professional community. Examples of sharing the results of scholarly work might include peer reviewed presentations at state or national conferences, peer-reviewed, published abstracts building toward peer reviewed publication.
- 6.2.2.3 Expectations for promotion to full professor rank include demonstration of progression of a scholarly agenda with a pattern of growth in depth and quality of one's scholarly achievements. The outcome of the scholarly work would be a record of first author, peer reviewed publications and other "highly valued" and "valued" forms of scholarship as described on section 6.2 of the college and school standards.
- 6.2.3 The Program recognizes a wide variety of scholarly vehicles including: disciplinary or interdisciplinary research, pedagogical research, applied/clinical research, integrative scholarship, grant acquisition, and achievement of specific scholarly criteria necessary for professional licensure/certification. Scholarly activities may take many forms and use different vehicles to communicate with the broader academic community.
- 6.2.4 It is always the case that the burden is on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. Collaborative research is considered of equal value with solo research projects, so long

as candidates provide evidence of significant contributions to the collaborative effort. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process.

Typically, central to judgments regarding scholarly activity are:

6.2.4.1 The capacity to bring scholarly projects to completion and peer-reviewed dissemination.

6.2.4.2 A variety of scholarly activities appropriate to one's appointment.

6.2.4.2.1 Examples of a variety of scholarly activities should provide evidence that a candidate is progressing a scholarly agenda.

6.2.4.2.2 Peer reviewed presentations are *valued*, including results disseminated as a published abstracts.

6.2.4.2.3 Published reviews of a textbook or journal article are examples of scholarly activity.

6.2.4.2.4 Examples of additional recognized forms of accomplishments within a scholarly agenda may include serving (based on one's scholarly reputation) as a manuscript reviewer for a peer reviewed publication as recognized by CAPTE, our accrediting agency. It is the responsibility of the faculty member to document the scholarly work involved.

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, ad hoc groups such as evaluation, judging, or refereeing panels.

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 practices 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
- on the profession of physical therapy including clinical practice

6.2.4.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative or applied scholarship, its significance may be documented by demonstration

of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship.

6.2.4.6 The Program understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Books should be published by reputable academic or trade presses and reviewed in appropriate journals. Authorship or editing a textbook subject to editorial review is recognized as a highly *valued* form of scholarship and considered a peer reviewed publication. Authorship or editing of a chapter in a textbook subject to editorial review is *valued*. Authorship or editing a textbook and/or chapter is considered less rigorous than a peer reviewed manuscript.

6.2.4.6.2 Articles and essays should be published in appropriate scholarly journals, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears; in particular, its scholarly reputation and whether or not the journal or proceedings are peer reviewed.

6.2.4.6.3 Scholarly activity that involves students as co-presenters, co-participants, or co-authors. Collaborative research with students is *highly valued*. Examples include advising student research groups and mentoring recipients of the Distinguished Research Fellowship for Graduate Students.

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. Conferences sponsored by international, national regional and state organizations should rank higher than locally sponsored meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Level of selectivity will be considered, for example, a continuing education presentation at a relevant international or national professional conference, i.e., American Physical Therapy Association or American College of Sports Medicine, would be most selective; state professional conference would be next. Offering a peer-reviewed course that qualifies for continuing education units might be next and an invited guest lecturer would be valued as non-peer-reviewed scholarly work. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. A record of scholarship based on presentations alone will not be evaluated as highly as a record that includes refereed publications.

- 6.2.4.6.5 Other forms of scholarly activity that may appear in emerging scholarly media may be included as well, provided that comparable standards of peer review can be applied to them.
- 6.2.4.6.6 Reviews (if submitted as documentation) from appropriate journals may be included. Where reviews are included in a file as evidence of the worth of scholarly work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication.
- 6.2.4.6.7 Professional activities undertaken as a practitioner or consultant 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. An example is the development of a new community program. Such qualities distinguish between scholarship and professional service. Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.
- 6.2.4.6.8 In those disciplines with strong expectations of practice to maintain current competency we acknowledge the following examples: specialty or board recognition, recognition as “fellow” or other special award or recognition as defined by the profession.
- Specialty certification or recognition as a fellow by approved professional organizations serve as external validation of expertise when the criteria includes a significant scholarly component; an example would be a Fellow of the American College of Sports Medicine (FACSM).
- 6.2.4.6.9 Grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review. Submission of grants is considered a form of scholarship subject to peer review; Being awarded an external grant is *highly valued*. While not all grants will receive funding or a letter of explanation for not being funded, a grant reviewed as fundable and/or a favorable review is evidence of advancing one’s scholarly agenda. It is the responsibility of the faculty member to provide evidence of a favorable review such as a high National Institute of Health review score or being invited to reapply.
- 6.2.4.6.10 Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by developing new community programs, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of

widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

6.3 College, Program, and Community Service

6.3.1 The faculty role includes direct contributions to the achievement of the College and Program's mission through effective participation in governance activities including leadership roles at the program, school, or College-wide levels. These contributions require the capacity to work collaboratively with other members of the College community, especially program faculty, including activities related to alumni and the College Foundation.

- The Physical Therapy Program is unique in many ways including the demands of required accreditation and the team teaching structure of portions of the curriculum. These demands require re-emphasizing excellent collaboration and participation in program governance including but not limited to: timely and thorough cooperation with: mandatory program responsibilities, program faculty, communication; consistently serving the identified needs of the Program such as program committee work, course coordinator of "systems" courses, mentoring faculty, coordinating continuing education activities for the Program.

6.3.2 Faculty may also contribute in broader arenas such as state or regional organizations, disciplinary associations or their activities. In addition, faculty may contribute to the College's public mission through service to our community, region and the State or the Nation.

6.3.3 Normally the College expects probationary faculty to serve the College and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus and to their disciplines and professional organizations. This may include program development, curriculum design, and program assessment.

6.3.4 Evaluation of achievements 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 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 and community service.

- Pro bono clinical work is valued as "service" for a physical therapy faculty member. Clinical work should enhance but not interfere with other faculty responsibilities. Evaluation of this work will be

measured by its ability to support the mission of the Program and its ability to directly relate to the faculty member's teaching and scholarship. Evidence of effective clinical work is encouraged through American Physical Therapy Association clinical specialization or other organizations approved through the faculty plan.

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

6.3.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the College, or of a non-college group or individual.

6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.

Examples of additional recognized forms of professional service may include serving as an invited reviewer for a textbook chapter prior to its publication.

6.3.5.3 General civic or 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 professional member.