

STOCKTON UNIVERSITY



Stockton University Master of Science in Occupational Therapy Program Reappointment, Tenure, & Promotion Standards and Procedures

Approved by Faculty [2/24/24]

Approved by Dean of Health Sciences 5/13/24

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This policy covers all members of the MSOT faculty, including tenure- track faculty, non-tenure track faculty, and part-time faculty.

PREAMBLE

This policy specifies department considerations for faculty evaluation in the Master of Science in Occupational Therapy (MSOT) program. This policy has been developed to elaborate upon the unique efforts of faculty in the MSOT program.

The MSOT program encourages the faculty to demonstrate teaching effectiveness by a variety of methods. There are multiple methods of attaining excellence in teaching. To demonstrate teaching effectiveness, the OT program encourages faculty to rely on several indicators of successful and effective teaching.

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 command of the subject matter, teaching techniques, and methodologies of occupational therapy education is demonstrated through a pattern of results in the formal student evaluations of teaching reflecting excellent student achievement of learning outcomes. These outcomes are in line with both the instructor's and the program's objectives for the course and in courses across the candidate's areas of teaching assignments.

6.1.2.2 Sound course design and delivery in all teaching assignments—whether program or General Studies, introductory or advanced offerings—as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning.

In the MSOT program, the evaluation of this standard includes 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 3.0 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 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. 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.

In the MSOT program the faculty member should demonstrate consistent organization, development and delivery of course materials in a timely manner that allows 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" sections of this course evaluation form that are above average (3.0 on a 5-point Likert scale). In addition, all faculty are expected to provide syllabi for each course taught which includes expectations, grading and attendance policies.

6.1.2.4

Demonstration of respect for students as members of the academic community through timely feedback and responses to student communications.

For MSOT faculty, 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 (3.0 on a 5 point Likert scale), effective preceptorial teaching to assigned MSOT 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). Evidence for the Academic Fieldwork Coordinator (NTTP) may also include class survey feedback of fieldwork orientation class, fieldwork level 1 courses and student feedback from level 2 fieldwork.

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching.

All MSOT faculty members should demonstrate computer skills that incorporate the latest technology in accordance with the content of their courses, for example, clinical documentation software. 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 The capacity to relate the subject matter to other fields of knowledge.

MSOT faculty need to demonstrate development of 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 communication disorders programs, by developing activities that are interprofessional 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 the use of such activities.

6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter.

MSOT faculty should seek opportunities outside of the classroom to enhance student learning. Such activities can include, but is not limited to, seeking out guest speakers, field trips, access to clients either in-person or virtually, participation in IPE events, online events through professional organizations such as NJOTA or AOTA, community-based programs such as Special Olympics & FACES 4 Autism events.

6.1.3.4 The ability to lead, promote, and/or participate in successful credit-bearing experiences in community engagement, service-learning, faculty-sponsored/mentored research, and global education.

MSOT faculty should demonstrate the ability to lead, promote, and/or participate in successful credit-bearing or non-credit bearing experiences in community engagement, service-learning, faculty-sponsored/mentored research, and global education. Such activities can include but are not limited to, student mentored research with faculty member, participation in MSOT program international programs, faculty-led classroom international experiences, interprofessional international experiences (i.e., AFRI-UIPE), and AOTA sponsored experiences.

6.1.3.5 Ability to create an inclusive and respectful environment.

MSOT faculty should create an inclusive and respectful environment. Evidence of such can be provided via copies of course activities, assignments, or materials that reflect inclusive classroom strategies or demonstrated and documented through faculty observation of teaching.

6.1.3.6 In the School of Health Sciences, NTPP faculty assigned alternate assignments related to instructional delivery (e.g., organization of patient simulations, maintenance of education laboratories, internship coordination, etc.) will have those activities recognized as contributing to excellence in teaching.

In the MSOT program, NTPP faculty will be evaluated by the

successful coordination and completion of alternative assignments.

6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in scholarship or creative activity of one's disciplinary and/or interdisciplinary work consistent with rank and/or assigned responsibilities, 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 tenure candidate'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 The MSOT program recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, community engagement and service-learning, artistic or creative activity, and grant writing. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

6.2.3.1 The School recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and sub-disciplines. Such variance is addressed in approved School and Program standards.

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 The burden is always 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. 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 and creative activity are:

6.2.4.1 The capacity to bring scholarly or creative projects to completion.

For MSOT tenure-track faculty, excellence in scholarship can be demonstrated in numerous ways but a minimum of one peer-reviewed publication (e.g., article, book chapter, book) with

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 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 e.g., in some cases scholarly activity will be primary, in others creative activity.

For MSOT tenure-track faculty, 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, ad hoc groups, such as evaluation, judging, or refereeing panels.

In the MSOT program, 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 practices in pedagogy
- in the application of one's work
- as evident in citations of one's work
- on public policy or institutions
- in the artistic/cultural realm
- or in an educational setting

For MSOT tenure track faculty, 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 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.

The MSOT program recognizes that there are alternative forms of scholarship that do not fall under the traditional forms of scholarship. Presentation before disciplinary/interdisciplinary peers and colleagues 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 School 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.

In the MSOT program, 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 Articles, essays, reviews, and creative writing should be published in appropriate scholarly/creative journals or venues, 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/creative reputation and whether or not the journal or proceedings are peer reviewed.

In the MSOT program, 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.

- 6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or co-authors.

In the MSOT program, mentoring/supervising research

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 may appear in emerging scholarly or artistic media (e.g., online blogs, YouTube videos/channel) may be included as well, provided that comparable standards of peer review can be applied to them.

- 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.

- 6.2.4.6.8 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. 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.

The MSOT program encourages faculty members to undertake professional activities as a practitioner or consultant. It recognizes 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 individuals who can attest to the significance of such programs in advancing the knowledge of the profession.

- 6.2.4.6.9 In those disciplines with strong expectations of practice to maintain current competency, appropriate standards for determining the significance of this work will be developed at the Program level and approved through the standard procedure.

The MSOT program encourages all faculty members to maintain their current competency in the field of occupational therapy to enhance their teaching, service and scholarship. Clinical practice may lead to

scholarly achievements by providing subject matter for 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.

6.2.4.6.10 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.

Faculty in the MSOT program are encouraged to apply for external grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations. Such grants are considered examples of scholarship if those grants and awards are subject to external peer review. 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.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, 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.

Faculty in the MSOT program 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 improving existing practices or programs, and by enriching the cultural life of the community. In doing so, faculty are expected to produce publications or presentations in appropriate

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 NTPs are not typically responsible for scholarly and creative works, it may be required by individual program accreditation standards in the School of Health Sciences. In those cases, the School recognizes scholarly activity as contributing to the faculty member's overall performance.

In the MSOT program, NTP faculty are not required to complete scholarly work, however the program recognizes scholarly work as contributing to the faculty member's overall performance.

6.3 University and Community Service

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

All MSOT faculty members should contribute to the achievement of the University's mission through effective participation in governance activities, including leadership roles at the Program, School, or University-wide levels. Such activities can include, but are not limited to, participation in Faculty Senate committees, the Institutional Review Board, 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 because of participation in the committee (e.g., written recommendations/reports submitted to the Faculty Senate).

6.3.2 Faculty may also contribute in broader arenas such as state, regional, national or international organizations and disciplinary/professional associations.. In addition, faculty may contribute to the University's public mission, including its commitment to diversity, equity, inclusion, and belonging, through service to our community, region, state or country. Per the Carnegie definition, community engagement and service-learning that enriches scholarship, research, and creative activity; enhances curriculum, teaching and service-learning; prepares educated,

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 are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to professional organizations.

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 open house events, active participation in the development of the ACOTE interim and reaccreditation 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 monthly faculty meetings and full day retreats, 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. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to professional organizations.

- 6.3.4 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 University and other entities. 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 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 Evidence of effectiveness in University 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 University, or of a non-University group or individual.

In the MSOT program, this may include contributions to the continuing education of professionals within health care or education, and in particular, the field of occupational therapy. 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 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.

For MSOT faculty, this standard includes contributions to professional organizations in the capacity of an Officers position or significant service on a professional board (e.g., AOTA NJOTA). 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 contribution in this area.

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 member.

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 contribute to the faculty member's overall performance. The evidence of such can include, but is not limited to, evidence of work through work samples or letters from individuals who can attest to the scope and significance of the individual's contribution in this area.

10.0 EXPECTATIONS FOR RANK OR LEVEL

The general criteria for faculty expectations have been outlined above. In addition, the University has specific expectations for each rank or level. The expectations for each specific rank or level are used to evaluate performance within that rank or level and when judging readiness for promotion or advancement to the next higher rank or level. Generally, only performance since the last promotion will be considered in the new evaluation.

10.1 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position III):

10.1.1 Have a minimum of a master's degree or its equivalent in a field appropriate for the appointment, and

10.1.2 Demonstrate a record of teaching toward excellence (in both Program and General Studies courses, as assigned) and/or excellence in non-teaching responsibilities as assigned; consistent with the program standards.

10.1.3 Document the capacity to contribute effectively through the use of professional skills in service to the program, school, University, discipline, and community, as applicable.

10.2 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position II and I):

10.2.1 In addition to 10.1.1, must also have attained a prominent role in their profession (e.g. CPA, Hospital Administrator, elected official, broadcast journalist, uniformed services leader) as specified in School and/or Program standards.

In the MSOT program, NTP faculty will demonstrate active participation and/or have a leadership role in professional organizations such as NJOTA or AOTA.

10.2.2 Document consistent excellence in teaching (in both Program and General Studies courses, as assigned) and/or consistent excellence in non-teaching responsibilities as assigned, and

10.2.3 Document progressively important service roles and demonstrate a capacity for leadership, as identified in their individual contracts.

10.3 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position I):

10.3.1 Must have earned a terminal degree in their field,

10.3.2 In addition to 10.2.2, must also document distinction in teaching (in both Program and General Studies courses, as assigned) and pedagogical leadership; and/or distinction in non-teaching responsibilities and leadership as assigned

10.3.3 Document significant and sustained service roles and demonstrate leadership, as identified in their individual contracts.

10.4 Tenure-eligible Instructors:

10.4.1 Must have earned a minimum of a master's degree or equivalent from an accredited institution in a field appropriate for the initial appointment. There are two types of situations where individuals hold the rank of Instructor:

10.4.1.1 Those hired in tenure-track Instructor lines because of

their teaching excellence and from whom we do not expect scholarship or creative activity. These individuals are expected to provide evidence for excellence in teaching (in both Program and General Studies courses), and/or excellence in non-teaching responsibilities as assigned and service as specified in their contracts.

10.4.1.2 Those hired as Instructors because they do not yet hold the terminal degree in their field. These individuals are expected to:

10.4.1.2.1 Actively pursue an accredited terminal degree, and

10.4.1.2.2 Provide evidence in meeting the University and Program's standards for excellence in teaching, scholarship or creative activity, and service commensurate with rank of Assistant Professor.

10.4.1.2.3 Only those hired with expectations specified in their contract of earning a terminal degree will automatically receive rank adjustment to Assistant Professor upon documented completion of the terminal degree provided that evaluations to that point are satisfactory.

10.5 Assistant Professors:

10.5.1. Must have a terminal degree or its equivalent from an accredited institution in a field appropriate for the appointment, and

10.5.2 Demonstrate a record of continuous improvement in teaching (in both Program and General Studies courses) toward excellence,

10.5.3 Demonstrate a growing record of scope and/or significance of scholarly and creative activity beyond that presented to secure rank, and

10.5.4 Demonstrate the capacity to contribute effectively in the use of professional skills in service to the University, discipline, and community.

10.6 Associate Professors:

10.6.1 Must achieve and maintain consistent excellence in teaching (in both Program and General Studies courses) and demonstrate capability in pedagogical leadership, such as the ability to demonstrate pedagogical innovations to others within or outside their program;

10.6.2 Demonstrate a record of scholarly/creative activity that is recognized by others within their discipline or area of specialization; and

10.6.3 Document progressively important service roles and demonstrate a capacity for leadership.

10.7 Professors:

- 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.

REVISED: