

PHYSICAL THERAPY PROGRAM STANDARDS  
FACULTY OF PHYSICAL THERAPY PROGRAM

05/18/2016; Revised 4/18/2024

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, the 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 Stockton University.

## 5.00 EVALUATION OF FACULTY

5.1 It is the policy of the University to regularly evaluate the performance of all faculty. The purposes of such evaluation are 1) to provide probationary faculty with a clear statement of University, 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 University 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 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, University, community and/or professional life through service activities.

## 6.00 ELABORATION OF UNIVERSITY 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 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. 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 committees, or special interest groups), a record of regular attendance at continuing education courses 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.

- Presentation of continuing education courses or presentations to peers on topics related to the member's teaching responsibilities is valued for a physical therapy faculty member.
- Faculty provide evidence of contemporary expertise specific to assigned teaching content in the DPT program. Evidence may include;
  - Post-professional academic work, residency, fellowship, and continuing education
  - Clinical expertise specifically related to teaching areas (e.g., certification as a clinical specialist)
  - Consultation and service related to teaching areas Scholarship (publications, grant activities, and presentations related to teaching areas)
    - Scholarship (publications, grant activities and presentations related to teaching areas)

6.1.2.3 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 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, through timely feedback and responses to student communications. 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:

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. 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 participation in research projects and presentations.

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.

6.1.3.5 Ability to create an inclusive and respectful environment.

6.1.3.6 In the School of Health Sciences, NTP 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.

- 6.1.3.7 Core faculty support justice, equity, diversity, inclusion (JEDI), belonging and anti-racism

## 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. Textbooks/book chapters that involve a peer-reviewed process would be included. 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 University 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 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. The DPT program considers collaborative research of equal value with solo research

projects, so long as candidates provide evidence of significant contributions to the collaboration.

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 mix 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 published abstracts.
  - 6.2.4.2.3 Published reviews of a textbook or journal article are examples of scholarly activity.
- 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
  - interprofessional collaboration
- 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 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. Conferences sponsored by international, national, regional and state organizations should rank higher than locally sponsored meetings in most instances.
- 6.2.4.6.5 Work in the arts may be evaluated by a number of different measures specified in University and School standards.
- 6.2.4.6.6 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.
- 6.2.4.6.7 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.
- 6.2.4.6.8 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. 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.
- 6.2.4.6.9 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 or by an interprofessional forum.

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. 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.

6.2.4.6.11 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.

6.2.4.7 Although NTTPs 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.

6.2.4.7.1 The Commission on Accreditation in Physical Therapy Education requires that each core faculty member has a well-defined, ongoing scholarly agenda that reflects contributions to the profession and is aligned with the mission of the institution.

### 6.3 University and Community Service

6.3.1 The faculty role includes direct 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 require the capacity to work collaboratively with other members of the University community, especially program faculty, including activities related to alumni and the University 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 University’s public mission through service to our community, region and the State or the Nation.
- 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 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.
- 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.
  - 6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility. Examples include service on professional committees or boards, serving as a manuscript reviewer for a peer reviewed publication, and/or serving as an invited reviewer for a textbook /book chapter prior to its publication.
- 6.3.6 Generic 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.

## 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. Additionally, refer to program standards (6.1, 6.2&, 6.3) for further clarification.

### 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.
- 10.1.4 The Commission on Accreditation in Physical Therapy Education requires that each core faculty member has a well-defined, ongoing scholarly agenda that reflects contributions to the profession and is aligned with the mission of the institution.

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.
- 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.
- 10.2.4 The Commission on Accreditation in Physical Therapy Education requires that each core faculty member has a well-defined, ongoing scholarly agenda that reflects contributions to the profession and is aligned with the mission of the institution.

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.
- 10.3.4 The Commission on Accreditation in Physical Therapy Education requires that each core faculty member has a well-defined, ongoing scholarly agenda that reflects contributions to the profession and is aligned with the mission of the institution.

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.

10.4.2 The Commission on Accreditation of Physical Therapy Education requires Doctoral preparation for all core faculty.

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: April 18, 2024**

**Dean Approval: 5/13/24**

A handwritten signature in black ink, appearing to read "Brent L. Amell". The signature is written in a cursive style with a large, stylized initial "B".