



University Standards for Faculty with School Standards for the **School of Health Sciences**

SCHOOL STANDARDS SCHOOL OF HEALTH SCIENCES

Note: The School Standards for Health Sciences were drafted and approved at a time when the unit was known as "Professional Studies." The Standards have been re-endorsed by the Health Sciences Faculty. The following text has been revised only to the extent necessary to acknowledge the new name; there have been no substantive changes.

Approved by Faculty: 12/8/23

Approved by Dean of Health Sciences: Brent L. Arnold

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

PREAMBLE

This policy specifies school-wide considerations for faculty evaluation in the School of Health Sciences (HLTH). This policy has been developed to elaborate upon the unique efforts of faculty in the School of Health Sciences which may distinguish them from faculty in other college schools. Such distinctions should be incorporated into the faculty evaluation procedure.

The University-wide Faculty Evaluation (Policy # II-10.5) shall serve as the standard for faculty evaluation.

The School of Health Sciences (HLTH) encourages the faculty to demonstrate teaching effectiveness by a variety of methods. There are multiple methods of attaining excellence in teaching. Each program as well as each individual faculty member is guided by a unique pedagogical philosophy. In addition to traditional classroom instruction, HLTH faculty are often engaged in independent studies, support of student research and clinical supervision of students. To demonstrate teaching effectiveness, the HLTH school encourages faculty to rely on several indicators of successful and effective teaching.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

- 6.1.1 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.
 - 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.
 - 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.
 - 6.1.2.4 Demonstration of respect for students as members of the academic community through timely feedback and responses to student communications.
- 6.1.3 Where appropriate, additional measures of teaching excellence are:
 - 6.1.3.1 Ability to use technology in teaching.
 - 6.1.3.2 The capacity to relate the subject matter to other fields of knowledge.
 - 6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter.
 - 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, 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.

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 School 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.

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.

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.

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

- in the artistic/cultural realm
- or in an educational setting

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 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.

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.

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

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.

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).

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

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.

6.3 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.
- 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.
- 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.
- 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.
- 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 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.
 - 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.
- 6.3.6 In the School of Health Sciences, NTTP 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.

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.
- 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.

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