

STOCKTON

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

12-16-12

Policy # TBD

Supersedes:

Title: **Faculty Evaluation Policy: Bachelor of Science in Health Science Program Standards**

Adopted Date:

Effective Date:

References: See related Procedures Document and MOA on Transition to the new Procedures, College Standards and School Standards

This policy covers all members of the Bachelor of Science in Health Science Bachelor of Science in Health Science program faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty.

1.00 PREAMBLE

- 1.1 This policy specifies program-wide considerations for faculty evaluation in the **Bachelor of Science in Health Science program (BSHS)**. This policy has been developed to elaborate upon the unique efforts of faculty in the Bachelor of Science in Health Science program BSHS Program which may distinguish them from faculty in other college schools. Consistent with college policy and negotiated agreements, such distinctions should be incorporated into the faculty evaluation procedure. As such, these standards are subject to periodic review and revision as the needs of the program evolve.
- 1.2 The college-wide Faculty Evaluation and School-wide Faculty Evaluation Standards shall serve as the standards for faculty evaluation.

2.00 ELABORATION OF COLLEGE STANDARDS FOR TEACHING FACULTY IN THE **Bachelor of Science in Health Science Program**

2.1 Teaching

- 2.1.1 Educating students, both inside and outside the classroom, in the core competencies of Interprofessional Collaborative Practice is the program's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching,

including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance.

2.1.1.1. The BSHS program encourages the faculty to demonstrate teaching effectiveness by a variety of methods. There are multiple methods of attaining excellence in teaching. Each individual faculty member is guided by a unique pedagogical philosophy. The instructor's pedagogical philosophy should be reflected in instruction and in instructional materials such as syllabi.

2.1.1.2. In addition to traditional classroom instruction, BSHS faculty may be engaged in independent studies and experiential learning activities in a variety of venues appropriate for a health science, undergraduate program

2.1.1.3. To demonstrate teaching effectiveness, the BSHS program encourages faculty to rely on several indicators of successful and effective teaching

2.1.2 In broad terms excellence in teaching is characterized by:

2.1.2.1 A thorough and current command of the subject matter, teaching techniques and methodologies of the disciplines one teaches as defined by the nature of the BSHS program. A current command of subject matter, teaching techniques, and methodologies should include (but not be limited to): Evidence of continuing education in one's discipline, or evidence of knowledge or application of current methodologies appropriate for inter-professional education in the health sciences sector, and application of sound pedagogical methods of instruction appropriate for both theoretical and experiential coursework. Additional evidence of maintaining current knowledge in the field may include a variety of activities. Examples include but are not limited to:

2.1.2.1.1 Maintenance of professional certification

2.1.2.1.2 Evidence of current clinical practice or educational activities related to the discipline in which the faculty member resides if appropriate. Such practice should suggest that the faculty member is engaged in current, evidence-based practices.

2.1.2.1.3 Maintenance of professional licensure by a state or federal agency (e.g. Department of Education, State Licensure Board).

- 2.1.2.1.4 Recognition of continuing education by Professional Organizations. .
- 2.1.2.1.5 Participation in local, state and national professional development activities related to the faculty member's discipline or to interprofessional collaborative practice.
- 2.1.2.3 Sound course design and delivery in all teaching assignments, as evident in clear learning goals and expectations and content reflecting the best available scholarship and teaching techniques aimed at student learning.
- 2.1.2.4. The process of sound course design will include assessment of student learning. Student learning should be assessed in terms of achievement of program and college-wide learning outcomes. Information gathered from student assessments shall be used to revise instruction accordingly.
- 2.1.2.5 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.
- 2.1.2.6 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.
- 2.1.3. Where appropriate, additional measures of teaching excellence include but are not limited to:
 - 2.1.3.1 Ability to use technology in teaching.
 - 2.1.3.2 The capacity to relate the subject matter to cognate fields of knowledge.
 - 2.1.3.3 Conveying to students the role of evidence in practice and encouraging students in the area of scholarly inquiry.
 - 2.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter including service learning activities and advising student organizations.
 - 2.1.3.4 Engagement in program assessment, curriculum development,

and curriculum assessment.

2.1.4 Measurement Tools used to evaluate teaching effectiveness (as described in items 2.1.2 and 2.1.3) must include (but are not limited to):

2.1.4.1 Results of student evaluation tools such as the IDEA assessment currently being used college-wide.

2.1.4.2 Results of the Preceptor Evaluation form currently being used college-wide.

2.1.4.3 A teaching portfolio which may include: statement of educational philosophy; samples of course syllabi; samples of course assignments, tests, class activities or exercises; evaluation tools used to evaluate teaching effectiveness and/or areas of strength and weakness in course design; recorded sample segments of instructional practice; correspondence from students or faculty related to instruction.

2.1.4.4 Written reports generated through peer observation.

2.1.4.5 Evidence of professional development activities related to excellence in teaching and learning.

2.2 Scholarly Activity

2.2.1 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. Expectations for tenure and promotion to Associate Professor include demonstrating the progression of a scholarly agenda during the probationary period with the 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. It is recommended that at least one of these scholarly accomplishments address the multidisciplinary nature of the health sciences. 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, national or international conferences, peer-reviewed, published abstracts building towards a peer reviewed publication.

Expectations for promotion to Full Professor include demonstrating the 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 – at

least three - and other "highly valued" and "valued" forms of scholarship as described on section 6.2 of the college and school standards.

- 2.2.2 Publications in support of reappointment and tenure are those achieved during the applicant's probationary period. Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.
- 2.2.3 The BSHS Program recognizes a wide variety of scholarly vehicles including: disciplinary or interdisciplinary research, scholarship of teaching and learning, scholarship of practice, applied/clinical research, integrative scholarship, grant acquisition, and achievement of specific criteria necessary for professional licensure/certification/recertification. Scholarly activities may take many forms and use different vehicles to communicate with the broader academic community.
- 2.2.4 Typically, central to judgments regarding scholarly activity are:
 - 2.2.4.1 The ability to bring scholarly projects to completion.
 - 2.2.4.2 A mix of scholarly activities, pertaining to interprofessional collaborative practice and other activities in multidisciplinary healthcare settings.
 - 2.2.4.3 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.
- 2.2.5 In addition to guidelines established by college-wide and school standards, the BSHS program understands excellence in a variety of scholarly activities may include the following:
 - 2.2.5.1 Published evaluation materials/resources. Submissions for publication should be subject to a peer review process prior to publication.
 - 2.2.5.2 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. Publications in newsletters for professional articles will be considered scholarly work if the publication includes a peer-review process. Publications emphasizing interprofessional

collaborative practice are seen as an important venue for the BSHS faculty.

- 2.2.5.3 Scholarly activity that involves students as co-presenters, co-participants, or co-authors are important and encouraged.
- 2.2.5.4 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 materials used in the presentation are made available. Conferences sponsored by international, national, regional and state organizations should rank higher than locally sponsored meetings in most instances.
- 2.2.5.5 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.
- 2.2.5.6 Reviews (if submitted as documentation) from appropriate journals may be included.
- 2.2.5.7 Evidence of disciplinary work and achievements will be considered as scholarly activity if such recognition is based at least in part on exceptional scholarly activity. Examples include specialty or Board recognition, recognition as “Fellow” or other special award or recognition as defined by the profession or by an interprofessional forum.
- 2.2.5.8 Professional achievement and recognition in the health sciences can be considered as evidence of scholarly activity if such recognition is based at least in part on one’s scholarly work. Examples could include specialty or board recognition, recognition as a “Fellow,” or other special award or recognition as defined by the profession, where such recognition is typically based on peer-reviewed scholarly achievement along with other criteria. It is the candidate’s responsibility to document this.
- 2.2.5.9 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. The BSHS faculty member may be involved in collaborative grant writing with other disciplines.
- 2.2.4.5.9 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 well-being 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.

2.3 College and Community Service

- 2.3.1 The policy section on College and Community Service outlined in the School of Health Sciences Standards on Faculty Evaluation shall serve as the guide for evaluating faculty in the BSHS program. They are listed below as they appear in the School Health Sciences Standards:
- 2.3.2 The faculty role includes contributions to the achievement of the College's mission through effective participation in governance activities including leadership roles at the program, school, or College-wide levels. These contributions may require the capacity to work collaboratively with other members of the College community, including activities related to alumni and the College Foundation.
- 2.3.3 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.
- 2.3.4 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.
- 2.3.5 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.

- 2.3.6 Evidence of effectiveness in College or community service may include such items as:
- 2.3.6.1 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.
 - 2.3.6.2 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.
 - 2.3.6.3 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.

MMS: 12/12