
**Criteria for Evaluation of
Public Health Program Members
Applying for Tenure and/or Promotion**

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5.00 PREAMBLE

- 5.1 This policy specifies program-wide considerations for faculty evaluation in the **Public Health Program**. This policy has been developed to elaborate upon the unique efforts of faculty in the Public Health Discipline which may distinguish them from faculty in other college programs and schools.
- 5.2 The college-wide Faculty Evaluation (Policy #) and the School of Health Sciences Standards shall serve as a guide for the standards for faculty evaluation. The general requirements that must be met by a candidate in the three areas identified by the College Manual of Policies and Procedures: teaching , scholarship , and service . Then, in order not to simply restate the School's Standards, we provided specifications on the kinds of outcomes the program will use to ascertain whether the candidate has met these standards. In each case, we have avoided touching on those areas that are covered by the terms and conditions of the candidate's contract with the college. For example, we expect candidates to conduct independent studies with students and to develop courses for the General Studies program. However, since these are both requirements of any faculty member we do not mention them in this document, assuming that the candidate will already understand that he/she is responsible for such activities.

6.00 ELABORATION AND SPECIFICATION OF PROGRAM STANDARDS FOR TEACHING FACULTY IN THE PUBLIC HEALTH PROGRAM

6.1 Teaching

- 6.1.1 Excellence in teaching is essential for any faculty member to be tenured. Educating students, both inside and outside the classroom, clinical setting, or laboratory is the Program's primary objective. 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.
- 6.1.2 While defining excellence in teaching is difficult, at very least we believe it entails, though is not limited to, the following:
- 6.1.2.1 A thorough and current command of the subject matter, teaching techniques and methodologies of the disciplines.
- 6.1.2.2 Construct classes that are in accordance with program goals for Public Health majors/minors as well as for non-majors/minors. Specifically, construct sound course design and delivery in all teaching assignments, whether introductory or advanced offerings, as evident in clear learning objectives, goals and expectations, and employ methods to evaluate such items. Course content should reflect the best available scholarship and teaching techniques

aimed at student learning; in addition, a willingness to offer new courses in areas that the program deems necessary.

- 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 addition, post and regularly hold office hours at times that are reasonably accessible for students.
- 6.1.2.4 Demonstrate respect for students as members of the Stockton academic community, effectively respond to student questions, and provide timely evaluation of and feedback to students.
- 6.1.2.5 The ability to use technology in teaching, when applicable.
- 6.1.2.6 The capacity to relate the subject matter to other fields of knowledge.
- 6.1.2.7 Seeking opportunities outside the classroom to enhance student learning of the subject matter including service learning activities and advising student organizations.
- 6.1.2.8 Serving as a teaching role model or mentor to other faculty.
- 6.1.2.9 Be responsive to concerns about areas where the professor might need improvement in her/his pedagogy.

6.1.3 Evaluation of Effectiveness in Teaching

6.1.4 Student evaluation will play a critical role in determining the success of some of the above requirements (e.g., whether the professor has been open and clear about the objectives of the course). Stockton requires all faculty members to undergo a student evaluation in accordance to the college requirements and this evaluation will be a key component of the program's evaluation of the candidate's success as an instructor. IDEA is the teaching evaluation form used at Stockton and provides both quantitative and qualitative data measuring numerous aspects of faculty's teaching effectiveness. The Public Health Faculty will use IDEA as one instrument of students' evaluation of candidate's efficiency in her /her teaching.

- 6.1.4.1 Faculty members must show high student evaluations or improvements in student evaluations. Evaluations must be in the higher numbers for all courses taught by the conclusion of the third and fourth years. Overall, there must be a trend of higher numbers; a trend is defined as 80% or more of all student evaluations and

must be distributed across all assigned areas of teaching responsibilities.

6.1.4.2 Learning Objectives that faculty members indicated as important on the IDEA will hold greater weight in the numeric evaluation process.

6.1. 4. 3 Students' soft comment on the IDEA will be also be a factor in the overall evaluation of the faculty members teaching performance.

6.1.5 Student evaluations are only one aspect of the process of evaluating the quality of the candidate's teaching. In addition to the mandatory student evaluations, there may be any number of measurement tools that may be employed by the faculty member and program to determine if the faculty member is successfully meeting the above criteria. The following are some suggestions that candidates may wish to consider submitting as indicators of their teaching effectiveness:

6.1.5.1 Teaching Portfolio including teaching philosophy, course syllabi, course assignment, samples of graded papers or tests, samples of student work, samples illustrating grading practices, class activities and exercises, etc...

6.1.5.2 Video taped classes.

6.1.5.3 Observation of classes by program members or other Stockton faculty.

6.1.5.4 Letters or other correspondence from students.

6.1.5.5 Attendance at teaching seminars / workshops and evidence of impact (i.e., how the information obtained was implemented into candidate's teaching and its impact on student learning).

6.1.5.6 Additional assessment instruments or other methods to ascertain students' feedback regarding professor's teaching pedagogy and practices.

6.1.5.7 As stated, the above are merely suggestions. The program will be open to other reasonable suggestions from the candidate regarding methods of evaluation as long as they are consistent with school and college standards.

6.2 Scholarly 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. Each Public Health program member is expected to be an active scholar and researcher.

- 6.2.2 The Program supports a variety of scholarly efforts including: applied research, disciplinary or interdisciplinary research, pedagogical research, integrative scholarship, and grant acquisition. Scholarly activities may take many forms and use different vehicles to communicate with the broader academic community. Also, the Program recognizes and takes into consideration that the time and effort required to complete scholarly projects may vary markedly among disciplines and sub-disciplines. For example, the publishing process may take longer in some sub-fields of Public Health than in others; such as with Environmental Health due to the necessity for access to laboratories and the availability of certain required materials and technology.
- 6.2.3 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.
- 6.2.4 It is always the case that the burden is on the candidate to document the excellence of one's work. In case 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 and one's participation in the indicated conference activities.

Typically, central to judgments regarding scholarly activity are:

- 6.2.4.1 The capacity to bring scholarly projects to completion.
- 6.2.4.2 A mix of scholarly activities appropriate to one's appointment.
- 6.2.4.3 Judgments of the worth and significance of the work by those qualified to make such judgments. These may include among others disciplinary peers, an editor or editorial board, professional organizations, *ad hoc* groups such as evaluation, judging, or refereeing panels.
- 6.2.4.4 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. To be considered as scholarship, works must be publicly available and peer reviewed.

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

6.2.5.1 Books should be published by reputable academic or trade presses.

6.2.5.2 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 refereed or reviewed by an editor or editorial board.

Examples of evidence to help in this assessment include: a copy of the "Information for Contributors" page of the journal or similar page outlining submission standards; information as to where a journal is indexed.

Publications in top-tier or highly prestigious journals may be considered to be equivalent to more than one refereed journal article. It is the responsibility of the applicant to present evidence to substantiate the rank of the journal or its reputation in the field when seeking this treatment.

6.2.5.3 Scholarly activity that involves students as co-presenters, co-participants, or co-authors.

6.2.5.4 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 presentations are made available. Conferences sponsored by international, national, regional, and state organizations should rank higher than locally sponsored meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. 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 cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process and one's participation in the indicated conference activities.

6.2.5.5 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.

- 6.2.5.6 Reviews (if submitted as documentation) from appropriate journals may be included. Where reviews are included in a file as evidence of the worth of scholarly work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication.
- 6.2.5.7 Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new standards for practice. Such qualities distinguish between scholarship and professional service. To be considered as scholarship, such works must be publicly available and peer reviewed.
- 6.2.5.8 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. Evidence that the grant application was reviewed as fundable should include letters or other formal notifications from the grant agency. Faculty are expected to document their role in applying for a qualifying grant and/or explain their level of participation in carrying out activities related to a grant either funded or reviewed as fundable.
- 6.2.5.9 Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social 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 problems or issues, by facilitating organizational development, by improving appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

6.2.6 Outcomes

6.2.7. Excellence in scholarly/creative activity may for **tenure and promotion to Associate Professor** be demonstrated as follows. First, a candidate must have done one of the two following:

6.2.7.1 *Book Option:* Candidates for tenure and / or promotion to Associate Professor may have published a book by the time they go up, with reputable publisher). This is *not* to be understood as a requirement that a candidate must have completed a book by the time of the tenure / promotion decision. It is simply a statement that the successful publication of a book by a reputable academic publisher would constitute more than adequate grounds for meeting this part of the scholarship requirement.

6.2.7.2 *Article Option:* Candidates for tenure and / or promotion to Associate Professor may have published two or more articles in peer reviewed journals (In print or online) by the time the candidate goes up for tenure and / or promotion. For the purposes of our evaluation, a peer reviewed chapter in an edited collection would count the same as a peer-reviewed journal article. Book reviews, conference proceedings, encyclopedia and newspaper articles will *not* be counted as interchangeable with journal articles. As in the case of the book option, the candidate is responsible to present evidence to substantiate the rank of the journal or its reputation in the field (i.e., peer-reviewed scholarly Public Health journals or other professional journals in related fields).

6.2.8. Second, in addition to completing one of the two options above, a candidate must have done two or more of the following activities. The Program strongly supports the placement of these activities under this section, due to the fundamental value of such activities to the scholarly advancement in the field of Public Health and other related disciplines.

6.2.8.1 Presented papers at national or international conferences commenting on papers will not count as presenting a paper nor will chairing panels count as equivalent to presenting papers.

6.2.8.2 Published book reviews in professional journals agreed.

6.2.8.3 Published articles in encyclopedias, newspapers, newsletters, magazines, and / or dictionaries.

6.2.8.4 Successfully participated and completed continuing education courses, events, meetings or conference needed to obtain and / or maintain professional certifications and / or licenses (if applicable).

6.2.8.5 Papers published in non-refereed journals, as part of a proceeding of a conference, and / or non-refereed on-line journals.

6.2.8.6 A Principle Investigator or Co-Principle Investigator in a funded or “reviewed as fundable” grant.

6.2.8.7 Conducted professional educational workshops or training of trainers.

6.2.8.8 Engaged in community outreach endeavor (as described in section 6.2.4.6.10)

- 6.2.8.9 Engaged in professional activities as a practitioner or consultant (as described in section 6.2.4.6.7)
- 6.2.9 Excellence in scholarly/creative activity for **promotion to Full Professor** may be demonstrated as follows.
 - 6.2.9.1 Provide evidence of successful performance in terms of expectations for Associate Professor
 - 6.2.9.2 Have achieved a consistent record of excellence in meeting all teaching assignments, in pedagogical leadership, and in activities that support the achievement of teaching excellence throughout the college.
 - 6.2.9.3 Have achieved a scholarly / creative record of significance as demonstrated by a consistent record of significant publications, presentations at national and international conferences or creative activities of similar scope, and evidence of internal and external recognition of the record as outstanding and significant.
 - 6.2.9.4 Play and continue to play a major role in significant College initiatives and /or major public initiatives or by leadership in professional organizations, and demonstrate that such leadership is recognized to be outstanding quality, effectiveness and scope.

6.3. Service

- 6.3.1 Evaluation of service will be based upon the amount, quality, and importance of the candidate's service to the program, college, profession, and / or community. Important contributions can be made in any of these areas. Faculty service activities are essential to the successful fulfillment of program and college missions. Consideration must be given to the many different patterns of activities through which an individual may provide service. Although some mix of service activities is desirable, the faculty member is not necessarily expected to have contributed heavily in all of the forenamed areas.
- 6.3.2 A faculty member's service activities should be well integrated into his/her philosophy, his/her training and his/her capabilities and they are consistent with program and college missions.
- 6.3.3 As a faculty member moves through reappointment, tenure, and promotion ranks, their advancing skills and knowledge is expected to be reflected in the importance and quality of service.
- 6.3.4 Service and citizenship are important components of a faculty member's position and key elements to be considered in evaluation for reappointment, tenure, and

promotion. While all forms of citizenship and service are commendable, some are more valued and appropriate than others. For example, simply being a member of a committee is not as meritorious as serving as chair. Serving as chair of an inactive or ineffective committee is less meritorious than leading a committee that can demonstrate meaningful outputs and outcomes.

6.3.5 Faculty are expected to demonstrate capabilities in meeting new and changing institutional responsibilities and assignments.

6.3.6 Examples of **program service** include:

6.3.6.1 Active involvement in the collective life of the Public Health Program.

6.3.6.2 Regular attendance at program meetings.

6.3.6.3 A collegial and helpful approach to course scheduling, which helps the program to meet demand for seats, particularly in required courses.

6.3.6.4 Based on current research and trends in the field, the development of new curriculum – e.g., developing and implementation of a whole new track(s) and /or designing of new courses. Also, Designing and conducting curriculum assessment.

6.3.6.5 Participating in the hiring of new faculty (review and selection of finalists, interviewing, and selection process).

6.3.6.6 Encouraging student involvement in various activities sponsored by program, Public Health Society, and / or faculty members.

6.3.6.7 Once tenured, becoming an active member of the program's Personnel Committee (i.e. carefully reviewing files for reappointment, tenure, and promotion; and in the rendering of a program decision on such applications).

6.3.6.8 Leading or serving on Public Health Program's Committees and assisting with various programs initiatives.

6.3.6.9 Contributing to the planning of the future of the program.

6.3.6.10 Serving as advisor to the Public Health Society.

6.3.6.11 Mentoring new faculty members.

6.3.6.12 Working in a collegial fashion with colleagues.

6.3.7. Examples of **college service** include:

- 6.3.7.1 Active participation on college-wide committees.
- 6.3.7.2 Becoming an officer of the Faculty Assembly.
- 6.3.7.3 Being a member of Board of Trustee committee(s).
- 6.3.7.4 Active participation in college-wide task forces.
- 6.3.7.5 Participating in activities of the SFT (Stockton Federation of Teachers), becoming an officer, etc.
- 6.3.7.6 Scholarly presentations to the college community.
- 6.3.7.7 Organizing conferences or other events at the college.
- 6.3.7.8 Serving as an advisor to non-public health student organizations.
- 6.3.7.9 Guest lecturing to courses in other programs.
- 6.3.7.10 Attendance at various college functions.
- 6.3.7.11 Writing letters of reference for students and / or colleagues.

6.3.8 Examples of **professional service** include:

- 6.3.8.1 Chairing panels at regional or national conferences or other participation in local or national discussion groups on current public health (or related fields) research.
- 6.3.8.2 Serving as a reader for conferences, journals, or publishing houses.
- 6.3.8.3 Serving on committees of public health organizations or other professional organizations related to ones discipline.
- 6.3.8.4 Serving as an officer of an academic organizations.
- 6.3.8.5 Serving on editorial boards / review boards for journals, grants and/or conferences.
- 6.3.8.6 Active leadership / administrative roles in professional organizations.
- 6.3.8.7 Fieldwork relating to a faculty member's disciplinary knowledge such as consulting, assessment, directing non-profit organizations,

providing leadership on committees or task forces of external organizations, developing community-based programs, and serving on community or organization boards.

- 6.3.8.8 The service specified here is not intended as exclusionary of other types of applied service, and faculty members emphasizing applied aspects of public health may apply their disciplinary knowledge in significant ways to areas not forenamed.

6.3.9. Examples of **community service** include:

- 6.3.9.1 Active membership on local, statewide, or national professional boards, charities, institutions, civic or advocacy groups.
- 6.3.9.2 Offering consulting to local, statewide, or national professional organizations, charities, institutions, civic or advocacy groups.
- 6.3.9.3 Educating through workshops, seminars, talks to local, statewide, or national professional organizations, charities, institutions, civic or advocacy groups.

7.0 Effective date:

This policy will take effect on (date).