

## 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 November 29, 2007

Approved by Dean of Professional Studies December 10, 2007

Re-Affirmed by Faculty and Dean of Health Sciences November 18, 2010

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

### 5.00 PREAMBLE

- 5.1 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.
- 5.2 The college-wide Faculty Evaluation (Policy # ) shall serve as the standard for faculty evaluation.
- 5.3 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.

### 6.00 ELABORATION OF COLLEGE STANDAR

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 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 as defined by program standards.

6.1.2.2 Sound course design and delivery in all teaching assignments, whether 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.

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 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.

6.1.3 Where appropriate, additional measures of teaching excellence include but are not limited to:

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 including service learning activities and advising student organizations.

6.2 Scholarly 6.2 ScTc -0.0002opis aa

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 including: disciplinary or interdisciplinary research, pedagogical research, applied/clinical research, integrative scholarship, grant acquisition, and achievement of specific criteria necessary for professional licensure/certification. Scholarly activities may take many forms and use different vehicles to communicate with the broader academic community.

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

6.2.4 It is always the case that the burden is 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 activity are:

6.2.4.1 The capacity to bring scholarly projects to completion.

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 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.

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. 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.

6.2.4.6.5 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.

6.2.4.6.6 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.

6.2.4.6.7 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. 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.

6.2.4.6.8 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. Examples include specialty or board recognition, recognition as “fellow” or other special award or recognition as defined by the profession.

6.2.4.6.9 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.

6.2.4.6.10 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.

### 6.3 College and Community Service

6.3.1 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.

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 College’s public mission through service to our community, region and the State or the Nation.

- 6.3.3 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.
- 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.
- 6.3.5 Evidence of effectiveness in College 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 College, or of a non-college 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 i