

**Bachelor of Science in Public Health (BSPH) &
Master of Public Health (MPH)**

Tenure and Promotion Program Standards

2024 Revision

1.0 PREAMBLE

1.1 As a nationally ranked public liberal arts university, Stockton University is committed to high standards of faculty performance that will sustain and extend the excellence we have achieved. This commitment embodies the teacher-scholar model central to the liberal arts tradition. In turn, the dynamic relationship between teaching and scholarship is part of maintaining the currency of the University's approach to interdisciplinary learning. While much of this policy focuses on evaluation of individual faculty members, this policy also affirms that interdisciplinary, liberal arts education is not the work of an individual, but necessarily involves purposeful collaboration in order to achieve the University's mission.

1.2 The status of faculty members changes as they earn reappointment, tenure and promotions, advancement, or move from part-time, temporary, teaching/clinical specialist or visiting employment to a tenure-track position. As one's status changes, so do expectations and, in some cases, the method of evaluation.

1.3 Although formal evaluation processes take place on varied cycles, the University expects the highest level of professionalism at all times. Faculty are expected to perform their roles in a manner that reflects positively on themselves and on the University. Education is a shared enterprise that entails the ability to work well with colleagues and others on campus and to contribute to institutional, School, and Program goals.

1.4 University expectations of faculty performance fall into two broad areas: those areas of faculty responsibility traditionally used by institutions of higher education to judge

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.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR

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. *The process of*

6.1.4 Measurement tools used to evaluate teaching effectiveness (as described in items 6.1.2 and 6.1.3) must include (but are not limited to):

6.1.4.1 Results and reflection about student evaluation tool results, this may include the IDEA or small class evaluation instrument. Evaluation requirements should follow the current MOA requirements for student evaluation of teaching and be based on the position/rank of the individual faculty member.

6.1.4.2 Results and reflection on the currently used Preceptor Evaluation Form.

6.1.4.3 A teaching portfolio may include: statement of educational philosophy; samples of course syllabi; samples of course assignments, tests, class activities, or assignments; 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.

6.1.4.4 Written reports generated through peer observation; the number of peer observations of teaching should follow current MOA guidelines appropriate to the specific faculty member's position/rank.

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

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

6.1.4.7 As stated, the above is not an exclusive list and the program will be open to additional reasonable suggestions from the candidate regarding methods of evaluation.

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.

6.2.1.1 Scholarship expectations for promotion to Assistant Professor includes the development of a scholarly research agenda.

6.2.1.2 Scholarship expectations for tenure and promotion to Associate Professor includes the progression of a scholarly agenda with a consistent record of research that is disseminated through a variety of venues; this must include at least one peer-reviewed scholarly publication and at least one oral or poster presentations.

6.2.1.2.1 In addition, there must be further evidence of other scholarly activities, which may include items such as: additional peer-reviewed publications; additional oral or poster presentation; grants; book(s) or book chapter(s); invited publications; invited presentations; panel discussions; policy statements; curriculum; community-based educational publications; and related professional scholarship. Additional descriptions of scholarly activities are found in section 6.2.4.6.

6.2.1.2.2 There are many options for the dissemination of research. The BSPH & MPH programs recognize that scholarship that has been through a peer-review or referred process has a higher value as compared to non-peer reviewed scholarship. Additionally, venues for presentations, posters, and/or grants may be local, state, regional, national, or international; some venues may be supported by professional organizations. It is the responsibility of the faculty member to document the impact or value of the venue. In cases where there is co-authorship, the faculty member is expected to provide details about their specific contributions to the scholarly work(s).

6.2.1.3 Scholarship expectations for promotion to Professor include a well-defined scholarly agenda that demonstrates a consistent record of research that is disseminated through a variety of venues; this must include at least three first author peer-reviewed scholarly publications; or 4 more peer-reviewed journal articles, with at least one first author; and / or a published book (or accepted contract for publication and completed manuscript).

6.2.1.3.1 In addition, there must be further evidence of other scholarly activities, which may include items such as: additional peer-reviewed publications; additional oral or poster presentation; grants; book(s) or book chapter(s); invited publications; invited presentations; panel discussions; policy statements; curriculum; community-based educational publications; and related professional scholarship. Additional descriptions of scholarly activities are found in section 6.2.4.6.

6.2.1.3.2 There are many options for the dissemination of research. The BSPH & MPH programs recognize that scholarship that has been through a peer-review or referred process has a higher value as compared to non-peer reviewed scholarship. Additionally, venues for presentations, posters, and/or grants may be local, state, regional, national, or international; some venues may be supported by professional organizations. It is the responsibility of the faculty member to document the impact or value of the venue. In cases where there is co-authorship, the faculty member is expected to provide details about their specific contributions to the scholarly work(s).

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. *The BSPH & MPH Programs recognize the period for evaluation to begin as starting from the date of the file submission of the last positive personnel action as it relates to the area (teaching, scholarship/creative activity, or service) that was evaluated.*

6.2.3 The BSPH & MPH Programs recognize 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 BSPH & MPH Programs recognize 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 these 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. *The BSPH & MPH Programs recognize that this may include interdisciplinary collaborative practice and other scholarly activities that relate to multidisciplinary healthcare and academic settings.*

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 the
- wi ●

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 University 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 other forms of 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. *Publications in newsletters or as professional educational articles can be considered scholarly work if the publication includes a peer-review and/or editing process. Publications emphasizing interprofessional collaborative practice and pedagogical practices are considered valuable venues.*

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.

significant results of the service, and reflection on the contribution and its use to improve the