



03/05/24

Title: Faculty Evaluation Policy: Bachelor of Science in Exercise Science Program Standards

This policy covers all members of the Bachelor of Science in Exercise Science program faculty, including Regular (tenure-track , non-tenure track , and part-time) faculty, Non-Tenure Track Teaching Professionals (Levels I and II), Adjunct (teaching only, non-tenure-track, term-based) faculty, and Visiting (non-tenure track) faculty.

5.0 PREAMBLE

5.1 This policy specifies program-wide considerations for faculty evaluation in the **Bachelor of Science in Exercise Science program (EXSC)**. This policy has been developed to elaborate upon the unique efforts of faculty in the EXSC program which may distinguish them from faculty in other University schools. Consistent with University 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.

5.2 The University-wide Faculty Evaluation and School-wide Faculty Evaluation Standards shall serve as the standards for1 (2cwATP (ogran)-2 (t)-2 (y)TJ ua)4604

6.1 Teaching

6.1.1 The EXSC program prepares students for entry-level positions in public or private industries or admission into graduate programs in related areas. Educating students, both inside and outside the classroom is the program's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including

6.1.3.4 Seeking opportunities outside the classroom to enhance student learning of the subject matter including service learning activities and advising student organizations.

6.1.3.5 Engagement in program assessment, curriculum development, and curriculum assessment.

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, management and facilitation of educational laboratories, internship coordination, etc.) will have those activities recognized as contributing to excellence in teaching.

6.1.4 Measurement tools used to evaluate teaching effectiveness must include (but are not limited to):

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

6.1.4.2 Results of the Preceptor Evaluation form currently being used university-wide.

6.1.4.3 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.

6.1.4.4 Written reports generated through peer observation.

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

6.2 Scholarly Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in 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.. 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

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 educational settings

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 examples of alternate forms of scholarship.

6.2.4.6 In addition to guidelines established by university-wide and school standards, the EXSC program understands excellence in a variety of scholarly activities may include the following:

6.2.4.6.1 Published evaluation materials/resources.

Submissions for publication should be subject

to a peer review process.

international, national, regional and state organizations should rank higher than locally sponsored meetings in most instances.

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

examples of scholarship if those grants and awards are subject to external peer review. The EXSC faculty member may be involved in

and service-learning are 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, and to their disciplines and to 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, 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 and community service.
- 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

KAD: 09/23

Dean Approval: 5/13/24