



6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory 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 as applicable, will be evaluated in order to gain a clear understanding of each faculty member's performance. *Faculty in the BSHS Program generally carry a high precepting load as compared to other programs. Precepting, and the responsibilities related to it, are considered an important aspect of teaching within the BSHS Program.*

*6.1.1.1 The BSHS program encourages the faculty to demonstrate teaching effectiveness by a variety of methods. Each individual faculty member is guided by a unique pedagogical philosophy. The pedagogical philosophy should be reflected in instruction and in instructional materials such as syllabi.*

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 the nature of the BSHS program, a current command of subject matter, teaching techniques, and methodologies may include (but is not limited to): evidence of continuing education in one's discipline, evidence of knowledge or application of current methodologies appropriate for interprofessional education in the health sciences, and/or application of sound pedagogical methods of instruction appropriate for both theoretical and experiential coursework. Some examples of additional evidence of maintaining current knowledge in the field may include a variety of activities, including:*

*6.1.2.1.1 Maintenance of professional certification*

*6.1.2.1.2 Evidence of current clinical practice and/or educational activities related to the discipline, certification, licensing, or professional practice of the faculty member. Such practice should suggest that the faculty member is engaged in current, evidence-based practice.*

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

*6.1.2.1.4 Recognition of continuing education credit by a professional organization.*

*6.1.2.1.5 Participation in local, state, and national professional development activities related to the faculty member's discipline or clinical practice, or to interprofessional collaborative practice.*





*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. 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 related to scholarship; community-based educational publications; and related professional scholarship. Additional descriptions of scholarly activities are found in section 6.2.4.6.*

*6.2.1.3.1 There are many options for the dissemination of research. The BSHS program recognizes 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 BSHS Program recognizes 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 BSHS Program recognizes 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 BSHS Program recognizes 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.



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 are considered valuable venues.*

6.2.4.6.3 Scholarly and creative activity that involves students, presenters, co-participants or co-authors.

6.2.4.6.4 Presentations 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 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, 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. *Reviews that relate to the candidate's professional expertise, credentialing organization, area of research, and/or interdisciplinary collaborative practice are recognized to be a higher value contribution as compared to other reviews.*

6.2.4.6.8 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. 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. *In the BSHS Program, professional achievement and recognition in the health sciences can*

*be considered as evidence of scholarly activity if such recognition is based at*





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 might be expected by the usual citizen member.

6.3.6 In the School of Health Sciences, NTTP faculty assigned alternate assignments related to program administration or other service to the program will have those activities recognized as contributing to excellence in service.

*6.3.6.1 Alternate*