

**College of Health Professions
Pace University
Markers of Excellence**

The annual review process is designed to assess your performance during the fiscal year (**July 1 to June 30**). This document serves as a basis for annual merit raises. All full-time faculty in the College of Health Professions are required to participate annually in this process. The process should serve as an opportunity for self-reflection on annual performance in relation to your own goals and the Markers of Excellence (Markers). The process should also serve to bring your goals into alignment with the CHP Vision, Mission, and Strategic Plan. The Markers have been designed such that each level is attainable by an inter-professional faculty with a diversity of job descriptions, career stages, and priorities.

The objectives of the Markers are to:

1. Reflect on performance and progress in relation to one's own goals and the Markers for teaching, service, and scholarship, where applicable;
2. Align faculty priorities with progress toward achieving goals and Markers;
3. Incentivize progress toward achieving excellence individually, and as faculty;
4. Provide faculty members with appropriate recognition within their career trajectories, and for productive activity that benefits the College, the University, and the field/profession.

Directions:

Each Marker category is comprised of three sections: (1) Summary, (2) Goals and (3) Markers. Begin each category by evaluating your progress against goals set for the review period. Complete the Markers table by indicating Yes/No/NA for each Marker, and summarizing the evidence for each self-assessed result. Where applicable, provide sufficient but concise details, such as a brief description of your role, contribution, and accomplishments for each Marker achieved within each self-assessed category and level. Then, return to (1) Summary for each category and indicate the overall result and a brief rationale based on your self-assessment. Finally, set your goals for the coming year in consultation with your director, chair, or designated program leader, and append to this document. Faculty should meet the standards for each relevant category or develop a remedial plan if they have not done so. Each section starts with the category "Meets Expectations," followed by "Exceeds Expectations," and "Exceeds Expectations with Distinction."

Notes: ¹The criteria listed in this document may not be inclusive of all productive activities. For any activity that does not fit within the parameters listed, provide your rationale for how the activity contributes to meeting a closely related Marker category. ²Non-tenure track faculty are all faculty who are neither tenured nor on tenure track. This group of faculty includes what is currently titled clinical faculty, lecturers, and faculty on special appointments, e.g., visiting professors.

TEACHING

The mission of the College of Health Professions (CHP) is to educate and challenge students in the health professions to be innovators and leaders who will have a positive impact on global health care. The College's vision is to educate our students with the ability to provide innovative leadership in education, practice, and scholarship, necessary skills for the health professional. Consistent with the mission of CHP, include all relevant course materials, student evaluations (both classroom, online, and clinical), peer evaluations, and unsolicited feedback. Evidence should account for years of teaching experience and/or new program teaching and/or new course delivery. Non-tenure track faculty may include scholarly activity as evidence for teaching. The list under the category of Scholarship provides examples of what may be included.

Summary: Provide a summary of your teaching, including whether or not you believe you met, exceeded, or exceeded with distinction expectations in this category, and a summary of the rationale. Take into account the goals you set for the review period.

Goals: Summarize your goals for the past year, and indicate your progress in attaining them.

Goals	Progress
List goals identified in the previous year's self-evaluation and reflection.	Indicate level of completion or progress here.

DOES NOT MEET (LEVEL 1) / PARTIALLY MEETS EXPECTATIONS FOR TEACHING (LEVEL 2)

Marker	Y/N	Evidence
Worked toward criteria for meeting expectations for teaching. Provide examples of strategies and/or activities in progress to meet expectations in the coming year.		

MEETS EXPECTATIONS FOR TEACHING (LEVEL 3)

The minimum standard to **Meet Expectations** for Teaching is as follows:

Marker	Y/N	Evidence
Annual Peer Review (Full Professors are required to have a peer review at least every three years) reflected knowledge of subject matter, appropriate classroom management, and the ability to engage students, commensurate with rank, tenure status and years of experience.		
Student Course Evaluations reported that students gained knowledge and achieved learning objectives according to program-specific evaluation criteria.		
Reflected the practice of teaching through use of student and faculty feedback to refine coursework, assessment, classroom/clinical activities, and teaching modalities.		
Reflected student-learning outcomes (SLOs) in assignments and assessments.		
Employed objective, fair, and consistent student assessment practices through development of clear grading criteria such as rubrics or other tools.		

Marker	Y/N	Evidence
Created a learning environment that promotes high standards and accountability to students through modeling, discussion, and active engagement inside and outside of the classroom.		
Engaged in professional development activity to improve teaching/learning strategies.		
Revised teaching content and strategies as needed to stay current with evolving disciplines as demonstrated by incorporation of discipline specific research, evidenced-based practice and/or clinical exemplars into teaching/mentorship.		

EXCEEDS EXPECTATIONS FOR TEACHING (LEVEL 4)

In addition to fulfilling all Meets Expectations benchmarks, the minimum standard to **Exceed Expectations** for Teaching is as follows:

Marker	Y/N	Evidence
Incorporated <i>at least TWO</i> high impact educational practice (HIEP) or innovative teaching/mentoring strategies relevant to the field/profession into taught course(s), module(s) or primary content area(s). HIEPs may be defined by the faculty member either through their own pedagogic study or through external professional bodies such as AACU (see www.aacu.org/leap/hips).		
<i>*AND, ONE of the following:</i>		
Played an active role in developing or significantly revising a curriculum; leading the adoption of new curricular innovations; developing or significantly revising course(s), module(s), or primary course content areas for new audiences, or transitioning to new modalities (e.g., in-class to online, flipped classroom).		

Marker	Y/N	Evidence
Provided mentorship in teaching to faculty colleagues (note faculty member, and describe mentorship activities).		
Assisted faculty colleague(s) in course delivery over and above one's own assigned teaching.		
Shared knowledge of teaching and learning with colleagues through delivery of internal colloquia or workshops on pedagogical innovation.		
Developed and implemented interactive strategies that enhance student engagement , e.g., initiatives appropriate to field/profession such as adoption of new technologies or strategies, inter-professional collaboration, or providing enhanced individualized teaching, guidance and/or instruction.		
Demonstrated the use of specialty knowledge from clinical or field-based practice in didactic or simulated clinical education.		
Led in creation , acquisition, development, implementation of and/or orientation to new software applications, testing platforms or technology services, appropriate to the profession/field.		
Received a teaching award from the College or University.		

EXCEEDS EXPECTATIONS WITH DISTINCTION FOR TEACHING (LEVEL 5)

In addition to fulfilling all Exceeds Expectations benchmarks, the minimum standard to **Exceed Expectations with Distinction** for Teaching is as follows:

Marker	Y/N	Evidence
<i>*<u>ONE</u> additional optional marker from Level 4 <u>AND</u> <u>ONE</u> of the following:</i>		
Incorporated <u>ONE</u> additional high impact educational practice (HIEP) or innovative teaching/mentoring strategy relevant to the field/profession into taught course(s), module(s) or primary content area(s). Faculty should present substantive evidence for revision and/or improvement of ongoing HIEP/innovative practices. HIEPs may be defined by the faculty member either through their own pedagogic study or through external professional bodies such as AACU (see www.aacu.org/leap/hips)		
Demonstrated leadership in teaching through external knowledge exchange as demonstrated by delivery of a teaching colloquium, publication(s) of scholarship on pedagogical innovation, presentation(s) at external conferences, publication of a textbook, development of a massive open online course (MOOC), or other well-described activity.		
Led an external collaboration or mission as evidenced by clinical clerkship, international rotation, or as a visiting scholar/lecturer at an external institution.		
Designed, implemented and evaluated an inter-professional education experience within or outside of the Pace Community.		
Mentored student research (note student, project title and result).		
Received a competitive teaching award from a distinguished national or international organization.		

SERVICE

Faculty service performance will be evaluated using the following internal and external bases for judgment, but will not necessarily be limited to them. This includes service to the department, school/college and university (internal), and professional and community organizations (external). We acknowledge that some service activities require a greater level of commitment than others. Faculty will substantiate the level of service required/performed for each activity. Non-tenure track faculty may include scholarly activity as evidence of service to their profession. The list under the category of Scholarship provides examples of what may be included.

Summary: Provide a summary of your service, including whether or not you believe you met or exceeded, or exceeded with distinction in this category, and a summary of the rationale. Take into account the goals you set for the review period.

Goals: Summarize your goals for the past year, and indicate your progress in attaining them.

Goals	Progress
List goals identified in the previous year's self-evaluation and reflection.	Indicate level of completion or progress here.

DOES NOT MEET (LEVEL 1) / PARTIALLY MEETS EXPECTATIONS FOR SERVICE (LEVEL 2)

Marker	Y/N	Evidence
Worked toward criteria for meeting expectations for service. Provide examples of strategies and/or activities in progress to meet expectations in the coming year.		

MEETS EXPECTATIONS FOR SERVICE (LEVEL 3)

The minimum standard to **Meet Expectations** for Service is as follows:

Marker	Y/N	Evidence
Exhibited collaborative and collegial attributes in interactions with students, peers, and administrators.		
Participated regularly in program-designated meetings and CHP Faculty Council.		
Contributed to specific initiatives related to retention of students as designated by your program.		
Attended University and CHP ceremonial activities , e.g., commencement, convocation, award ceremonies, orientation.		
Participated in professional organization(s) appropriate to one's field.		
Participated in CHP- and/or University-wide committee assignments.		
Participated in specific student-related activity or initiative related to program development and administration, recruitment, admissions, community service, career counseling, mentoring, and/or student support services.		

EXCEEDS EXPECTATIONS FOR SERVICE (LEVEL 4)

In addition to fulfilling Meets Expectations benchmarks, the minimum standard to **Exceed Expectations** for Service is as follows:

Marker	Y/N	Evidence
<i>*TWO of the following:</i>		
Organized an internal or external conference or seminar.		
Reviewed manuscript(s) and/or submission(s) for academic or professional journal(s) or external professional or scholarly conference(s).		
Chaired/led a CHP committee.		
Chaired/led student-related activities or initiatives related to program development and administration, orientation, recruitment, admissions, retention, community service, graduation and awards ceremonies, career counseling, mentoring, student support services, student organizations, or advising above the average number of students for the program/department.		
Served on external committee(s), organizational board(s) or advisory group(s) in a professional conference or an academic, professional, industry, community, or political organization relevant to the field/profession.		
Served as an editor or co-editor of academic or professional journal(s) or conference(s).		
Delivered invited non-juried presentation(s) of faculty-related matters at specialist educational and/or professional colloquia.		
Received a service award from the College or University.		
Reviewed external grant proposal(s) or IRB submission(s) for a professional organization.		

Marker	Y/N	Evidence
Presented or published scholarly work relevant to the profession (This is specific for non-tenure track faculty who may report scholarship outcomes as service.)		

EXCEEDS EXPECTATIONS WITH DISTINCTION FOR SERVICE (LEVEL 5)

In addition to fulfilling Exceeds Expectations benchmarks, the minimum standard to **Exceed Expectations with Distinction** for Service is as follows:

Marker	Y/N	Evidence
<i>*<u>ONE</u> additional marker from Level 4 AND <u>ONE</u> of the following (OR <u>TWO</u> from the list below):</i>		
Received a competitive service award from a distinguished national or international organization.		
Chaired/led additional University committee(s).		
Chaired/led additional student-related activities or initiatives related to program development and administration, orientation, recruitment, admissions, retention, community service, graduation and awards ceremonies, career counseling, mentoring, student support services, student organizations, or advising above the average number of students for the program/department.		
Contributed to the public understanding of science in recognized non-refereed forum/media serving general scientific, specialist, educational, or popular audiences, e.g., invited lectures, op-eds in visible periodicals, significant social media presence/contribution, publication of letter(s) to the editor in relevant journals, participation in public panels or symposia, publication of translational books for popular audiences, etc.		

Marker	Y/N	Evidence
Reviewed external grant proposal(s) or IRB submission(s) for a funding agency.		
Held state or national office or chaired, coordinated, or moderated a state, national, or international organization committee in an academic, professional, industry, community, or political organization relevant to profession/field.		
Led voluntary service activities appropriate to one's discipline. Note the focus of this service and the relative contribution to one's field or profession. <i>**paid clinical activity is reported on the outside activity form, and not for inclusion here.</i>		
Led, coordinated, or developed community partnerships or clinical practice activities , e.g., clerkships, appropriate to field/profession.		
Received a competitive service award from a distinguished national or international organization.		
Presented or published additional scholarly work relevant to the profession (This is specific for non-tenure track faculty who report these outcomes as service.)		

SCHOLARSHIP

Tenure/tenure-track faculty members with a program of research may provide varying levels of evidence depending on rank and longevity in the faculty role. Note that some senior faculty may elect not to continue their research programs (as approved by the Dean) and, instead, opt for higher teaching loads. Your program, at whatever stage it is, should guide your self-assessment of scholarship. In using the Markers, faculty will provide evidence to support a level of scholarly activity that is congruent with their scholarly trajectory by describing their scholarly activities within the overall level of achievement they have attained. Faculty are encouraged to highlight where activities fall within their scholarly trajectory, in recognition of the fact that scholarship is an ongoing process.

Summary: Provide a summary of your scholarship, including whether or not you believe you met, exceeded, or exceeded with distinction expectations in this category, and a summary of the rationale. Take into account the goals you set for the review period.

Goals: Summarize your goals for the past year, and indicate your progress in attaining them.

Goals	Progress
List goals identified in the previous year's self-evaluation and reflection.	Indicate level of completion or progress here.

DOES NOT MEET (LEVEL 1) / PARTIALLY MEETS EXPECTATIONS FOR SCHOLARSHIP (LEVEL 2)

Marker	Y/N	Evidence
Working toward criteria for meeting expectations for scholarship. Provide examples of strategies and/or activities in progress to meet expectations in the coming year.		

MEETS EXPECTATIONS FOR SCHOLARSHIP (LEVEL 3)

The minimum standard to **Meets Expectations** for Scholarship is as follows:

Marker	Y/N	Evidence
Published, accepted or in-press peer-reviewed outcome consistent with one's scholarly trajectory and area of expertise, as best demonstrated by a peer-reviewed publication, i.e., peer-reviewed manuscript, <u>or</u> a peer-reviewed published proceeding, <u>or</u> an external peer-reviewed presentation, <u>or</u> a peer-reviewed poster session, <u>or</u> a peer-reviewed book chapter (note complete citations and if the publication has been reported in Markers from prior years).		
Established a research program (*only for new faculty during their first year of employment). Describe efforts to establish a cohesive research program (approved by Faculty Mentor).		
<i>OR, <u>ONE</u> of the following:</i>		
Received internal (CHP/Pace) funding (note award, date and project title).		
Submitted grant application (note start/end dates, title, source, and direct costs).		

EXCEEDS EXPECTATIONS FOR SCHOLARSHIP (LEVEL 4)

In addition to fulfilling all Meets Expectations benchmarks, the minimum standard to **Exceed Expectations** for Scholarship is as follows:

Marker	Y/N	Evidence
<i>*ONE of the following that demonstrates progress within the research program/trajectory (not repeated within Meets Expectations):</i>		
Published, accepted, or in-press additional <u>peer-reviewed outcome</u> consistent with one's scholarly trajectory and area of expertise, as best demonstrated by a peer-reviewed publication, i.e., peer-reviewed manuscript, <u>or</u> peer-reviewed proceeding, <u>or</u> peer-reviewed book chapter (note complete citations and if the publication has been reported in Markers from prior years).		
Submitted external grant application (note start/end dates, title, source, and direct costs).		
Received a scholarship award from the College or University.		

EXCEEDS EXPECTATIONS WITH DISTINCTION FOR SCHOLARSHIP (LEVEL 5)

In addition to fulfilling Exceeds Expectations benchmarks, the minimum standard to **Exceeds Expectations with Distinction** for Scholarship is as follows:

Marker	Y/N	Evidence
<i>*ONE of the following that demonstrates exceptional progress within the research program/trajectory (not repeated within prior sections):</i>		
Published, accepted, or in-press additional <u>peer-reviewed manuscript(s) or equivalent proceeding(s), or book chapter(s)</u> consistent with the faculty member's scholarly trajectory and area of		

Marker	Y/N	Evidence
expertise (note complete citations and if the publication has been reported in Markers from prior years).		
Received a competitive scholarship award from a distinguished national or international organization.		
Funded external grant application(s) (note start/end dates, title, source, and direct costs).		
Demonstrated scholarly significance, impact, and/or stature within the research field (note evidence of stature and/or impact and sources of evidence).		