

**COOPER MEDICAL SCHOOL OF ROWAN UNIVERSITY
DEPARTMENT OF BIOMEDICAL SCIENCES RECONTRACTING CRITERIA
FOR NON-TENURE TRACK TEACHING FACULTY
2024-2025**

1. STATEMENT OF TERMINAL DEGREE

Non-tenure track teaching professors (hereinafter referred to as Teaching Professors) have the primary responsibility of teaching or supervising experiential activities or non-GME internships. Teaching Professors are expected to remain current in their fields of teaching and expertise. The terminal degree for Teaching Professors in the Department of Biomedical Sciences at the Cooper Medical School of Rowan University (CMSRU) is the PhD or equivalent and/or the MD or equivalent.

2. PURPOSE OF THIS DOCUMENT and WEIGHTING OF EVALUATION CRITERIA

This document is designed to accomplish the following tasks:

- To describe the types of activities that are expected of Teaching Professors in fulfillment of their academic career objectives, and that are valued for their contributions to the Department, Medical School, University, Professional Community, and Wider, Non-Professional Community.
- To define the characteristics of excellence that distinguish these activities as having high value to the Department, Medical School, University, Professional Community, and Wider, Non-Professional Community, and that identify these activities as those that are worthy of consideration in the recontracting decision process.

Documented evidence justifying Recontracting is needed. This documented evidence must include:

- Professional excellence in teaching, service to the University, service to the professional and wider non-professional community (where applicable); and professional development.

This Recontracting document is designed to disseminate information regarding the specific *criteria* that members of the Department of Biomedical Sciences at CMSRU must successfully demonstrate, at the various stages of their recontracting process.

The Recontracting decision shall be based on a thorough evaluation of the candidate's total contribution to the mission of Rowan University and CMSRU in the faculty domains of teaching and service. Faculty recognition and reward of continued and extended contracts shall be based upon each faculty member's sustained contribution in the areas of teaching effectiveness, service to the defined mission and purpose of CMSRU and Rowan University, as undertaken and supported by the department and discipline in which the faculty member holds appointment and professional development in their discipline. While specific responsibilities of faculty members may vary because of the special assignments or because of the particular mission of the academic unit, all evaluations for recontracting shall address the manner in which each candidate has performed in the areas of teaching, service to the

Medical School and to the University, and professional development as it fosters currency in their teaching discipline.

To achieve recontracting, CMSRU Teaching Professors are expected to achieve excellence in 2 key areas: Teaching Effectiveness and Service to the Medical School and the University. For Teaching Professors, it is expected that the typical weighting of these criteria will be 45-60 % to Teaching, 35-50% to Service which shall be predominantly service to CMSRU, and 5% professional development. The average amount of time (i.e. % annual effort) that a faculty member devotes to each area (teaching, scholarship, and service) should be commensurate with the agreed upon weighting. However, in recognition of the different paths and roles that CMSRU Teaching Professors may pursue in their professional and academic development, some flexibility will be granted in the relative contribution of each criterion to an individual faculty's recontracting path, or in the inclusion of specific criteria categories, provided that:

- Any proposed changes to evaluative weights that fall outside of the typical weighting of recontracting evaluation criteria (see above) are initiated by the faculty member by request to the Departmental Recontracting Committee, and apply only to that individual faculty;
- The faculty must allow at least 2 months for any revisions to be reviewed and approved;
- Any changes to an individual faculty's evaluative weights that fall outside of the typical weighting of the recontracting criteria (see above) are approved in writing by the individual faculty, the Department Recontracting Committee, the CMSRU Dean and the University President, and that written documentation of such approval is included with all subsequent Recontracting applications, unless otherwise stated.

Weighting criteria for [insert name]

2024-2025 Academic Year

Insert % Teaching, insert % Service and insert % Professional Development

2B. Criteria Definition and Evaluation

The criteria in this document are aligned with the criteria in the University's Memorandum of Agreement for Recontracting and Tenure as specified in the Letter of Agreement for Teaching Professors and the criteria in CMSRU's appointment and promotion document. The granting of recontracting will require demonstrated excellence in relevant faculty domains, as per the descriptions below.

2C. Candidate responsibilities

Faculty members are responsible for carefully reading and following all applicable guidelines from this document AND from the most current applicable Rowan MOA. This includes being familiar with all requirements for content, formatting, student teaching evaluations, peer observations, etc. The candidate is responsible for meeting all applicable deadlines specified in the MOA and/or by the Department (which may be earlier than those noted in the MOA). Specific comments or recommendations raised in prior rounds of review (by the Department, College, Dean as applicable) should be explicitly addressed in the relevant narrative section(s). The Departmental T&R committee will serve as a resource to help answer questions.

3. TEACHING EFFECTIVENESS

At CMSRU, teaching includes all of the following activities: academic instruction, developing learning activities, developing as an educator, and student and colleague mentoring activities. While academic instruction is the cornerstone of teaching, we believe that the other activities discussed here can fundamentally contribute to the development of excellence in academic instruction.

3A. Description of Measures of Teaching Effectiveness

The qualitative evaluation of the teaching contributions of a Teaching Professor for the purpose of recontracting will focus on the following parameters, and will be based on peer observations, student evaluations of teaching and feedback, and self-evaluation of the teaching portfolio, as applicable.

- Academic instruction may include but is not limited to:
 - Imparting knowledge and facilitating learning by instructing CMSRU students in courses, laboratories, clinics, active learning groups, workshops and seminars
 - Managing instruction, e.g., planning and arranging for learning experiences, maintaining student records, grading
 - Supervising students in service learning, internship and clinical experiences, and independent study.
- Contributing to the development of learning activities that enhance excellence in academic instruction may include but is not limited to:
 - Participation in development, review, and redesign of courses and programs
 - Participation in developing and revision of curriculum
 - Developing teaching materials, manuals, software, and computer exercises
 - Serving as course director or co-director, or longitudinal content coordinator
 - Participating in development of learning outcomes assessment tools and analysis of assessment results
 - Collaborating with colleagues in course development, pedagogical scholarship, and team-teaching.

- Mentoring activities may include but are not limited to:
 - Mentoring students, e.g., with regard to academics and career planning; this may include availability for review sessions and tutoring sessions with one or more students as necessary
 - Advising and supervising students in curricular projects.
 - Mentoring other learners and colleagues with respect to career development.

- Inclusive teaching incorporates but is not limited to:
 - Equitable treatment of students
 - Ensuring that all of our students have equal access to learning, and the tools they need to do so successfully and meaningfully
 - Creating a learning environment in which all students feel welcomed, supported and valued."

3B. Characteristics of excellence in teaching at CMSRU are:

- Outstanding organization of subject matter and course material
- Effective communication
- Knowledge and enthusiasm for subject matter and teaching
- Professionalism, especially reflected as positive attitudes toward students
- Flexibility in approaches to teaching
- Positive student learning outcomes
- Innovation

3C. Role of Teaching Effectiveness in Recontracting applications

As faculty members begin their employment at CMSRU, it is anticipated that the first year will be primarily dedicated to academic instruction, developing as an educator and the development of specific learning activities related to courses taught. In the second and third years, it is expected that faculty members will continue focusing on academic instruction, with increased attention to development of learning activities and developing as an educator. In the fourth and subsequent years, it is expected that attention to these aspects will remain strong, and that focus on student mentoring and mentoring of colleagues as an aspect of teaching will increase.

IN PREPARATION FOR CONSIDERATION FOR RECONTRACTING, CANDIDATE DOCUMENTS REGARDING TEACHING SHOULD INCLUDE THE ITEMS DESCRIBED BELOW. EVALUATION OF EXCELLENCE IN TEACHING WILL BE ASSESSED IN TERMS OF THE CHARACTERISTICS OF EXCELLENCE PRESENTED ABOVE.

- Candidate's narrative which includes their teaching philosophy, goals, approaches, innovations, student engagement, assessment techniques, activities to meet different student learning needs, and a discussion of how these elements correspond to the CMSRU vision of excellence in teaching. In their narrative discussion of teaching effectiveness, candidates may reflect on their impact for diversity, equity, and inclusion as outlined in the current Rowan MOA. **While addressing the characteristics of excellence, candidates should discuss the four teaching activities as outlined above: academic instruction, developing**

learning activities, developing as an educator, and mentoring activities.

- Summary of student evaluations of teaching and candidate's analysis of the evaluations . Student evaluations should document the candidate's excellence and commitment as an educator. Faculty will provide at least one set of student evaluations per teaching semester in each re-contracting application packet. Additional sets of student evaluations may be included at the faculty's discretion, and will be considered as supplemental supporting evidence of teaching excellence.
- Peer observation report(s) for classroom activities, authored by tenured faculty in the Department of Biomedical Sciences . For recontracting, the candidate should provide at least the *minimum* number of peer observation reports stipulated in the Rowan MOA that is in force at time of recontracting. Note that the Department of Biomedical Sciences committee requires additional observations, at least one report for *each semester of teaching*, during the first contract period (first 2 years). The applicant is responsible for the scheduling of peer observations at a time of their and the observing faculty member's convenience, and for obtaining the observation reports.
- Additional documents that provide evidence of the candidate's excellence in teaching activities may be included in the supplemental file while conforming to defined page limits in the Rowan MOA.

4. SERVICE TO THE MEDICAL SCHOOL AND TO THE UNIVERSITY

Contribution to the Medical School and the University community describes the efforts of faculty members to participate in the shared governance process and to use their expertise, knowledge, and professional judgments for the betterment of the institution. Active participation and leadership in school-wide and University activities and governance, through committee membership, and representing the institution for its advancement are all aspects of contributing to the Medical School and the University community. Also valued are those service commitments for promoting and sustaining equity and inclusion for Rowan's diverse students, faculty, and staff, as well as for the larger community.

4A. Description of Service Activities Pertaining to the Medical School and the University

- Active participation and leadership in activities and governance may include but is not limited to:
 - Participation on governing committees
 - Contributing to tasks central to the Department's day to day activities serving both students and faculty
 - Helping the Department meet the expectations of CMSRU and the University
 - Advising student groups
 - Senate, Faculty Assembly and Union participation

- Attendance at CMSRU commencement and/or White Coat ceremonies
 - Program development, coordination, review, and redesign
 - Chairing a Department, Medical School, or University committee
 - Participation in special programs and projects including summer programs and enrichment programs for primary to college aged to post-baccalaureate students
 - Observing and providing feedback related to the teaching of colleagues as such observations contribute to one's own development in the classroom
- Representing the institution for its advancement may include but is not limited to:
 - Participation in open houses
 - Recruiting and interviewing prospective students
 - Outreach and participation in programs to attract students or resources, including potential donors, to the Medical School and the University
 - Service in CMSRU Summer Programs (Pulse, etc.)

4B. Role of Service Activity to the Medical School and the University in Recontracting Applications

Faculty must demonstrate evidence of contribution to the Medical School and University community on an ongoing basis. Contributions to the Medical School and the University community can be assessed by the quality of participation and leadership in Medical School and University endeavors. The type of committee, the nature and demands of the endeavor, and the amount of substantive participation, need to be considered.

IN PREPARATION FOR CONSIDERATION FOR RECONTRACTING, CANDIDATE DOCUMENTS SHOULD PROVIDE EVIDENCE OF CONTRIBUTION TO THE MEDICAL SCHOOL AND THE UNIVERSITY. THIS WOULD INCLUDE, BUT NOT BE LIMITED TO, LISTING THE TYPES OF SERVICE WITH DATES OF SERVICE CLEARLY INDICATED. LETTERS OF TESTIMONY ATTESTING TO THE QUALITY OF THE SERVICE MAY BE REFERENCED IN THE DOCUMENT AND PLACED IN THE SUPPLEMENTAL FOLDER.

- While contribution to the Medical School and University is expected for Recontracting, it cannot be used, in any amount, to substitute for a lack of excellence in teaching.
- Other manifestations or dimensions of contributions to the Medical School and University may include other faculty work not included in the above description of service activities. Such endeavors are worthy of recognition because of their contribution to the functioning or reputation of the Medical School or University. Such endeavors may be offered as other services within this category.

4C. Service to the Professional Community and the Wider Non-Professional Community

Given the fundamental importance of service in CMSRU's mission, service activities are recognized as an essential component of the contribution of CMSRU faculty to the Institution and to the community at large, highlighting their leadership qualities in their dual roles as academic scholars/educators, and as citizens. Contributions to the professional and wider community describe the work of faculty members aimed at addressing social or institutional issues beyond the CMSRU campus using their expertise, knowledge, and seasoned professional judgments. This expression of service is defined as any of the following: dissemination of discipline-related knowledge, discipline-related partnerships with other organizations, and contributions to disciplinary and professional associations and societies. In accordance with the Mission Statement of CMSRU, contribution to the wider community may also include instruction and mentorship to students in the Camden area primary and secondary schools and other student organizations, and may even include Service in national and international outreach, aid, and educational organizations related to the mission of CMSRU in medicine, science and education.

I. Description of Service Activities Pertaining to the Professional Community

Contributions to disciplinary and professional associations and societies may include but are not limited to:

- Membership on national, regional and local scientific/professional review boards;
- Membership or leadership roles in scientific and educational societies;
- Leadership role in organizing committees for regional, national or international professional and scientific meetings;
- Service to accreditation bodies or national examining boards;
- Service to governing boards, task forces and editorial boards;
- Service in organizing or reviewing submissions for annual or regional meetings and conferences sponsored by professional organizations.

II. Discipline-related partnerships with other agencies may include but are not limited to:

- Short-term collaborations with schools, industries, or civic agencies for program or policy development
- National and international outreach, aid, and assistance to educational organizations related to the mission of CMSRU in medicine, science and education
- Exhibits and workshops in other educational or cultural institutions
- Economic or community development activities
- Discipline-related voluntary community service
- Expert witness or testimony

III. Description of Service Activities Pertaining to the Wider, Non-Professional Community

Service to the wider, non-professional community may involve community volunteerism and the dissemination of discipline-related knowledge to the public. These activities may include but are not limited to:

- Electronic productions (e.g., contributing to the development of websites, online Seminars or digital media programs) for the general public or targeted non-professional audiences;
- Voluntary community service, both discipline-related and non-related.

IV. Role of Service to the Professional Community and to the Wider, Non-Professional Community in Recontracting Applications

Faculty may demonstrate evidence of contribution to their professional community and to the wider, non-professional community as part of service to a maximum of 5% of the weighting criteria for their service to the Medical School and Rowan University.

IN PREPARATION FOR CONSIDERATION FOR RECONTRACTING, CANDIDATE DOCUMENTS MAY PROVIDE EVIDENCE OF CONTRIBUTING TO THE PROFESSIONAL AND WIDER COMMUNITY. THIS WOULD INCLUDE BUT NOT BE LIMITED TO LISTING THE TYPES OF SERVICE WITH DATES OF SERVICE CLEARLY INDICATED. LETTERS OF TESTIMONY ATTESTING TO THE QUALITY OF THE SERVICE MAY BE REFERENCED IN THE DOCUMENT AND PLACED IN THE SUPPLEMENTAL FOLDER.

- Contribution to the professional and the wider, non-professional community for Recontracting cannot be used, in any amount, to substitute for a lack of excellence in teaching.
- Contributions to the profession can be assessed by the nature and quality of participation in the professional associations of the discipline. Active participation and service in leadership roles on association or community boards, or as readers or discussants on those boards, are examples of service to the profession. Internships or externships served at external agencies are other examples. Testimony from association or agency leaders may be used as assessment evidence.
- Contributions to the wider, non-professional community can be assessed by the nature and quality of consulting and pro bono work performed for individuals, schools, civic associations, and other public organizations. Testimony from association or agency leaders may be used as assessment evidence.
- Other manifestations or dimensions of contributions to the professional and wider community may include other faculty work not included in the above categories. At times, faculty may engage in academic or other scholarly endeavors that do not directly relate to their academic disciplines or to the teaching and learning enterprise. Nevertheless, such endeavors are worthy of recognition because of their contribution to society at large. Such endeavors may be offered as other services within this category.

5. Professional Development

Professional development is defined as those activities that improve / maintain a Teaching Professor's currency in their field(s) of expertise, expand their knowledge within their area(s) of expertise, strengthen their abilities as teachers and advisors, and maintain their standing within University and professional communities.

5A. Description of Professional Development

- Developing as an educator may include but is not limited to:
 - Reflecting on one's instruction and classroom presence to benefit the teaching-learning experience
 - Attending and participating in faculty development activities at CMSRU, Rowan, or through professional organizations
 - Maintaining currency in discipline-specific concepts
 - Maintaining currency in pedagogical practices

The candidate must demonstrate that he or she has a thoughtful and ongoing strategy for professional development. Factors that will be considered in the Committee's review include, but are not limited to, the following:

- Researching and reading current scholarship on subject matter content
- Researching and reading current scholarship on pedagogical strategies
- Researching and reading current scholarship on student learning styles
- Participating in on-campus training/education via workshops, lectures, forums, readings, etc.
- Staying current as an advisor regarding curricular changes to majors, minors, and sequences that affect medical students
- Implementing new teaching strategies into existing courses
- Incorporating new ideas and materials into existing courses
- Attending and participating in professional conferences, webinars, and in faculty development activities at CMSRU, Rowan, or through professional organizations
- Presenting papers and publishing articles (and books), while neither expected nor required, would indicate strong professional development

5B. To demonstrate professional development, candidates should identify, explain, and document activities that – individually or collectively – meet the following criteria:

- The activity is directly related to the Teaching Professor's area of expertise or area of instruction
- The activity prepares the Teaching Professor for current or future teaching assignments
- The activity prepares the Teaching Professor for advising students
- The activity prepares the Teaching Professor for service to the Department, College, and/or University

- The activity is recognized as maintaining standing within a profession or discipline
- The activity permits the demonstration of appropriate leadership within the Department, College, University, or profession

5C. Role of Professional Development in Recontracting Applications

For their second evaluation in the second year of service, faculty must minimally demonstrate some evidence of undertaking Professional Development. For their third evaluation in the fifth year of service, faculty must show a developing record of Professional Development that provides evidence of progressive growth. For all subsequent evaluations, faculty must clearly demonstrate evidence of professional Development and how it has made them a better Teaching Professor and overall BMS faculty member.

IN PREPARATION FOR CONSIDERATION FOR RE-CONTRACTING, CANDIDATE DOCUMENTS SHOULD PROVIDE EVIDENCE OF UNDERTAKING PROFESSIONAL DEVELOPMENT. THIS WOULD INCLUDE BUT NOT BE LIMITED TO LISTING THE TYPES OF PROFESSIONAL DEVELOPMENT WITH DATES IT WAS UNDERGONE. LETTERS OF TESTIMONY ATTESTING TO THE QUALITY OF THE PROFESSIONAL DEVELOPMENT ACTIVITY AND THE DEGREE OF PARTICIPATION IN THE ACTIVITY. MAY BE REFERENCED IN THE DOCUMENT AND PLACED IN THE SUPPLEMENTAL FOLDER.

- While undergoing Professional Development for Recontracting is expected, it cannot be used, in any amount, to substitute for a lack of excellence in teaching or contributions to the Medical School and the University community.

6. ROLES OF THE DEPARTMENT HEAD AND CHAIR

The approach to the Recontracting process must include discussions with the candidate's Department Head and Chair. These discussions will review the candidate's progress toward recontracting as delineated in the candidate's annual performance review.

The Department Head will not serve on the Departmental T&R committee, but will receive the candidate's application packet in parallel with the Departmental committee and provide an independent letter of assessment to be included in the packet. The Department Chair may serve on the Departmental T&R committee.

7. PROCEDURE FOR STUDENT EVALUATIONS OF TEACHING EFFECTIVENESS

CMSRU has developed a series of evaluative rubrics for assessment of medical student courses. These include specialized rubrics for the assessment of faculty performance in lecture situations, as well as in active learning group and laboratory/application settings. The faculty member does not see the results

of his/her assessment until after all grades have been submitted. The faculty member receives aggregate results from Course Directors, and is free to discuss the results with his/her Chair and Head. This discussion will form the basis of an action plan for the faculty member for the future. All free-form student comments are included in the analysis given to the faculty member.

Acknowledged By:

Insert name, PhD

Date