

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

1. STATEMENT OF TERMINAL DEGREE

The terminal degree for Tenure Track Faculty for 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 tenure-eligible faculty members 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 tenure decision process.

Only faculty members appointed to the Tenure Track are eligible to be considered for tenure. Documented evidence justifying the degree of permanence afforded by the award of Tenure is needed. This documented evidence must include:

- Professional excellence in teaching, scholarly activities, and service to the University, and to the professional and wider non-professional community (where applicable); *and*
- Demonstrated professional dedication and ability to sustain a scholarly research program.

This Tenure and 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 tenure and recontracting process.

The Recontracting and Tenure 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, scholarship and service. Faculty recognition and reward through the award of Tenure shall be based upon each faculty member's sustained contribution in the areas of teaching effectiveness, scholarly achievement, and service to the defined mission and purpose of CMSRU, as undertaken and supported by the department and discipline in which the faculty member holds appointment. 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 and tenure shall address the manner in which each candidate has performed in the areas of teaching, scholarly achievement, service to the Medical School and to the University, and service to the professional and wider, non-professional community.

Demonstration of achievement during the first two (2) years of probationary service will focus principally on starting to establish their research/creative activity program, and on skills for teaching effectiveness. Faculty should provide evidence they are developing a research and/or creative program by the end of their first year. During their third and fourth years of service, probationary faculty should demonstrate progress toward excellence in teaching and should present evidence of success in scholarly and creative activities both in quality and quantity. During the first four years, probationary faculty should also show a developing record of service contributions to CMSRU, the university community and the wider and professional community. By the middle of the fifth/sixth year of service, faculty who seek a tenure appointment should be able to demonstrate evidence of excellence in teaching, and in scholarly and creative activities. The achievements in scholarly and creative activities should show a firm and steady progress towards building an independent and suitable scholarly program. Faculty should also have evidence of service contributions at a level of quality appropriate for a positive tenure decision. See below for specific information about the definitions of teaching, scholarly and creative activity, and service contributions, as well the characteristics of excellence, and supporting evidence for each category.

To achieve recontracting and tenure, CMSRU faculty are expected to achieve excellence in 4 key areas: Teaching Effectiveness, Scholarship, Service to the Medical School and the University, and Service to the professional and the wider, non-professional community. For tenure-eligible faculty it is expected that the typical weighting of these criteria will be 30- 50 % to Teaching, 40-60 % to Scholarship and 5-15 % to Service to the Medical School and the University, as well as to the professional community and the wider non-professional community. 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 tenure-eligible CMSRU faculty may pursue in their professional and academic development, and of the continuing evolution of the types of activities within each scholarship field, some flexibility will be granted in the relative contribution of each criterion to an individual faculty's Tenure 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 tenure and recontracting evaluation criteria (see above) are initiated by the faculty member by request to the Departmental Tenure and Recontracting Committee and must be approved by the Department Head in collaboration with the elected Department Chair and approved by the CMSRU Dean, and apply only to the 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 tenure and recontracting criteria (see above) are approved in writing by the

individual faculty, the Chair/Head, the Department Tenure and Recontracting Committee and the CMSRU Dean, and that written documentation of such approval is included with all following Tenure and Recontracting applications, unless otherwise stated.

- Some extramural grants stipulate a minimum effort allocation toward research activity that may fall outside these typical weightings (e.g. NIH K99/R00 awards). In such cases, the evaluative weighting will accommodate effort stipulations for the duration of the award and should then be renegotiated upon expiration of the award.

Weighting criteria for [insert name]

2024-25 Academic Year

Insert % Teaching, insert % Scholarship and insert % Service

2B. Criteria Definition and Evaluation

The criteria in this document are aligned with the criteria in the university's tenure and recontracting agreement and the criteria in CMSRU's appointment and promotion document. The granting of tenure will require demonstrated excellence in all faculty domains, as per the following descriptions.

2C. Candidate Responsibilities

Faculty members are responsible for carefully reading and following all applicable guidelines from this document AND from the most current 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, or Provost as applicable) should be explicitly addressed in the relevant narrative sections(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 faculty member for the purpose of recontracting and tenure will focus on the following parameters, and will be based on peer observations, student evaluations 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 laboratories, internship and clinical experiences, and independent study.

- Contributing to 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.

- 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;
 - Observing and providing feedback related to the teaching of colleagues as such observations contribute to one's own development in the classroom;

- 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
 - 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 and Tenure Applications

IN PREPARATION FOR CONSIDERATION FOR RECONTRACTING AND TENURE, 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 review evaluations and candidate's analysis of the reviews. 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 Tenure and Recontracting 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. At least one report for each semester of teaching is required. 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. SCHOLARLY ACTIVITY

Scholarly activity is the pursuit of an active, continuing and sustainable agenda of scientific and/or pedagogical inquiry whose purpose is to create new knowledge or resources, integrate knowledge or

resources, or open additional knowledge-based areas for further exploration, and disseminate this knowledge to the scholarly community. The work of scholarly activity may include any of the following Categories:

- Basic and/or Translational Research;
- Applied and Clinical Research;
- Research in the Scholarship of Medical Education. This may be pursued secondary to a basic/translational/applied and/or clinical research agenda which is the primary research agenda.

It is not necessary for a faculty member to be involved in more than one category of research unless s/he so desires.

4A. Description of Measures for Achievement in Scholarly Activity, by Category. Basic and Translational Research include scholarly efforts leading to the generation of new field- specific knowledge, typically via presentation and publication of research findings as defined in the candidate's discipline. To accomplish this goal, faculty members should participate in focused scholarly projects with the levels of participation described below.

- Faculty members engaged in Basic and/or Translational Research are expected to undertake grant-seeking and proposal development activities to public and private sponsoring agencies for support of basic research activities. Participation as a principal investigator or co-investigator in scholarly projects, which may be investigator-initiated or as part of a cooperative group, is expected. Research may include clinical, translational, or basic science areas of investigation. Participation may include intellectual contribution, project supervision and management, and dissemination of novel findings by means of meritorious publication in peer-reviewed journals;
- Basic and Translational Research should be peer-reviewed and sustainable. Examples of support for scholarship and research may include but are not limited to competitive extramural grants and contracts, and noncompetitive funding sources such as donations, industry support and other mechanisms.

4B. Research in the Scholarship of Medical Education may include, but is not limited to, designing and conducting instructional and classroom research to benefit the teaching-learning experience.

Faculty members engaged in medical education research will participate in the dissemination of innovative teaching and educational curriculum, materials or programs with significant local, regional, or national impact. Their participation will include intellectual contribution, project supervision and management, and dissemination of novel findings and resources by means of meritorious publication in peer- reviewed journals or presentation at various regional or national medical education conferences. While presentation at regional conferences is acceptable, presentation at national or international conferences is preferable.

4C. Clinical Research may include but is not limited to participation in clinical trials and evaluation of therapeutic regimens, evaluation of new diagnostic procedures, evaluation of new devices, and design or creation of new products or devices.

- Faculty members engaged in Applied and Clinical Research will participate in the design, evaluation, and/or invention of new products or devices, or in the design,

- implementation and evaluation of clinical trials and studies, and in the supervision and management of projects;
- Faculty members will be expected to disseminate their findings to sponsoring agencies (for proprietary projects) or to appropriate peer-reviewed journals, or by submission/issuance of patents as principal or co-inventor.

4D. Characteristics of excellence in scholarship at CMSRU include but are not limited to:

- The activity requires a high level of discipline-related expertise;
- The work demonstrates rigor and can be validated or critically examined by peers
- The work and its results are documented and accessible to the academic community;
- The work is published in peer-reviewed publications;
- The activity is innovative, breaks new ground, or demonstrates other types of significance or impact;
- The faculty researcher/investigator is able to establish an independent research program;
- The activity is independently sustainable;
- The activity is funded by external funding agencies through a competitive process.

4E. Role of Scholarly Activity in Recontracting and Tenure Applications

For their second evaluation in the second year of service, faculty must demonstrate a clear and detailed plan for their sustainable scholarly activity including, at a minimum, well-defined plans for extramural grant applications for the following year, as applicable. For their third evaluation in the fourth year of service, faculty should present evidence of success in scholarly activity, including demonstration of the specific productivity measures described below. For their fourth evaluation (the tenure review) in the sixth year of service, faculty must clearly demonstrate evidence of appropriate accomplishment and of an active program of continued, focused and sustainable scholarly productivity.

Note: Research in the Scholarship of Medical Education is one of the 3 Scholarship fields highlighted in Section 2, where it is explicitly discussed. Like the other 2 fields, it is not a requirement for any faculty member to specifically engage in it.

Recontracting and Tenure applications will include a full Curriculum Vitae describing the applicant's Scholarship accomplishments, and a self-assessment narrative of Scholarship activities by the applicant. For the purpose of demonstrating the faculty member's commitment to continued scholarly activity and productivity, the self-assessment narrative should cover the topics listed below:

- A description of short-term and long-term scholarly goals, including plans for maintaining a sustainable program of scholarly activity ;
- A discussion of the significance of the faculty member's scholarly activity to the scientific and medical communities;
- A discussion of any significant delays and impediments, if any, to the completion of the stated scholarly goals.

IN PREPARATION FOR CONSIDERATION FOR TENURE, CANDIDATE DOCUMENTS SHOULD PRESENT EVIDENCE OF SUCCESS IN SCHOLARLY ACTIVITIES. EVALUATION OF EXCELLENCE IN SCHOLARSHIP WILL BE ASSESSED IN TERMS OF THE CHARACTERISTICS OF EXCELLENCE PRESENTED ABOVE.

- Candidates for tenure must show evidence of sustained productivity since the date of their original employment that fulfills the characteristics of excellence as delineated above.
- The following are examples of evidence of scholarly productivity (this list should not be considered exhaustive). Because the Biomedical Sciences (BMS) department is uniquely diverse in its range of expertise and scholarship, set criteria may not be inclusive of all department members.
- For some of our faculty, for instance, the Anatomists, case reports may be the primary avenue of publications. For others, generation of education material (e.g. software) may be a more tangible scholarship accomplishment. As per the “evaluation of scholarship accomplishments” section below, **IT IS INCUMBENT UPON EACH FACULTY MEMBER TO MAKE THE CASE THAT THEIR SCHOLARSHIP OUTPUT IS VALUABLE.**

- A. Career Achievement/Development Awards;
- B. Award of extramural, peer-reviewed grant funding as Principal Investigator (PI) or Mentor;
- C. Award of intramural, peer-reviewed grant funding as PI or Mentor;
- D. Application for, or Issuance of, patents or other notices of invention relating to research product applications, or instructional and classroom resources and materials;
- E. Publications in peer-reviewed journals or conference proceedings as first or senior author - it is up to each faculty member to provide evidence of the quality/value of such scholarly products, e.g., journal rankings, citation numbers etc.;
- F. Oral presentation at national or international meetings;
- G. Publication of books, workbooks, monographs, or chapters in books or textbooks, or peer-reviewed electronic media - it is up to each faculty member to make the case for the quality/value of such scholarly products;
- H. Participation as Co- Investigator or paid Consultant in extramural, peer-reviewed grants;
- I. Award of non-competitive grant funding or industry contracts as PI or co-investigator;
- J. Participation as Co-investigator or paid Consultant in intramural, peer-reviewed grant funding;
- K. Publications in peer-reviewed journals or conference proceedings as co-author (for those who are not 1st or senior/contributing author, candidates must describe their contributions);
- L. Publication of other papers and reports; e.g., trade, technical or case reports. Trade journals publish reports and articles directed to a technical/specialist audience. Examples of such journals include Bio/Techniques or Lab Animal for basic sciences, and many medical journals directed to practicing physicians. While the level of peer-review in these journals may be less stringent than other journals, these are still scholarly products;
- M. Publication of abstracts, reviews, or critiques;
- N. Presentation of papers, roundtables, posters, or demonstrations at academic or professional meetings;
- O. Advising and supervising students in research projects and other scholarly projects.
- P. Documentation and dissemination of instructional and classroom research in pursuit of the advancement of the scholarship of medical education
- Q. Collaborating with colleagues in course development, pedagogical scholarship, and

- team- teaching;
- R. Development and dissemination of novel computer software;
 - S. Speaker Awards or invited speakerships;
 - T. Submissions of grant applications that, while unfunded, receive a favorable review;
 - U. Submissions of patents or other notices of invention applications relating to research product applications, or instructional and classroom resources and materials;
 - V. Submissions of full-length manuscripts that, although not immediately accepted for publication, have been invited for revision and resubmission;
 - W. Travel Awards;
 - X. Productive collaborative interactions with industry or other commercial entities in the specific scholarship fields, as highlighted by product development or by letters of attestation (e.g., for products subject to limited disclosure by intellectual property agreements).

(Faculty candidates may wish to individualize the above list to reflect the activities that are most relevant to their scholarship. Additionally, in the event that a faculty candidate feels that the above examples of scholarly productivity should be modified to capture the essence of their individual scholarship efforts, the candidate may submit to the Department Head & Chair for approval followed by ratification by the Department Tenure and Recontracting committee a summary of their pertinent activities, as well as a rationale for their relevance to academic scholarship.

4F. Evaluation of Scholarly Activity

Scholarly Activity is highly varied and discipline-specific. Nevertheless, there are some activities that clearly hold differing levels of impact to the relevant scholarship communities, to the Medical School and the University. Therefore, scholarship excellence must be evaluated not only quantitatively, but also in terms of quality and impact. **It is the responsibility of the faculty member to provide evidence in their Tenure and Recontracting application of the significance and impact of their Scholarship products.** This evidence may include, but is not limited to:

- established measures of quality in peer-review publications (e.g. journal impact factors, rankings, citation indexes, numbers of citations or others);
- specific contributions to scholarly product authorship (e.g. as highlighted by first or senior author vs other co-authorship, or by explicit description of an individual's contribution to the work);
- selectivity of funding agencies;
- prestige of invited speakerships;
- positive reviews of unpublished manuscripts or unfunded grant applications;
- positive external reviews of books or other scholarly products;
- adoption of scholarship texts or instructional tools by external institutions;
- productive interactions with industry or other commercial entities as highlighted by product development or by letters of attestation (e.g., for products subject to limited disclosure by intellectual property agreements).

The Tenure and Recontracting packet for the 4th cycle (for 7th year and tenure) will also include

letters from external reviewers. The candidate's scholarly achievements and standing within their scholarship community should be discussed in such letters. **The procedures for obtaining reviewer letters will follow those outlined in the applicable institutional Memorandum of Agreement.**

In conclusion, Scholarly Activity is but one of four categories of excellence that is required of successful candidates for achievement of tenure and, therefore, must be carefully and realistically weighed in light of the candidate's documented commitment to continued scholarly productivity, and in combination with the candidate's documented excellence in teaching and service .

5. 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.

5A. 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 and Faculty Assembly participation 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.

- Mentoring other faculty or staff within the candidate's own department, College, or University wide includes but is not limited to taking part in established mentoring programs.

- 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 (e.g., potential donors) to the Medical School and/or the University.

5B. Role of Service Activity to the Medical School and the University in Recontracting and Tenure

Applications

For their second evaluation in the second year of service, faculty must minimally demonstrate evidence of contribution to the Medical School and University community. For their third evaluation in the fourth year of service, faculty must show a developing record of contribution to the Medical School and the University community that provides evidence of progressive growth. For their fourth evaluation (the tenure review) in the sixth year of service, faculty must clearly demonstrate evidence of a progressive and appropriate record of service at the department, Medical School, and University levels.

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 AND TENURE, 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 and Tenure, it cannot be used, in any amount, to substitute for a lack of excellence in teaching, in scholarly activities, or contributions to the professional and wider, non-professional community;
- 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 service within this category.

6. SERVICE TO THE PROFESSIONAL COMMUNITY AND TO 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.

6A. 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;
- Participation as a reviewer for granting agencies (private foundations, or State and federal agencies);
- Membership or leadership roles in scientific and educational societies;
- Leadership role in organizing committees for regional, national or international professional and scientific meetings;
- Service as a peer-reviewer/editor for clinical, scientific, and educational journals;
- Service to accreditation bodies or national examining boards;
- Service to governing boards, study sections, and task forces;
- Service in organizing or reviewing submissions for international, national or regional meetings and conferences sponsored by professional organizations.

6B. 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;
- Voluntary summer programs and enrichment programs for primary to college aged students;
- Economic or community development activities;
- Discipline-related voluntary community service;
- Expert witness or testimony.

6C. 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:

- Consulting or providing technical assistance to public or private organizations;
- Public policy analysis for governmental agencies at all levels;
- Participation in briefings, seminars, lectures, programs, and conferences targeted for general audiences;
- Generating summaries of research, policy analyses, or position papers for the general public or targeted audiences;
- Writing, contributing to, or editing journals, books, newsletters, magazines, or other publications for the general public or targeted non-professional audiences;
- 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.

6D. Role of Service to the Professional Community and to the Wider, Non-Professional community in Recontracting and Tenure Applications

For their second evaluation in the second year of service, faculty must minimally demonstrate some evidence of contribution to their professional community and to the wider, non-professional community. For their third evaluation in the fourth year of service, faculty must show a developing record of contribution to their professional community and to the wider, non-professional community that provides evidence of progressive growth. For their fourth evaluation (the tenure review) in the sixth year of service, faculty must clearly demonstrate evidence of professional activity and involvement in their professional community, as well as evidence of commitment to the wider, non-professional community.

IN PREPARATION FOR CONSIDERATION FOR RECONTRACTING AND TENURE, CANDIDATE DOCUMENTS SHOULD 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.

- While contribution to the professional and the wider, non-professional community for tenure is expected, it cannot be used, in any amount, to substitute for a lack of excellence in teaching, in scholarly activities, or contributions to the Medical School and the University community;
- 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 service within this category.

7. ROLES OF THE DEPARTMENT HEAD AND CHAIR

The Recontracting and Tenure process must include discussions with the candidate's Department Head

and Chair. These discussions will review the candidate's progress toward recontracting and tenure as delineated in the candidate's annual performance review.

The Department Head will not serve on the Departmental T&R committee or the College 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 before transmission to the College committee. The Department Chair may serve on the Departmental T&R committee but not on the College T&R committee.

8. 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 Head and Chair. 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]

Date