

**DEPARTMENT OF BIOMEDICAL SCIENCES**  
**COOPER MEDICAL SCHOOL OF ROWAN UNIVERSITY**  
**RECONTRACTING AND TENURE GUIDELINES (2015-2016)**

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**STATEMENT OF TERMINAL DEGREE:**

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The terminal degree for Academic Educator Faculty for the Department of Biomedical Sciences at the Cooper Medical School of Rowan University is the PhD or equivalent and/or the MD or equivalent.

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**PURPOSE OF THIS DOCUMENT**

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This document is designed to accomplish the following tasks:

- (1) 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 as contributions to the Department, Medical School, University, Professional Community, and Wider, Non-Professional Community.
- (2) 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 to identify those activities that are worthy of consideration in the tenure decision process.

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**PREAMBLE**

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From the perspective of a faculty member, tenure is designed as a means to protect the academic freedom of faculty members. It is a means to assure unfettered, unbiased, unencumbered search, verification, and communication of truth by professional scholars and teachers by freeing them from political, doctrinaire, and other pressures, restraints and reprisals which would otherwise inhibit their independent thought and actions in performing their professional responsibilities.

From the perspective of the institution, tenure provides a means of retaining faculty whose contributions add value, in the present and in the future, to the institution's missions. In particular, tenure implies a mutual responsibility on the part of the institution and the tenured faculty member. In granting tenure to a faculty member, the institution makes a commitment to his or her continued employment and, in turn, expects that the tenured faculty member will maintain or improve upon the

level of attainment which characterized the qualifications for the original award of tenure, thus ensuring the present and future distinction of the institution.

Only faculty members appointed to the tenure track are eligible to be considered for tenure. Documented evidence justifying the award of tenure is needed: This documented evidence includes:

- Professional excellence in teaching, scholarly activities, and service to the institution, discipline or community; and
- Demonstrated professional dedication to the mission of CMSRU and outstanding potential for future contributions.

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## **WEIGHING OF EVALUATION CRITERIA**

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The Recontracting and Tenure decision shall be based on a thorough evaluation of the candidate's total contribution to the mission of CMSRU. 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, research/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.

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 to the University, and Service to the professional and wider, non-professional community. For tenure-eligible faculty in the Academic Educator track, it is expected that the typical weighting of these criteria will be 55-65% to Teaching, 25-30% to Research/Scholarship and 5-10% to Service to the Medical School and to the University and 5-10% in Service to the professional community and the wider non-professional community. However, in recognition of the different paths and roles CMSRU faculty may pursue in their professional and academic development, some flexibility will be granted in the relative contribution of each criterion to an individual faculty tenure path, but in no instance can their weight fall below 50% to teaching, 20% to research/scholarship and 10% to service in total, respectively, for Academic Educators.

### **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 criteria, as per the following descriptions.



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## A. Teaching Effectiveness

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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 contribute to the development of excellence in academic instruction.

### Descriptions 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, course director observations, student evaluations and feedback, and self-evaluation of the teaching portfolio, as applicable.

A. Academic instruction includes but is not limited to:

1. Facilitating learning by instructing students and other biomedical trainees in courses, laboratories, clinics, active learning groups, workshops and seminars
2. Managing instruction, e.g., planning and arranging for learning experiences, maintaining student records, grading
3. Supervising students in laboratories, service learning, internship and experiences, and independent study

B. Contributing to development of learning activities that enhance excellence in academic instruction includes but is not limited to:

1. Participation in development, review, and redesign of courses and programs
2. Participation in developing and revising curriculum
3. Developing teaching materials, manuals, software, and computer exercises
4. Developing online courses
5. Developing case-based and team-based learning activities
6. Serving as a course director or co-director
7. Participating in development of learning outcomes assessment tools and analysis of assessment results

C. Developing as an educator includes but is not limited to:

1. Reflecting on one's instruction and classroom presence to benefit the teaching-learning experience

2. Attending and participating in faculty development activities at CMSRU, Rowan, or through professional organizations
3. Maintaining currency in discipline-specific concepts
4. Maintaining currency in pedagogical practices
5. Collaborating with colleagues in course development, pedagogical scholarship, and team-teaching
6. Observing and providing feedback related to the teaching of colleagues as such observations contribute to one's own development in the classroom
7. Mentoring other learners and colleagues with respect to career development

D. Student mentoring and tutoring activities include but are not limited to:

1. Mentoring students, e.g., with regard to academics and career planning; this includes availability for review sessions and tutoring sessions with one or more students as necessary
2. Advising and supervising students in research/scholarly projects and other curricular projects

**CHARACTERISTICS OF EXCELLENCE IN TEACHING AT CMSRU ARE:**

- A. Outstanding organization of subject matter and course material
- B. Effective communication
- C. Knowledge and enthusiasm for subject matter and teaching
- D. Professionalism, especially reflected as positive attitudes toward students
- E. Flexibility in approaches to teaching
- F. Appropriate student learning outcomes

**Role of Teaching Effectiveness in Recontracting and Tenure 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 further developing as an educator. In the fourth and fifth 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 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.*



- A. Candidate's narrative which includes a description of teaching philosophy, goals, approaches, innovations, student engagement, evaluation techniques, activities to meet different student learning needs, and a discussion of how these elements correspond to the CMSRU vision of excellence in teaching. While addressing the characteristics of excellence, candidates should discuss the four teaching activities: academic instruction, developing learning activities, developing as an educator, and mentoring activities.
- B. Summary of student review evaluations and candidate's analysis of the reviews. Student review evaluations should document the candidate's excellence and commitment as an educator.
- C. Additional documents, such as course syllabi, curriculum proposals, teaching materials, materials created for professional organizations, as well as discussion of those documents should be provided in the supplemental materials where such materials provide evidence of the candidate's excellence in teaching activities as discussed above.

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## B. Scholarly Activity

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### Categories of Scholarly Activity:

Scholarly activity is the pursuit of an active and continuing agenda of scientific 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 disseminating knowledge to colleagues in the scientific community. The work of scholarly activity includes any of the following: **“Basic Research”**, **“Scholarship of Medical Education”**, and **“Applied Research and Evaluation”**.

### Descriptions of Productivity Measures for **“Basic Research”**, for **“the Scholarship of Medical Education”**, and for **“Applied Research and Evaluation”**

- A. **“Basic Research”** includes scholarly efforts leading to presentation and publication of research findings as defined in the candidate's discipline. To accomplish this goal, faculty members should participate in select scholarly projects with the levels of participation described below.
  - 1. Faculty members engaged in Basic 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

presentations of abstracts at scientific meetings and/or meritorious publication in peer-reviewed journals.

2. Optimally, research should be peer-reviewed, grant supported research; however, additional funding mechanisms may include research supported by various gifts and/or noncompetitive grant mechanisms.

B. "The Scholarship of Medical Education" includes, but is not limited to, designing and conducting instructional and classroom research to benefit the teaching-learning experience.

1. Faculty members engaged in medical education research will participate in the development of innovative teaching and educational curriculum, materials or programs with dissemination to the educational community through presentations of abstracts and publications.
2. Their participation may include intellectual contribution, project supervision and management, and dissemination of novel findings and resources by means of presentation at regional, national, or international medical education conferences and meritorious publication in peer-reviewed journals. . In general, abstracts alone will not be weighted as heavily as publications or abstracts that lead to publications.
3. In general, invited lectures will be valued higher than peer-reviewed abstracts; peer-reviewed abstracts will be valued higher than abstracts that are not peer-reviewed.

C. "Applied Research and Evaluation" includes but is not limited to participation in clinical trials and evaluations of therapeutic regimens, evaluation of new diagnostic procedures, evaluation of new devices, and design or creation of new products or devices.

1. Faculty members engaged in Applied Research and Evaluation will participate in the design, evaluation, and/or invention of new products or devices and in the supervision and management of projects.
2. Faculty members will be expected to disseminate their findings to sponsoring agencies (for proprietary projects) or to appropriate peer-reviewed publications.

#### **CHARACTERISTICS OF EXCELLENCE IN SCHOLARSHIP AT CMSRU ARE:**

- A. The activity requires a high level of discipline-related experience
- B. The activity can be replicated or elaborated (research activity)
- C. The work and its results can be documented
- D. The work and its results can pass peer-review
- E. The activity is innovative and advances knowledge in the discipline

#### **Development of Scholarly Activity in Recontracting and Tenure Applications:**

For their second evaluation in the second year of service, faculty must minimally demonstrate a clear and detailed plan for their scholarly activity. For their third evaluation in the third 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 fifth year of service, faculty must clearly demonstrate evidence of appropriate accomplishment and a program of continued scholarly productivity. This should include either a plan for continued laboratory-based investigation to advance the body of scientific knowledge, or a plan for the development of further medical education-based instructional materials.

Recontracting and Tenure applications will include a full curriculum vitae describing the applicant's Research/Scholarly accomplishments as well as a self-assessment narrative of Research/Scholarly activities by the applicant. In addition to the list of accomplishments, applications for recontracting and tenure must include a self-assessment to include the items listed below for the purpose of demonstrating the faculty member's commitment to continued scholarly activity and productivity.

- A. A description of short-term and long-term research/scholarly goals
- B. A discussion of the significance of the faculty member's research/scholarly activity to the scientific and medical communities
- C. A discussion of any significant delays and impediments to the completion of the stated research/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 SOME EXAMPLES OF EVIDENCE OF SCHOLARLY PRODUCTIVITY (THIS LIST SHOULD NOT BE CONSIDERED EXHAUSTIVE).***

- A. Career Achievement/Development Awards
- B. Award of extramural, peer-reviewed grant funding
- C. Award of intramural, peer-reviewed grant funding
- D. Awarding of patents or other notices of invention
- E. Publications in refereed journals or conference proceedings (For all publications, candidates should supply information about the acceptance rate or the impact factor of the journal.)
- F. Oral presentation at regional, national or international meetings
- G. Publication of books, workbooks, monographs, or chapters in books or textbooks, or other electronic media
- H. Publications in refereed journals or conference proceedings as co-author (For all multi-authored scholarship the candidate should explain his/her intellectual contribution to the work and its significance to the project.)
- I. Publication of other papers and reports; e.g., trade, in-house, or technical reports
- J. Publication of abstracts, reviews, or critiques
- K. Presentation of papers, roundtables, posters, or demonstrations at academic or professional meetings

- L. Documentation and dissemination of work performed in pursuit of the advancement of the scholarship of medical education
- M. Documentation and dissemination of instructional and classroom research to benefit the teaching-learning enterprise
- N. Development and dissemination of novel computer software
- O. Speaker Awards and/or invited speakerships
- P. Submissions of grant applications that, while unfunded, receive a favorable review
- Q. Submissions of patents or other notices of invention applications relating to instructional and classroom resources and materials
- R. Submissions of full-length manuscripts that, although not immediately accepted for publication, have been invited for revision and resubmission

**Special Notes:** References to grant funding (competitive or non-competitive), publications (refereed or non-refereed) or oral presentation include all three categories of Scholarly Activity as described above (i.e. “Basic Research”, “The Scholarship of Medical Education”, and “Applied Research and Evaluation”).

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### **C. Service to the Medical School and to the University**

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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.

**Special Note: Service to the University of Founding CMSRU Faculty Members**

The faculty recruited from 2011-2014, were the founding members of the department. These founding faculty members were charged with the detailed construction and delivery of a completely novel pre-clinical curriculum. It is difficult to overestimate the amount of dedicated effort that was required of these faculty members, not only in terms of practical curricular design and delivery, but in terms of committee service and participation in governance of the medical school, and drafting of departmental tenure and recontracting documents at CMSRU. Furthermore, the dedication of this founding cohort of faculty to the goals of success of CMSRU has, in many cases, caused these members to substantially interrupt their scholarly activities, including the continuation of successful and productive research careers of many members of the founding faculty. In light of these efforts, it should be clear that members of the founding CMSRU faculty have contributed extraordinary service to CMSRU and, therefore, to Rowan University, and that this service and dedication should be recognized and acknowledged in the Recontracting and Tenure process.



## **Description of Service Activities Pertaining to the Medical School and the University**

- A. Active participation and/or leadership in activities and governance includes but is not limited to:
1. Participation on governing committees
  2. Contributing to tasks central to the department's day to day activities serving both students and faculty
  3. Helping the department meet the expectations of CMSRU and the University
  4. Advising student groups
  5. Senate and Faculty Assembly participation/Union participation
  6. Chairing a Departmental, Medical School, or University committee
  7. Participating in the development and delivery of special programs sponsored by CMSRU (Post-baccalaureate, Med Academy, etc)
- B. Representing the institution for its advancement includes but is not limited to:
1. Participation in informational programs designed to attract participants to CMSRU programs
  2. Recruiting students
  3. Outreach for bringing more students or resources to the Medical School and the University and educational activities for potential donors to CMSRU

### **Role of Service Activity in Recontracting and Tenure Applications:**

For their second evaluation in the second year of service, faculty must demonstrate evidence of contribution to the Medical School and University community. For their third evaluation in the third 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 fifth 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. This would include, but not be limited to, listing the types of service to the Medical School and/or the University 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.

- A. *EXTRAORDINARY CONTRIBUTIONS OF EXCEPTIONAL QUALITY SHOULD BE REWARDED FOR PURPOSES OF RECONTRACTING AND TENURE. IN PREPARATION FOR CONSIDERATION FOR*

*RECONTRACTING AND TENURE, CANDIDATE DOCUMENTS SHOULD PROVIDE EVIDENCE OF CONTRIBUTION TO THE MEDICAL SCHOOL AND THE UNIVERSITY.* 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 wider, non-professional community.

- B. 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. Nevertheless, such endeavors are worthy of recognition because of their contribution to functioning or reputation of the Medical School or University. Such endeavors may be offered as other service within this category.

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#### **D. Service to the Professional Community and to the Wider, Non-Professional Community**

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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 scholarship 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 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.

##### **Description of Service Activities Pertaining to the Professional Community**

- A. Contributions to disciplinary and professional associations and societies include but are not limited to:
1. Membership on local and regional scientific review boards;
  2. Participation as a reviewer for granting agencies (including foundations and the NIH).
  3. Membership in scientific and educational societies;
  4. Leadership role in regional or national meetings and societies;



5. Service as a peer-reviewer/editor for clinical, scientific, and educational journals; and
6. Service to accreditation bodies or national examining boards
7. Service to governing boards, study sections, and task forces
8. Service in organizing or reviewing submissions for annual or regional meetings and conferences sponsored by professional organizations

B. Discipline-related partnerships with other agencies include

1. Short-term collaborations with schools, industries, or civic agencies for program or policy development
2. National and international outreach, aid, and assistance to educational organizations related to the mission of CMSRU in medicine, science and education
3. Exhibits and workshops in other educational or cultural institutions
4. Summer programs and enrichment programs for primary to college aged students
5. Economic or community development activities

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

A. Dissemination of discipline-related knowledge includes but is not limited to:

1. Consulting or technical assistance provided to public or private organizations
2. Public policy analysis for governmental agencies at all levels
3. Briefings, seminars, lectures, programs, and conferences targeted for general audiences
4. Discipline-related voluntary community service
5. Summaries of research, policy analyses, or position papers for general public or targeted audiences
6. Expert testimony or witness
7. Writing, contributing to, or editing journals, books, newsletters, magazines, or other publications for the general public or targeted non-professional audiences
8. Electronic productions (e.g., contributing to the development of websites, online seminars or programs) for the general public or targeted non-professional audiences
9. Serving on boards
10. Volunteerism in the community

**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 third 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 fifth year of service, faculty must clearly demonstrate evidence of professional activity and involvement in their profession and/or discipline, as well as evidence of commitment to the wider, non-professional community.

***EXTRAORDINARY CONTRIBUTIONS OF EXCEPTIONAL QUALITY SHOULD BE REWARDED FOR PURPOSES OF RECONTRACTING AND TENURE. IN PREPARATION FOR CONSIDERATION FOR RECONTRACTING AND TENURE, CANDIDATE DOCUMENTS SHOULD PROVIDE EVIDENCE OF CONTRIBUTING TO THE PROFESSION 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.***

- A. 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.
- B. 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.
- C. 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.
- D. 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.

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### **ROLE OF THE DEPARTMENT CHAIR**

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The approach to the Recontracting and Tenure process must begin with a discussion with the candidate's Departmental Chair. This discussion will review the candidate's progress toward



recontracting and tenure as delineated in the candidate's annual performance review. The Chairman will not, however, be a voting member of the Recontracting and Tenure committee. A constituted Recontracting and Tenure committee must review the candidate's application and sign off on the application prior to its submission for consideration for Recontracting and Tenure.

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### **PROCEDURE FOR STUDENT EVALUATIONS OF TEACHING EFFECTIVENESS**

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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/practicum 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 his Department Chair and is free to discuss the results with his/her Chair. This discussion forms 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. Examples of student evaluation forms are below (see Appendices A and B).



\* indicates a mandatory response

## ALG Facilitator End of Semester Evaluation

Instructions: Please evaluate your ALG Facilitator by completing the questions below. Active Learning

(LCME): the process by which a medical student

- 1) Independently, or collaboratively with his or her peers, identifies his or her learning objectives and seeks the information necessary to meet the objectives and/or
- 2) Contributes to the learning of a group with information that he or she prepares and discusses.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
*Is familiar with the process of active learning keeping in mind that ALG facilitators are NOT content experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Is on time for sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Is engaged throughout the ALG session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Shows respect for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Makes efforts to insure that all group members have an opportunity to contribute to the discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Provides direction when necessary to help students achieve session objectives without dominating the discussion or lecturing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*Did the ALG facilitator create a safe learning environment?

- Yes  
 No

If you answered no to the previous question, please comment below.

\*Please provide comments regarding the performance of your ALG facilitator below:

The following will be displayed on forms where feedback is enabled...  
(for the evaluator to answer...)

\*Did you have an opportunity to meet with this trainee to discuss their performance?

- Yes  
 No

(for the evaluatee to answer...)



\*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

Yes

No

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\* indicates a mandatory response

## Core Instructor Session Evaluation

**Instructions: Core Instructors are CMSRU Faculty who have completed 3 or more educational session in a course/block. Please evaluate this faculty member by completing the questions below regarding their performance. Not Applicable (N/A) is available as an answer choice if you have not attended enough sessions to evaluate the core lecturer.**

	n/a	1 Strongly Disagree	2 Disagree	3 Neither Agree or Disagree	4 Agree	5 Strongly Agree
*1. Educational sessions had clear objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*2. Educational sessions were engaging and interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*3. Educational sessions were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*4. Educational sessions were organized appropriately to facilitate my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*5. Educational sessions used examples that helped me learn the material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*6. The faculty member responded to questions in a respectful and clear manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*7. The faculty member was on time for educational sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*8. The faculty member ended educational sessions on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	n/a	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
*9. Overall rating of this faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*10. Please provide comments about the faculty member's performance across all educational sessions or specific sessions during this block (Place NA in the block if you feel you did not attend enough sessions to answer the question)

**The following will be displayed on forms where feedback is enabled...**  
(for the evaluator to answer...)

\*Did you have an opportunity to meet with this trainee to discuss their performance?  
 Yes  
 No

(for the evaluatee to answer...)



\*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

Yes

No

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\*Please add comments to clarify your responses and give suggestions if any

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**The following will be displayed on forms where feedback is enabled...**  
(for the evaluator to answer...)

\*Did you have an opportunity to meet with this trainee to discuss their performance?

- Yes
- No

(for the evaluatee to answer...)

\*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

- Yes
- No



\* indicates a mandatory response

## Scholars Workshop Facilitator End of Semester Evaluation

**Instructions: Please evaluate your Scholars Workshop Facilitator by completing the questions below. Active Learning**

**(LCME): the process by which a medical student**

**1) Independently, or collaboratively with his or her peers, identifies his or her learning objectives and seeks the information necessary to meet the objectives and/or**

**2) Contributes to the learning of a group with information that he or she prepares and discusses.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
*Is familiar with the process of active learning keeping in mind that Scholars Workshop facilitators are NOT content experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Is on time for sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Is engaged throughout the Scholars Workshop session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Shows respect for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Make efforts that all group members have an opportunity to contribute to the discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Provides direction when necessary to help students achieve session objectives without dominating the discussion or lecturing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*Did the Scholars Workshop facilitator create a safe learning environment?

Yes

No

If you answered no to the previous question, please comment below.

\*Please provide comments regarding the performance of your Scholars Workshop facilitator below:

**The following will be displayed on forms where feedback is enabled...**

(for the evaluator to answer...)

\*Did you have an opportunity to meet with this trainee to discuss their performance?

Yes

No

(for the evaluatee to answer...)



\*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

Yes

No

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SIGNATURE SHEET FOR EVALUATIVE CRITERIA  
APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: Biomedical Sciences (CMSRU)

Department Chair/Head: WILLIAM KOCHER, MD William Kocher, MD  
 Print Signature  
 Academic Year (circle): 15-16 16-17 17-18 18-19 19-20

Date Sent to Dean/Supervisor: 9.30.15

Signature	Date	Approved
<u>[Signature]</u> Dean/Supervisor:	<u>10.1.15</u>	<input checked="" type="radio"/> Y / P / N
<u>[Signature]</u> Add'l Admin:	<u>10/1/15</u>	<input checked="" type="radio"/> Y / P / N
<u>[Signature]</u> Provost/designee:	<u>10/2/15</u>	<input checked="" type="radio"/> Y / P / N
<u>[Signature]</u> President/designee:	<u>10/7/15</u>	<input checked="" type="radio"/> Y / P / N

Y = Approved	P = Approved pending modifications	N = Not approved
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For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE:	DATE
Departmental approval, sent to Dean/Supervisor:	September 25 (earlier if possible)
Dean provides feedback regarding criteria	October 9
Final administrative approval and forwarding to Senate, Department, and Dean	November 1