

**COOPER MEDICAL SCHOOL OF ROWAN UNIVERSITY**  
**DEPARTMENT OF BIOMEDICAL SCIENCES RECONTRACTING AND TENURE**  
**CRITERIA 2018-2019**

**1. STATEMENT OF TERMINAL DEGREE**

The terminal degree for Academic Educator 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 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.

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 in the Academic Educator track, it is expected that the typical weighting of these criteria will be 40 - 60 % to Teaching, 30-50 % to Scholarship and 10-20 % to Service to the Medical School and the University, as well as to the professional community and the wider non-professional community. 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 pending resolution of Chair/Head status at CMSRU, 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 (upon resolution of status at CMSRU), 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.

## **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.

## **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, course director 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, service learning, 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 revising curriculum
  - Developing teaching materials, manuals, software, and computer exercises
  - Contributing to service learning programs
  - Serving as course director or co-director, or longitudinal content coordinators
  - 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.

### **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**

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, fifth and sixth 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.

- 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.
- 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 standing members of the Department Tenure and Recontracting Committee. 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, 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.

#### 4. SCHOLARLY ACTIVITY

Scholarly activity is the pursuit of an active, continuing and sustainable 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 disseminate this knowledge to the scholarly community. The work of scholarly activity may include any of the following Categories:

- Basic and/or Translational Research;
- Research in the Scholarship of Medical Education; and/or
- Applied and Clinical Research.

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. 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.

#### **4C. Characteristics of excellence in scholarship at CMSRU are:**

- The activity requires a high level of discipline-related expertise
- The activity can be replicated or elaborated
- The work and its results can be documented
- The work published in peer-reviewed publications
- The activity is innovative, breaks new ground, or demonstrates other types of significance or impact.

#### **4D. Role 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 sustainable scholarly activity. 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 a program of continued, focused and sustainable scholarly productivity. This should include either a plan for laboratory-based investigation to advance the body of scientific knowledge, or a plan for the development of medical education-based instructional materials.

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 as well as a self-assessment narrative of Scholarship 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 description of short-term and long-term scholarly goals
- 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 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 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 make the case for the quality/value of such scholarly products (for those who are not 1<sup>st</sup> author, they must describe their contributions).
- 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
- 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. Documentation and dissemination of work performed in pursuit of the advancement of the scholarship of medical education
- P. Advising and supervising students in research projects and other scholarly projects. Work with students will be equivalent to work with a collaborator.
- Q. Documentation and dissemination of instructional and classroom research to benefit the teaching-learning enterprise
- R. Collaborating with colleagues in course development, pedagogical scholarship, and team-teaching
- S. Development and dissemination of novel computer software.
- T. Speaker Awards or invited speakerships
- U. Submissions of grant applications that, while unfunded, receive a favorable review
- V. Submissions of patents or other notices of invention applications relating to research product applications, or instructional and classroom resources and materials
- W. Submissions of full-length manuscripts that, although not immediately accepted for publication, have been invited for revision and resubmission
- X. Travel Awards
- Y. 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 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.

#### **4E. 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 4<sup>th</sup> cycle (6<sup>th</sup> year and tenure) will also include one or more letters from external reviewers. The candidate's scholarly achievements and standing within their scholarship community should also explicitly be discussed in such letter(s). The procedure for obtaining reviewer letters will follow those outlined in the applicable institutional Memorandum of Agreement. In brief, candidates will provide the names of several external reviewers, with whom they have not collaborated, to the Dean or Department Head. Letters will be solicited by the Dean or Department Head and added to the Tenure and Recontracting packet.

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 (Section 1) and service (Sections 3 and 4).

## **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.

### **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
  - Program development, coordination, review, and redesign
  - Chairing a Department, Medical School, or University committee

- Representing the institution for its advancement may include but is not limited to:
  - Participation in open houses
  - Recruiting and interviewing prospective students
  - Outreach to attract students or resources to the Medical School and the University potential donors

**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. 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.

**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 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 annual 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 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.

- 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. ROLE OF THE DEPARTMENT HEAD**

The approach to the Recontracting and Tenure process must begin with a discussion with the candidate's Department Head. This discussion will review the candidate's progress toward recontracting and tenure as delineated in the candidate's annual performance review. The Department Head 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.

## **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. 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. Examples of student evaluation forms are provided below (see Appendices A and B).