FACULTY APPOINTMENTS AND PROMOTIONS

Cooper Medical School of Rowan University
FACULTY PROMOTION CALENDAR

ACTION TAKEN AND DEADLINE

All faculty with the intent to apply for promotion indicate their intent in writing to the departmental chair and the dean – August 1.

Faculty submit the required forms, documents, teaching portfolio, and the names of possible external evaluators to the departmental Appointments and Promotions Committee – September 1.

All letters are requested by the departmental chair – October 1.

Departmental committee concludes work and provides their recommendation to the departmental chair and the dean, and, if affirmative, the documents are submitted to the medical school Advisory Committee on Appointments and Promotions – December 1.

The Medical School Advisory Committee on Appointments and Promotions concludes work and transmits recommendations to the dean, who then forwards affirmative action to the president of RU – April 1.

The Board of Trustees of RU acts on promotion recommendations at the regularly scheduled meeting – June.
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Preamble

1.0 Guiding Principles

1.1 Consistent with the policy of Rowan University, there will not be University, College, nor Department Committee allocations for faculty promotion.

1.2 Faculty members who satisfactorily meet the criteria and standards for promotion will be promoted in accordance with the timeline.

1.3 The Medical School will provide resources to assist faculty members in their professional development.

1.4 Promotion will be based upon demonstrated proficiency in Teaching Effectiveness, Scholarly Activity, Clinical Service (if applicable), contribution to the Medical School, Hospital, and University community, and contribution to the wider and professional community. The faculty member, in conjunction with the Department Chair or Division Head, will choose a Designation that will be the equivalent of their distribution of effort (Clinical Educator, Clinical Investigator, Academic Educator, or Academic Investigator).

1.5 Standards for promotion to the ranks of assistant, associate and full professor will be clearly articulated and documented by the departments and approved by the Dean of the Medical School and the President of Rowan University. The standards should be rigorous yet attainable and empirically observable.

1.6 At the option of faculty, promotion from one professional rank to another may be guided by the professional development plans prepared by the individual faculty members and approved by their departments and the Dean.

1.7 All new faculty members will be advised of the standards and procedures for promotion and will be provided, electronically, the following documents.

1.71 A statement of the mission of Cooper Medical School of Rowan University
1.72 A copy of the CMSRU Faculty Handbook
1.73 A copy of the standards, criteria, and procedures for faculty promotion
1.74 A list of the programs and opportunities available to faculty members to assist them in their continuing professional development

1.8 For purposes of promotion, evaluation of Teaching Effectiveness, Scholarly Activity, Contribution to the Medical School, Hospital, and University community; and contribution to the wider and professional community, are the responsibility of both the individual faculty member and the academic department.
Faculty Responsibilities, Academic Rank, and Evaluation Criteria

2.0 Defining the Roles and Responsibilities of Faculty

2.1 Teaching Effectiveness

2.2 Scholarly Activity

2.21 Research is the pursuit of an active or continuing agenda of scientific inquiry whose purpose is to create new knowledge or integrate knowledge.

2.3 Contribution to the Medical School, Hospital, and the University Community

2.4 Contribution to the Wider and Professional Community

2.5 Balancing Faculty Responsibilities

2.51 All faculty are expected to engage in teaching effectiveness; scholarly activity; contribution to the Medical School, Hospital, and the University community; contribution to the wider and professional community; and clinical service (if applicable).

2.52 Individual faculty may engage in these expressions of scholarship in varying degrees and intensities within the following constraints:

2.521 Teaching is highly regarded by CMSRU and by Rowan University and will be given major consideration in promotion decisions.

2.522 The relative weight of Scholarly Activity in the promotion decision will be determined by designation of academic educator, clinician educator, academic investigator, or clinician investigator.

2.523 Contribution to the Medical School, the Hospital, and the University community and contribution to the wider and professional community shall not be given more consideration than scholarly activity.

2.53 While different manifestations of teaching effectiveness, scholarly activity, clinical service (if applicable), contribution to the Medical School, the Hospital, and the University community, and contribution to the wider and professional community may emanate from a single work or activity of a faculty member, identical work or activity of a faculty member should, for purposes of documentation for promotion, not be counted in more than one category.

3.0 Rationale and Definitions of Ranks

3.1 Rationale for Faculty Promotion

Promotion is the recognition of a measure of stature and a reward for accomplishments by faculty within both the discipline and the profession. Promotion, the conferral of a higher academic rank, is neither automatic, nor the result of seniority. At each professional rank, there are required qualifications and expectations. A fully engaged
member of the medical school community, recognized for promotion, is one who demonstrates teaching effectiveness, engages in scholarly activity, performs clinical service (if applicable) and actively participates in service to the community and the profession. For tenure eligible and tenured faculty, in addition to meeting the contractual obligations to teach, faculty need to maintain scholarly research and be fully engaged by demonstrating a commitment to service to the medical school, the university and the broader professional community with demonstrations of increasing leadership as the years of service increase.

As faculty members move through their careers at CMSRU, we expect clear, detailed and continuing evidence of productivity as fully-engaged members of the medical school and the larger university community of scholars and professionals. Although the accomplishments that determined hiring rank will be part of any promotion review, a significant portion of achievements presented for promotion review is expected while in service at CMSRU (Rowan University). For subsequent promotions, the expectation is significant evidence of continuing productivity.

3.2 Definitions of the Faculty Ranks at CMSRU and Specific Rank Criteria and Process

Faculty of all ranks contribute to the CMSRU mission of medical education, research, patient care, and service to the community. To inspire ongoing excellence in the education, advising and mentoring of students, graduate students, residents, fellows and peers, to retain faculty, and to establish local, regional, national and international recognition and reputation, CMSRU provides promotional opportunity for medical school faculty to achieve the level of excellence defined by the promotional criteria. In exceptional circumstances the promotion process for any rank may be accelerated. The Dean’s letter of appointment includes expectations in the relevant domains.

The four appointment designations within CMSRU are Academic Investigator (AI), Clinician Investigator (CI), Clinician Educator (CE), and Academic Educator (AE). These designations refer to the major focus of faculty effort. The Academic Investigator dedicates the majority of their time as a faculty member in the area of independent and original investigation within the basic science realm. The Clinician Investigator participates in some aspects of clinical service (patient care) and most of their faculty effort is in research which may be basic, translational, or clinical. The Clinician Educator dedicates their faculty effort to clinical service and education of students, residents, and/or fellows. The Academic Educator is a basic scientist who dedicates the major portion of their faculty effort in the area of education.

Criteria for appointments and promotions are essentially identical, except that candidates for new appointments are not required to present a teaching portfolio and requirements for internal letters for appointments are based on time and training at CMSRU and Cooper University Hospital. Appointments will be handled on an ongoing basis; promotions will conform to the timetable on page 2.

GENERAL CRITERIA FOR ACADEMIC INVESTIGATORS AND CLINICIAN INVESTIGATORS

It is expected that faculty will exhibit unequivocal excellence in one or more of the following categories as well as significant contributions in one or more of the other areas depending on rank. It is expected that every member of the faculty will participate in the
medical school’s educational and service missions. The following are examples of evidence in the different categories:

**TEACHING**

- External peer-reviewed grants for education;
- Leadership of peer-reviewed training grants (P.I.);
- Peer-reviewed publications and books in the field of education;
- Development of new teaching methods;
- Creation of new and novel teaching materials (e.g., CDs, Websites, manual skill aids);
- Leadership roles within and invited plenary presentations at national or international education meetings and societies;
- Outstanding student and resident teaching citations/awards;
- Editorship of scholarly journals;
- Development of new, accredited training programs;
- Program director activities;
- Mentorship of students, graduate trainees, and peers; and
- Contributions to University/Medical School/CUH teaching mission (e.g., curriculum and admissions committees, GME committees, academic affairs committee).

**RESEARCH**

- Record for obtaining peer-reviewed research grant support (beyond initial award or mentored award, i.e., RO1 or equivalent);
- Demonstration of intellectual role in team-based science achievements (e.g., collaborative grants and awards, intellectual role in cooperative and interinstitutional group trials);
- Expectation of continued research productivity;
- Meritorious publications in peer-reviewed journals with evidence of extramural recognition (e.g., peer citations, acknowledgement in letters of recommendation);
- Creation of novel core resources that support original research of other investigators locally or nationally (e.g., annotated biospecimen repositories, computer programs, analysis tools, cell culture libraries);
- Demonstration of role as a significant intellectual contributor to the meritorious work of others;
- Membership on scientific review boards (e.g., NIH study sections, VA Merit Review, the American Heart Association, ad hoc assignments);
- Membership in selective scientific societies;
- Leadership role within and invited plenary presentations at academic national or international meetings and societies;
- Editorship of scholarly journals;
- Major involvement in clinical trials (e.g., national and/or local principal investigator, contributor to the intellectual and scientific development of cooperative research programs and clinical trials, intellectual participation in research or clinical trial consortia); and
- Invited consultant and/or participant in research oversight committees (e.g., safety/data monitoring committees, FDA panels, site visit teams).
ACADEMIC CLINICAL PERFORMANCE

- Record of grant supported clinical service projects, patient care demonstration projects, and clinical, translational or other research (funding may come from peer-reviewed grants, but also from foundation, philanthropic, governmental, and or industry sources);
- Publication of peer-reviewed clinical research in a focused area;
- Development of innovative treatments, systems of healthcare delivery, or innovative operations/treatment approaches that are recognized beyond the institution (published);
- Development of peer acknowledged, novel disease focused multidisciplinary care programs;
- Membership in selective scholarly societies;
- Leadership role in regional, national and/or international professional or scientific organizations;
- Editorship of scholarly journals;
- Invitations to speak at and chair academic national or international professional meetings;
- Establishment of peer recognized clinical practice that achieves national and/or international recognition in a focused area of expertise; and
- Demonstrable record of superior quality patient care in a focused area of expertise.

GENERAL CRITERIA FOR CLINICIAN EDUCATORS AND ACADEMIC EDUCATORS

It is expected that faculty will exhibit excellence in one or more of the following categories and contribute significantly in one or more of the other areas depending on rank. It is expected that every member of the faculty will participate in the medical school’s educational and service missions. The following are examples of evidence in the different categories:

TEACHING

- Leadership in student, resident, fellow and/or peer teaching programs;
- Distinguished participation in student, resident, fellow and/or peer teaching programs;
- Development of innovative teaching and educational materials and/or programs;
- Invited speaker at CME programs and Grand Rounds;
- Leadership of CME programs;
- Documented mentoring of students, residents, fellows, and/or peers;
- Outstanding student and resident teaching citations/awards; and
- Demonstrated effectiveness as a mentor of students, residents, fellows and/or peers.

SCHOLARLY ACTIVITY

- Participation as a (preferably funded) principal investigator or co-investigator in peer-reviewed, grant supported research;
- Meritorious publications in peer-reviewed journals;
- Participation as a principal investigator or co-investigator in investigator initiated or cooperative group, clinical, translational, or basic research;
- Development of innovative teaching and educational curriculum, materials or programs with significant local, regional, or national impact;
- Mentoring students, residents, fellows, and junior faculty in scholarly activity;
- Membership on local and regional scientific review boards;
- Membership in scientific societies;
- Leadership role in regional or national meetings and societies;
- Service as a peer-reviewer/editor for clinical and scientific journals; and
- Participation as a reviewer for granting agencies (including foundations and the NIH).

**ACADEMIC CLINICAL PERFORMANCE**

- Record of support for clinical service, demonstration projects, and clinical, translational or other research endeavors;
- Publication of peer-reviewed clinical, translational, or basic research;
- Development of innovative treatments, systems of healthcare delivery, or clinical programs;
- Membership in scholarly clinical societies;
- Leadership role in regional or national meetings and clinical societies;
- Participation in regional, national, or international professional meetings;
- Record of high quality patient care and establishment of a productive clinical practice in an academic setting;
- Establishment of a referral based clinical practice;
- Participation as a Board Examiner for recognized certification programs;
- Participation as a site visitor or consultant for academic and/or research entities; and
- Demonstrated effectiveness as a clinical mentor.

**Full Academic Rank - Tenure/Tenure Track or Non-Tenure Track**

Those members of the faculty who have agreed to abide by all rules and regulations of the University and whose time is available for the clinical, research, and instructional purposes in the University for the period of time designated as a regular work week are eligible for appointment to full academic rank. Faculty whose principal duties are involved with teaching and either clinical service, patient care, or research that is not sufficient to fulfill the requirements of the Tenure Track will be placed on the Non-Tenure Track. Such appointments are without tenure and do not constitute a probationary period for tenure.

Faculty who qualify, as indicated in the previous statement, but who receive fifty percent (50%) or more of the total compensation of a full-time member of the faculty, from sources other than the State appropriation to the University, may be appointed at full academic rank on the non-tenure track coterminous with the availability and receipt of outside funding for the position. Coterminous appointments are without tenure and do not constitute a probationary period for tenure.

**Tenure/Tenure Track and Non-Tenure Track Titles/Criteria**

3.21 Instructor of (Department)
• Completion of advanced graduate degree, or equivalent experience, or an accredited residency and/or fellowship;
• Board eligibility for those with clinical training; and
• Evidence of potential for effective teaching and/or substantial academic and/or clinical achievement and scholarly activity; full engagement as a member of the medical school community.

3.21a Assistant Professor Pending Board Certification (for Assistant Professor Candidates)

Individuals who are in the process of obtaining board certification (e.g., have registered for their board examination and have a test date, but have not yet taken their examination; who are awaiting their board examination results; or who will be retaking their board examinations) may apply for a faculty appointment in this category. All of the requirements for appointment as Assistant Professor of (Department), detailed below, still apply except for board certification. An individual may hold this rank for a maximum duration of 1 year. Once an individual in this category has successfully achieved board certification and sent this documentation to CMSRU, he/she will be appointed as an Assistant Professor of (Department) (if they continue to meet all requirements). Faculty from specialties that do not allow for board eligibility until independent clinical practice requirements are met may apply for appointment in this category.

3.22 Assistant Professor of (Department)

• Board certification (as judged appropriate by the proposing department);
• Evidence of scholarly activity demonstrating academic potential (e.g., peer-reviewed publications, including abstracts), participation in programs of hypothesis-driven research, clinical achievement in a focused specialty/subspecialty); and
• Excellence in training, teaching, and advising of undergraduate, medical and graduate students, residents, clinical and postdoctoral research fellows, and colleagues; as demonstrated through the teaching portfolio, student evaluations of teaching, peer evaluations of teaching, formal awards, peer review, local and regional invited lectures.

At the Assistant Professor level it is expected that faculty will meet all the criteria expected at the Instructor level and they will embark upon a program of focused clinical (if applicable), scientific, and/or educational, and/or administrative achievement while participating in broad clinical, educational, and administrative activities of the department and the medical school.

In addition to those academic criteria noted above, candidates for promotion to Assistant Professor rank will also be evaluated on:

• Established history of continued service and teaching;
• Major, consistent contributions to the education of students; and
• Evidence of professional development activities intended to maintain a sound understanding and skill in one’s specific discipline and to improve as a
teacher; and, contributions to the wider community at the local, state, regional, and/or national levels.

Candidates for promotion to the Assistant Professor rank must submit:

- No more than a three page summary outlining their accomplishments and summarizing the highlights of their career;
- Evidence of scholarly activity;
- Mandatory letter of support/recommendation from the Departmental Chair or Division Head.

Letters of Recommendation Requirements: A minimum of three [3] letters of recommendation for appointments and promotions: For candidates who are new to CMSRU and Cooper University Hospital (i.e., have been at CMSRU/CUH for less than 1 year), three (3) letters from persons outside of CMSRU who are at a rank equal to, or greater than, the rank being applied for will be acceptable; the letter writers must be able to assess the candidate’s regional, national, or international contributions within the discipline.

If a candidate did all of his/her training at CMSRU/CUH, then the three (3) letters may all be internal (from within CMSRU/CUH). Two of these three letters must be from outside of the candidate’s department. As above, the letter writers must be at a rank that is equal to, or greater than, the rank being applied for; the letter writers must be able to assess the candidate’s regional, national, or international contributions within the discipline.

For candidates who have been at CMSRU/CUH for more than one year, three letters are required: One from within CMSRU, but outside of the candidate’s immediate department; and two from persons outside of CMSRU/CUH at a rank equal to or greater than that being applied for; the letter writers must be able to assess the candidates’ regional, national, or international contributions within the discipline. Please note: The CMSRU Advisory Committee on Appointments and Promotions will only accept the minimum 3 letters of recommendation from individuals with full faculty appointments at CMSRU or at outside institutions. The A&P Committee WILL NOT accept letters from faculty whose title has the word “Clinical” at the beginning (which generally implies that the appointment is either strictly clinical [without full academic requirements for teaching and scholarship] or is a volunteer appointment). This stipulation applies to all letters of recommendation for appointment or promotion, at all ranks.

Up to three additional letters of support of choice by the candidate may be forwarded to the committee. If the candidate is an adjunct at another institution a letter of support may be included to meet this criterion:

- A Portfolio evidencing teaching effectiveness to be submitted to the departmental committee. (This should not be submitted to the CMSRU A&P Committee unless requested by the committee.)
- A teaching dossier. A one to three page summary of the highlights of the teaching portfolio.
3.23 Associate Professor of (Department)

At the Associate Professor level, it is expected that faculty will meet all the criteria of the Assistant Professor level and provide:

- Documented excellence in education, including directorship or development of major courses and electives; sustained excellence in educating medical and graduate students, residents, clinical and postdoctoral research fellows, and colleagues; and mentorship of learning colleagues: as demonstrated through the teaching portfolio, student, resident, and fellow evaluations of teaching, peer evaluations of teaching, formal awards, peer review, local and regional invited lectures.
- FOR BIOMEDICAL SCIENCES (BMS FACULTY) who are members of Rowan University’s AFT union only -- A minimum of FIVE years of full-time professional faculty experience if hired BEFORE July 14, 2014, or a minimum of SIX years of full-time professional faculty experience if hired AFTER July 14, 2014, at an accredited institution of higher education is required for promotion to Associate Professor.
- Scholarship, including publication, preferably as first or last or corresponding author, of original substantive work in peer-reviewed journals.
- Reputation, including leadership in local or regional scientific affairs; and
- Emerging regional/national/international reputation for scholarly activity and/or research accomplishments supported by letters from external referees.

Candidates should demonstrate at least five years (customary seven to ten years) of service at the Assistant Professor rank at CMSRU or Assistant or Associate Professor rank at an equivalent institution; completion of the appropriate terminal degree as recognized in the field of specialization from an accredited institution or equivalent (e.g., American Board of Medical Specialties (ABMS), Royal College); ABMS board certification in a medical or clinical discipline, if appropriate; evidence of a major commitment to teaching effectiveness; demonstrated excellence in clinical service, education, scholarly activity (peer reviewed research, publication, program development or other); reputation; and, full engagement in the Medical School community and professional organizations. In exceptional circumstances, the promotion process may be accelerated.

To achieve promotion from Assistant Professor to Associate Professor, medical school faculty must demonstrate excellence in two of the domains of medical faculty development and satisfactory performance in the other required domain(s). The Four Domains of Faculty Development are:

- Clinical Service (if applicable);
- Education – formal teaching, small-group leadership, and/or clinical teaching;
- Research/Scholarly Activity – reputation, scholarship and publications; and
- Service to the Medical School, the University, the hospital, the community and professional or discipline-related organizations.
In addition to those academic criteria noted above, candidates for promotion to Associate Professor rank will also be evaluated on:

- Consistent practice of mentoring of students, residents and junior faculty;
- Established history of continued service and teaching (minimum five years at rank);
- Major, consistent contributions to the education of students; and
- Evidence of professional development activities intended to maintain a sound understanding and skill in one’s specific discipline and to improve as a teacher; and, contributions to the wider community at the local, state, regional, and/or national levels.

Candidates for promotion to the Associate Professor rank must submit:

- No more than a three-page typewritten summary outlining their accomplishments and summarizing the highlights of their career;
- Mandatory letter of support/recommendation from the Departmental Chair;
- A minimum of three letters of recommendation:  
  One from within CMSRU but outside of the candidate’s immediate department; and two from colleagues at a level equal to or greater than that applying for, outside of CMSRU that can assess national or international contributions within discipline. Please note: For candidates who are new to CMSRU and Cooper University Hospital (i.e., have been at CMSRU/CUH for less than 1 year) and seeking an appointment, the three (3) letters may be from persons outside of CMSRU who are at a rank equal to, or greater than, the rank being applied for.
- Production of scholarly products includes peer-reviewed original journal articles, invited articles, editorials, books, book chapters, and monographs, (but not abstracts) where the candidate is preferably first or last or corresponding author. Production of scholarly products should be consistent with the level of historical productivity data for promotion to Associate Professor available on the CMSRU website. For these candidates who are not involved in clinical care, the expectation will be of greater scholarship;
- Up to three additional letters of support of choice by the candidate may be forwarded to the committee. If the candidate is an adjunct faculty member at another institution a letter of support may be included to meet this criterion;
- A portfolio evidencing teaching effectiveness to be submitted to the departmental committee. (This should not be submitted to the CMSRU A&P Committee unless requested by the committee; and
- A teaching dossier. A one- to three-page summary of the highlights of the teaching portfolio.

3.24 Professor of (Department)

At the Professor rank, it is expected that faculty will meet all the criteria of the Associate Professor level and provide:

- Documented excellence in education, including directorship or development of major courses and electives; sustained excellence in training medical and graduate students, residents, clinical and postdoctoral research fellows, and
colleagues; and mentorship of learning colleagues; as evidenced by recognition through the Teaching Scholars Program, demonstration through the teaching portfolio, student evaluations of teaching, peer evaluations of teaching, formal awards, peer review, local, regional, national, and international invited lectures;

- FOR BIOMEDICAL SCIENCES (BMS FACULTY) who are members of the Rowan University’s AFT union only -- A minimum of EIGHT years of full-time professional faculty experience if hired BEFORE July 14, 2014, or a minimum of NINE years of full-time professional faculty experience if hired AFTER July 14, 2014, at an accredited institution of higher education is required for promotion to Professor;
- Documented excellence in research, including independent and original investigation recognized by peers and by external funding;
- Scholarship, including publication as first or last or corresponding author, of original substantive work in peer-reviewed journals; and
- Reputation, including national and international recognition for research contributions supported by letters from external referees, service on study sections, editorial boards, named lectureships, leadership in professional societies and governing boards.

Candidates for Professor must demonstrate: proficiency in teaching, research, professional competence; mentoring junior faculty, residents, medical school students; and service as a reviewer of peer’s publications. They must hold a PhD, MD, DO or equivalent terminal degree with successful completion of at least five years of service (customary seven to ten years) at the rank of Associate Professor at Cooper Medical School of Rowan University, or Associate Professor or Professor rank of equivalent service at an equivalent institution; and ABMS board certification in primary specialty in a medical or clinical discipline (if applicable).

Evidence of the body of work for promotion to Professor must reflect a consistent pattern of scholarly accomplishments since the date of application for promotion to Associate Professor (whether that promotion to Associate Professor occurred at CMSRU or at another academic institution). In other words, in order to qualify for promotion to the rank of full Professor, a candidate must have generated sufficient scholarly accomplishments beyond the scholarly work that got him/her appointed or promoted to the rank of Associate Professor.

In addition to the qualifications of an Associate Professor in the areas of teaching effectiveness, scholarly activity, service, mentoring and advising, and professional activity, the candidate for Professor must demonstrate sustained excellence in clinical patient care skills involving innovations (if appropriate), research, and/or programs that measure patient outcomes and are locally and/or regionally distinctive with the potential for national and international recognition and use; education involving training, teaching, and advising of medical and graduate students, residents, clinical and post-doctoral fellows, and colleagues demonstrated by an increasing portfolio of accomplishments; leadership involving significant contributions in curriculum and course development, scholarly activity, and service to the school and the professional community; and, distinctive reputation evidenced by invited scholarly memberships.
participation in major committees and programs, formal awards, and invited lectures. In exceptional circumstances, the promotion process may be accelerated. National and/or international reputation for the candidate is required.

Scholarly activity must reflect grant-funded and/or peer-reviewed research if in the Investigator designation, and recent scholarly activity as evidenced by peer-reviewed publications in the past 5 years for all designations.

To achieve promotion from Associate Professor to Professor, medical school faculty must demonstrate excellence in two of the domains of medical faculty development and above average performance in the other required domains. The Four Domains of Faculty Development are:

- Clinical Service (if applicable);
- Education – formal, small-group leadership and/or clinical teaching;
- Research/Scholarly Activity – reputation, scholarship and publications; and
- Service to the medical school, the hospital (if applicable) the University, the community and professional or discipline related organizations, and reputation.

In addition to those academic criteria noted above, candidates for promotion to the rank of Professor will also be evaluated on:

- Consistent practice of mentoring of students, residents and junior faculty;
- Established history of continued service and teaching (minimum five years at rank);
- Major, consistent contributions to the education of students;
- Evidence of professional development activities intended to maintain a sound understanding and skill in one’s specific discipline and to improve as a teacher; and
- Contributions to the wider community at the local, state, regional, national, and international levels.

Candidates for promotion to Professor rank must submit:

- No more than a three page typewritten summary outlining their accomplishments and summarizing the highlights of their career;
- Mandatory letter of support/recommendation from the Departmental Chair or Vice Dean/Senior Associate Dean for Faculty Affairs if the candidate is a Departmental Chair;
- A minimum of three letters of recommendation: One from within CMSRU but outside of the candidate’s immediate department; and two from colleagues at a rank equal to that applying for, outside of CMSRU that can assess national or international contributions within discipline. Please Note: For candidates who are new to CMSRU and Cooper University Hospital (i.e., have been at CMSRU/CUH for less than 1 year) and seeking an appointment, the three (3) letters may be from persons outside of CMSRU who are at a rank equal to, or greater than, the rank being applied for;
• Production of scholarly products (includes peer-reviewed original journal articles, invited articles, editorials, books, book chapters, and monographs, but not abstracts) where candidate is first or last or corresponding author. Production of scholarly products should be consistent with the level of historical productivity data for promotion to Professor available on the CMSRU website. For those candidates who are not involved in clinical care, the expectation will be of greater scholarship;
• A portfolio evidencing teaching effectiveness to be submitted to the departmental committee. (This should not be submitted to the CMSRU A&P Committee unless requested by the committee.);
• A teaching dossier. A one- to three-page summary of the highlights of the teaching portfolio; and
• Up to three additional letters of support of choice by the candidate may be forwarded to the committee. If the candidate is an adjunct faculty member at another institution a letter of support may be included to meet this criterion.

The Medical School Advisory Committee on Appointment and Promotions may select at least one additional reviewer with national/international reputation in the candidate’s field to review the faculty member’s candidacy for Professor.

3.3 Appointments and Promotions in the two “Scholarship” Pathways

In recognition of the fact that some faculty members at CMSRU dedicate themselves totally to the effort of superlative teaching or clinical care and program development, two new Pathways to promotion, based on the Scholarship of Practice and Teaching and the Scholarship of Teaching and Educational Leadership, have been developed. These are:

The Scholarship of Practice and Teaching for Clinical Faculty (This is a non-tenure track.)

The Scholarship of Teaching and Educational Leadership for Basic Science educators (This is a tenure track for CMSRU-employed basic scientists and educators.)

Educators in these pathways will be denoted by specialized titles (see below). Detailed descriptions of these novel pathways to promotion are described below.

3.3.1 Promotion Based on Scholarship of Practice and Teaching for Clinical Faculty

(This is a non-tenure track.)

Scholarship of Practice and Teaching is a pathway for promotion based on rigorous criteria for those whose primary activity and interest is in clinical medicine and teaching. It is not an easier route to promotion. Promotion will require presentation of evidence by the clinical faculty of excellence and impact in their respective clinical area, related to the scope of their practice. Applicants in this pathway should show evidence of the development of an area of “special expertise” in their clinical practice, and in their clinical teaching, or in clinical community service. For example, an individual applying for this pathway:
• May have developed a better method or technique for a clinical procedure in which he/she trains clinical colleagues and which becomes the new standard in his/her discipline or developed a new program for Cooper University Healthcare.
• May have developed and implemented a novel clinical quality improvement plan significantly impacting clinical care and health outcomes.
• May have developed a new clinical course to teach medical students at CMSRU about an emerging area of medicine, or may have completely revised and updated an existing medical school course.
• May have become a trusted resource—or medical advisor to local organizations--because of volunteer medical service he/she has delivered over a long period in the community. (Achievement in this area alone will not be sufficient for promotion.)
• May establish—or exhibit notable leadership or outstanding administration of—a clinical program/service, division, or department, imparting valuable management experience to the institution.

The faculty candidate should provide a specific metric applicable to their area of special expertise and provide a robust description of their activity (intervention, outcome, and impact, if feasible) in their application. It is important to highlight the importance and significance of the work that is being cited for promotion. All ranks above Instructor will have the prefix clinical before the discipline and the titling will be as follows: Assistant Professor of Clinical (discipline), Associate Professor of Clinical (discipline), or Professor of Clinical (discipline).

Promotion Criteria

Promotion to Assistant Professor of Clinical (discipline):

Basic Requirements: Achievement of clinical goals, teaching, and service.

• Demonstration of Excellence: Expertise in clinical field (commensurate with experience)
• Evidence of identification of area of special expertise
• Demonstration of Reputation: Local
• Demonstration of Impact: Local

Promotion to Associate Professor of Clinical (discipline):

Basic Requirements: Achievement of clinical goals, teaching, and service.

• Demonstration of Excellence: Expertise in clinical field
• Evidence of further development/refinement of area of special expertise
• Demonstration of Reputation: Regional
• Demonstration of Impact: Local/regional

Promotion to Professor of Clinical (discipline):
Basic Requirements: Achievement of clinical goals, teaching, and service.

- Demonstration of Excellence: Leadership in clinical field
- Evidence of leadership in area of special expertise
- Demonstration of Reputation: National
- Demonstration of Impact: Regional/national

Suggestions/Examples of Areas in which Clinicians can Achieve Excellence, Reputation, or Impact:

- Leadership/administration
- Quality improvement or patient safety
- Clinical practice development and growth
- Outcomes
- Practice-related awards
- Clinical teaching/mentoring
- Participation in community outreach, education development, service to the hospital, university, or medical school.

3.32 Promotion Based on Scholarship of Teaching and Educational Leadership for Basic Science Educators

(For CMSRU-employed basic scientists and educators, this is a tenure track.)

CMSRU has created a pathway for promotion in the teaching and educational leadership designation based on the scholarship of education. This is a route to promotion based on rigorous criteria for those whose primary activity and interest is in teaching and education. It should not be mistaken for an easier route to promotion. (If CMSRU-employed faculty, there must be scholarly activity, as required in Rowan University’s Recontracting and Tenure Memorandum of Agreement.)

Promotion will require presentation of evidence by the faculty member of the development of an area of special expertise in their teaching or educational activities. For example, an individual applying for this pathway:

- May have developed a new medical school course that was needed in the curriculum, or have completely updated/revised older curriculum to reflect new scientific research findings in a course or courses.
- May have developed applicable knowledge and skills in pertinent active learning strategies to enhance CMSRU’s curriculum, such as team-based learning, problem-based learning, jigsaw teamwork, case studies, etc. The individual uses this expertise to train his/her colleagues in these learning strategies.
- May have a record of teaching in educational outreach activities in the community aimed at introducing K-12 or undergraduate students to applied
science, medicine, or the health professions in general. (Achievement in this area alone will not be sufficient for promotion.)

- May have developed innovative educational resources (designed software, or used alternative media/other education technology, e.g., as in the development of a “virtual microscope”) to create new learning opportunities for students.
- May have demonstrated expertise in the development of innovative medical school curricula, assessment systems for student, faculty, and course performance, and practices to ensure full institutional compliance with national regulations, standards, and procedures, (e.g., Liaison Committee on Medical Education [LCME]).

Promotion will require, not only achievement of their goals, but also of excellence and impact in their teaching and educational activities. All ranks will have the designation of Medical Education after the rank and the titling will be as follows:

Assistant Professor of Medical Education in the Department of Biomedical Sciences
Associate Professor of Medical Education in the Department of Biomedical Sciences
Professor of Medical Education in the Department of Biomedical Sciences

Promotion Criteria

Assistant Professor of Medical Education in the Department of Biomedical Sciences:

Basic Requirements: Achievement of educational goals and service.
Demonstration of Excellence: Expertise in discipline and recognized teaching expertise
Evidence of identification of an area of special expertise
Demonstration of Reputation: Local
Demonstration of Impact: Local

Associate Professor of Medical Education in the Department of Biomedical Sciences:

Basic Requirements: Achievement of educational goals and service.
Demonstration of Excellence: Excellence in discipline and in teaching
Evidence of further development/refinement of area of special expertise
Demonstration of Reputation: Regional
Demonstration of Impact: Regional

Professor of Medical Education in the Department of Biomedical Sciences:

Basic Requirements: Achievement of educational goals and service.
Demonstration of Excellence: Excellence in discipline, in teaching, and educational leadership
Evidence of leadership in area of special expertise
Demonstration of Reputation: National
Demonstration of Impact: National

Suggestions/Examples of Areas in which Educators can Achieve Excellence, Reputation or Impact:

- Teaching of learners across the continuum
- Mentorship of learners across the continuum
- Administrative teaching/leadership role (course or clerkship co-director or director, residency or fellowship program co-director or program director)
- Teaching awards
- Development and local adoption of educational material in print or other media (may include syllabi, curricula, web-based training modules or courses, and/or use of technologies such as simulation, development of educational methods, and/or assessment tools)
- Service on educational committees
- Development of expertise in learning strategies pertinent to CMSRU’s curriculum, in student learning styles, or in educational program evaluation, and education of CMSRU colleagues in these areas.

3.33 Publications and Letters of Recommendation

Time in rank and all other requirements are the same as in 3.2. Note that letters of recommendation for the Scholarship Pathway should be obtained from individuals at the rank that is equal to, or greater than, the rank being applied for and may have “Clinical” or “Medical Education” in their title before their department (e.g., “Professor of Clinical Medicine”). (Please note: Letters from volunteer or adjunct faculty will not be accepted.)

3.4 Joint and Secondary Appointments

For those seeking joint appointments or promotion in more than one department, materials must be submitted for the approval of both departmental committees and letters of support/recommendation must be from both chairs. The application process and required letters are as outlined for regular appointments and promotions.

Secondary appointments and promotions must have a letter of support from the chair of the department which is secondary and the approval of the departmental committee prior to submission to the CMSRU A & P Committee. There does not need to be a full departmental vote. The rank must be at or below the rank in the primary department. External letters are not required for secondary appointments.

3.5 Modified (Qualified) Academic Rank

Those members of the faculty whose professional services occupy a period of time less than that designated as a regular workweek and/or whose professional services are only partially conducted in facilities of the Medical School or its affiliates are eligible for appointment to modified (qualified) academic rank. Faculty participating primarily in programs involving patient care shall be designated with the modifier, Clinical. Such faculty who participate primarily in research and teaching shall be designated with the
modifier, Adjunct. This designation of Adjunct will also apply to clinical faculty who hold a primary faculty appointment at another medical school. Distinguished Faculty who previously held the rank of Professor and who are no longer employed by the medical school or the affiliated hospital may be granted Emeritus status. Faculty whose service is for a limited time may be appointed with the modifier, Visiting. Faculty whose service is discontinuous or intermittent may be appointed as Lecturers. Faculty in this category need to submit only one letter which should be from the departmental chair. They do not need to submit a teaching portfolio.

Procedures

4.0 Procedures for Promotion

4.1 Candidates apply for promotion by:

- Submitting a letter of intent to the departmental chair and the Dean
- Submitting a summary of accomplishments, updated curriculum vitae, required forms, names of evaluators as required by rank, and teaching portfolio and teaching dossier.

4.2 Teaching Portfolio and Teaching Dossier

The template for a teaching portfolio is as follows:

A Teaching Portfolio is an executive summary of the faculty member as an educator. The Teaching Portfolio should be concise and selective, but with sufficient description and documentation to provide a record of teaching activities and evidence of teaching effectiveness. For those faculty members whose teaching activities are scholarly in nature (as evidenced by peer-reviewed support for training programs and activities, scholarly publications concerning teaching and education, creation of innovative teaching materials that are disseminated and used regionally, nationally, and/or internationally, and leadership positions in professional education societies), a more detailed and extensive Teaching Portfolio may be helpful.

4.21 Part One: Data Relevant to Teaching Activities

List and describe teaching-related activities in as complete a context as possible, i.e. the names of courses or presentations, the level of involvement or frequency, the number and types of students, the teaching materials that may have been produced, or the role of the faculty member in other teaching-related activities (supervisor, advisor, mentor).

Teaching Activities

- Undergraduate
- Graduate
- Residents and Fellows
- Peers (mentoring)
Curriculum Development (list tangible educational materials created; e.g. case development, lecture, assessment tools, OSCE, web materials, etc.)

- Courses
- Clerkships
- Residency Programs
- Fellowship Programs
- Education and teaching innovations
- CME
- Outreach

Mentoring/Advising

4.22 Part Two: Evidence of Teaching Effectiveness
A brief description of objective measures of teaching effectiveness. The primary element of this category is a review of teaching effectiveness including a summary of the relevant, objective documentation. The information to be summarized may include representative portions of teaching evaluations, testimonials by students, peer reviews, and special contributions. Items that may be summarized in this section include:

- Course Materials
- Student and Resident Evaluations
- Peer Review
- Professional Recognition
- Participation in professional development

4.23 Part Three: Include information concerning any additional teaching or educational activities that are especially noteworthy, creative, innovative, peer-reviewed, or indicative of recognition outside of the institution (e.g., publications, contributions to scholarly teaching societies, teaching awards and recognitions, invited lectures concerning teaching and education).

A Teaching Dossier is a one to three page summary of the Teaching Portfolio and should be organized by the same general headings as the portfolio. The faculty member’s teaching philosophy should also be addressed in the dossier. The Teaching Portfolio and Teaching Dossier should be reviewed and signed by the division head or department chair.

4.3 The Department

4.31 Responsibilities of the academic department in the promotion of faculty:

Academic departments must establish clearly stated standards and procedures for faculty promotion consistent with the general qualifications and expectations established at the medical school level. Academic departments must articulate and document their positions regarding the expected balance (or mix) among Teaching Effectiveness, Scholarship, Clinical Service (if appropriate), Contribution to the Medical School, Hospital, and the University Community, and Contribution to the Wider and Professional Community. It is understood that
the balance (or mix) may differ from one individual to the next and may change for an individual at different points in his/her career.

Academic departments are also responsible for ensuring that each faculty member completes the faculty development activities detailed in the “Faculty Development Activities” Section of the Faculty Evaluation Form; this form is administered annually by the Department Chair or Division Head to assess faculty performance.

4.32 Departmental Evaluation/Committee

Departmental Appointments and Promotions Committee

The Departmental Chair shall make recommendations to the Dean regarding appointments, reappointments (except for Biomedical Sciences faculty, where the reappointment process is part of the American Federation of Teachers (AFT) union’s formal Tenure and Recontracting process) and promotions following a review at a meeting of the departmental Appointments and Promotions Committee. The departmental Appointments and Promotions Committee must review and approve candidates prior to submission to the CMSRU Advisory Committee on Appointments and Promotions. This committee shall be composed of Faculty members of the department. The minimum number of members on the committee shall be either three or 10% of the departmental faculty, whichever is greater. The maximum number of members on the committee shall be ten. All shall be at the rank of professor or associate professor. The Departmental Chair shall select the chair of the committee from among its members. If fewer than three (3) faculty within the department are qualified to serve on this committee, or if a department is relatively small, the departmental committee may be comprised of faculty from a group of departments. A quorum shall be at least one-half of the members of the committee, plus the chair of the committee or a designated member appointed by the committee chair as the presiding official. Except for actions involving instructors and volunteer or adjunct faculty, all actions noted above must be reviewed and voted on by this committee. Upon request of any member of the committee, the voting shall be conducted by anonymous ballot. In addition, the Chair shall obtain a mail ballot or electronic mail ballot of all faculty within the department at the rank of professor and associate professor regarding actions of this committee. For faculty promotions, the vote of this group is to be reported to the CMSRU Advisory Committee on Appointments and Promotions, along with the record of the vote of all faculty in the department at the rank of associate professor and professor.

Prior to submitting a recommendation for appointment or promotion to the Dean, the Chair of the department in which the faculty member holds, or will hold their primary appointment, must solicit evaluations regarding the qualifications of the prospective candidate. Letters of recommendation for candidates being proposed for appointment or promotion in the full-time faculty of CMSRU should be authored by recommenders who have first-hand knowledge of the professional and/or scholarly activities of the candidate. The recommenders should have had previous professional contact with the candidate.
4.33 Faculty Education on Appointments and Promotions

Detailed information on Appointments and Promotions is provided to new faculty members at orientation. In addition, annual informational sessions on Appointments and Promotions are given by the Vice Dean. An annual report on Appointments and Promotions is given at the annual meeting of the Faculty Assembly. All policies and forms are posted in the faculty section of the CMSRU website.

4.34 Promotion Folder Preparations. The department/division is responsible for covering the costs of all expenses related to the preparation of the promotion materials/folder.

4.35 Departmental Appointments and Promotions Committee decisions

**Favorable recommendation** – The candidate and department chair will be so informed in writing. Thereupon, the Department Appointments and Promotions Committee will forward a written report to the Medical School Advisory Committee on Appointments and Promotions. At the request of the candidate, the committee will meet with the candidate to discuss the committee’s evaluation and decision.

The Department will ensure that the promotion materials, with the departmental report, are delivered electronically to the Administrative Assistant for Faculty Affairs for review by the Medical School Advisory Committee on Appointments and Promotions. The promotion folder may also include supplementary materials from the candidate.

**Unfavorable recommendation** – If there is a negative vote on a candidate, the candidate and the department chair will receive a written explanation of the decision, including how the candidate does not meet the criteria. At the request of the candidate, the committee will meet with the candidate to discuss the committee’s evaluation and decision. Candidates who have not received a positive recommendation from their departmental committees may:

- Withdraw their applications at this or any point in the promotion review process; or

- Ask to have their materials forwarded to the Advisory Committee on Appointments and Promotions if the departmental Chair agrees.

4.4 The Advisory Committee on Appointments and Promotions

The Advisory Committee on Appointments and Promotions shall have the responsibility of advising the Dean as to appointments and promotions. The Dean shall obtain the advice of this Committee in these matters. Appointment to or promotion of the faculty to full academic rank above the rank of instructor must be reviewed by this Committee with no delegation of its responsibility. The Committee shall receive for informational purposes, candidates for the designations of adjunct, clinical (pre-fixed), and emeritus faculty. The Committee shall establish and periodically review written guidelines for the
award of each academic rank with the approval of a majority of the membership of the Faculty. The Committee may, on its own initiative, make suggestions as to personnel matters to the Dean.

4.41 The Advisory Committee on Appointments and Promotions shall consist of 12 voting members. The Vice Dean and the Director of Faculty Affairs and Educational Operations shall serve ex-officio without vote. All members must be professors or associate professors.

4.42 Meetings shall be convened by the Dean, Vice Dean, or by the Chair; and

4.43 All departmental actions presented to the Advisory Committee on Appointments and Promotions must include a report of the results of the deliberations.

4.5 Role of the Advisory Committee on Appointments and Promotions

The role of the Committee is to provide a thorough and substantive review of the qualifications of the applicant in the following manner:

4.51 Review the Departmental Promotion Committee’s recommendation and evaluate the candidate’s qualifications for promotion against the criteria and standards established for the rank in question;

4.52 Committee may conduct a personal interview with the candidate to discuss the materials that have been submitted; and

4.53 After carefully considering the candidate, the Committee will vote on the request for promotion.

4.54 If the recommendation of the Committee is favorable, the Committee will inform the chair of the Departmental Committee and Department Chair in writing and will forward a recommendation for promotion to the Vice Dean and the Dean.

4.55 If the recommendation of the Committee is unfavorable, the chair of the Departmental Committee and Department chair will receive a written explanation of the committee’s recommendation. The committee’s recommendation to the Vice Dean and Dean must report the numerical vote. A minority report, if pertinent, with reasons for any negative or abstaining votes must be included.

4.6 The Dean:

4.61 Will review the Committee recommendations, rationales, and candidate’s promotion folder;

4.62 May meet with the applicant, at which time they will discuss the candidate’s portfolio;

4.63 Will conduct a thorough and substantive review of the applicant; and

4.64 Will forward his/her recommendation to the Office of the President of RU. The dean will be available to meet with the Committee to discuss his recommendation.
if requested to do so. At this stage, the candidate who receives a negative recommendation from the Dean may exercise the option to withdraw from further consideration or to appeal the recommendation to the President of Rowan University.

4.7 The University Senate Promotion Committee will receive and retain for informational purposes the recommendations and report of the Dean for Rowan employed faculty.

5.0 Role of the President

5.1 The role of the President is largely procedural; however, he/she remains empowered to conduct substantive reviews of the qualifications of the candidates should he/she decide to do so.

5.2 The President will consider the recommendations of the Dean.

6.0 Action by the RU Board of Trustees

The Office of the President will forward affirmative decisions to the RU Board of Trustees for action at their June meeting.

7.0 Notification of action by Rowan University Board of Trustees

The CMSRU Office of Faculty Affairs will send a letter from the Dean and Vice Dean notifying faculty of the action of the Rowan University Board of Trustees and any CMSRU requirements for faculty.