



College of Health Professions

Supplement to the Thomas Jefferson University Faculty Handbook

Approved by the Executive Committee on December 10, 2021

Office of the Dean
Office of Faculty Affairs

JEFFERSON COLLEGE OF HEALTH PROFESSIONS

Supplement to TJU Faculty Handbook

TABLE OF CONTENTS

1. PURPOSE OF THE COLLEGE	1
2. COLLEGE GOVERNANCE/COMMITTEES	1
2.1 COLLEGE EXECUTIVE COMMITTEE	1
2.1.1 <i>Function</i>	1
2.1.2 <i>Membership</i>	2
2.1.3 <i>Meetings</i>	2
2.2 COLLEGE COMMITTEE ON GOVERNANCE	2
2.2.1 <i>Function</i>	2
2.2.2 <i>Membership</i>	3
2.2.3 <i>Meetings</i>	3
2.3 COLLEGE CURRICULUM COMMITTEE	3
2.3.1 <i>Function</i>	3
2.3.2 <i>Membership</i>	4
2.3.3 <i>Meetings</i>	4
2.4 COLLEGE COMMITTEE ON ACADEMIC OUTCOMES ASSESSMENT	4
2.4.1 <i>Function</i>	4
2.4.2 <i>Membership</i>	4
2.4.3 <i>Meetings</i>	5
2.5 COLLEGE COMMITTEE ON FACULTY AFFAIRS.....	5
2.5.1 <i>Function</i>	5
2.5.2 <i>Membership</i>	5
2.5.3 <i>Meetings</i>	5
2.6 COLLEGE COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION	6
2.6.1 <i>Function</i>	6
2.6.2 <i>Membership</i>	6
2.6.3 <i>Meetings</i>	6
2.7 COLLEGE COMMITTEE ON STUDENT AFFAIRS.....	6
2.7.1 <i>Function</i>	6
2.7.2 <i>Membership</i>	6
2.7.3 <i>Meetings</i>	6
2.8 ESTABLISHMENT OF AD HOC COMMITTEES.....	6
2.9 DEAN’S FACULTY ADVISORY COUNCIL	6
3. TRACKS IN THE COLLEGE OF HEALTH PROFESSIONS	7
4. ACADEMIC CREDENTIALS REQUIRED FOR A FACULTY APPOINTMENT IN THE COLLEGE BY DISCIPLINE	7
5. EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT, PROMOTION AND TENURE	8
6. PROGRAMS IN THE COLLEGE	8
6.1 MENTORSHIP PROGRAM	8
6.2 ORIENTATION OF NEW FACULTY	9
6.2.1 <i>University Faculty Orientation</i>	9
6.2.2 <i>College and Department Faculty Orientation</i>	9
6.2.3 <i>New Employee Orientation</i>	9
6.2.4 <i>Resources for Faculty and Professional Development</i>	9
6.2.5 <i>Course Releases for research - Refer to Appendix</i>	9

7. FACULTY AWARDS IN THE COLLEGE OF HEALTH PROFESSIONS.....	9
7.1 DEPARTMENT AWARDS.....	9
7.2 COLLEGE-LEVEL AWARDS.....	9
7.2.1 External Awards	9
7.2.2 University Awards.....	10
8. PROCEDURES FOR ADMINISTRATION OF THE ANNUAL PERFORMANCE EVALUATION FOR FACULTY IN THE COLLEGE OF HEALTH PROFESSIONS.....	10
8.1 GENERAL FACULTY MEETINGS FOR FACULTY IN THE COLLEGE OF HEALTH PROFESSIONS.....	10
8.2 COLLEGE-SPECIFIC POLICIES/ PROCEDURES/ GUIDELINES	10
8.2.1 Requirements for attendance at Academic Events, e.g. Commencement, Open House	10
8.2.2 Faculty Workload	11
8.2.3 Student Advisement, Office Hours.....	11
8.2.4 College Service.....	11
8.2.5 Timely Completion of Grades.....	11
8.2.6 Procedures for Arranging Extra-University Activities, e.g. consultancy, guest teaching.....	11
8.2.7 Request for Time Off.....	11
9. PROCEDURE TO AMEND/UPDATE JCHP SUPPLEMENT TO THE TJU FACULTY HANDBOOK.....	12
10. AUTHORITY OF COLLEGE HANDBOOK SUPPLEMENT:.....	12

APPENDICES

The information contained in the appendices are guidelines not policies, and may be subject to revision as needed by the Office of the Dean.

TABLE OF CONTENTS

APPENDICES.....	2
1. FACULTY TRACK/ MILESTONES/ EVIDENCE OF ACHIEVMENT TABLES	2
1.1 ASSISTANT PROFESSOR: TABLE OF APPOINTMENT CRITERIA	2
1.2 TRACK: TEACHER SCHOLAR	4
1.2.1 AREA: Teaching/Education	4
1.2.2 AREA: Research/Scholarship/Creative Work.....	7
1.3 TRACK: TEACHING EXCELLENCE (TEACHING PREFIX).....	10
1.3.1 AREA: Teaching/Education	10
1.3.2 AREA: Research/Scholarship/Creative Work.....	14
1.4 TRACK: CLINICIAN/ PRACTICE EDUCATOR (PRACTICE PREFIX)	18
1.4.1 AREA: Teaching/Education	18
1.4.2 AREA: Research/Scholarship/Creative Work.....	22
1.5 TRACKS: TEACHER SCHOLAR, TEACHING EXCELLENCE, AND CLINICIAN/PRACTICE EDUCATOR	
TRACKS: SERVICE	26
1.6 TRACK: TENURE (WORKING COPY).....	29
1.6.1 AREA: Teaching/Education (Working Copy; to be finalized at a later date).....	29
1.6.2 AREA: Research/Scholarship/Creative Work (Working Copy; to be finalized at later date)	32
1.6.3 AREA: Service (Working Copy; to be finalized at later date).....	35
2. CANDIDATE DOSSIER PREPARATION: APPOINTMENT AND PROMOTION	39
2.1 INITIAL APPOINTMENT	39
2.1.1 Faculty Checklist – Initial Appointment Packet.....	39
2.1.2 Initial Appointment: Teaching Activities Chart	42
2.2 PROMOTION.....	45
2.2.1 Faculty Checklist -- Promotion.....	45
2.3 EXTERNAL REVIEW AT THE SENIOR FACULTY RANK FOR INITIAL APPOINTMENT OR	
PROMOTION	49
2.4 VOLUNTEER FACULTY APPOINTMENT.....	53
2.4.1 Volunteer Faculty: Chair Checklist	53
2.4.2 Volunteer Faculty: Chair Appointment Agreement.....	56
2.4.3 Volunteer Faculty: Candidate Application for Appointment	57
2.4.4 Volunteer Faculty: Candidate Appointment Checklist.....	59

1. PURPOSE OF THE COLLEGE

The Jefferson College of Health Professions (JCHP) is committed to educating health care professionals of the highest quality, who will adhere to ethical standards for contemporary practice in the global community. By promoting faculty excellence in teaching, research, and service, we prepare caring professionals who are competent in the use of evidence-based practice, critical in their thinking, committed to lifelong learning, and prepared to be leaders in diverse health care settings. In keeping with the mission of the University and the future of health care delivery, the Jefferson College of Health Professions is committed to interdisciplinary education drawing upon the strengths of all disciplines.

2. COLLEGE GOVERNANCE/COMMITTEES

2.1 COLLEGE EXECUTIVE COMMITTEE

2.1.1 Function

The Executive Committee has primary authority for academic and faculty affairs in JCHP, including responsibility for policies related to the educational programs of JCHP. Standing committees of JCHP submit recommendations and annual reports to the Executive Committee.

The Executive Committee shall receive the recommendations of the standing committees of JCHP and shall vote on matters brought before it by the standing committees. In areas where the faculty of JCHP have authority as outlined in these Bylaws, action of the Executive Committee may be reversed by the Voting Body of the General Faculty of JCHP. Reversal of an Executive Committee action shall require the support of a majority of the voting members of the eligible faculty in JCHP. Procedures for addressing reversals of Executive Committee actions are as follows:

1. The request for a vote is made in writing to the Dean of JCHP with a copy to the Executive Committee.
2. The Dean determines whether the request for a vote addresses an area where the faculty have the authority to seek a reversal of an Executive Committee decision.
3. Vote is timely held and eligible faculty in JCHP may participate.
4. Vote may be taken by mail ballot or any other method, electronic or otherwise.
5. The Dean or the Dean's designee is responsible for tallying the vote and relaying the results to the faculty and the Executive Committee.
6. The reversal of an Executive Committee action requires the support of a majority of the voting members of the eligible faculty.

2.1.2 Membership

The Executive Committee shall consist of the Dean, who shall serve as chair; regional campus deans, school deans, department chairs, *Senior Faculty who are academic program leaders*, and two (2) elected representatives of the full-time Senior Faculty in the college. In colleges not organized into departments or schools or when the membership of the Executive Committee would otherwise be less than eight (8) members, the Committee on Governance, in consultation with the Dean, may appoint up to five (5) additional members from among the college's Senior Faculty who serve in leadership roles (such as ancillary dean, standing committee chair, academic program leader), to serve on the Executive Committee. These leaders may rotate membership on the Executive Committee by a method and time interval determined by the college's Committee on Governance.

Deans may invite others, such as ancillary deans, academic program leaders who are not Senior Faculty, and chairs of the college's standing committees, to attend the Executive Committee meetings as non-voting guests.

2.1.3 Meetings

The Executive Committee must meet at least six (6) times per year. At their discretion, the Dean may establish a more frequent meeting schedule. The meeting schedule will be published prior to the start of each academic year. A meeting agenda will generally be distributed to Committee members prior to each meeting. Meeting minutes will be taken and made available to faculty members, as appropriate, by posting them digitally, stored in the appropriate Committee folder.

2.2 COLLEGE COMMITTEE ON GOVERNANCE

2.2.1 Function

The Committee on Governance shall oversee the membership of college-level standing and special committees as well as college representation to university-level committees, unless specified otherwise in the Bylaws.

The Committee on Governance shall administer the nomination and election process for those university and college-level committees requiring election of faculty representatives. In cases where appointment to university and college-level committees is required, the Committee on Governance shall appoint faculty to committees after consultation with the Dean. The Committee on Governance shall ensure faculty proposed for election or appointment to university or college-level committees meet established requirements for said committee.

Upon a majority vote of any committee, the Committee on Governance may authorize the replacement of a committee member for absenteeism, failure to participate in the committee

process, or other good cause shown, but a committee member shall not be replaced on the grounds that the committee disagrees with the committee member's position on issues before the committee. In the event the Committee on Governance authorizes such replacement, the committee member shall be replaced with a new member selected in the manner in which similarly situated members of the committee in question are typically selected.

The Committee on Governance shall announce election outcomes for committee assignments to the full faculty of the college. It shall maintain the official list of the college's representatives to university committees and college committees, per procedures outlined in the Faculty Handbook.

2.2.2 Membership

The Committee on Governance shall be composed of members of the College's faculty who have just completed terms as the College's elected representatives to the Faculty Council or the College's Executive Committee. The Committee on Governance should be comprised of between three (3) and six (6) individuals, each of whom will serve a two-year term. In the event there is an insufficient number of eligible faculty to meet the minimum membership, the dean, in consultation with the Executive Committee, will appoint members. In the event there are more than six (6) individuals who meet the criteria for service, the Executive Committee will choose members by lottery.

A chair will be selected by and from among the faculty members of the committee. Members of the Committee on Governance may not be on ballots for college or university committees during their service. Members of the Committee on Governance may serve on a college or university committee as appointed members if requested by the college's Executive Committee.

2.2.3 Meetings

The College's Committee on Governance shall meet as necessary to conduct its business.

2.3 COLLEGE CURRICULUM COMMITTEE

2.3.1 Function

The work of the College Curriculum Committee transcends the interests or responsibilities of the College's individual departments and academic programs. The Committee has general authority and responsibility for the overall design, management, integration, evaluation and enhancement of the educational programs within the College. The Committee ensures the integrity, cohesion, and excellence of the curriculum of each of the educational programs within the College, per the procedures outlined in the Faculty Handbook. The Committee monitors compliance with program policies, such as policies on timeliness of grades and student workload.

The Committee shall also consider proposed changes in the College's general academic policies regarding admission, academic achievement, progression, and graduation requirements.

The Committee may establish subcommittees, which may include members of the Committee and/or other members of the faculty as necessary for intensive study or investigation of a curricular matter, curricular innovation, revision, or priority.

2.3.2 Membership

The College Curriculum Committee must consist of at least three (3) members of the Voting Body of the General Faculty. Additional members may be added at the recommendation of the Committee on Governance. Committee members should represent the broad spectrum of contributors to the College's educational programs. The College Curriculum Committee will have up to two (2) representatives of the student body; this number is appropriate to the type and size of the JCHP student body and complies with any applicable accreditation requirements. The term of the student representatives and whether students are voting or non-voting members will be determined by the College's Committee on Governance.

The Chair, to be selected by and from among the members of the Committee, generally also serves on the University Committee on Academic Programs and Policies.

2.3.3 Meetings

The Committee shall meet as needed to conduct its business and as called by the Chair. A meeting agenda will generally be distributed to Committee members prior to each meeting.

2.4 COLLEGE COMMITTEE ON ACADEMIC OUTCOMES ASSESSMENT

2.4.1 Function

The Committee will promote and sustain a college-wide culture of assessment. The Committee will focus on program-level learning outcomes and educational objectives, student-learning objectives for courses in a program's curriculum, and educational offerings within the broader context of the University's institutional learning outcomes and other areas as required by accreditation standards. As applicable, the Committee ensures that student experiences and learning outcomes are comparable across instructional sites. The Committee will establish guidelines and a schedule for assessment tasks for the academic year.

2.4.2 Membership

The JCHP Committee on Academic Outcomes Assessment shall consist of at least three (3) members of the faculty, who sufficiently represent JCHP's range of departments and academic programs. Faculty may serve multiple, consecutive terms. Members should not be academic program leaders. Members may not serve simultaneously on the JCHP Committee on Academic Outcomes Assessment and JCHP Curriculum Committee.

The chair, to be selected by and from among the members of the Committee, also generally serves on the University Committee on Educational Quality.

2.4.3 Meetings

The Committee shall meet as needed to conduct its business and as called by the Chair. A meeting agenda will generally be distributed to Committee members prior to each meeting. Meeting minutes will be taken and made available to faculty members, as appropriate, by posting them digitally, stored in the appropriate Committee folder.

2.5 COLLEGE COMMITTEE ON FACULTY AFFAIRS

2.5.1 Function

The Committee on Faculty Affairs reviews and makes recommendations to the Executive Committee regarding academic appointments of ranked members of the faculty, including initial faculty appointments, subsequent faculty promotions, the awarding of tenure, and applications to the University's sabbatical program, that have been reviewed by and received initial approval by the Dean of the College. At the discretion of the Dean, the Committee may be asked to provide peer review with respect to the academic achievement of faculty as it relates to the reappointment of the faculty member.

With regard to faculty appointment, promotion and tenure, the Committee ensures compliance with the policies and procedures outlined in the Faculty Handbook. Members must maintain confidentiality and discretion in all matters handled and discussed by the Committee.

2.5.2 Membership

The Committee on Faculty Affairs will be comprised of at least three (3) Senior Faculty. Additional members may be added from among the Senior Faculty if needed to conduct the Committee's business. At the discretion of the Dean, the Committee on Governance may be asked to appoint members of the volunteer or affiliated faculty who hold a rank of associate or professor.

The Chair is selected by and from among the members of the Committee.

Ad hoc committees may be formed to assist committee members in the evaluation of faculty candidates during the promotion or tenure process.

The Dean shall have a vote on all matters that come before this committee with the exception of appointment, promotion, and tenure.

2.5.3 Meetings

The Committee shall meet as needed to conduct its business and as called by the Chair. A meeting agenda will generally be distributed to Committee members prior to each meeting.

2.6 COLLEGE COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION

2.6.1 Function

The JCHP Committee on Diversity, Equity and Inclusion (DE&I) shall advise the Dean as to: 1) College priorities to foster a diverse and inclusive working and learning environment, and 2) actions and resources necessary to enhance diversity and inclusion within the College.

2.6.2 Membership

Membership will be determined by the College's Executive Committee but must include faculty, staff, and student representation. The Committee will strive to have one representative from each program/department.

2.6.3 Meetings

The Committee shall meet as necessary to conduct its business.

2.7 COLLEGE COMMITTEE ON STUDENT AFFAIRS

2.7.1 Function

The Committee on Student Affairs is responsible for monitoring student welfare in the college, including but not limited to: monitoring student retention, student workload, academic progression, academic advising, and student-related resources. The committee shall provide oversight of sanctioned college-specific student organizations and extracurricular activities.

2.7.2 Membership

The Committee shall be composed of at least three (3) members of the faculty and may include up to four (4) student representatives. The committee may include additional members as determined by the college Executive Committee

2.7.3 Meetings

The Committee shall meet as needed to conduct its business and as called by the Chair. A meeting agenda will generally be distributed to Committee members prior to each meeting.

2.8 ESTABLISHMENT OF AD HOC COMMITTEES

In addition to the Standing Committees and other provisional committees of the College as prescribed by the University Bylaws, the Dean may establish additional ad hoc committees comprised of college faculty and other appropriate individuals, for the purpose of conducting the business of the College.

2.9 DEAN'S FACULTY ADVISORY COUNCIL

The College's faculty elected to serve on the University Faculty Advisory Council will comprise the Dean's Faculty Advisory Council. This body will serve in an advisory capacity to the Dean on

matters of faculty welfare and affairs specific to the College. The Council will meet as necessary and to assist the Dean in setting the agenda for the College's General Faculty meetings.

3. TRACKS IN THE COLLEGE OF HEALTH PROFESSIONS

In accordance with the University Bylaws and University Faculty Handbook, full-time faculty appointments may be made to one of several distinct tracks. The Jefferson College of Health Professions utilizes four of these tracks as follows:

Un-Prefixed Tracks

Tenure Track
Teacher Scholar Track

Prefixed Tracks

Clinician/Practice Educator
Teaching Excellence

Please refer to the TJU Faculty Handbook for details regarding policies and procedures pertaining to these tracks.

4. ACADEMIC CREDENTIALS REQUIRED FOR A FACULTY APPOINTMENT IN THE COLLEGE BY DISCIPLINE

Review of credentials for faculty appointments will include attention to (1) the discipline(s) in which the candidate was trained, (2) the level of degree(s) attained, and (3) additional practical experience attained in the course of the candidate's professional activities.

Generally, the minimum terminal degree expected for full-time appointments will include a doctoral degree for ranked tenure-track or senior faculty on an un-prefixed track. For full-time appointments on prefixed tracks, a minimum master's degree is typically required for all ranked appointments (beginning at the Assistant Professor rank). In making appointments, consideration will also be given to the level of intended instruction, such that faculty will generally be expected to have earned a degree at or above the target student population. Upon recommendation by the Dean, exceptions to these guidelines may be approved on an individual basis by the College's Executive Committee to further the mission of the College and its academic programs.

In the event that a faculty appointment at any level is considered for academic programs that undergo external program-specific accreditation, additional consideration will be given to the guidelines of the relevant accreditation agency.

Degree Recognition: In assessing a prospective or current faculty member's academic credentials, the University recognizes degrees from domestic institutions accredited by the U.S. Department of Education as well as degrees from similarly accredited foreign institutions. Honorary degrees will be not be considered.

5. EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT, PROMOTION AND TENURE

Appointment, Promotion and Tenure policies and procedures for JCHP faculty are followed in accordance with the University Bylaws and University Faculty Handbook. As noted above, full-time faculty appointments may be made to one of several distinct tracks. In conducting a review of faculty, an important component for consideration is documentation of Evidence of Achievement. Details regarding the nature of evidence in areas of scholarship, education and service are provided in the tables found in the Appendices. Please refer to Appendices for details, including review forms and for JCHP requirements for initial faculty appointment, promotion, and tenure.

College-Specific Appointment, Promotion and Tenure Policies

Actions related to appointment, promotion, and tenure that require Board of Trustee approval should be completed by June. A typical timeline in preparation for Board of Trustees review is below.

- Open Dossier and External Reviewer list Submittal: October – December
- External Review and Internal procedural review: December - February
- Order of committee review:
 - College Faculty Affairs Committee – February/March
 - College Executive Committee – March/April
 - University APT Committee – April/May
 - Provost (for tenure) – May

6. PROGRAMS IN THE COLLEGE

6.1 MENTORSHIP PROGRAM

The College of Health Professions supports all University initiatives fostering a culture of mentorship. Mentorship programs will be developed at the department level.

6.2 ORIENTATION OF NEW FACULTY

6.2.1 University Faculty Orientation

The Office of Faculty Affairs and Professional Development conducts an orientation program for new employed, non-adjunct faculty members. Orientation covers organization and administration of the University; general expectations of employed faculty; an overview of appointment, promotion, and tenure; and resources for faculty, including professional development.

6.2.2 College and Department Faculty Orientation

The orientation of new faculty is the responsibility of each individual department, under the supervision of the Department Chair. The Department should orient new faculty to, among other things, relevant policies and procedures for faculty in the College.

6.2.3 New Employee Orientation

All employed faculty are also required to attend an orientation program for new Jefferson employees provided by Human Resources. All faculty are required to attend New Employee Orientation upon onboarding.

6.2.4 Resources for Faculty and Professional Development

Professional Development Funds – Each Department Chair, in consultation with the Dean, will determine the process to support professional development and continuing education for their faculty, subject to the availability of funds. Accreditation requirements will be considered.

6.2.5 Course Releases for research - Refer to Appendix.

7. FACULTY AWARDS IN THE COLLEGE OF HEALTH PROFESSIONS

7.1 DEPARTMENT AWARDS

Each department has the option to create faculty awards for the faculty (including adjunct faculty) in their Department, subject to the approval of the Dean. The Department will be responsible for establishing and adhering to eligibility requirements for their awards.

7.2 COLLEGE-LEVEL AWARDS

JCHP faculty will be eligible for College-level awards, according to the established eligibility requirements.

7.2.1 External Awards

The JCHP Faculty Affairs Committee is responsible for identifying discipline-specific awards and assisting in nominating qualified faculty. The Office of the Dean assists with nominating faculty for awards that are not discipline-specific and which transcend boundaries. Eligible

faculty will be encouraged and supported to participate in the Provost's initiatives for external awards.

7.2.2 University Awards

JCHP faculty will be eligible for University awards, according to established eligibility requirements. The University Awards process is managed by the University Office of Faculty Affairs.

8. PROCEDURES FOR ADMINISTRATION OF THE ANNUAL PERFORMANCE EVALUATION FOR FACULTY IN THE COLLEGE OF HEALTH PROFESSIONS

The timeframe for administration of the annual performance evaluation of full-time faculty in JCHP generally coincides with the fiscal year, which begins on July 1 and ends on June 30. The annual performance evaluation should be conducted by the faculty member's supervisor using templates provided by the Office of Faculty Affairs. The Dean, along with ancillary deans and program director as designated, should ensure that faculty are prepared for upcoming annual performance evaluations by requesting that faculty curricula vitae and portfolios are up to date and that any required pre-meeting documents are completed. The Dean or designee should meet with faculty no later than September 30 for annual performance reviews of the prior fiscal year. The annual performance review should include a review of the faculty member's accomplishments during the fiscal year and the expectations for the forthcoming fiscal year. The review should include an assessment of progress towards promotion. Any annual performance reviews that are determined by the supervisor to be "Unsatisfactory" must be reviewed with the Office of Faculty Affairs. The Office of Faculty Affairs will track compliance with the policy for the annual performance evaluation of faculty. An annual performance evaluation need not be conducted for faculty who are on a leave of absence during the review timeframe, faculty who have been hired after January 1 of the fiscal year on which the review is based, and faculty with scheduled resignation.

8.1 GENERAL FACULTY MEETINGS FOR FACULTY IN THE COLLEGE OF HEALTH PROFESSIONS

There will typically be a minimum of two general faculty meetings per academic year. Meetings are not mandatory, but attendance is highly recommended for all faculty. The Dean's Faculty Advisory Council is responsible for setting the agendas, in consultation with the Dean. The meetings will be led by the Dean. Faculty who are not able to attend are responsible for reviewing minutes.

8.2 COLLEGE-SPECIFIC POLICIES/ PROCEDURES/ GUIDELINES

8.2.1 Requirements for attendance at Academic Events, e.g. Commencement, Open House

Faculty are expected to represent the College and/or their Department at University events.

8.2.2 Faculty Workload

JCHP faculty workload document can be found in the Appendix.

8.2.3 Student Advisement, Office Hours

Faculty are expected to participate in formal and informal advising of students. Each Department within the College will outline expectations for faculty responsibilities related to student advising, including office hours. Full time faculty (and adjunct faculty when appropriate) are required to provide students with detailed information regarding office hours.

8.2.4 College Service

Service to the Department, College, and University is part of the mission of JCHP, and is a requirement for all faculty. Individual preferences for service opportunities will be balanced with the department/college/university needs.

8.2.5 Timely Completion of Grades

It is essential that faculty involved in educational programs of the College complete grades in a timely manner as communicated by the Office of the Dean and other University offices as appropriate. Timely completion of grades is critical in providing students meaningful and prompt feedback. Likewise, all faculty are expected to be knowledgeable about the assessment criteria on which grades are based. Assistance on the assessment of student learning may be obtained from the Office of the Dean, College committees, and other University resources as appropriate.

8.2.6 Procedures for Arranging Extra-University Activities, e.g. consultancy, guest teaching

In order to avoid circumstances that may result in a conflict of interest or of commitment, permission from the faculty member's supervisor must be obtained for the faculty member to participate in activities outside of the faculty member's Jefferson responsibilities, as outlined in the TJU Conflict of Commitment Policy and Conflict of Interest Policy. While many of these external activities support the faculty member's career development and enhance the stature and reputation of the program, the supervisor's permission helps ensure that the essential Jefferson related activities of the faculty member and program are covered. Additionally, faculty members engaging in external activities must comply with all related policies including but not limited to Conflict of Commitment, Conflict of Interest, and Industry Relations.

8.2.7 Request for Time Off

Faculty members must secure permission of their supervisor before scheduling vacation, personal time, or other elective absences to ensure that the essential functions of the faculty member and program are covered. In the case of unplanned absences such as related to illness, the faculty member should notify their supervisor of the absence as soon as possible and, where appropriate, assist the supervisor in identifying duties that require coverage.

9. PROCEDURE TO AMEND/UPDATE JCHP SUPPLEMENT TO THE TJU FACULTY HANDBOOK

Amendment: Substantive amendment(s) to the JCHP Supplement to the TJU Faculty Handbook may be made by the College's Executive Committee after the proposed amendments have been made available to the College's faculty at least 30 days prior to the Executive Committee session when the vote on the proposed amendment(s) will occur. Additionally, non-substantive amendments and amendments deemed necessary by the Dean of the College for accreditation purposes may be made by the Dean of the College after consultation with the Provost (or if the Dean and the Provost are the same person, with the provost staff member primarily responsible for academic affairs). All amendments are subject to the approval of the Provost.

10. AUTHORITY OF COLLEGE HANDBOOK SUPPLEMENT:

In the event that any portion of this college-specific handbook conflicts or is inconsistent with the language outlined in the TJU Faculty Handbook or the Bylaws, the TJU Faculty Handbook and Bylaws control and supersede.

Appendix I to JCHP Supplement to TJU Faculty Handbook

Faculty Track/ Milestones/ Evidence of Achievement Tables

TABLE OF CONTENTS

FACULTY TRACK/ MILESTONES/ EVIDENCE OF ACHIEVMENT TABLES	2
1.1 ASSISTANT PROFESSOR: TABLE OF APPOINTMENT CRITERIA.....	2
1.2 TRACK: TEACHER SCHOLAR	4
1.2.1 AREA: <i>Teaching/Education</i>	4
1.2.2 AREA: <i>Research/Scholarship/Creative Work</i>	7
1.3 TRACK: TEACHING EXCELLENCE (TEACHING PREFIX).....	10
1.3.1 AREA: <i>Teaching/Education</i>	10
1.3.2 AREA: <i>Research/Scholarship/Creative Work</i>	14
1.4 TRACK: CLINICIAN/ PRACTICE EDUCATOR (PRACTICE PREFIX)	18
1.4.1 AREA: <i>Teaching/Education</i>	18
1.4.2 AREA: <i>Research/Scholarship/Creative Work</i>	22
1.5 TRACK: TEACHER SCHOLAR, TEACHING EXCELLENCE, AND CLINICIAN/PRACTICE EDUCATOR	
TRACKS: SERVICE	26
1.6 TRACK: TENURE(WORKING COPY)	29
1.6.1 AREA: <i>Teaching/Education (Working Copy; to be finalized at a later date)</i>	29
1.6.2 AREA: <i>Research/Scholarship/Creative Work (Working Copy; to be finalized at later date)</i>	32
1.6.3 AREA: <i>Service (Working Copy; to be finalized at later date)</i>	35

FACULTY TRACK/ MILESTONES/ EVIDENCE OF ACHIEVMENT TABLES

1.1 ASSISTANT PROFESSOR: TABLE OF APPOINTMENT CRITERIA

Required Credentials	Scholarship Activities	Teaching Activities	Professional Activity
<p>Tenure (Assistant Professor) Terminal professional degree as defined by discipline from an accredited institution, and relevant doctoral degree if terminal degree is not at doctoral level. Licensure/ certification as required by department.</p>	<p>Tenure Evidence of a productive independent research program, and, promise of sustainable independent and/or collaborative scholarship.</p>	<p>Tenure At least one (1) year full-time (or equivalent) teaching experience. Typically, evidence may be based on teaching experience acquired during doctoral training.</p>	<p>Tenure Minimum three (3) years discipline-specific professional preparation to establish and maintain a research program. If applicable, practice that supports research program and is judged as impactful through external validation.</p>
<p>Teacher Scholar Track (Assistant Professor) Terminal professional degree as defined by discipline from an accredited institution, and master’s or other relevant advanced degree if terminal degree is not at master’s level. Licensure/ certification as required by department. Doctoral degree required for promotion to Associate and Professor ranks.</p>	<p>Teacher Scholar Track Demonstrates beginning contributions to a portfolio of research/ scholarship/ creative work (e.g., active participation in scholarly activities such as publications and/or professional presentations).</p>	<p>Teacher Scholar Track At least one (1) year full-time (or equivalent) teaching experience. Evidence may be based on combination of part-time teaching experiences and workshops conducted for professionals.</p> <p>Demonstrates beginning-level teaching-learning principles, and knowledge of educational outcomes.</p>	<p>Teacher Scholar Track Minimum three (3) years relevant fulltime (or equivalent) professional experience. Range and/or exceptions defined by discipline.</p>
<p>Teaching Excellence Track (Teaching Assistant Professor): Terminal professional degree as defined by discipline from an accredited institution, and master’s</p>	<p>Teaching Excellence Track Demonstrates currency in the field (through regular professional development) and scholarly orientation to teaching and practice (e.g.,</p>	<p>Teaching Excellence Track At least one (1) year full-time (or equivalent) teaching experience. Evidence may be based on combination of part-time teaching,</p>	<p>Teaching Excellence Track Minimum three (3) years relevant fulltime (or equivalent) professional experience. Range</p>

<p>or other relevant advanced degree if terminal degree is not at master's level. Licensure/ certification, degree as required by department.</p>	<p>integrating evidence-based literature/ methods/ reasoning into teaching/ practice; participating in professional forums that contribute to the discipline; scholarly presentations on teaching and/or practice).</p>	<p>lecturing, laboratory, and clinical teaching.</p> <p>Demonstrates beginning-level teaching-learning principles and knowledge of educational outcomes.</p>	<p>and/or exceptions defined by discipline.</p>
<p>Clinician/Practice Educator Track (Practice Assistant Professor) Terminal professional degree as defined by discipline from an accredited institution, and master's or other relevant advanced degree if terminal degree is not at master's level. Licensure/ certification, degree as required by department.</p>	<p>Clinician/Practice Educator Track Demonstrates currency in the field (through regular professional development) and scholarly orientation to teaching and practice (e.g., integrating evidence-based literature/ methods/ reasoning into teaching/ practice; participating in professional forums that contribute to the discipline; scholarly presentations on teaching and/or practice at professional meetings).</p>	<p>Clinician/Practice Educator Track At least one (1) year full-time (or equivalent) teaching experience. Evidence may be based on combination of part-time teaching, lecturing, laboratory, and clinical teaching.</p> <p>Demonstrates beginning-level teaching-learning principles and knowledge of educational outcomes.</p>	<p>Clinician/Practice Educator Track Minimum three (3) years relevant fulltime (or equivalent) professional experience. Range and/or exceptions defined by discipline.</p>

LEVEL: Instructor

Incoming faculty who do not present with relevant minimum criteria are appointed as Instructors until minimum criteria is achieved. Instructors may apply for reappointment to Teacher Scholar, Teaching Excellence, or Clinician/Practice Educator tracks.

-Appointment as Instructor requires terminal professional degree as defined by discipline from an accredited institution, minimum two (2) years fulltime (or equivalent) professional experience, and demonstrated knowledge and skill in discipline area. Licensure/certification and degree as required by department.

1.2 TRACK: TEACHER SCHOLAR

1.2.1 AREA: Teaching/Education

USING EVIDENCE OF ACHIEVEMENT IN CONSIDERATION OF TJU FACULTY APPOINTMENT, PROMOTION, AND TENURE MILESTONES

All applications for appointment, promotion, or tenure are reviewed on an individual basis by relevant committees and academic leaders to evaluate whether the candidate's evidence of achievement demonstrates readiness for progression to the next career development milestone as referenced in the Thomas Jefferson University Faculty Handbook. The general guidelines and minimum expectations summarized below are intended to provide **context and general guidance** for faculty and committee members around how faculty readiness for career development milestones may be determined or evaluated within the disciplines of the college. Minimum criteria define the threshold below which a candidate will not be considered for appointment, promotion, or tenure. **Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment, promotion, or tenure**, as each faculty dossier must be reviewed and evaluated on a holistic basis to determine merit, relevance, and impact in the field, in consideration of whether the candidate **meets University milestones**. While it is expected that candidates will have strengths in particular milestones, **all milestones must be achieved** for appointment, promotion or tenure, as applicable.

Additionally, all faculty are expected to adhere to high ethical and moral standards in the performance of professional duties, including adherence to the code of conduct and other university policies, and to model personal conduct that upholds the core values of the institution.

Assistant Professor Milestone

The candidate demonstrates beginning-level teaching-learning principles, and knowledge of educational outcomes. The candidate shows strong commitment to the educational mission of the university, including through ongoing improvement in pedagogy and teaching methods, as well as contributions to pedagogy in the discipline as appropriate.

Associate Professor Milestone

The candidate demonstrates excellence in teaching as evidenced by peer/ supervisor/ student evaluations, observations or awards and educational outcomes. The candidate shows strong commitment to the educational mission of the university, including through ongoing improvement in pedagogy and teaching methods, as well as contributions to pedagogy in the discipline as appropriate.

Professor Milestone

The candidate demonstrates sustained excellence in teaching as evidenced by peer/supervisor/student evaluations, observations or awards and educational outcomes. The candidate shows strong commitment to the educational mission of the university, including through ongoing improvement in pedagogy and teaching methods, as well as contributions to pedagogy in the discipline as appropriate.

Examples of Evidence	Guidance per Career Milestone	Case Examples
<p>Instructional delivery</p> <ul style="list-style-type: none"> • Peer observations • Student evaluations • Reflection on teaching • Evidence of achievement of learning objectives <p>Instructional design</p> <ul style="list-style-type: none"> • Curriculum development • Course development • Evidence of achievement of learning objectives • Development/utilization of innovative teaching modalities <p>Course Coordination and Management</p> <ul style="list-style-type: none"> • Coordination of full time and adjunct faculty • Coordination of laboratories <p>Student advising</p> <ul style="list-style-type: none"> • Required academic advising of students; includes course selection, curriculum planning, and monitoring academic progress for individual advisees <p>Other activities</p> <ul style="list-style-type: none"> • Designing and advising special student projects, including independent studies 	<p>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</p> <p>Faculty enter the Teacher Scholar track at the Assistant Professor rank which requires at least three (3) years relevant fulltime professional experience and competency in the discipline, including at least one (1) year of fulltime (or equivalent) teaching experience; an earned terminal professional degree as defined by the discipline from an accredited institution, and master’s or other relevant advanced degree if terminal degree is not at master’s level. Doctoral degree required for promotion to Associate and Professor ranks. Licensure/ certification and degree as required by department.</p> <p>Faculty appointed to this track demonstrate knowledge and skill in the discipline, and beginning-level teaching-learning principles and knowledge of educational outcomes. Evidence includes, but is not limited to: teaching demonstration/ materials, professional recommendations, peer / supervisor /student teaching evaluations, and/or professional development related to teaching and learning.</p> <p>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</p> <p>Since appointment or last promotion</p> <p>Faculty will demonstrate the following:</p> <p>Consistently excellent student teaching evaluations (e.g., ≥ 4 on a 5-point scale or equivalent) for majority of courses taught or co-taught, with satisfactory ratings on the remaining evaluations.</p> <p>AND</p> <p>Peer or supervisor reviews describing quantitative and qualitative evidence of excellence in teaching (e.g., ≥ 4 on a 5-point scale or equivalent), with at least two (2) conducted within last two (2) years.</p> <p>AND</p> <p>Documented active participation in instructional design, based on best evidence, to promote learner success in at least two (2) instances within last three (3) years (e.g., contributions to course/ curriculum development, implementation, evaluation or revision to existing offerings reflecting innovations/progress in the field, or integrating new teaching-learning practices or technologies to enhance student experiences).</p>	<p>Example of an Assistant Professor Portfolio:</p> <p>Candidate provides evidence that demonstrates beginning-level teaching-learning principles, knowledge of educational outcomes, and/or potential to organize course materials, develop innovative courses as needed, and achieve positive student/ peer evaluations of teaching performance.</p> <p>Example of an Associate Professor Portfolio:</p> <p>Candidates demonstrate quantitative and qualitative evidence of teaching excellence from outstanding student, peer, supervisor and course evaluations. They provide leadership in instructional design/ curriculum development through, for example, developing new curriculum, revising existing offerings to reflect recent progress and innovations in the field, and/or integrating new teaching-learning practices and learning technologies to enhance student experience and improve learning outcomes. They have a substantive record of teaching/ scholarly project collaborations with students, faculty, and peers that is documented by supportive letters.</p>

<ul style="list-style-type: none"> • Giving/attending pedagogical workshops • Assisting students with professional development 	<p>OR Primary mentor for at least three (3) special student projects within last four (4) years with positive evaluations or supportive letters of reference from these mentees (e.g., theses, doctoral / master capstone projects, post-doctoral fellowships, research, or independent studies). <i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</i></p>	
	<p>APPOINTMENT OR PROMOTION TO PROFESSOR Since appointment or last promotion Faculty will demonstrate the following:</p> <p>Consistently excellent student teaching evaluations (e.g., ≥ 4 on a 5-point scale or equivalent) for majority of courses taught or co-taught, with satisfactory ratings on the remaining evaluations.</p> <p>AND Peer or supervisor reviews describing quantitative and qualitative evidence of excellence in teaching (e.g., ≥ 4 on a 5-point scale or equivalent) with at least three (3) conducted within the last 3 years.</p> <hr style="width: 10%; margin-left: 0;"/> <p>AND Documented leadership and active participation in instructional design, based on best evidence, to promote learner success in at least three (3) instances within last four (4) years (e.g., contributions to course/ curriculum development, implementation, evaluation or revision to existing offerings reflecting innovations/progress in the field, or integrating new teaching-learning practices or technologies to enhance student experiences).</p> <p>OR Primary mentor for at least four (4) special student projects within last four (4) years with positive evaluation or supportive letters of reference from mentees (e.g., theses, doctoral / master capstone projects, post-doctoral fellowships, research, or independent studies). <i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</i></p>	<p>Example of Professor Portfolio: Candidates demonstrate quantitative and qualitative evidence of teaching excellence from outstanding student, peer, supervisor and course evaluations. They provide substantial leadership in course/ curriculum development, implementation, evaluation and revision to enhance student experience and improve learning outcomes. They have an outstanding record of teaching/ scholarly project collaborations with students, faculty, and peers that is documented by supportive letters. They are recipients of university-level and/or national awards or honors for teaching/ scholarly projects.</p>

TRACK: Teacher Scholar

1.2.2 AREA: Research/Scholarship/Creative Work

USING EVIDENCE OF ACHIEVEMENT IN CONSIDERATION OF TJU FACULTY APPOINTMENT, PROMOTION, AND TENURE MILESTONES

All applications for appointment, promotion, or tenure are reviewed on an individual basis by relevant committees and academic leaders to evaluate whether the candidate's evidence of achievement demonstrates readiness for progression to the next career development milestone as referenced in the Thomas Jefferson University Faculty Handbook. The general guidelines and minimum expectations summarized below are intended to provide **context and general guidance** for faculty and committee members around how faculty readiness for career development milestones may be determined or evaluated within the disciplines of the college. Minimum criteria define the threshold below which a candidate will not be considered for appointment, promotion, or tenure. **Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment, promotion, or tenure**, as each faculty dossier must be reviewed and evaluated on a holistic basis to determine merit, relevance, and impact in the field, in consideration of whether the candidate **meets University milestones**. While it is expected that candidates will have strengths in particular milestones, **all milestones must be achieved** for appointment, promotion or tenure, as applicable. Additionally, all faculty are expected to adhere to high ethical and moral standards in the performance of professional duties, including adherence to the code of conduct and other university policies, and to model personal conduct that upholds the core values of the institution.

Assistant Professor Milestone: The candidate demonstrates beginning contributions to a portfolio of research/ scholarship/creative work.

Associate Professor Milestone: The candidate provides significant, original contributions to a portfolio of research/ scholarship/creative work as judged by peers in the discipline.

Professor Milestone: The candidate's portfolio of original research/ scholarship/creative work provides a clear and defined contribution to the discipline as judged by academic leaders and peers in the discipline, demonstrates focus and skill, and reflects sustained effort over time.

Examples of Evidence	Guidance per Career Milestone	Case Examples
<p><u>Primary Evidence</u></p> <p>PUBLICATION – Significant, original contributions to a portfolio of scholarship with authorship of externally-reviewed/refereed publications with a national or international audience. Authorship contribution examples include: conceived of the project; designed the project; performed literature review; acquired the data; analyzed the data; wrote and edited the manuscript.</p> <ul style="list-style-type: none"> • Publication in peer-reviewed journals considered impactful by the discipline • Books that provide original or novel perspective related to teaching, practice, or scholarship area of focus (authored or co-authored and published in academic or trade press; books may substitute for up to three [3] articles) • Book chapters that provide original or novel perspective related to teaching, practice or scholarship area of focus (two [2] chapters authored or co-authored and published in academic or trade press may substitute for one [1] article) • High-visibility publication invited by leadership in the field (e.g., monograph, white paper, technical report, review) <p>PUBLIC PRESENTATION - Peer-reviewed conference / panel/ poster presentations and invited public lectures (impact determined by discipline)</p> <ul style="list-style-type: none"> • Publication of papers for refereed conference sessions, in conference proceedings • Presentation of papers/ posters at professional meetings in refereed sessions • Presentation of original scholarly work as invited lecturer to fellow scholars 	<p>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</p> <p>Faculty on the Teacher Scholar track enter at the Assistant Professor rank, require a terminal professional degree as defined by discipline from an accredited institution, and master’s or other relevant advanced degree if terminal degree is not at master’s level. Doctoral degree required for promotion to Associate and Professor ranks. Faculty appointed to this track demonstrate beginning contributions to a portfolio of research/ scholarship / creative work.</p> <hr/> <p>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</p> <p>Since appointment or last promotion:</p> <p>Publication: Portfolios must include a description outlining 1) the candidate’s contributions to authorship, and 2) how publications demonstrate significant, original contributions to a portfolio of scholarship.</p> <p>Typically, the candidate is expected to have four (4) publications to which they have made a significant contribution, including two (2) in refereed national or international publications. As indicated under <i>Primary Evidence</i>, candidate may:</p> <ul style="list-style-type: none"> • substitute two (2) chapters (can be in press) from a peer-reviewed academic or trade press for one of the above four (4) required publications. <p>OR</p> <ul style="list-style-type: none"> • substitute one (1) high visibility discipline-invited publication (e.g. monograph, white paper, technical report) for one of the above four (4) required publications. <p>AND</p> <p>Presentation: Typically, the candidate is expected to have two (2) paper or poster presentations related to practice, teaching, or scholarship in refereed sessions at professional meetings.</p>	<p>Example of an Assistant Professor Portfolio:</p> <p>Candidate participates in education or specialty-focused activities to inform the development of a program of scholarship. Evidence includes presentations at professional meetings; publications in peer-reviewed journals and/or other media accessible to professional community.</p> <hr/> <p>Example of Associate Professor Portfolio:</p> <p>Candidate provides significant research/ scholarship/ creative work that addresses an issue, problem, or challenge in teaching and/or practice. Evidence includes a sustained record of scholarly publications, including peer-reviewed journal articles, books, chapters and other recognized intellectual products; and refereed presentations at professional meetings. Engagement in grant writing, serving as member of research team for grant funding, and evidence of awards/ honors for research/ scholarship/ teaching innovation are desirable.</p>

<ul style="list-style-type: none"> • Presentation of teaching and/or practice-based projects and posters for refereed conferences, published in conference proceedings <p>INNOVATION - Evidence of substantive innovation in practice, product, or delivery with significant, measurable scholarly, industry, or social impact.</p> <ul style="list-style-type: none"> • Technology transfer activities such as: patenting, licensing, start-up creation, and commercialization that shows significant and measurable impact (patent or product innovation developed or co-developed can substitute for one [1] peer-reviewed article) • Innovations in industry practice supported by qualitative or quantitative measures of reputation, emulation, and improved outcomes • Awards/ honors in recognition of educational or healthcare innovations <p>FUNDING – Internal or external grant funding or other external sponsorships is recommended.</p> <ul style="list-style-type: none"> • Serve on team for grants or sponsorship funding received in support of teaching, practice, or scholarship • Collaborate to develop internal or external grant <p><u>Optional Supplemental Evidence</u></p> <p><i>Evidence is expected to be demonstrated from the primary activity areas listed above, but evidence from the list below may be used to strengthen a candidate's portfolio</i></p> <ul style="list-style-type: none"> • High visibility discipline-invited speaker • Invited publication: clinical practice guidelines, professional commentary; book review • Awards/honors for educational or practice-based projects 	<p>Funding: Serving as member of research team for internal or external grant funding is desirable. <i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	
	<p>APPOINTMENT OR PROMOTION TO FULL PROFESSOR Since appointment or last promotion:</p> <p>Publication: Portfolios must include a description outlining 1) the candidate's contributions to scholarship, including a leadership role in research or authorship, and 2) how publications demonstrate significant, original contributions to the discipline, reflecting sustained effort over time.</p> <p>Typically, the candidate is expected to have six (6) publications to which they have made a significant contribution, including four (4) in refereed national or international publications. As indicated under <i>Primary Evidence</i>, candidate may:</p> <ul style="list-style-type: none"> • substitute two (2) chapters (can be in press) from a peer-reviewed academic or trade press for one of the above six (6) required publications. <p>OR</p> <ul style="list-style-type: none"> • substitute one (1) high visibility discipline-invited publication (e.g. monograph, white paper, technical report) for one of the above six (6) required publications. <p>AND</p> <p>Presentation: Typically, three (3) paper or poster presentations related to practice, teaching or scholarship in refereed sessions at professional meetings</p> <hr style="width: 10%; margin-left: 0;"/> <p>Funding: Serving as member of research team for internal or external grant funding is recommended.</p>	<p>Example of Professor Portfolio: Candidate demonstrates productive and sustained program of research/ scholarship; and presents an established record of original scholarly publications and presentations. Engagement in grant writing, serving as member of research team for grant funding, and evidence of awards/ honors for research/ scholarship/ teaching innovation are desirable.</p>

1.3 TRACK: TEACHING EXCELLENCE (TEACHING PREFIX)

1.3.1 AREA: Teaching/Education

USING EVIDENCE OF ACHIEVEMENT IN CONSIDERATION OF TJU FACULTY APPOINTMENT, PROMOTION, AND TENURE MILESTONES

All applications for appointment, promotion, or tenure are reviewed on an individual basis by relevant committees and academic leaders to evaluate whether the candidate's evidence of achievement demonstrates readiness for progression to the next career development milestone as referenced in the Thomas Jefferson University Faculty Handbook. The general guidelines and minimum expectations summarized below are intended to provide **context and general guidance** for faculty and committee members around how faculty readiness for career development milestones may be determined or evaluated within the disciplines of the college. Minimum criteria define the threshold below which a candidate will not be considered for appointment, promotion, or tenure. **Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment, promotion, or tenure**, as each faculty dossier must be reviewed and evaluated on a holistic basis to determine merit, relevance, and impact in the field, in consideration of whether the candidate **meets University milestones**. While it is expected that candidates will have strengths in particular milestones, **all milestones must be achieved** for appointment, promotion or tenure, as applicable. Additionally, all faculty are expected to adhere to high ethical and moral standards in the performance of professional duties, including adherence to the code of conduct and other university policies, and to model personal conduct that upholds the core values of the institution.

Teaching Instructor Milestone: The candidate demonstrates knowledge of current teaching-learning principles and commitment to the educational mission of the university, including through ongoing improvement in pedagogy and teaching methods, as well as contributions to pedagogy in the discipline as appropriate.

Teaching Assistant Professor: The candidate demonstrates beginning-level teaching-learning principles and knowledge of educational outcomes. The candidate shows strong commitment to the educational mission of the university, including through ongoing improvement in pedagogy and teaching methods, as well as contributions to pedagogy in the discipline as appropriate.

Teaching Associate Professor Milestone: The candidate demonstrates excellence in teaching as evidenced by peer/supervisor/student evaluations, observations or awards and educational outcomes. The candidate shows strong commitment to the educational mission of the university, including through ongoing improvement in pedagogy and teaching methods, as well as contributions to pedagogy in the discipline as appropriate.

Teaching Professor Milestone: The candidate demonstrates sustained excellence in teaching as evidenced by peer/supervisor/student evaluations, observations or awards and educational outcomes. The candidate shows strong commitment to the educational mission of the university, including through ongoing improvement in pedagogy and teaching methods, as well as contributions to pedagogy in the discipline as appropriate.

Examples of Evidence	Guidance per Career Milestone	Case Examples
<p>Instructional delivery</p> <ul style="list-style-type: none"> • Peer observations • Student evaluations • Reflection on teaching • Evidence of achievement of learning objectives <p>Instructional design</p> <ul style="list-style-type: none"> • Curriculum development • Course development • Evidence of achievement of learning objectives • Development/utilization of innovative teaching modalities <p>Course Coordination and Management</p> <ul style="list-style-type: none"> • Coordination of full time and adjunct faculty • Coordination of laboratories <p>Clinical Education Development and Coordination</p> <ul style="list-style-type: none"> • Coordination of clinical education activities (e.g., administering clinical placements, conducting site visits, and fostering development) • Teaching, remediation, and ongoing student and 	<p>APPOINTMENT TO TEACHING INSTRUCTOR</p> <p>Candidate has at least two (2) years relevant fulltime (or equivalent) professional experience supporting competency in the discipline, and earned terminal professional degree as defined by the discipline from an accredited institution. Licensure/ certification and degree as required by department.</p> <p>Faculty appointed to this track demonstrate knowledge and skill in discipline area, and potential to organize/ develop/ revise courses and achieve positive student/peer evaluation of teaching performance. Evidence may include professional development related to teaching and learning.</p>	<p>Example of Instructor Portfolio:</p> <p>Candidate provides evidence that demonstrates knowledge of teaching-learning principles and/or potential to organize course materials, develop innovative courses as needed, and achieve positive student/ peer evaluations of teaching performance.</p>
	<p>APPOINTMENT OR PROMOTION TO TEACHING ASSISTANT PROFESSOR</p> <p>Candidate has at least three (3) years relevant fulltime (or equivalent) professional experience and/or including at least one (1) year fulltime (or equivalent) teaching experience; earned terminal professional degree as defined by the discipline from an accredited institution, and master’s or other relevant advanced degree if terminal degree is not at master’s level. Licensure/ certification and degree as required by department.</p> <p>Faculty appointed to this track demonstrate knowledge and skill in the discipline, and beginning-level teaching-learning principles and knowledge of educational outcomes. Evidence includes, but is not limited to: teaching demonstration/ materials, professional recommendations, peer / supervisor /student teaching evaluations, and/or professional development related to teaching and learning.</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	<p>Example of an Assistant Professor Portfolio:</p> <p>Candidate provides evidence that demonstrates beginning-level teaching-learning principles and knowledge of educational outcomes, and/or potential to organize course materials, develop innovative courses as needed, and achieve positive student/ peer evaluations of teaching performance.</p>
	<p>APPOINTMENT OR PROMOTION TO TEACHING ASSOCIATE PROFESSOR</p> <p>Since appointment or last promotion</p> <p>Consistently excellent student evaluations describing quantitative and qualitative evidence of teaching or clinical education development and coordination activities for majority of courses or clinical education experiences taught or co-taught, with</p>	<p>Example of an Associate Professor Portfolio:</p> <p>Candidates demonstrate quantitative and qualitative evidence of teaching excellence from outstanding student, peer, supervisor and course evaluations. They provide leadership in instructional design/ curriculum development through, for</p>

<p>preceptor development and support</p> <p>Student advising</p> <ul style="list-style-type: none"> • Required academic advising of students; includes course selection, curriculum planning, and monitoring academic progress for individual advisees <p>Other activities</p> <ul style="list-style-type: none"> • Designing and advising special student projects, including independent studies • Giving/attending pedagogical workshops • Assisting students with professional development 	<p>satisfactory ratings on the remainder. For example, ≥ 4 on a 5-point scale or equivalent for courses taught, and equivalent measure for facilitation of clinical education.</p> <p>AND</p> <p>Peer or supervisor reviews describing quantitative and qualitative evidence of excellence in teaching or clinical education/ coordination (e.g., ≥ 4 on a 5-point scale or equivalent), with at least (two) 2 conducted within last two (2) years.</p> <hr/> <p>AND</p> <p>Documented active participation in instructional design, based on best evidence, to promote learner success in at least two (2) instances within last three (3) years (e.g., contributions to course/ curriculum development, implementation, evaluation or revision to existing offerings reflecting innovations/progress in the field, or integrating new teaching-learning practices or technologies to enhance student experiences).</p> <p>OR</p> <p>Primary mentor for at least three (3) special student projects within last four (4) years with positive evaluations or supportive letters of reference from these mentees (e.g., theses, doctoral / master capstone projects, post-doctoral fellowships, research, or independent studies).</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	<p>example, developing new curriculum, revising existing offerings to reflect recent progress and innovations in the field, and/or integrating new teaching-learning practices and learning technologies to enhance student experience and improve learning outcomes. They have a substantive record of teaching/ scholarly project collaborations with students, faculty, and peers that is documented by supportive letters.</p>
	<p style="text-align: center;">APPOINTMENT OR PROMOTION TO TEACHING PROFESSOR</p> <p>Since appointment or last promotion</p> <p>Faculty will demonstrate the following:</p> <p>Consistently excellent student evaluations describing quantitative and qualitative evidence of teaching or clinical education development and coordination activities for majority of courses or clinical education experiences taught or co-taught, with satisfactory ratings on the remainder. For example, ≥ 4 on a 5-point scale or equivalent for courses taught, and equivalent measure for facilitation of clinical education.</p> <p>AND</p> <p>Peer or supervisor reviews describing quantitative and qualitative evidence of excellence in teaching or clinical education/ coordination activities (e.g., ≥ 4 on a 5-point scale or equivalent) with at least three (3) conducted within last three (3) years.</p>	<p>Example of Professor Portfolio:</p> <p>Candidates demonstrate quantitative and qualitative evidence of teaching excellence from outstanding student, peer, supervisor and course evaluations. They provide substantial leadership in course/ curriculum development, implementation, evaluation and revision to enhance student experience and improve learning outcomes. They have an outstanding record of teaching/ scholarly project collaborations with students, faculty, and peers that is documented by supportive letters. They are recipients of university-level and/or national awards or</p>

	<p>_____</p> <p>AND Documented active participation in instructional design, based on best evidence, to promote learner success in at least three (3) instances within last four (4) years (e.g., contributions to course/ curriculum development, implementation, evaluation or revision to existing offerings reflecting innovations/ progress in the field, or integrating new teaching-learning practices or technologies to enhance student experiences).</p> <p>OR Primary mentor for at least four (4) special student projects within last four (4) years with positive evaluation or supportive letters of reference from mentees (e.g., theses, doctoral / master capstone projects, post-doctoral fellowships, research, or independent studies).</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	<p>honors for teaching/ scholarly projects.</p>
--	--	---

Rev. 1/10/22

TRACK: Teaching Excellence

1.3.2 AREA: Research/Scholarship/Creative Work

USING EVIDENCE OF ACHIEVEMENT IN CONSIDERATION OF TJU FACULTY APPOINTMENT, PROMOTION, AND TENURE MILESTONES

All applications for appointment, promotion, or tenure are reviewed on an individual basis by relevant committees and academic leaders to evaluate whether the candidate's evidence of achievement demonstrates readiness for progression to the next career development milestone as referenced in the Thomas Jefferson University Faculty Handbook. The general guidelines and minimum expectations summarized below are intended to provide **context and general guidance** for faculty and committee members around how faculty readiness for career development milestones may be determined or evaluated within the disciplines of the college. Minimum criteria define the threshold below which a candidate will not be considered for appointment, promotion, or tenure. **Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment, promotion, or tenure**, as each faculty dossier must be reviewed and evaluated on a holistic basis to determine merit, relevance, and impact in the field, in consideration of whether the candidate **meets University milestones**. While it is expected that candidates will have strengths in particular milestones, **all milestones must be achieved** for appointment, promotion or tenure, as applicable.

Additionally, all faculty are expected to adhere to high ethical and moral standards in the performance of professional duties, including adherence to the code of conduct and other university policies, and to model personal conduct that upholds the core values of the institution.

Instructor and Teaching Assistant Professor Milestone: All candidates must demonstrate currency in the field and a scholarly orientation to their teaching and practice. While it is recognized that contribution to one's field through research/ scholarship/ creative work is important and informs one's teaching and practice, greater emphasis is placed upon teaching excellence, institutional service, external service, and practice mastery in this track.

Teaching Associate Professor Milestone: While some level of contribution to research/scholarship/creative work may be expected, as appropriate to the college or program, all candidates must demonstrate a scholarly orientation to their practice and teaching. While it is recognized that contribution to one's field through research/ scholarship/ creative work is important and informs one's teaching and practice, greater emphasis is placed upon teaching excellence, institutional service, external service, and practice mastery in this track.

Teaching Professor Milestone: While some level of contribution to research/scholarship/creative work may be expected, as appropriate to the college or program, all candidates must demonstrate a scholarly orientation to their practice and teaching. While it is recognized that contribution to one's field through research/ scholarship/ creative work is important and informs one's teaching and practice, greater emphasis is placed upon teaching excellence, institutional service, external service, and practice mastery in this track.

Examples of Evidence	Guidance per Career Milestone	Case Examples
<p>Primary Evidence</p> <p>PUBLICATION –Demonstrated scholarly orientation to practice and teaching with authorship of externally-reviewed /refereed publications with a national audience. Authorship contribution examples include: conceived of the project; designed the project; performed literature review; acquired the data; analyzed the data; wrote and edited the manuscript.</p> <ul style="list-style-type: none"> • Publication in peer-reviewed journals considered impactful by the discipline • Books that provide original or novel perspective related to teaching, practice, or scholarship area of focus (authored or co-authored and published in academic or trade press; a book may substitute for up to three [3] articles) • Book chapters that provide original or novel perspective related to teaching, practice, or scholarship area of focus (two [2] chapters authored or co-authored and published in academic or trade press may substitute for one [1] article) • High-visibility publication invited by leadership in the field (e.g., monograph, white paper, technical report, review) • Publication in practice journal considered impactful by discipline (not peer-reviewed) <p>PUBLIC PRESENTATION - Peer-reviewed conference / panel/ poster presentations and</p>	<p>APPOINTMENT TO INSTRUCTOR</p> <p>Faculty who enter at the Instructor level require a terminal professional degree as defined by discipline from an accredited institution, demonstrate knowledge and skill in discipline area, and evidence of a scholarly orientation to teaching and practice.</p>	<p>Example of Instructor Portfolio:</p> <p>Candidate provides evidence that demonstrates currency in the field (e.g., regular professional development /continuing education), and a scholarly orientation to teaching and practice (e.g., participating in professional forums and activities that contribute to the discipline).</p>
	<p>APPOINTMENT OR PROMOTION TO TEACHING ASSISTANT PROFESSOR</p> <p>Faculty appointed at the Assistant Professor rank require a terminal professional degree as defined by discipline from an accredited institution and a master’s or other relevant advanced degree if terminal degree is not as master’s level. Faculty demonstrate currency in the field, and a scholarly orientation to their practice and teaching.</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	<p>Example of an Assistant Professor Portfolio:</p> <p>Candidate provides evidence that demonstrates currency in the field (e.g., regular professional development /continuing education), and active participation in scholarly activities (e.g., participating in professional forums and activities that contribute to the discipline, presentations at professional meetings).</p>
	<p>APPOINTMENT OR PROMOTION TO TEACHING ASSOCIATE PROFESSOR</p> <p>Since appointment or last promotion:</p> <p>Publication: Portfolios must include a description outlining 1) the candidate’s contributions to authorship, and 2) how publications demonstrate scholarly orientation to practice and/or teaching.</p> <p>Typically, the candidate is expected to have two (2) publications to which they have made a significant contribution with at least one (1) published in a peer-reviewed publication. As indicated under <i>Primary Evidence</i>, candidate may:</p> <ul style="list-style-type: none"> • substitute two (2) chapters (can be in press) from a peer-reviewed academic or trade press for one of the above two (2) required publications. <p>OR</p>	<p>Example of Associate Professor Portfolio:</p> <p>Candidates demonstrate a scholarly orientation to practice and teaching. Evidence includes but is not limited to scholarly presentations and workshops on teaching and/or practice at professional meetings with regional/ national audiences; authoring publications; and awards/ honors for creative contributions to practice and teaching.</p>

<p>invited public lectures (impact determined by discipline)</p> <ul style="list-style-type: none"> • Publication of papers for refereed conference sessions, in conference proceedings • Presentation of papers/ posters at professional meetings in refereed sessions • Presentation of original scholarly work as invited lecturer to fellow scholars • Presentation of teaching and / or practice-based projects and posters for refereed conferences <p>INNOVATION - Evidence of substantive innovation in practice, product, or delivery with significant, measurable scholarly, industry, or social impact.</p> <ul style="list-style-type: none"> • Technology transfer activities such as: patenting, licensing, start-up creation, and commercialization that shows significant and measurable impact (patent or product innovation developed or co-developed may substitute for one [1] peer-reviewed article) • Innovations in industry practice supported by qualitative or quantitative measures of reputation, emulation, and improved outcomes • Awards/ honors in recognition of educational or healthcare innovations <p>FUNDING –Internal or external grant funding or other external sponsorship is desirable.</p> <ul style="list-style-type: none"> • Serve on team for grants or sponsorship funding received in support of teaching, practice, or scholarship • Collaborate to develop internal or external grant <p>Optional Supplemental Evidence</p>	<ul style="list-style-type: none"> • substitute one (1) high visibility discipline-invited publication (e.g. monograph, white paper, technical report) for one of the above two (2) required publications. <p>AND</p> <p>Presentation: Typically, candidate is expected to have two (2) paper or poster presentations related to practice, teaching, or scholarship in refereed sessions at professional meetings.</p> <p>Funding: Serving on a team that has received internal or external grant funding is desirable.</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	
	<p>APPOINTMENT OR PROMOTION TO TEACHING PROFESSOR</p> <p>Since appointment or last promotion:</p> <p>Publication: Portfolios must include a description outlining 1) the candidate’s contributions to authorship, and 2) how publications demonstrate scholarly orientation to practice and/or teaching.</p> <p>Typically, the candidate is expected to have three (3) publications to which they have made a significant contribution with at least two (2) published in peer-reviewed publications. As indicated under <i>Examples of Evidence</i>, candidate may</p> <ul style="list-style-type: none"> • substitute two (2) chapters (can be in press) from a peer-reviewed academic or trade press for one of the above three (3) required publications. OR • substitute one (1) high visibility discipline-invited publication (e.g. monograph, white paper, technical report) for one of the above three (3) required publications. <p>AND</p> <p>Presentation: Typically, candidate is expected to have three (3) paper or poster presentations related to practice, teaching, or scholarship in refereed sessions at professional meetings.</p> <p>Funding: Serving on a team that has received internal or external grant funding is desirable.</p>	<p>Example of Professor Portfolio:</p> <p>Candidates demonstrate a scholarly orientation to practice and teaching. Evidence includes but is not limited to scholarly presentations and workshops on teaching and/or practice innovations/ issues at professional meetings with national and international audiences; authoring publications; and awards/ honors for creative contributions to practice and teaching.</p>

<p><i>Evidence is expected to be demonstrated from the primary activity areas listed above, but evidence from the list below may be used to strengthen a candidate's portfolio</i></p> <ul style="list-style-type: none">• High visibility discipline-invited speaker• Invited publication: clinical practice guidelines, professional commentary; book review• Awards/honors for educational or practice-based projects	<p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	
--	---	--

1.4 TRACK: CLINICIAN/ PRACTICE EDUCATOR (PRACTICE PREFIX)

1.4.1 AREA: Teaching/Education

USING EVIDENCE OF ACHIEVEMENT IN CONSIDERATION OF TJU FACULTY APPOINTMENT, PROMOTION, AND TENURE MILESTONES

All applications for appointment, promotion, or tenure are reviewed on an individual basis by relevant committees and academic leaders to evaluate whether the candidate's evidence of achievement demonstrates readiness for progression to the next career development milestone as referenced in the Thomas Jefferson University Faculty Handbook. The general guidelines and minimum expectations summarized below are intended to provide **context and general guidance** for faculty and committee members around how faculty readiness for career development milestones may be determined or evaluated within the disciplines of the college. Minimum criteria define the threshold below which a candidate will not be considered for appointment, promotion, or tenure. **Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment, promotion, or tenure**, as each faculty dossier must be reviewed and evaluated on a holistic basis to determine merit, relevance, and impact in the field, in consideration of whether the candidate **meets University milestones**. While it is expected that candidates will have strengths in particular milestones, **all milestones must be achieved** for appointment, promotion or tenure, as applicable.

Additionally, all faculty are expected to adhere to high ethical and moral standards in the performance of professional duties, including adherence to the code of conduct and other university policies, and to model personal conduct that upholds the core values of the institution.

Practice Instructor Milestone: The candidate demonstrates knowledge of current teaching-learning principles and commitment to the educational mission of the university, including through ongoing improvement in pedagogy and teaching methods, as well as contributions to pedagogy in the discipline as appropriate.

Practice Assistant Professor: The candidate demonstrates beginning-level teaching-learning principles, and knowledge of educational outcomes. The candidate shows strong commitment to the educational mission of the university, including through ongoing improvement in pedagogy and teaching methods, as well as contributions to pedagogy in the discipline as appropriate.

Practice Associate Professor Milestone:

The candidate demonstrates excellence in teaching as evidenced by peer/ supervisor /student evaluations, observations or awards. The candidate shows strong commitment to the educational mission including through ongoing improvement in pedagogy and teaching methods.

Practice Professor Milestone:

The candidate demonstrates sustained excellence in teaching as evidenced by peer/ supervisor/ student evaluations, observations or awards. The candidate shows strong commitment to the educational mission, including through ongoing improvement in pedagogy and teaching methods.

Examples of Evidence	Guidance per Career Milestone	Cases Examples
<p>Instructional delivery</p> <ul style="list-style-type: none"> • Peer observations • Student evaluations • Reflection on teaching • Evidence of achievement of learning objectives <p>Instructional design</p> <ul style="list-style-type: none"> • Curriculum development • Course development • Evidence of achievement of learning objectives • Development/utilization of innovative teaching modalities <p>Course Coordination and Management</p> <ul style="list-style-type: none"> • Coordination of full time and adjunct faculty • Coordination of laboratories <p>Clinical Education Development and Coordination</p> <ul style="list-style-type: none"> • Coordination of clinical education activities (e.g., administering clinical placements, conducting site visits, and fostering development) • Teaching, remediation, and ongoing student and 	<p>APPOINTMENT TO PRACTICE INSTRUCTOR</p> <p>Candidate has at least two (2) years relevant fulltime (or equivalent) professional experience supporting competency in the discipline, and earned terminal professional degree as defined by the discipline from an accredited institution. Licensure/ certification and degree as required by department.</p> <p>Faculty appointed to this track demonstrate knowledge and skill in discipline area, and potential to organize/ develop/ revise courses and achieve positive student/peer evaluation of teaching performance. Evidence may include professional development related to teaching and learning.</p>	<p>Example of Instructor Portfolio:</p> <p>Candidate provides evidence that demonstrates knowledge of teaching-learning principles and/or potential to organize course materials, develop innovative courses as needed, and achieve positive student/ peer evaluations of teaching performance.</p>
	<p>APPOINTMENT OR PROMOTION TO PRACTICE ASSISTANT PROFESSOR</p> <p>Candidate has at least three (3) years relevant fulltime (or equivalent) professional experience and/or including at least one (1) year fulltime (or equivalent) teaching experience; earned terminal professional degree as defined by the discipline from an accredited institution, and master's or other relevant advanced degree if terminal degree is not at master's level. Licensure/ certification and degree as required by department.</p> <p>Faculty appointed to this track demonstrate knowledge and skill in the discipline, and beginning-level teaching-learning principles and knowledge of educational outcomes. Evidence includes, but is not limited to: teaching demonstration/ materials, professional recommendations, peer / supervisor /student teaching evaluations, and/or professional development related to teaching and learning.</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	<p>Example of an Assistant Professor Portfolio:</p> <p>Candidate provides evidence that demonstrates beginning-level teaching-learning principles and knowledge of educational outcomes, and/or potential to organize course materials, develop innovative courses as needed, and achieve positive student/ peer evaluations of teaching performance.</p>
	<p>APPOINTMENT OR PROMOTION TO PRACTICE ASSOCIATE PROFESSOR</p> <p>Since appointment or last promotion</p> <p>Faculty will demonstrate the following:</p> <p>Consistently excellent student teaching evaluations describing quantitative and qualitative evidence of teaching or clinical education development and coordination activities for majority of courses or clinical education experiences taught or co-taught, with satisfactory ratings on the remainder. For example, ≥ 4 on a 5-point scale or equivalent for courses taught, and equivalent measure for facilitation of clinical education.</p>	<p>Example of an Associate Professor Portfolio:</p> <p>Candidates demonstrate quantitative and qualitative evidence of teaching excellence from outstanding student, peer, supervisor and course evaluations. They provide leadership in instructional design/ curriculum development through, for example, developing new curriculum, revising</p>

<p>preceptor development and support</p> <p>Student advising</p> <ul style="list-style-type: none"> • Required academic advising of students; includes course selection, curriculum planning, and monitoring academic progress for individual advisees <p>Other activities</p> <ul style="list-style-type: none"> • Designing and advising special student projects, including independent studies • Giving/attending pedagogical workshops • Assisting students with professional development 	<p>AND Peer or supervisor reviews describing quantitative and qualitative evidence of excellence in teaching or clinical education/ coordination activities (e.g., ≥ 4 on a 5-point scale or equivalent), with at least two (2) conducted within last two (2) years.</p> <hr/> <p>AND Documented active participation in instructional design, based on best evidence, to promote learner success, in at least two (2) instances within last three (3) years (e.g., contributions to course/ curriculum development, implementation, evaluation or revision to existing offerings reflecting innovations/progress in the field, or integrating new teaching-learning practices or technologies to enhance student experiences).</p> <p>OR Primary mentor for at least three (3) special student projects within last four (4) years with positive evaluations or supportive letters of reference from these mentees (e.g., theses, doctoral / master capstone projects, post-doctoral fellowships, research, or independent studies).</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	<p>existing offerings to reflect recent progress and innovations in the field, and/or integrating new teaching-learning practices and learning technologies to enhance student experience and improve learning outcomes. They have a substantive record of teaching/ scholarly project collaborations with students, faculty, and peers that is documented by supportive letters.</p>
	<p>APPOINTMENT OR PROMOTION TO PRACTICE PROFESSOR</p> <p>Since appointment or last promotion Faculty will demonstrate the following: Consistently excellent student evaluations describing quantitative and qualitative evidence in teaching or clinical education development and coordination activities for majority of courses or clinical education experiences taught or co-taught, with satisfactory ratings on the remainder. For example, ≥ 4 on a 5-point scale or equivalent for courses taught, and equivalent measure for facilitation of clinical education.</p> <p>AND Peer or supervisor reviews describing quantitative and qualitative evidence of excellence in teaching or clinical education/ coordination activities (e.g., ≥ 4 on a 5-point scale or equivalent) with at least three (3) conducted within the last three (3) years.</p> <p>AND Documented leadership and active participation in instructional design, based on best evidence, to promote learner success in at least three (3) instances within last four (4) years</p>	<p>Example of Professor Portfolio: Candidates demonstrate quantitative and qualitative evidence of teaching excellence from outstanding student, peer, supervisor and course evaluations. They provide substantial leadership in course/ curriculum development, implementation, evaluation and revision to enhance student experience and improve learning outcomes. They have an outstanding record of teaching/ scholarly project collaborations with students, faculty, and peers that is documented by supportive letters. They are recipients of university-level</p>

	<p>(e.g., contributions to course/ curriculum development, implementation, evaluation or revision to existing offerings reflecting innovations/ progress in the field, or integrating new teaching-learning practices or technologies to enhance student experiences).</p> <p>OR</p> <p>Primary mentor for at least four (4) special student projects within last four (4) years with positive evaluation or supportive letters of reference from mentees (e.g., theses, doctoral / master capstone projects, post-doctoral fellowships, research, or independent studies).</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</i></p>	<p>and/or national awards or honors for teaching/ scholarly projects.</p>
--	---	---

TRACK: Clinician/Practice Educator

1.4.2 AREA: Research/Scholarship/Creative Work

USING EVIDENCE OF ACHIEVEMENT IN CONSIDERATION OF TJU FACULTY APPOINTMENT, PROMOTION, AND TENURE MILESTONES

All applications for appointment, promotion, or tenure are reviewed on an individual basis by relevant committees and academic leaders to evaluate whether the candidate's evidence of achievement demonstrates readiness for progression to the next career development milestone as referenced in the Thomas Jefferson University Faculty Handbook. The general guidelines and minimum expectations summarized below are intended to provide **context and general guidance** for faculty and committee members around how faculty readiness for career development milestones may be determined or evaluated within the disciplines of the college. Minimum criteria define the threshold below which a candidate will not be considered for appointment, promotion, or tenure. **Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment, promotion, or tenure**, as each faculty dossier must be reviewed and evaluated on a holistic basis to determine merit, relevance, and impact in the field, in consideration of whether the candidate **meets University milestones**. While it is expected that candidates will have strengths in particular milestones, **all milestones must be achieved** for appointment, promotion or tenure, as applicable.

Additionally, all faculty are expected to adhere to high ethical and moral standards in the performance of professional duties, including adherence to the code of conduct and other university policies, and to model personal conduct that upholds the core values of the institution.

Instructor and Practice Assistant Professor Milestone: All candidates must demonstrate currency in the field and a scholarly orientation to their teaching and practice. While it is recognized that contribution to one's field through research/ scholarship/ creative work is important and informs one's teaching and practice, greater emphasis is placed upon teaching excellence, institutional service, external service, and practice mastery in this track.

Practice Associate Professor Milestone: While some level of contribution to research/scholarship/creative work may be expected, as appropriate to the college or program, all candidates must demonstrate a scholarly orientation to their practice and teaching. While it is recognized that contribution to one's field through research/ scholarship/ creative work is important and informs one's teaching and practice, greater emphasis is placed upon teaching excellence, institutional service, external service and practice mastery in this track.

Practice Professor Milestone: While some level of contribution to research/scholarship/creative work may be expected, as appropriate to the college or program, all candidates must demonstrate a scholarly orientation to their practice and teaching. While it is recognized that contribution to one's field through research/ scholarship/ creative work is important and informs one's teaching and practice, greater emphasis is placed upon teaching excellence, institutional service, external service and practice mastery in this track.

Examples of Evidence	Guidance per Career Milestone	Case Examples
<p>Primary Evidence</p> <p>PUBLICATION –Demonstrated scholarly orientation to practice and teaching with authorship of externally-reviewed /refereed publications with a national audience. Authorship contribution examples include: conceived of the project; designed the project; performed literature review; acquired the data; analyzed the data; wrote and edited the manuscript.</p> <ul style="list-style-type: none"> • Publication in peer-reviewed journals considered impactful by the discipline • Books that provide original or novel perspective related to teaching, practice, or scholarship area of focus (authored or co-authored and published in academic or trade press; a book may substitute for up to three [3] articles) • Book chapters that provide original or novel perspective related to teaching, practice, or scholarship area of focus (two [2] chapters authored or co-authored and published in academic or trade press may substitute for one [1] article) • High-visibility publication invited by leadership in the field (e.g., monograph, white paper, technical report, review) • Publication in practice journal considered impactful by discipline (not peer-reviewed) <p>PUBLIC PRESENTATION - Peer-reviewed conference / panel/ poster presentations and invited public lectures (impact determined by discipline)</p> <ul style="list-style-type: none"> • Publication of papers for refereed conference sessions, in conference proceedings 	<p>APPOINTMENT TO INSTRUCTOR</p> <p>Faculty who enter at the Instructor level require a terminal professional degree as defined by discipline from an accredited institution, demonstrate knowledge and skill in discipline area, and evidence of a scholarly orientation to teaching and practice.</p>	<p>Example of Instructor Portfolio:</p> <p>Candidate provides evidence that demonstrates currency in the field (e.g., regular professional development /continuing education), and a scholarly orientation to teaching and practice (e.g., participating in professional forums and activities that contribute to the discipline).</p>
	<p>APPOINTMENT OR PROMOTION TO PRACTICE ASSISTANT PROFESSOR</p> <p>Faculty appointed at the Assistant Professor rank require a terminal professional degree as defined by discipline from an accredited institution and a master’s or other relevant advanced degree if terminal degree is not as master’s level. Faculty demonstrate currency in the field, and a scholarly orientation to their practice and teaching.</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	<p>Example of an Assistant Professor Portfolio:</p> <p>Candidate provides evidence that demonstrates currency in the field (e.g., regular professional development /continuing education), and active participation in scholarly activities (e.g., participating in professional forums and activities that contribute to the discipline, presentations at professional meetings).</p>
	<p>APPOINTMENT OR PROMOTION TO PRACTICE ASSOCIATE PROFESSOR</p> <p>Since appointment or last promotion:</p> <p>Publication: Portfolios must include a description outlining 1) the candidate’s contributions to authorship, and 2) how publications demonstrate scholarly orientation to practice and/or teaching.</p> <p>Typically, the candidate is expected to have two (2) publications to which they have made a significant contribution with at least one (1) published in a peer-reviewed publication. As indicated under <i>Primary Evidence</i>, candidate may:</p>	<p>Example of Associate Professor Portfolio:</p> <p>Candidates demonstrate a scholarly orientation to practice and teaching. Evidence includes but is not limited to scholarly presentations and workshops on teaching and/or practice at professional meetings with regional/ national audiences; authoring publications; and awards/ honors for creative contributions to practice and teaching.</p>

Examples of Evidence	Guidance per Career Milestone	Case Examples
<ul style="list-style-type: none"> • Presentation of papers/ posters at professional meetings in refereed sessions • Presentation of original scholarly work as invited lecturer to fellow scholars • Presentation of teaching and / or practice-based projects and posters for refereed conferences <p>INNOVATION - Evidence of substantive innovation in practice, product, or delivery with significant, measurable scholarly, industry, or social impact.</p> <ul style="list-style-type: none"> • Technology transfer activities such as: patenting, licensing, start-up creation, and commercialization that shows significant and measurable impact (patent or product innovation developed or co-developed may substitute for one [1] peer-reviewed article) • Innovations in industry practice supported by qualitative or quantitative measures of reputation, emulation, and improved outcomes • Awards/ honors in recognition of educational or healthcare innovations <p>FUNDING –Internal or external grant funding or other external sponsorship is desirable.</p> <ul style="list-style-type: none"> • Serve on team for grants or sponsorship funding received in support of teaching, practice, or scholarship • Collaborate to develop internal or external grant <p>Optional Supplemental Evidence <i>Evidence is expected to be demonstrated from the primary activity areas listed above, but evidence from</i></p>	<ul style="list-style-type: none"> • substitute two (2) chapters (can be in press) from a peer-reviewed academic or trade press for one of the above two (2) required publications. OR • substitute one (1) high visibility discipline-invited publication (e.g. monograph, white paper, technical report) for one of the above two (2) required publications. <p>AND Presentation: Typically, candidate is expected to have two (2) paper or poster presentations related to practice, teaching, or scholarship in refereed sessions at professional meetings.</p> <p>Funding: Serving on a team that has received internal or external grant funding is desirable. <i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	
	<p>APPOINTMENT OR PROMOTION TO PRACTICE PROFESSOR Since appointment or last promotion: Publication: Portfolios must include a description outlining 1) the candidate’s contributions to authorship, and 2) how publications demonstrate scholarly orientation to practice and/or teaching.</p> <p>Typically, the candidate is expected to have three (3) publications to which they have made a significant contribution with at least two (2) published in peer-reviewed publications. As indicated under <i>Examples of Evidence</i>, candidate may</p> <ul style="list-style-type: none"> • substitute two (2) chapters (can be in press) from a peer-reviewed academic or trade press for one of the above three (3) required publications. OR • substitute one (1) high visibility discipline-invited publication (e.g. monograph, white paper, technical report) for one of the above three (3) required publications. <p>AND</p>	<p>Example of Professor Portfolio: Candidates demonstrate a scholarly orientation to practice and teaching. Evidence includes but is not limited to scholarly presentations and workshops on teaching and/or practice innovations/ issues at professional meetings with national and international audiences; authoring publications; and awards/ honors for creative contributions to practice and teaching.</p>

Examples of Evidence	Guidance per Career Milestone	Case Examples
<p><i>the list below may be used to strengthen a candidate's portfolio</i></p> <ul style="list-style-type: none"> • High visibility discipline-invited speaker • Invited publication: clinical practice guidelines, professional commentary; book review • Awards/honors for educational or practice-based projects 	<p>Presentation: Typically, candidate is expected to have three (3) paper or poster presentations related to practice, teaching, or scholarship in refereed sessions at professional meetings.</p> <p>Funding: Serving on a team that has received internal or external grant funding is desirable. <i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	

1.5 TEACHER SCHOLAR, TEACHING EXCELLENCE, AND CLINICIAN/PRACTICE EDUCATOR TRACKS

AREA: SERVICE

USING EVIDENCE OF ACHIEVEMENT IN CONSIDERATION OF TJU FACULTY APPOINTMENT, PROMOTION, AND TENURE MILESTONES

All applications for appointment, promotion, or tenure are reviewed on an individual basis by relevant committees and academic leaders to evaluate whether the candidate's evidence of achievement demonstrates readiness for progression to the next career development milestone as referenced in the Thomas Jefferson University Faculty Handbook. The general guidelines and minimum expectations summarized below are intended to provide **context and general guidance** for faculty and committee members around how faculty readiness for career development milestones may be determined or evaluated within the disciplines of the college. Minimum criteria define the threshold below which a candidate will not be considered for appointment, promotion, or tenure. **Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment, promotion, or tenure**, as each faculty dossier must be reviewed and evaluated on a holistic basis to determine merit, relevance, and impact in the field, in consideration of whether the candidate **meets University milestones**. While it is expected that candidates will have strengths in particular milestones, **all milestones must be achieved** for appointment, promotion or tenure, as applicable.

Additionally, all faculty are expected to adhere to high ethical and moral standards in the performance of professional duties, including adherence to the code of conduct and other university policies, and to model personal conduct that upholds the core values of the institution.

INSTITUTIONAL SERVICE

Instructor/Assistant/Associate Milestone: The candidate is actively involved and accepts opportunities to serve the university and/or its colleges and programs. The candidate shows a strong commitment to institutional service as evidenced by effective contributions on program, college and/or university committees and clear contributions to the well-being and advancement of the university.

Professor Milestone: The candidate is actively involved and accepts opportunities to serve the university and/or its colleges and programs. The candidate shows a strong commitment to institutional service as evidenced, for instance, by effective contributions to program, college and/or university committees, and/or through institutional leadership roles. The candidate's record of contributions to the well-being and advancement of the university is considered outstanding.

EXTERNAL SERVICE

Instructor/Assistant/Associate Milestone: The candidate demonstrates clear prominence in their discipline in (at minimum) local and regional arenas (as manifested, for example, by invitations to speak at local/regional forums, serve on local/regional committees, and provide peer review or other similar accomplishments as appropriate to the discipline) and service to the profession (as manifested, for example, by service on local/regional committees, provision of peer review, or other similar accomplishments as appropriate for the discipline).

Professor Milestone: The candidate demonstrates clear prominence in their discipline at a national level (as manifested, for example, by invitations to speak at national forums, serve on national committees, and provide peer review or other similar accomplishments as appropriate for the discipline) and substantive service to the profession (as manifested, for example, by service on national committees, provision of peer review, or other similar accomplishments as appropriate for the discipline).

Examples of Evidence: Institutional Service	Examples of Evidence: External Service	Guidance per Career Milestones
<p>At all levels, faculty must demonstrate ongoing participation in recruiting, accreditation-related activities, events and other strategic initiatives within the program, college, university, or enterprise.</p> <p>Primary evidence: active engagement in opportunities to serve the college, university, broader community and/or profession by fulfilling requisite responsibilities, including but not limited to:</p> <p>Committee service</p> <ul style="list-style-type: none"> • Active engagement (and/or leadership) in department, college or university committees/ task forces • Committee positions within department, college, university, or healthcare system <p>Recruiting activities</p> <ul style="list-style-type: none"> • Required participation (e.g., Open Houses) • Participation in university-sponsored recruiting events and/or activities 	<p>Beyond the rank of Instructor, in addition to institutional service, faculty must demonstrate ongoing external service activities to the academic discipline/ profession and/or service to the larger community.</p> <p>Professional Service</p> <ul style="list-style-type: none"> • Significant contributions to the profession, including leadership or professional activity in professional organizations and relevant community organizations (e.g., board member or committee membership) • Documented contributions to meetings/ conferences of professional organizations and professionally relevant community organizations • Professional review activities, including grants, publication peer review, and conference abstracts/ proposals • Lectures, presentations, seminars, workshops, panel discussions, symposia, invited juror and/or guest critic that have the potential to substantively impact the reputation of the faculty, college or university at a regional, national or international level • Teaching of professional seminars 	<p>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR INTERNAL: The candidate accepts opportunities to serve; demonstrates clear contributions to the well-being and advancement of the university and/or its colleges and programs (or equivalent).</p> <ul style="list-style-type: none"> • The candidate demonstrates active participation in at least one (1) department, college, and/or university committee/ task force. <p>EXTERNAL: The candidate demonstrates active participation and service in at least one (1) professional organization at local, state or national levels.</p> <hr/> <p>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR INTERNAL: The candidate accepts opportunities to serve; demonstrates clear contributions to the well-being and advancement of the university and/or its colleges and programs.</p> <ul style="list-style-type: none"> • The candidate demonstrates active participation in at least two (2) institutional service activities. An activity counts when candidate can show serious, thoughtful contributions over time. At least one (1) of these institutional service activities must be at the college or university level. <p>AND</p> <ul style="list-style-type: none"> • The candidate demonstrates ongoing participation in recruiting and accreditation-related activities, as applicable. <p>AND</p> <ul style="list-style-type: none"> • The candidate has served in a leadership position, or provided documented substantive contributions, at the department, college or university level. <p>EXTERNAL: The candidate demonstrates clear prominence in their discipline in (at minimum) local and regional arenas and service to the profession.</p> <ul style="list-style-type: none"> • The candidate has contributed in at least four (4) external service activities that contribute substantively to the faculty, college or university reputation, and that demonstrate achievement and a growing reputation in the field at local or regional level (such as invitations to speak at local/regional forums, serve on local/regional committees, and provide peer review or other similar accomplishments as appropriate to the discipline). A complement of activities over time is expected.

<p>Accreditation-related activities (for faculty in accredited programs)</p> <ul style="list-style-type: none"> • Collecting and archiving student work; assisting in the display of student work • Assisting in completion of documents required by accrediting organization <p>Administrative activities</p> <ul style="list-style-type: none"> • Departmental or university administrative responsibilities • Coordinating adjunct faculty; includes recruiting, interviewing, mentoring, monitoring, and evaluating adjunct faculty <p>Other activities</p> <ul style="list-style-type: none"> • Significant service to student organizations (e.g., Faculty Advisor) • Organizing departmental, college or university educational meetings or symposia (e.g., conducting professional development workshops) • Formal advisement and mentoring of students, trainees, and/or faculty (e.g., serving as official mentor for junior faculty) • Significant participation in development and/or implementation of university community outreach programs and/or activities 	<p>outside the university that have the potential to substantively contribute to reputation of faculty, college or university</p> <ul style="list-style-type: none"> • Community service that enhances the reputation of the university • Professional organization service related to the mission of the university, college, or program 	<p>APPOINTMENT OR PROMOTION TO PROFESSOR</p> <p>Since appointment or last promotion Faculty will demonstrate the following:</p> <p>INTERNAL: The candidate accepts opportunities to serve; demonstrates outstanding contributions to the well-being and advancement of the university (e.g., through institutional leadership roles).</p> <ul style="list-style-type: none"> • The candidate contributes in at least four (4) institutional service activities. An activity counts when the candidate can show serious, thoughtful contribution over time. At least one (1) of these institutional service activities must be at the college or university level. <p>AND</p> <ul style="list-style-type: none"> • The candidate demonstrates ongoing participation in recruiting and accreditation-related activities. <p>AND</p> <ul style="list-style-type: none"> • The candidate has served in a leadership position, or provided documented substantive contributions, at the department, college or university level. <p>EXTERNAL: The candidate demonstrates clear prominence in their discipline at a national level and substantive service to the profession.</p> <ul style="list-style-type: none"> • The candidate has contributed in at least eight (8) external service activities that contribute substantively to the faculty, college or university reputation, and that demonstrate increasing reputation and leadership in the field at a national level (such as invitations to speak at national forums, serve on national committees, and provide peer review). A complement of activities over time is expected.
---	---	---

1.6 TRACK: TENURE (WORKING COPY)

1.6.1 AREA: Teaching/Education (Working Copy; to be finalized at a later date)

USING EVIDENCE OF ACHIEVEMENT IN CONSIDERATION OF TJU FACULTY APPOINTMENT, PROMOTION, AND TENURE MILESTONES

All applications for appointment, promotion, or tenure are reviewed on an individual basis by relevant committees and academic leaders to evaluate whether the candidate's evidence of achievement demonstrates readiness for progression to the next career development milestone as referenced in the Thomas Jefferson University Faculty Handbook. The general guidelines and minimum expectations summarized below are intended to provide **context and general guidance** for faculty and committee members around how faculty readiness for career development milestones may be determined or evaluated within the disciplines of the college. Minimum criteria define the threshold below which a candidate will not be considered for appointment, promotion, or tenure. **Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment, promotion, or tenure**, as each faculty dossier must be reviewed and evaluated on a holistic basis to determine merit, relevance, and impact in the field, in consideration of whether the candidate **meets University milestones**. While it is expected that candidates will have strengths in particular milestones, **all milestones must be achieved** for appointment, promotion or tenure, as applicable.

Additionally, all faculty are expected to adhere to high ethical and moral standards in the performance of professional duties, including adherence to the code of conduct and other university policies, and to model personal conduct that upholds the core values of the institution.

Associate Professor Milestone: The candidate demonstrates strength in teaching as evidenced by peer/supervisor/ student evaluations, observations or awards. The candidate shows a strong commitment to the educational mission including by participating in ongoing improvement in pedagogy and teaching methods.

Professor Milestone: The candidate demonstrates continued strength in teaching as evidenced by peer/supervisor/student evaluations, observations or awards and continued strong commitment to the educational mission including through ongoing improvement in pedagogy and teaching methods.

Examples of Evidence	Guidance per Career Milestone
<p>Instructional delivery</p> <ul style="list-style-type: none"> • Peer observations • Student evaluations • Reflection on teaching • Evidence of achievement of learning objectives <p>Instructional design</p> <ul style="list-style-type: none"> • Curriculum development • Course development • Evidence of achievement of learning objectives • Development/utilization of innovative teaching modalities <p>Course Coordination and Management</p> <ul style="list-style-type: none"> • Coordination of full time and adjunct faculty • Coordination of laboratories <p>Student advising</p> <ul style="list-style-type: none"> • Required academic advising of students; includes course selection, curriculum planning, and monitoring academic progress for individual advisees <p>Other activities</p> <ul style="list-style-type: none"> • Designing and advising special student projects, including independent studies • Academic advising of new students (freshmen and transfers) • Giving/attending pedagogical workshops • Assisting students with professional development 	<p>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</p> <p>Teaching as a component of a tenure track professor’s career provides an opportunity for faculty to introduce new research concepts/methods/discoveries to students. This can be achieved in the classroom, laboratory or both. However, the opportunities for these activities are more restricted for the tenure track professor whose primary role is to produce new knowledge (publications) and seek funding support (grants). Consequently, the same measures of teaching achievement are expected as with other faculty tracks, however, with a reduced level of opportunity in each of these criteria.</p> <p>Consistently excellent student teaching evaluations (e.g., ≥ 4 on a 5-point scale or equivalent) for majority of courses taught or co-taught with satisfactory ratings for the remainder.</p> <p>AND</p> <p>Peer or supervisor reviews describing quantitative and qualitative evidence of teaching strengths (e.g., ≥ 4 on a 5-point scale or equivalent) with at least one (1) conducted within last two (2) years.</p> <hr style="width: 10%; margin-left: 0;"/> <p>AND</p> <p>Documented active participation in instructional design, based on best evidence, to promote learner success (e.g., at least one (1) contribution to course/ curriculum development, implementation, evaluation or revision to existing offerings reflecting innovations/progress in the field, integrating new teaching-learning practices or technologies to enhance student experiences).</p> <p>OR</p> <p>Primary mentor for at least three (3) special student projects with positive evaluation or supportive letters of reference from mentees (e.g., theses, doctoral / master capstone projects, post-doctoral fellowships, research, or independent studies).</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</i></p> <hr/> <p>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</p> <p>Since last promotion:</p> <p>Consistently excellent student teaching evaluations (e.g., ≥ 4 on a 5-point scale or equivalent) for majority of courses taught or co-taught with satisfactory ratings for the remainder.</p> <p>AND</p>

<p>CLINICAL PRACTICE (if applicable) Practice that supports a teaching agenda and is judged to be impactful work through external validation (external reviewers).</p> <ul style="list-style-type: none">• Awards for practice-based projects• Publication of practice innovation in a prominent professional journal• Prestigious honors and awards	<p>Peer or supervisor reviews describing quantitative and qualitative evidence of teaching strengths (e.g., ≥ 4 on a 5-point scale or equivalent) with at least one (1) conducted within last three (3) years.</p> <p>AND</p> <p>Documented active participation in instructional design, based on best evidence, to promote learner success (e.g., at least one (1) contribution to course/ curriculum development, implementation, evaluation or revision to existing offerings reflecting innovations/progress in the field, integrating new teaching-learning practices or technologies to enhance student experiences).</p> <p>OR</p> <p>Primary mentor for at least five (5) special student projects with positive evaluation or supportive letters of reference from mentees (e.g., theses, doctoral / master capstone projects, post-doctoral fellowships, research, or independent studies).</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</i></p>
---	---

TRACK: Tenure

1.6.2 AREA: Research/Scholarship/Creative Work (Working Copy; to be finalized at later date)

USING EVIDENCE OF ACHIEVEMENT IN CONSIDERATION OF TJU FACULTY APPOINTMENT, PROMOTION, AND TENURE MILESTONES

All applications for appointment, promotion, or tenure are reviewed on an individual basis by relevant committees and academic leaders to evaluate whether the candidate's evidence of achievement demonstrates readiness for progression to the next career development milestone as referenced in the Thomas Jefferson University Faculty Handbook. The general guidelines and minimum expectations summarized below are intended to provide **context and general guidance** for faculty and committee members around how faculty readiness for career development milestones may be determined or evaluated within the disciplines of the college. Minimum criteria define the threshold below which a candidate will not be considered for appointment, promotion, or tenure. **Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment, promotion, or tenure**, as each faculty dossier must be reviewed and evaluated on a holistic basis to determine merit, relevance, and impact in the field, in consideration of whether the candidate **meets University milestones**. While it is expected that candidates will have strengths in particular milestones, **all milestones must be achieved** for appointment, promotion or tenure, as applicable.

Additionally, all faculty are expected to adhere to high ethical and moral standards in the performance of professional duties, including adherence to the code of conduct and other university policies, and to model personal conduct that upholds the core values of the institution.

Associate Professor Milestone: The candidate's portfolio of original research/scholarship/creative work provides a clear and defined contribution to the discipline and demonstrates focus and skill. While the candidate's portfolio of work may be considered "emerging" in the discipline, the contributions must be evaluated as meaningful by academic leaders and peers in the discipline.

Professor Milestone: The candidate's portfolio of research/scholarship/creative work reflects persistence and significant, original, ongoing contributions to the discipline, and overall demonstrates enduring and measurable impact on the discipline as judged by academic leaders and recognized peers in the discipline.

Examples of Evidence	Guidance per Career Milestone	Case Examples
<p><u>Primary Evidence</u></p> <p>PUBLICATION – Sustained and focused portfolio of research and scholarship as lead or communicating author in externally-reviewed/ refereed publications with a national or international audience. Authorship contribution examples include: conceived of the project; designed the project; performed the literature review; acquired the data; analyzed the data; wrote and edited the manuscript:</p> <ul style="list-style-type: none"> • Publication in peer-reviewed journals considered impactful by the discipline • Books - authored or co-authored that provide original or novel perspective on their field (academic or trade press) • Book chapters - authored or co-authored that provide an original or novel perspective on their field (academic or trade press) <p>PUBLIC PRESENTATION -- Peer-reviewed conference / panel/ poster presentations and invited public lectures.</p> <ul style="list-style-type: none"> • Publication of papers / posters for refereed conference sessions, in conference proceedings • Presentation of papers / posters at professional meetings in refereed sessions • Presentation of original scholarly work as invited lecturer to fellow scholars <p>FUNDING – External research grant funding as principal (or co-principal) investigator or other external sponsorships.</p> <ul style="list-style-type: none"> • Grants or sponsorship funding received in support of research 	<p>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</p> <p>Publication: The candidate’s portfolio must include description and / or reference to how publications meet expected levels of significant contribution in authorship.</p> <p>Typically, the candidate is expected to be lead or communicating author for 5-7 peer-reviewed publications in national or international journals.</p> <p>AND</p> <p>Presentation: Typically, the candidate is expected to have at least four (4) paper or poster presentations of research in refereed sessions at professional meetings.</p> <p>AND</p> <p>Funding: Receipt of a major external grant as principal or multi-principal investigator (e.g. federal multi-year or other equivalent forms of research funding support).</p> <hr/> <p>TENURE REVIEW</p> <p>Publication: The candidate’s portfolio must include description and / or reference to how publications meet expected levels of significant contribution in authorship.</p> <p>Typically, the candidate is expected to be lead or communicating author for 7-9 publications, of which minimally six (6) are publications from nationally or internationally recognized peer-reviewed journals.</p> <p>AND</p>	<p>The most significant consideration for promotion within the Tenure track is related to scholarship impact.</p> <p>Examples from candidate’s portfolio that might contribute to a record of impactful scholarship:</p> <ul style="list-style-type: none"> • Single-authored publication in a top-tier peer-reviewed journal • Authoring publications as lead or communicating author in peer-reviewed national or international journals that are judged by the discipline as having high professional impact • Scholarly activity in progress that indicate further definition and refinement of a body of work, including completion of manuscripts at different stages of readiness • Multiple conference paper or poster presentations in peer-reviewed sessions • Successful multi-year grant submission/ award AND sustained funding • Recipient of prestigious award from the discipline • Invited speaker by leadership in the field at a high visibility national or international professional meeting • Invited participant as discipline leader in a national or international task force. • Serving as editorial board member for a peer-reviewed journal and reviewing 10 manuscripts for potential publication

Examples of Evidence	Guidance per Career Milestone	Case Examples
<ul style="list-style-type: none"> • Principal or multi-principal investigator for a grant <p>INNOVATION - Evidence of substantive innovation in practice, product, or delivery with significant, measurable scholarly, industry, or social impact.</p> <ul style="list-style-type: none"> • Technology transfer activities such as: patenting, licensing, start-up creation, and commercialization that shows significant and measurable impact (patent or product innovation developed or co-developed may substitute for one [1] peer-reviewed article) • Innovations in industry practice supported by qualitative or quantitative measures of reputation, emulation, and improved outcomes <p><u>Optional Supplemental Evidence</u></p> <p><i>Evidence is expected to be demonstrated from the primary activity areas listed above, but evidence from the list below may be used to strengthen a candidate's portfolio.</i></p> <ul style="list-style-type: none"> • High visibility publication invited by leadership in the field (e.g., monograph, white paper, technical report, review) • Presentation of teaching-related projects and posters for refereed conferences, published in conference proceedings <p>PRACTICE Practice that supports a research agenda and is judged to be impactful work through external validation.</p> <ul style="list-style-type: none"> • Awards for practice-based projects • Publication of practice innovation in a prominent professional journal 	<p>Presentation: Typically, the candidate is expected to have at least four (4) paper or poster presentations of research at professional meetings.</p> <p>AND</p> <p>Funding: Sustained grant funding as principal investigator or multi-principal investigator (e.g. federal and/or multi-year sponsored funding, or other forms of research funding support).</p> <hr/> <p>APPOINTMENT OR PROMOTION TO FULL PROFESSOR Since achieving Associate Professor:</p> <p>Publication: The candidate's portfolio must include description and / or reference to how publications meet expected levels of significant contribution in authorship.</p> <p>Typically, the candidate is expected to be lead or communicating author for 8-10 publications in peer-reviewed national or international journals OR one (1) book (or pending) from a peer-reviewed academic or trade press and six (6) publications.</p> <p>AND</p> <p>Presentation: The candidate should have at least six (6) paper or poster presentations of research in refereed sessions at professional meetings.</p> <p>AND</p> <p>Funding: Sustained grant funding as principal investigator or multi-principal investigator (e.g. federal and/or multi-year sponsored funding, or other equivalent forms of research funding support).</p>	

TRACK: Tenure

1.6.3 AREA: Service (Working Copy; to be finalized at later date)

USING EVIDENCE OF ACHIEVEMENT IN CONSIDERATION OF TJU FACULTY APPOINTMENT, PROMOTION, AND TENURE MILESTONES

All applications for appointment, promotion, or tenure are reviewed on an individual basis by relevant committees and academic leaders to evaluate whether the candidate's evidence of achievement demonstrates readiness for progression to the next career development milestone as referenced in the Thomas Jefferson University Faculty Handbook. The general guidelines and minimum expectations summarized below are intended to provide **context and general guidance** for faculty and committee members around how faculty readiness for career development milestones may be determined or evaluated within the disciplines of the college. Minimum criteria define the threshold below which a candidate will not be considered for appointment, promotion, or tenure. **Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment, promotion, or tenure**, as each faculty dossier must be reviewed and evaluated on a holistic basis to determine merit, relevance, and impact in the field, in consideration of whether the candidate **meets University milestones**. While it is expected that candidates will have strengths in particular milestones, **all milestones must be achieved** for appointment, promotion or tenure, as applicable. Additionally, all faculty are expected to adhere to high ethical and moral standards in the performance of professional duties, including adherence to the code of conduct and other university policies, and to model personal conduct that upholds the core values of the institution.

ASSOCIATE PROFESSOR MILESTONE

Institutional Service: The candidate is actively involved and accepts opportunities to serve the university and/or its colleges and programs. The candidate shows strong commitment to institutional service as evidenced, for instance, by effective contributions on program, college and/or university committees and clear contributions to the well-being and advancement of the university.

External Service/Performance: The candidate shows a strong commitment to service to the profession. The candidate is recognized as having an emerging national reputation in the discipline as demonstrated by activities that lead to advancement of the profession (such as participation in regional or national professional organizations, professional peer review activities, contribution to national meetings or other similar accomplishments as appropriate to the discipline).

PROFESSOR MILESTONE

Institutional Service: The candidate is actively involved and accepts opportunities to serve the university and/or its colleges and programs. The candidate shows a strong commitment to institutional service as evidenced, for instance, by effective contributions to program, college and/or university committees, and/or through institutional leadership roles. The candidate's record of contributions to the well-being and advancement of the university is considered outstanding.

External Service/Performance: The candidate has achieved a strong national (and international where appropriate) reputation for their contributions to the discipline and demonstrates ongoing service to the discipline as manifest, for instance, by continued invitations to serve in the activities of professional societies, to speak about the candidate's work, to participate in professional peer review activities or other similar accomplishments as appropriate for the discipline.

Examples of Evidence Institutional Service	Examples of Evidence External Service	Guidance per Career Milestones
<p>Committee service</p> <ul style="list-style-type: none"> • Service on university standing committees or task forces • Service on college/ department committees or task forces <p>Recruiting activities</p> <ul style="list-style-type: none"> • Required participation (e.g., Open Houses) • Participation in university-sponsored recruiting events and/or activities <p>Accreditation-related activities (for faculty in accredited programs)</p> <ul style="list-style-type: none"> • Collecting and archiving student work; assisting in the display of student work • Assisting in completion of documents required by accrediting organization <p>Administrative activities</p> <ul style="list-style-type: none"> • Departmental or university administrative responsibilities • Coordinating adjunct faculty; includes recruiting, interviewing, mentoring, monitoring, and evaluating adjunct faculty 	<p>Professional Service</p> <ul style="list-style-type: none"> • Significant contributions to the profession, including leadership or professional activity in professional organizations and relevant community organizations (e.g., board member or committee membership) • Documented contributions to meetings/ conferences of professional organizations and professionally relevant community organizations • Professional review activities, including grants, publication peer review, and conference abstracts/ proposals • Lectures, presentations, seminars, workshops, panel discussions, symposia, invited juror and/or guest critic that have the potential to substantively impact the reputation of the faculty, college or university at a regional, national or international level • Teaching of professional seminars outside the university that have the potential to substantively contribute to reputation of faculty, college or university • Community service that enhances the reputation of the university • Professional organization service related to the 	<p>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</p> <p>INTERNAL: The candidate accepts opportunities to serve; demonstrates clear contributions to the well-being and advancement of the university.</p> <p>The candidate contributes in at least two (2) institutional service activities. An activity counts when the candidate can show serious, thoughtful contribution over time. At least one (1) of these institutional service activities must be at the college or university level.</p> <p>AND</p> <p>The candidate demonstrates ongoing participation in recruiting and accreditation-related activities.</p> <p>AND</p> <p>The candidate has served in a leadership position, or provided documented substantive contributions, at the department, college or university level.</p> <p>EXTERNAL: The candidate is recognized as having an emerging national reputation in the discipline as demonstrated by activities that lead to advancement of the profession.</p> <p>The candidate has contributed in at least four (4) external service activities that contribute substantively to the faculty, college or university reputation, and that demonstrate achievement and a growing reputation in the field at a regional or national level (such as participation in regional or national professional organizations, professional peer review activities, contribution to national meetings). A complement of activities over time is expected.</p>

<p>Other activities</p> <ul style="list-style-type: none"> • Advising student groups • Conducting professional development workshops • Serving as official mentor for junior faculty 	<p>mission of the university, college, or program</p>	<p>APPOINTMENT OR PROMOTION TO PROFESSOR</p> <p>Since appointment or last promotion Faculty will demonstrate the following:</p> <p>INTERNAL: The candidate accepts opportunities to serve; demonstrates outstanding contributions to the well-being and advancement of the university (e.g., through institutional leadership roles).</p> <p>The candidate contributes in at least four (4) institutional service activities. An activity counts when the candidate can show serious, thoughtful contribution over time. At least one (1) of these institutional service activities must be at the college or university level.</p> <p>AND</p> <p>The candidate demonstrates ongoing participation in recruiting and accreditation-related activities.</p> <p>AND</p> <p>The candidate has served in a leadership position, or provided documented substantive contributions, at the department, college or university level.</p> <p>EXTERNAL: The candidate has achieved a strong national (and international where appropriate) reputation for their contributions to the discipline.</p> <p>The candidate has contributed in at least eight (8) external service activities that contribute substantively to the faculty, college or university reputation, and that demonstrate increasing reputation and leadership in the field at a national or international level (such as continued invitations to serve in the activities of professional societies, to speak about the candidate's work, to participate in professional peer review activities). A complement of activities over time is expected.</p>
--	---	--

Appendix II to JCHP Supplement to TJU Faculty Handbook

Candidate Dossier Preparations: Appointment and Promotion

TABLE OF CONTENTS

CANDIDATE DOSSIER PREPARATION: APPOINTMENT AND PROMOTION.....	39
2.1 INITIAL APPOINTMENT.....	39
2.1.1 Faculty Checklist – Initial Appointment Packet.....	39
2.1.2 Initial Appointment: Teaching Activities Chart.....	42
2.2 PROMOTION.....	45
2.2.1 Faculty Checklist -- Promotion.....	45
2.3 EXTERNAL REVIEW AT THE SENIOR FACULTY RANK FOR INITIAL APPOINTMENT OR PROMOTION	49
2.4 VOLUNTEER FACULTY APPOINTMENT.....	53
2.4.1 Volunteer Faculty: Chair Checklist	53
2.4.2 Volunteer Faculty: Chair Appointment Agreement.....	56
2.4.3 Volunteer Faculty: Candidate Application for Appointment.....	57
2.4.4 Volunteer Faculty: Candidate Appointment Checklist.....	59

CANDIDATE DOSSIER PREPARATION: APPOINTMENT AND PROMOTION

2.1 INITIAL APPOINTMENT

2.1.1 Faculty Checklist – Initial Appointment Packet

A faculty's **Initial Appointment** packet has multiple documents that are reviewed by different individuals and offices. This document describes the requirements for the contents of the packet that are the responsibility of the faculty. The Department Chair/Program Director is responsible for a) providing this document to the faculty upon hire (or at time of appointment discussion); and b) ensuring that all documents are complete, and included in the packet.

All appointments are processed by the Dean's Office and require action by the Dean, JCHP Faculty Affairs Committee, JCHP Executive Committee (Executive Session) and the Jefferson Academic Board (JAB). Appointment at senior rank also requires external review of scholarship and service, and review by the University APT Committee before submission to the Office of the Provost and action by the Jefferson Academic Board (JAB).

Completed appointment packets are typically received by the JCHP Office of the Dean within 1-3 months of employment. *Note: Once approved, the effective date reflects the faculty's date of hire, whereas July 1 of the next fiscal year is the typical effective date for promotion.*

Faculty Initial Appointment Packet – Associate Professor and Professor Ranks (all tracks)

1. **Current CV** (follow university template; reverse chronological order; document teaching, scholarship and service within CV)
 - Identifying data: name, credentials, address, telephone number, email
 - Licensure / Certification (if applicable): state, number, expiration date, copy of license(s)/ certification(s)
 - Education: institution, location, field of study, degree received/anticipated and date
 - Professional Experience: clinical, administrative and educational (employment and positions held): include title/position, faculty rank, institution, location, duration (from ___ to ___)
 - Scholarly Activities: (differentiate between peer reviewed and non-peer reviewed activities)
 - Peer Reviewed Publications: include papers in journals, digital materials published, monographs, chapters in books, and books (provide full bibliographic citation for retrieval/ downloading)
 - Peer Reviewed Scientific and Professional Presentations: include presenter(s), title, organization, location, date
 - Abstracts (provide full bibliographic citation)
 - Non-Peer Reviewed Publications (provide full bibliographic citation)
 - Non-Peer Reviewed Presentations
 - Funded/ In Review Grant Activity: include authorship/participation [role in project], amount of funding awarded, nature of project, date, and source)
 - Other Scholarly Products/Research Activity/ Innovations: include authorship, nature, funding (external, grant, internal)

- Institutional Service: participation and leadership roles on institutional committees, professional organizations, and other volunteer organizations, if appropriate
 - External Service: community organizations and events, professional organization roles, and special projects that contribute to university and/or faculty reputation in the field
 - Honors and Awards (if applicable): include title or nature, awarding agency, date
 - Evidence of Continuing Education/ Professional Development: conferences, seminars, workshops (location and year...within the past 5 years)
 - Teaching Responsibilities (in sequence, by semester; include course #, title, role in course). If less than 1-year fulltime teaching experience, complete *Teaching Activities Chart*.
2. For initial appointment, copy of faculty current professional license and/or certification (if applicable). Copies are maintained in department/ program files.

3. Teaching

For Assistant Professor appointment

- Teaching Activities Chart: if less than 1-year fulltime (or equivalent) teaching experience (not required if \geq 1-year fulltime teaching experience is clearly documented within CV). *Note: Teaching Activities Chart contains a section for the Teaching Statement within the document.*

OR

- Teaching Statement: if \geq 1-year fulltime teaching experience (e.g., “*Here is how I teach and student feedback indicates...*”)
- Evidence of teaching effectiveness, as available:
 - Teaching observation by supervisor/ peer; student teaching evaluations or equivalent (e.g., observations from teaching demonstration; student testimonials)
 - Teaching self-reflection (based on teaching-performance feedback)
 - Example of teaching material
 - Documented teaching-related professional development (at professional or institutional level)

For Associate Professor or Professor appointment

- Teaching Statement (e.g., “*Here is how I teach and student feedback indicates...*”)
- Documentation validating teaching effectiveness (*refer to milestones and evidence of achievement guidelines for track and rank*)
 - Teaching observation by supervisor/ peer; student teaching evaluations or equivalent (e.g., observations from teaching demonstration; student testimonials)
 - Description and example of instructional delivery/ curriculum development or teaching innovations
 - Primary mentor for special student projects (with evaluations from mentees)

4. **Scholarship** (*participation in scholarly activities related to practice, teaching and/or scholarship – refer to milestones and evidence of achievement guidelines for rank and track*)

For Assistant Professor appointment

- Evidence of regular professional development required to maintain license and demonstrate *currency in the field* (document continuing education, workshops, coursework within CV [for last 5 years])
- Active participation in scholarly activities, as applicable (list within CV):
 - Examples: professional forums that contribute to the discipline (i.e., presenting in journal club; member of task force / quality improvement project, invited speaker at professional meetings); contributing to professional literature; posters or presentations at professional meetings; innovations; funding
- Scholarship Statement (required for *Teacher Scholar* track): brief description of scholarly focus: for example, “I’m interested in _____ and you’ll see on my CV that I have presented and published on this topic here...”).
 - If applicable, indicate authorship contribution for scholarly products (e.g., conceived of the project; designed the project; performed literature review; acquired the data; analyzed the data; wrote and edited the manuscript)

For Associate Professor or Professor appointment

- Scholarship statement (briefly describe scholarly focus; “I’m interested in _____ and you’ll see on my CV that I have presented and published on this topic here.”)
- Evidence of active participation in scholarly activities (document in CV; e.g., participation in professional forums that contribute to the discipline, posters/presentations at local, state or national professional meetings, contributions to professional literature)
- Annotated list of scholarly products (annotated lists are in addition to publication list in CV)
 - Describe authorship contribution for each product (e.g., conceived of the project; designed the project; performed literature review; acquired the data; analyzed the data; wrote and edited the manuscript)
 - Provide numerical breakdown of scholarly products within the last 5 years (e.g., xx peer-reviewed publications; yy refereed papers at national conferences; zz invited presentations; xx grant awards totaling \$xxx, etc.)

5. **Service:** evidence of community/ professional/ institutional or equivalent service (list within CV)

6. **External Reviewer List** (for faculty applying for appointment at senior ranks -- Associate Professor and Professor)

- Provide the required information for six (6) external review contacts (*refer to additional guidelines for selecting external reviewers in section 2.3 External Review at the Senior Faculty Rank*)
- Upload list to JCHP Canvas APT site
Note: The College Faculty Affairs Committee (FAC) will select reviewers from each candidate’s respective list for external review of scholarship and service milestones.

2.1.2 Initial Appointment: Teaching Activities Chart

JCHP TEACHING ACTIVITIES CHART

(Documentation to Support Teaching Experience)

Date Received in Dean's Office: _____; Initials _____

After completion, please send electronically to the Dean's Office, c/o
JCHPDeansOffice@jefferson.edu.

General Instructions

The purpose of the *Teaching Activities Chart* is to **document** faculty's **teaching** activities for consideration in the initial appointment process.

Candidates applying for a JCHP initial faculty appointment in any of the tracks used throughout the college must demonstrate an introductory level of post-secondary teaching competence. This can be accomplished through documented minimum 1-year fulltime teaching in a faculty role as listed on the candidate's curriculum vitae (CV), OR, through evidence of equivalent teaching experience as provided on the teaching activities chart below.

Evidence of 1-year fulltime teaching equivalency is typically based on a combination of part-time or adjunct teaching, lecturing, laboratory, and/or clinical teaching. The minimum 1-year requirement must be evident from the candidate's CV or the teaching activities chart.

Faculty Name: _____ **Date:** _____
Department/Program: _____

I. Teaching Statement

Provide a teaching philosophy statement and how you hope to impact student learning. If applicable, document teaching feedback and changes you made to improve quality and effectiveness of your teaching (support with specific examples as available).

II. Courses Taught (document your teaching experience in the chart below; indicate the number of hours of instruction, add more rows as needed)

	Title or Topic	Teaching Role (primary course faculty, co-taught, course coordinator, teaching assistant, completed student evaluations, developed exams, taught new course)	Total # Teaching Hours (e.g., 3 hrs/wk for 15 wks = 45 hrs)
Lecture/Lab Course A			

Lecture/Lab Course B			
Lecture/Lab Course C			
Lecture/Lab Course D			
Simulations			
Other (describe)			
Other (describe)			

*Contributions to curriculum design or development noted in section V below

III. Other Direct Teaching Activities (document **occasional** or invited lectures and teaching activities unrelated to formal course role; add more rows as needed)

	Topic & Audience	Total # Teaching Hours	Delivery Frequency (e.g., annually since 20xx)
Guest lecture/ guest lab instructor			
Small group teaching			
Workshop/ Inservice for professionals			
Community Presentations			
Conference presentation/ poster			
Mentor Student Project			
Supervise Research			
Other (describe)			
Documented participation in teaching-related continuing education (at professional or institutional level)	Please describe:		

IV. Clinical Teaching/Supervision (document on-site preceptor/ clinical instructor experience during clinical rotations).

Describe your supervisory and teaching contribution: (e.g., teach student's clinical skills; periodic check-in/supervision, final assessment of student competency, etc.):

<ul style="list-style-type: none"> • # Students/rotation: _____ • Length of rotation in weeks: _____ • # Rotations/year: _____ • # Years as Clinical Instructor: ___ 	<ul style="list-style-type: none"> • Total average direct teaching hours/week (e.g., 8 hrs/wk): _____ • Total hours direct teaching/ rotation (e.g., 8 hrs/wk for 5 weeks = 40 hrs): _____
<p>Have you received student and/or peer feedback on your teaching? If so, please describe:</p>	

V. Curriculum Design or Development (document curriculum development activities for new or existing courses, clinical experiences, or programs).

	Curriculum Topic & Audience	Your Contribution
Module		
Syllabus/Topical Outline		
Learning activities		
Learning assessment		
Clinical Teaching		
Research		
Other		

2.2 PROMOTION

2.2.1 Faculty Checklist -- Promotion

JEFFERSON COLLEGE OF HEALTH PROFESSIONS

Faculty Checklist - Promotion Packet

A faculty's **Promotion** packet has multiple documents that are reviewed by different individuals and offices. This document describes the requirements for the contents of the packet that are the responsibility of the faculty.

Completed promotion packets must be received by the JCHP Office of the Dean (or uploaded to Canvas) by **November 1**. The Chair is responsible for ensuring that all documents are complete, and included in the packet. *Note: Faculty appointments must be reviewed and approved by the Dean as well as a series of committees including the College Executive Committee and the Jefferson Academic Board (JAB). Promotions typically become effective by July 1 of the next fiscal year.*

Faculty Promotion Packet (Candidate Responsibilities)

1. **Current CV** (follow university template: reverse chronological order; document teaching, scholarship and service within CV)
 - Identifying data: name, credentials, address, telephone number, email
 - Licensure / Certification (if applicable): state, number, expiration date, copy of license(s)/ certification(s)
 - Education: institution, location, field of study, degree received/anticipated and date
 - Professional Experience (employment and positions held): include title/position, faculty rank, institution, location, duration (from ___ to ___)
 - Scholarly Activities (differentiate between peer reviewed and non-peer reviewed activities)
 - Peer Reviewed Publications: include papers in journals, digital materials published, monographs, chapters in books, and books (provide full bibliographic citation for retrieval/ downloading)
 - Peer Reviewed Scientific and Professional Presentations: include presenter(s), title, organization, location, date
 - Abstracts (provide full bibliographic citation)
 - Non-Peer Reviewed Publications (provide full bibliographic citation)
 - Non-Peer Reviewed Presentations
 - Funded/ In Review Grant Activity: include authorship/participation [role in project], amount of funding awarded, nature of project, date, and source)
 - Other Scholarly Products/Research Activity/ Innovations: include authorship, nature, funding (external, grant, internal)
 - Institutional Service
 - Cite membership and leadership roles on university-level, college, department and/or program committees/ councils/ commissions
 - External Service: community organizations and events, professional organizations, and special projects that contribute to university and/or faculty reputation in the field
 - Cite membership and leadership roles and dates for community, professional, and other volunteer organizations, as applicable
 - Honors and Awards (if applicable): include title or nature, awarding agency, date

- Evidence of Continuing Education/ Professional Development: conferences, seminars, workshops (location and year...within the past 5 years)
 - Teaching Responsibilities: in sequence, by semester; include course #, title, role in course
2. **New or Advanced Degree** (if applicable, and ONLY if earned after initial hire): copy of diploma or similar documentation
3. **Attestation** that professional license and/or certification are current, and copies are maintained in department/ program files (if applicable)
- Upload a statement OR provide copy of current license
 - Also note license/certification information in CV
4. **Teaching** (*excellence in teaching and commitment to educational mission through ongoing improvement in pedagogy and teaching methods; refer to milestones and evidence of achievement guidelines for track and rank*)
- Document all teaching activities within CV (minimum 1-year full-time teaching experience required for promotion to Assistant Professor)
- Teaching statement
- “Here is how I teach and student feedback indicates...”
 - Include self-reflection based on teaching-performance feedback (i.e., document feedback and changes made to improve quality and effectiveness of teaching; support with specific examples)
- Documentation validating teaching effectiveness
- For promotion to Assistant Professor (*refer to relevant milestones and evidence of achievement guidelines for track and rank*)
- Teaching observation by supervisor/peer (minimum one [1] conducted within last year)
 - Student teaching evaluations (for at least two [2] different teaching experiences)
 - Example of teaching materials (e.g., syllabus, topic outline, learning activities, exam development, lesson plan with objectives and assessment[s] of student learning; sample of feedback provided to students on an assignment [i.e., through email communication, rubric, written comments])
 - Recommended: Teaching-related professional development (at professional or institutional level; at least one [1] time within last two [2] years)
- For promotion to Associate Professor and/or Professor (*refer to relevant milestones and evidence of achievement guidelines for track and rank*)
- Student teaching evaluations (or equivalent)
 - Peer/ supervisor reviews/ observations of teaching performance
 - Documented active participation in instructional design (e.g., contributions to course/ curriculum development, implementation, evaluation or revision to

existing offerings reflecting innovations/progress in the field, or integrating new teaching-learning practices or technologies to enhance student experiences) OR primary mentor for special student projects (with evaluations from mentees)

5. **Scholarship** (*participation in scholarly activities related to practice, teaching and/or scholarship*)

For promotion to Assistant Professor (*refer to milestones and evidence of achievement guidelines for track and rank*)

- Scholarship statement: briefly describe scholarly focus; provide examples of scholarly activity where applicable, including topics for possible future direction
- Regular professional development required to maintain license and demonstrate *currency in the field* (document workshops, continuing education, coursework in CV [within last 5 years])
- Evidence of active participation in scholarly activities (document in CV; e.g., participation in professional forums that contribute to the discipline, posters/presentations at local, state or national professional meetings, contributions to professional literature [case report or publication])

For promotion to Associate/Professor (*refer to milestones and evidence of achievement guidelines for track and rank*)

- Scholarship statement (briefly describe scholarly focus; “*I’m interested in and you’ll see on my CV that I have presented and published on this topic here.*”)
- Annotated list of scholarly products, as applicable (annotated lists are in addition to publication list in CV)
 - Description of authorship contribution for each (e.g., conceived of the project; designed the project; performed literature review; acquired the data; analyzed the data; wrote and edited the manuscript)
 - Numerical breakdown of scholarly products (e.g., xx peer-reviewed publications; yy refereed papers at national conferences; zz invited presentations; xx grant awards totaling \$xxx, etc.)
- Electronic copies of scholarly products that are NOT easily accessible to the general public to enable external review (e.g., chapters, conference presentation abstracts, etc.)

6. **Service** (*refer to milestones and evidence of achievement guidelines for track and rank*)

- Significant activity within the past 5 years in service to the institution and professional organizations at the local, state, or national levels [list within CV]

7. Letter(s) of Recommendation (optional letter[s] of support beyond those required by Chair, Dean)

8. **External Reviewer List** (for faculty applying for Associate Professor and Professor ranks)

- Provide the required information for six (6) external review contacts (*refer to additional guidelines for selecting external reviewers [section 2.3 External Review at the Senior Faculty Rank]*)
- Upload list to JCHP Canvas APT site

Note: The College Faculty Affairs Committee (FAC) will contact reviewers for external review of scholarship and service milestones.

JCHP FAC, December 2021

2.3 EXTERNAL REVIEW AT THE SENIOR FACULTY RANK FOR INITIAL APPOINTMENT OR PROMOTION

A candidate's **Appointment or Promotion Portfolio** has multiple documents that are reviewed by different individuals and offices. This document describes the requirements for external review of the candidate's *scholarship and service milestones*.

Responsibilities of the Candidate

External reviewer list (for faculty applying for appointment or promotion at senior ranks -- Associate Professor and Professor)

- Provide a list of six (6) names, contact information (including email), and description of relationship (refer to guidelines for selecting external reviewers at end of this document)
- Upload list to College Canvas APT site

Note: The College Faculty Affairs Committee (FAC) will choose contacts for external review of scholarship and service milestone achievement from the list provided.

Responsibilities of the College

Required letters for initial appointment (obtained by Dean's office)

External Review letters (for senior faculty with regard to scholarship and service milestone achievement):

- Two (2) external reviews for faculty seeking appointment at same rank as previous employment
- Four (4) external reviews for faculty seeking promotion in rank
- The final list of external reviewers is confidential and should not be shared outside of the review process or with a candidate.

External Reviewer Guidelines -- for senior faculty with regard to scholarship and service milestone achievement (provided by Office of Provost)

- External reviewers will be nationally and/or internationally recognized experts in their respective disciplines or interdisciplinary fields and come from (or formerly came from, in the case of retired faculty) academic or research institutions of high stature, typically at or above the stature of Jefferson.
- For promotion to Associate Professor or Professor, external reviewers must, at least, hold the rank for which the candidate is applying and should have a portfolio of work similar to that which is being evaluated.
- External reviewers must be at "arm's length" from the candidate. An external reviewer may not have served on the candidate's dissertation proposal committee or dissertation committee or served as a supervisor or employer of the candidate. External reviewers will not be (or have not been) co-authors or co-PIs of the candidate in the recent past (4-5 years). External reviewers should not have worked or trained with the candidate and should not be solicited from institutions where the candidate has worked or trained.
- External reviewers will be asked and are expected to disclose any personal or business

relationships with the candidate and state their ability to make an independent and unbiased judgment on the candidate's accomplishments.

- Individuals who may serve as potential external reviewers for appointments and promotions to senior faculty ranks (and for tenure) are selected by the JCHP Faculty Affairs Committee and informed by recommendations provided by the candidate and subsequent approval by the Dean. The candidate may be asked to help supply additional names if a potential reviewer fails to respond or declines to participate.
 - Under no circumstances should a candidate contact the recommended reviewers or any individual invited to serve in this capacity.
-

External Reviewer Recommendation List

Faculty: Complete the following and upload as directed.

Faculty Name/Degree(s): _____ **Date:** _____

Anticipated Track and Rank: _____

Reviewer Name/Degree(s): Rank / Title: Institution: Email:	Institution: Field of Scholarship: Telephone:
Why have you selected this potential external reviewer?	
Describe your relationship with this potential external reviewer:	
Have you ever worked or trained with this individual? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you ever collaborated with this individual in a scholastic, commercial, or professional service capacity? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If so, please explain the nature of your collaboration:	

Reviewer Name/Degree(s): Rank / Title: Institution: Email:	Institution: Field of Scholarship: Telephone:
Why have you selected this potential external reviewer?	
Describe your relationship with this potential external reviewer:	
Have you ever worked or trained with this individual? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you ever collaborated with this individual in a scholastic, commercial, or professional service capacity? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If so, please explain the nature of your collaboration:	

Reviewer Name/Degree(s): Rank / Title: Institution: Email:	Institution: Field of Scholarship: Telephone:
Why have you selected this potential external reviewer?	
Describe your relationship with this potential external reviewer:	
Have you ever worked or trained with this individual? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you ever collaborated with this individual in a scholastic, commercial, or professional service capacity? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If so, please explain the nature of your collaboration:	

Reviewer Name/Degree(s):	Institution:
Rank / Title:	Field of Scholarship:
Institution:	Telephone:
Email:	
Why have you selected this potential external reviewer?	
Describe your relationship with this potential external reviewer:	
Have you ever worked or trained with this individual? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you ever collaborated with this individual in a scholastic, commercial, or professional service capacity? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If so, please explain the nature of your collaboration:	

Reviewer Name/Degree(s):	Institution:
Rank / Title:	Field of Scholarship:
Institution:	Telephone:
Email:	
Why have you selected this potential external reviewer?	
Describe your relationship with this potential external reviewer:	
Have you ever worked or trained with this individual? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you ever collaborated with this individual in a scholastic, commercial, or professional service capacity? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If so, please explain the nature of your collaboration:	

Reviewer Name/Degree(s):	Institution:
Rank / Title:	Field of Scholarship:
Institution:	Telephone:
Email:	
Why have you selected this potential external reviewer?	
Describe your relationship with this potential external reviewer:	
Have you ever worked or trained with this individual? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you ever collaborated with this individual in a scholastic, commercial, or professional service capacity? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If so, please explain the nature of your collaboration:	

2.4 VOLUNTEER FACULTY APPOINTMENT

2.4.1 Volunteer Faculty: Chair Checklist

JEFFERSON COLLEGE OF HEALTH PROFESSIONS

Volunteer Faculty Initial Appointment Packet (Chair Information)

DEFINITION

“5.1.2.1. Volunteer Faculty. An individual who is approved to assist the University with teaching and/or collaborative research endeavors of the University, but does not receive compensation. Volunteer Faculty are not employed by the University to fulfill a faculty role, but may be employed by the University or elsewhere within Jefferson Health in other roles, or may be employed by another entity. Non-employed faculty are not eligible for faculty employment benefits. Volunteer Faculty may be granted a ranked title, subject to College and University policies...” (TJU Faculty Handbook, 2019, pp. 17-18)

Candidates interested in appointment as *Volunteer Faculty* require multiple documents that are reviewed by different individuals and offices. This document describes documents required for volunteer faculty appointment as **Clinical Instructor or Clinical Assistant Professor**. Appointment and rank are determined by candidate’s professional qualifications as delineated below. Volunteer faculty with the requisite professional experience and credentials to seek ranked appointments at Associate and Professor levels will follow guidelines established for the Clinician/ Practice Educator track (prefix Clinical).

Typical volunteer faculty contributions have included the following:

- periodic classroom guest lectures, simulation lab activities, research
- participation in advising, open house, interviewing applicants or prospective faculty, or other similar work to support the academic program.
- mentoring faculty and/or students; providing collaborative opportunities between didactic and clinical settings

Clinical Instructor and Clinical Assistant Professor appointment packets are prepared by the department, and submitted to the Office of the Dean for endorsement and processing. The **Chair** (or Program Director) is responsible for ensuring that all documents are complete and included in the appointment packet, and for maintaining documents in department files.

FOR INFORMATION (NOTE: *The following includes information for both the Chair and candidate for information purposes; there is also a separate candidate appointment checklist and packet.*)

Save all documents in .pdf format beginning with candidate lastname.subject.date, and send to Dean’s Office (JCHPDeansOffice@jefferson.edu)

CHAIR/DIRECTOR RESPONSIBILITIES	
1	<p>Volunteer Appointment Agreement (Clinical Faculty)</p> <ul style="list-style-type: none"> • Refer to agreement template; update/ modify to fit department/program needs. Terms are 1-year and are renewable. • Obtain relevant signatures within department/ program
2	<p>Volunteer Faculty: Application for Appointment Update template [i.e., add department/ program name] and send to candidate</p>
3	<p>Nomination Form (TJU standard form) Complete and obtain required signatures, including endorsement by Dean</p>
4	<p>Appointment Packet: request and review materials, assemble application packet</p> <ul style="list-style-type: none"> -Nomination form -Volunteer Faculty Appointment Agreement -Volunteer Faculty Application form -TJU Faculty Attestation and Authorization forms (2) -Candidates' three (3) professional references (including one from current employer) -Candidates' current CV -Candidate's copy of current license -Teaching Activities Chart (to document teaching experience)
CANDIDATE RESPONSIBILITIES (for information only; candidate has separate checklist)	
1	Complete Volunteer Faculty appointment application AND two TJU Faculty Attestation and Authorization forms
2	Provide three (3) professional letters of support, including one from current employer (confirming candidate's teaching effectiveness, practice experience, scholarly activity and/or service credentials [i.e., experience and readiness for appointment])
3	<p>Current CV (organize in reverse chronological order; document teaching, scholarship and service within CV)</p> <ul style="list-style-type: none"> • Identifying data: name, credentials, address, telephone number, email • Licensure / Certification (if applicable): state, number, expiration date, copy of license(s)/ certification(s) • Education: School(s), degree, major, year • Professional Experience: clinical, administrative and educational • Scholarly Activities: publications and presentations (title, location, year) • Institutional Service: participation and leadership roles on institutional committees, professional organizations, and other volunteer organizations, if appropriate • Professional Service: participation in community organizations and events, professional organization roles, and special projects that contribute to reputation in the field • Honors (if applicable): award, organization, year • Evidence of Continuing Education/ Professional Development: conferences, seminars, workshops (location and year...within the past 5 years)
4	Copy of professional license and/or certification (as applicable)

5	<p>Complete Teaching Activities Chart to document clinical teaching experience -- includes Teaching Statement</p> <ul style="list-style-type: none"> • For volunteer faculty, teaching experience can include combination of clinical instruction; student supervision; professional in-services/ workshops; community teaching; discipline-related teaching; as well as traditional full-time and part-time teaching, lecturing, and laboratory teaching.
6	<p>Scholarship (document within CV):</p> <ul style="list-style-type: none"> • Evidence of regular professional development required to demonstrate <i>currency in the field</i> (e.g., documented continuing education, coursework) • Evidence of scholarly orientation to practice and/or teaching through active participation in scholarly activities, such as: <ul style="list-style-type: none"> • Integrating evidence-based literature/ methods/ reasoning into clinical teaching/ clinical education/ practice, demonstrating practice mastery • Participating in professional forums and activities that contribute to the discipline (e.g., presenting in journal club; member of task force/ quality improvement project; invited speaker at professional meeting) <p><u>Desirable</u>: authoring case reports, publications, posters; presenting at professional meetings; participating as team member on internal or external grants</p>
7	<p>Service (list within CV service activity, dates, and role [e.g., chair or member])</p> <ul style="list-style-type: none"> • <u>Institutional</u>. Actively involved and accepts opportunities to serve the program/ college/ university (or equivalent for previous employment) • <u>External/Professional</u>. Demonstrates active involvement in service activities to the academic discipline/ profession and/or service to the larger community.

Rev 3/25/22

2.4.2 Volunteer Faculty: Chair Appointment Agreement
(completed by Department Chair/ Program Director)

Send ALL packet attachments to Dean's Office (JCHPDeansOffice@jefferson.edu)

JCHP Department [insert Department/ Program name where Volunteer Appointment is based):	<input type="checkbox"/> Clinical Instructor
Volunteer Faculty: [insert name and credentials] Email:	<input type="checkbox"/> Clinical Assistant Professor
Term: appointments are for 1-year, and are renewable	<input type="checkbox"/> <i>For ranked appointments at the Associate or Professor level, follow guidelines for Clinician Practice Educator Track initial appointment</i>
	Term dates: [insert dates] Minimum hours: [insert if applicable]

Volunteer Faculty Responsibilities (teaching and/or collaborative research contributions agreed upon by Department Chairperson/ Program Director in consultation with volunteer faculty) [edit bullets]

- Work in the laboratory to perform research
- Work alongside and mentor students in the xxxx program research efforts
- Provide xxxx hours of clinical teaching over the course of the academic year

Signatures/Approvals

Department Chair/Program Director [insert name]: Email [insert]:	Department [insert name]:	Date:
Program Director [insert name if applicable]: Email [insert]:	Program [insert name]:	Date:
Supervising Faculty [insert name if applicable]: Email [insert]:	Program [insert name]:	Date:
Dean: Email:	JCHP Dean	Date:

Optional

Comments: _____

2.4.3 Volunteer Faculty: Candidate Application for Appointment

**VOUNTEER FACULTY APPLICATION FOR APPOINTMENT
THOMAS JEFFERSON UNIVERSITY
JEFFERSON COLLEGE OF HEALTH PROFESSIONS
DEPARTMENT/PROGRAM OF [INSERT DEPARTMENT NAME]**

Clinical Instructor/ Clinical Assistant Professor Application

Dear [insert Department Chair/Program Director Name],

I am applying for a volunteer faculty appointment in the Department/Program of [insert name], College of Health Professions, at Thomas Jefferson University. By completing and signing this application, I acknowledge that I have met the appointment criteria established by Jefferson for this volunteer appointment.

DEFINITION

“5.1.2.1 Volunteer Faculty. An individual who is approved to assist the University with teaching and/or collaborative research endeavors of the University, but does not receive compensation. Volunteer Faculty are not employed by the University to fulfill a faculty role, but may be employed by the University or elsewhere within Jefferson Health in other roles, or may be employed by another entity. Non-employed faculty are not eligible for faculty employment benefits. Volunteer Faculty may be granted a ranked title, subject to College and University policies...” (TJU Faculty Handbook, 2019, p. 17)

Applicant Contact Information:

Name and Credentials	
Address	
Phone	
Email	
Current Place of Employment	Organization Name:
	Address:
Name & Title of Immediate Supervisor	
Supervisor Contact Information	Email:
	Phone:

I have attached the required documents in support of this application:

- TJU Faculty Attestation Form
- TJU Faculty Authorization and Release Form

I understand that I am applying for a volunteer faculty appointment. If my application is approved, I will not be an employee of Thomas Jefferson University and will receive no pay or employee benefits from Jefferson. If approved, I will receive an appointment as a Volunteer Faculty for one (1) year which can be renewed annually, contingent on continued service as an outstanding volunteer faculty and adherence to all department/ program standards and guidelines.

Thank you for considering my application.

Signature

Date

rev 2/25/22

2.4.4 Volunteer Faculty: Candidate Appointment Checklist

JEFFERSON COLLEGE OF HEALTH PROFESSIONS
CLINICIAN/PRACTICE EDUCATOR TRACK
VOLUNTEER FACULTY APPOINTMENT CHECKLIST

Directions:

- Assemble and save documents in .pdf format
- Label document files beginning with candidate’s last name followed by abbreviation that describes the content of the document, and date (e.g., Smith.PA-License.1-4-22.pdf)
- Send documents by email to Dean’s Office for further action (JCHPDeansOffice@jefferson.edu)

	Criteria	Documents (saved in .pdf format beginning with lastname.subj.date)
1.	Clinical Faculty Application	<ul style="list-style-type: none"> • Complete Volunteer appointment application • Complete TJU Faculty Attestation Form • Complete TJU Faculty Authorization & Release Form
2.	Professional Letters of Support	<p><i>(Confirming candidate’s teaching effectiveness, practice experience, scholarly activity and/or service credentials [i.e., experience and readiness for appointment])</i></p> <ul style="list-style-type: none"> • Provide three (3) professional references (one must be from current employer)
3.	Curriculum Vitae	<ul style="list-style-type: none"> • Organize in reverse chronological order (i.e., newest information first) <i>Note:</i> the candidate’s CV will be distributed to the College Faculty Affairs Committee, and, to external reviewers if applying for Associate or Professor ranks.
4.	Credentials	<ul style="list-style-type: none"> • <u>Degree</u>: list degree(s) within CV • <u>Evidence of professional license and/or certification</u>: copy of current professional license (if applicable; state, national, specialties, other) (assumption is that dates will reflect current license/ certification unless specified otherwise)
5.	Teaching	<ul style="list-style-type: none"> • Complete <i>Teaching Activities Chart</i> to document clinical teaching experience (includes Teaching Statement) <i>Note: Clinical Assistant Professor requires minimum 1-year fulltime (or equivalent) teaching experience</i>
6.	Scholarship (document within CV)	<ul style="list-style-type: none"> • Evidence of regular professional development required to demonstrate <i>currency in the field</i> (e.g., documented continuing education, coursework) • Evidence of scholarly orientation to practice and/or teaching through active participation in scholarly activities/ professional forums such as: • Integrating evidence-based literature/ methods/ reasoning into clinical teaching/ clinical education/ practice, demonstrating practice mastery • Participating in professional forums and activities that contribute to the discipline (e.g., presenting in journal club; member of task force/ quality improvement project; invited speaker at professional meeting) • <u>Desirable</u>: authoring case reports, publications, posters; presenting at professional meetings; participating as team member on internal or external grants

7.	Service	Document in CV: service activity, dates, and role (e.g., chair or member) <ul style="list-style-type: none">• <u>Institutional</u>. Actively involved and accepts opportunities to serve the program/ college/ university (or equivalent for previous employment)• <u>External/Professional</u>. Demonstrates active involvement in service activities to the academic discipline/ profession and/or service to the larger community.
----	----------------	--