



# College of Rehabilitation Sciences

## Supplement to the Thomas Jefferson University Faculty Handbook

Approved by the Executive Committee on July 14, 2022

Office of the Dean  
Office of Faculty Affairs

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# **1. JEFFERSON COLLEGE OF REHABILITATION SCIENCES PURPOSE, HISTORY, AND COMMITMENT TO DIVERSITY**

## **1.1 PURPOSE OF THE COLLEGE**

It is the purpose of the Jefferson College of Rehabilitation Sciences to optimize the health and well-being of people and society through innovative, collaborative, and inclusive education, research, and practice.

## **1.2 HISTORY OF THE COLLEGE**

With the merger with Philadelphia University and subsequent reorganization of the academic units, the Jefferson College of Rehabilitation Sciences (JCRS) was established in July 2017. The departments of Occupational Therapy and Physical Therapy, and the Athletic Training program existed at the inception of the college. Subsequently, the Center of Excellence in Hand and Upper Limb Rehabilitation was established in June 2018. Initial accreditation for the Athletic Training (M.S.) Program was achieved in May 2019. Growth of the College has continued with approval of the Center in Excellence in Outcomes Research and Measurement and advanced practice certificate in Using Design in Health Care Delivery in June 2019. Two new degree programs were approved in October 2019, the master's degree program in Speech and Language Pathology and a bachelor's degree in Exercise Science.

## **1.3 COMMITMENT TO DIVERSITY**

The Jefferson College of Rehabilitation Sciences is committed to diversity in all its manifestations. The Jefferson College of Rehabilitation Sciences believes that a diverse faculty and student body are highly beneficial in the context of the education of rehabilitation and health professionals and important to achieving health equity. Accordingly, the Jefferson College of Rehabilitation Sciences emphasizes the recruitment and retention of diverse groups that mirror our community, including minority and ethnic groups, which are underrepresented in the health professions and all individuals of all sexual preferences, sexual orientations and gender statuses, in an effort to achieve diversity of representation across its disciplines.

# **2. COLLEGE GOVERNANCE**

The establishment, organization, staffing and function of JCRS Committees shall be as prescribed in the University Bylaws and Faculty Handbook, and as further described in this Addendum. Generally, JCRS faculty representation on University-level committees shall be established from among faculty holding primary appointments in the College. JCRS faculty participation on JCRS College-level committees shall be established by representation from both the primary and secondary (typically graduate) faculty as appropriate to the mission of the committee.

## **College-Level Committees**

As established in the University Bylaws and Faculty Handbook, Standing Committees of the College shall include:

- Executive Committee
- College Committee on Governance
- College Curriculum Committee
- College Committee on Academic Outcomes Assessment
- College Committee on Faculty Affairs
- Dean's Faculty Advisory Council

In addition, as permitted by the Bylaws, the College has also established the following Standing Committees:

- College Committee on Diversity and Inclusion
- Sub-Committee for Faculty Awards under the College Committee on Faculty Affairs
- College Committee on Student Promotions

The function, membership, and meetings of these committees are described further below.

## 2.1 EXECUTIVE COMMITTEE

### 2.1.1 Function

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

Except where a college standing committee is afforded by the University Bylaws authority specifically to make decisions, the Executive Committee shall receive the recommendations of the standing committees of the College and shall vote on matters brought before it by the standing committees. In areas where the faculty of the College have authority as outlined in the Bylaws, action of the Executive Committee may be reversed by the Voting Body of the General Faculty of the College. Reversal of an Executive Committee action shall require the support of a majority of the voting members of the eligible faculty in the College.

### **The procedure for reversing an Executive Committee action is as follows:**

1. The request for a vote is made in writing to the Dean of the College 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 the College 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, Invited Attendees and Ex-Officio Members

The College's Executive Committee shall consist of the Dean, who shall serve as chair; regional campus deans, school deans, department chairs, one Senior Faculty academic program director for each unique accreditation body, and two (2) elected representatives of the full-time Senior Faculty in the College. Should the membership of the Executive Committee 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.

The elected faculty representatives should represent different constituents of the College where possible and should not be from the same program, department or school within the college. The Dean may invite others, such as ancillary deans, chairs of the College's standing committees, and directors of Centers of Excellence within the College, to attend the Executive Committee meetings as non-voting guests.

### 2.1.3 Meetings and Minutes

The Executive Committee must meet at least six (6) times per year. At their discretion, the Dean may establish a more frequent meeting schedule. 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 (posted to a site to which faculty have access and/or circulated electronically).

## 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. The procedures for development of new college-level committees, as well as appointment and election to college-level and university-level committees are detailed in Appendix I.

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 four (4) 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 and Minutes

The Committee on Governance will meet as necessary to conduct its business. Summary of committee actions will be made available to the General Faculty of the college (posted to a site to which faculty have access and/or circulated electronically).

### 2.3 COLLEGE CURRICULUM COMMITTEE

#### 2.3.1 Function

The work of the Curriculum Committee transcends the interests or responsibilities of a 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. 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, after consultation with the College's Committees on Admissions and Student Promotions, as applicable.

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

Six members of the Voting Body of the General Faculty representing programs across the College constitute the membership of the College Curriculum Committee. Additional members may be added at the recommendation of the Committee on Governance. The College Curriculum Committee may have representatives of the student body who will serve as non-voting members. The number of student members should be appropriate to the type and size of the College student body and shall comply with

any applicable accreditation requirements. The term of student representatives 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 and Minutes

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 the General Faculty of the college as appropriate (posted to a site to which faculty have access and/or circulated electronically).

## 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. 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 Committee on Academic Outcomes Assessment will be comprised of one full-time faculty member from each professional unit in the College. Members should not be academic program leaders. Members may not serve simultaneously on the college Committee on Academic Outcomes Assessment and College Curriculum Committee.

In addition, one representative appointed by the Dean's office shall serve as an Ex-Officio member and Program Directors may be invited to attend scheduled meetings as needed. The Chair will be elected from the members of the Committee and concurrently serve on the University's

## 2.5 COLLEGE COMMITTEE ON FACULTY AFFAIRS

### 2.5.1 Function

The Committee shall review and make 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 of the Dean of the College. At 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

Seven members of the Senior Faculty, representing programs across the College, and a representative from the Dean's Office constitute the membership of the College Faculty Affairs Committee. 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 SUBCOMMITTEE ON FACULTY AWARDS

### 2.6.1 Function

The Jefferson College of Rehabilitation Sciences' Subcommittee on Faculty Awards will be part of the College's Standing Committee on Faculty Affairs. The Subcommittee on Faculty Awards will:

- Identify potential JCRS faculty awards at the College level, the University level, or awards given from professional organizations, etc.
- Identify JCRS faculty to nominate for awards at the College level, the University level, or awards given by a professional organization, etc.
- Act as a resource to assist JCRS faculty with completing the necessary paperwork as needed for awards they are nominated for
- Record JCRS faculty that are nominated and apply for the awards each year

### 2.6.2 Membership

The Subcommittee shall be comprised of at least two (2) members of the faculty that are members of the College's Standing Committee on Faculty Affairs and who shall be appointed by the College's Governance Committee.

### 2.6.3 Meetings

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

## 2.7 DEAN'S FACULTY ADVISORY COUNCIL

### 2.7.1 Function

The Dean's Advisory Council shall serve in an advisory capacity to the Dean on matters of faculty welfare and affairs specific to JCRS. The Council will assist the Dean in setting the agenda for the College's General Faculty meetings.

### 2.7.2 Membership

The Dean's Advisory Council is comprised of elected members of the University Faculty Advisory Council (FAC). Membership shall include the JCRS faculty member elected to the FAC and the faculty member who serves as the FAC alternate.

## 2.8 OTHER COLLEGE COMMITTEES

### 2.8.1 College Committee on Diversity and Inclusion

#### Function

The Committee shall advise the Dean as to 1) college priorities to foster a diverse and inclusive working and learning environment 2) actions and resources necessary to enhance diversity and inclusion within the College.

#### Membership

Membership will be determined by the College's Executive Committee but must include faculty, staff and student representation. The Committee shall elect a Chair from among the membership. The Dean or their designee is an ex officio voting member of the Committee.

#### Meeting and Minutes

The Committee on Diversity and Inclusion will meet as necessary to conduct its business. A meeting agenda will generally be distributed to Committee members prior to each meeting. Meeting minutes will be taken and made available to the General Faculty of the college (posted to a site to which faculty have access and/or circulated electronically).

### 2.8.2 College Committee on Student Promotions

#### Function

The Committee on Student Promotions ensures all students in the graduate educational programs of the college meet the standard for advancement and graduation established by the faculty of the college. (Students in the undergraduate programs adhere to the policies and procedures of the university Committee on Academic Standing.) If the committee decides a student does not meet the standard for advancement or graduation, the committee provides a fair and formal process for taking any action that may affect the status of a student, including timely notice of impending action, disclosure of the evidence on which the action would be based, an opportunity for the student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation or dismissal. The faculty hearing body for an appeal shall not include faculty involved in the original decision.

- The committee shall review and recommend evaluation procedures, requirements and general policies for satisfactory scholarship.
- The committee shall apply such policies as the faculty and the Executive Committee may adopt from time to time.
- The committee's decisions with respect to individual students may not be reversed by another individual or faculty body.

#### Membership

The Committee on Student Promotions shall be composed of four (4) members of the Senior Faculty representing each of the graduate educational programs and content within the college. Current academic program directors should not serve on the committee.

#### Meeting and Minutes

The Committee on Student Promotions will meet as necessary to conduct its business. A meeting agenda will generally be distributed to Committee members prior to each meeting.

### 2.8.3 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.

## **3. FACULTY TRACKS IN THE COLLEGE OF REHABILITATION SCIENCE**

Overview of University Tracks in Use in the Jefferson College of Rehabilitation Sciences

Please refer to Section 6 (Faculty Tracks) in the TJU Faculty Handbook for detailed descriptions of the tracks and related policies and procedures.

### **Un-prefixed Tracks in use in the Jefferson College of Rehabilitation Sciences**

- Tenure
- Teacher Scholar
- Clinical Scholar

### **Prefixed Tracks in use in the Jefferson College of Rehabilitation Sciences**

- Research Excellence
- Teaching Excellence
- Clinical Educator

## **4. ACADEMIC CREDENTIALS REQUIRED FOR A FACULTY APPOINTMENT IN THE COLLEGE**

### **Minimum Academic Degree, Credentials and Qualifications by Rank, Track, Discipline**

Faculty appointment in the Jefferson College of Rehabilitation Sciences will be considered for clinicians and scientists/researchers, who provide substantive contributions to the academic programs of the College. All ranked (full-time and part-time) faculty must possess the minimum degree required for entry-level practice and/or as detailed in the accreditation requirements for an academic appointment within each professional discipline in the College. An exception may be made if a prospective hire is in pursuit of the required minimum degree and/or it is allowable within accreditation standards. In these cases, the faculty member will be advised of the timeline for degree completion. Failure to secure the required minimum degree within the specified timeframe will result in the non-renewal of the faculty appointment.

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 and degrees from similarly accredited foreign institutions. Honorary degrees will be not be considered.

Adjunct faculty are recognized for their content expertise and may not meet the above criteria. Adjunct instructors are hired on an adjunct basis to provide essential elements of the curriculum.

All faculty (full-time, part-time, and adjunct) with teaching responsibilities related to professional practice must be licensed. Faculty with such teaching responsibilities who do not possess licensure in Pennsylvania at the time of hire will be required to secure licensure by a specified deadline. Failure to do so will result in the non-renewal of faculty appointment.

## 5. EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT, PROMOTION, AND TENURE

The TJU Faculty Handbook outlines the milestones necessary for achievement to a particular rank within each of the six tracks and for the achievement of tenure available to the faculty in the College. All referenced milestones must be met for the relevant appointment or promotion to be awarded. Applications for appointment, promotion, and/or tenure are reviewed on an individual basis by the College Faculty Affairs Committee and academic leaders to evaluate whether each milestone has been met. The “Evidence of Achievement” documents guide faculty as to the general expectations necessary to meet specific milestones. Minimum criteria, necessary to meet a milestone, may be established.

The JCRS “Evidence of Achievement” is attached as Appendix II of the JCRS Supplement to the TJU Faculty Handbook. The general guidelines and minimum expectations summarized in Appendix II to the JCRS Supplement to the TJU Faculty Handbook 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. The minimum criteria define the threshold below which a candidate will not be considered for appointment or promotion as well as the effort that is necessary but typically insufficient in itself to ensure that the candidate meets the milestone. Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment or promotion, 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.

## 6. COLLEGE-SPECIFIC APPOINTMENT, PROMOTION, AND TENURE POLICIES

Those actions that require Board approval should be completed by June of the academic year. 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

The candidate’s *Dossier* must be submitted by the candidate to the Submission Platform by the prescribed timelines. Faculty members should be aware of application deadlines related to their own temporary appointment expirations and for un-prefixed tracks, time clock expirations. Faculty members on un-prefixed tracks should consult with their supervisor and, if approved, apply for promotion on the promotion cycle **no later than** 1 academic year prior to their time clock expiring. Un-prefixed tracks’ faculty should consult the TJU Faculty Handbook for information about their time clock and related consequences.

## 6.1 DOSSIER

Faculty (aka candidate) applying for appointment or promotion will submit a dossier consisting of the required materials that meet college guidelines for their track and rank as outlined in the appointment and promotion documents. All materials should be up-to-date and address all criteria for promotion as described in the *Evidence of Achievement* document for their track.

Depending on track and rank of the candidate, these required materials may include:

- Introductory Statement
- Teaching portfolio or Documentation of Teaching
- Research, Scholarship and Creative Work portfolio or Documentation of Research, Scholarship and Creative Work
- Clinical Practice Portfolio or Documentation of Clinical Practice
- Documentation of Service
- Curriculum Vitae
- Annual Progression Toward Promotion Review Forms
- Mid-term letter from the JCRS Faculty Affairs Committee

## 6.2 COMMITTEE PROCEDURES

The Faculty Affairs Committee may elect to approve an application (candidate's dossier), reject an application, or defer an application pending more information to better evaluate the application. If the Committee recommends the candidate, the application is forwarded to the College Executive Committee.

- Procedures for Outside Evaluators

Letters from external referees for the evaluation of Senior Faculty appointments, promotions and/or tenure, as applicable, will be solicited by the Dean's Office using procedures and processes developed by the Office of Faculty Affairs. For all promotions and tenure, evaluations must be received from the required number of external reviewers before the dossier is reviewed by the College Committee on Faculty Affairs.

# 7. PROCEDURES FOR ADMINISTRATION OF THE ANNUAL PERFORMANCE EVALUATION FOR FACULTY IN THE JEFFERSON COLLEGE OF REHABILITATION SCIENCES

The timeline for administration of the annual performance evaluation of full-time faculty in the Jefferson College of Rehabilitation Sciences generally coincides with the fiscal year, which begins 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 Dean's Office. Beginning in April, each department, program or center should communicate expectations of documents to be prepared and submitted prior to meeting. The supervisor 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, and, if applicable, tenure, as appropriate to

the faculty member's rank and track. 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, termination or retirement within the upcoming fiscal year.

## **8. PROCEDURES FOR CONSIDERATION OF SABBATICALS AND OTHER ACADEMIC LEAVES**

The Scholarly and Professional Leave Policy is found in Section IV of Appendix I of the *Thomas Jefferson University Faculty Handbook*.

Faculty who meet eligibility for a sabbatical leave should first receive permission from the department chair who, in consultation with the Dean, will consider the merit of the leave to the faculty member and the institution, implications of the faculty member's absence of usual duties, and the financial resources available to support the leave. If the faculty member is grant funded, the department chair will ensure that the leave is compatible with funding agencies requirements.

## **9. FACULTY AWARDS**

The JCRS recognizes the achievements of its faculty through a robust system of internal and external awards.

### **9.1 COLLEGE-LEVEL AWARDS**

The JCRS Faculty Affairs Committee (FAC) will have the responsibility to communicate faculty award opportunities and timelines to all faculty within JCRS. Through a sub-committee of the FAC, the Committee will work collaboratively with Department Chairs and Program Directors to identify and/nominate deserving faculty for awards. Once nomination slates are established and application packets are complete, the FAC will make recommendations to the JCRS Executive Committee. Upon approval of JCRS nominees by the Executive Committee, the Chair of the FAC will forward the names and required materials to the Dean's Office.

### **9.2 EXTERNAL AWARDS**

Each department and/or program within JCRS will identify a mechanism to nominate faculty for profession-specific awards. Through a sub-committee of the FAC, the Committee will work collaboratively with Department Chairs and Program Directors to monitor timelines, award criteria, and submission requirements.

### **9.3 UNIVERSITY AWARDS**

The FAC will have the responsibility to communicate faculty award opportunities and timelines to all faculty within JCRS. Through a sub-committee of the FAC, the Committee will work collaboratively with Department Chairs and Program Directors to identify and/nominate deserving faculty for awards. Once nomination slates are established and application packets are complete, the FAC will make recommendations to the JCRS Executive Committee. Upon approval of JCRS nominees by the Executive Committee, the Chair of the FAC will forward the names and required materials to the Dean's Office.

## **10. GENERAL FACULTY MEETINGS FOR FACULTY IN THE COLLEGE OF REHABILITATION SCIENCES**

The Dean will convene a meeting of the general faculty within JCRS at least twice each academic year. The College's Dean's Faculty Advisory Council will assist the Dean and will develop each meeting agenda. Meeting minutes will be taken and made available to the General Faculty of the College (for instance by posting to a site to which faculty have access or circulated electronically).

## **11. COLLEGE SPECIFIC POLICIES/PROCEDURES/GUIDELINES**

### **11.1 REQUIREMENTS FOR ATTENDANCE AT ACADEMIC EVENTS, E.G., COMMENCEMENT, OPEN HOUSES, ETC.**

Faculty are expected to represent the College and/or their respective Department or Program at University events. Within each Department or Program, if full faculty participation is not required, specific participation will be determined by the Chairperson or Program Director. Faculty are expected to attend and participate in General Faculty Meetings. Faculty not able to attend due to a conflicting commitment are responsible for reviewing meeting minutes made available to the General Faculty of the college (posted to a site to which faculty have access and/or circulated electronically).

### **11.2 FACULTY WORKLOAD**

The distribution of faculty effort encompasses University and College priorities, including assignments to teaching, research, practice, and administrative responsibilities and are set by the faculty member's supervisor based on the then needs of the Department, College, and University. Faculty members with administrative roles serve at the discretion of the relevant supervisor for the role and may be discontinued at the discretion of the supervisor. Faculty members with effort on grants or contracts should abide by relevant policies related to effort and the certification of effort.

### **11.3 STUDENT ADVISEMENT, OFFICE HOURS, ETC.**

One important role of faculty within the College is informal and formal advisement of students. Each department and/or program within the College is responsible for assigning faculty and communicating faculty roles and responsibilities.

Departments and programs within the College will ensure that faculty are available to students via office hours.

### **11.4 COLLEGE SERVICE**

Faculty within JCRS have the opportunity to contribute to governance and effective functioning of the College through service. Service to the College may take many forms, including but not limited to: service on departmental, college or university committees/task forces; advising and mentoring students; serving as faculty advisor for a student organization; contributing to community service through a Jefferson sponsored program; participating in peer review; and actively contributing to education and research programs as appropriate to the faculty's area of expertise. All faculty are expected to contribute meaningfully to the College through service throughout their time at Jefferson.

#### 11.5 TIMELY COMPLETION OF GRADES AND ASSESSMENT OF STUDENT LEARNING

Faculty are responsible to attend to and meet the due dates for grade submission set by the Registrar's Office. When a program concludes a semester outside of the traditional academic calendar, faculty will follow program/departmental timelines to complete and submit grades to allow for student progression.

#### 11.6 REQUEST FOR TIME OFF

All faculty and staff are required to submit their requests for elective time off to their supervisor. Ideally, elective time off requests will be submitted at least one month prior to the date of the requested time. The manager of the requester will respond with an approval decision promptly. Approval of requested time off will be made in consideration of adequate coverage of all required departmental activities. In the case of unplanned absences such as related to illness, the faculty member should notify the supervisor of the absence as soon as practicable and, when possible and where appropriate, assist the supervisor in identifying duties that require coverage.

#### 11.7 PROCEDURES FOR ARRANGING EXTRA-UNIVERSITY ACTIVITIES, E.G. CONSULTANCY, GUEST TEACHING, PRACTICE

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. 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.

## **12. FACULTY DEVELOPMENT PROGRAMS**

#### 12.1 ORIENTATION OF NEW FACULTY

All new employed JCRS faculty are required to attend the TJU Employee Orientation as well as the TJU New Faculty Orientation administered by the Office of Faculty Affairs. The goal of the TJU New Faculty Orientation program is to familiarize faculty with the expectations for TJU faculty, including important policies most pertinent to faculty and to introduce faculty to resources available to assist faculty with their roles and their career development at Jefferson.

The College will also provide an orientation to new faculty.

#### 12.2 MENTORING PROGRAM

The Jefferson College of Rehabilitation Sciences believes that mentoring of faculty, particularly junior faculty, is critical to the professional success and career development of the faculty. Each department chair within the college is tasked with the development of mentoring plans that are specific to the needs of faculty within the department and to the goals of the department and college. The Dean's Office will provide oversight of the department's mentoring plans including their implementation and evaluation of their effectiveness. In addition to mentoring support available across the college, faculty may be assigned and are encouraged to seek faculty mentors in other colleges and centers within the university as appropriate. The Office of Faculty Affairs is available to assist departments and individuals develop mentoring plans.



### **13. PROCEDURE TO AMEND/UPDATE THE COLLEGE OF REHABILITATION SCIENCE SUPPLEMENT TO THE TJU FACULTY HANDBOOK**

Substantive amendment(s) to the Jefferson College of Rehabilitation Sciences 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.

### **14. AUTHORITY OF THE JEFFERSON COLLEGE OF REHABILITATION SCIENCES TO THE TJU FACULTY HANDBOOK**

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 this handbook.

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# Appendix I to the College of Rehabilitation Sciences Supplement to the Thomas Jefferson University Handbook Faculty Handbook

Approved by the Executive Committee on July 14, 2022

Office of the Dean  
Office of Faculty Affairs

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

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# **1. COLLEGE GOVERNANCE COMMITTEE PROCEDURES**

## 1.1 PROCEDURES FOR DEVELOPMENT OF NEW COLLEGE-LEVEL COMMITTEES

The Dean may establish subcommittees and ad hoc committees within JCRS subject to review and approval by the Executive Committee and the Provost. Membership shall be recommended by the Committee on Governance in consultation with the Dean.

- For a new JCRS standing committee, the key JCRS faculty member(s) will collaborate with the JCRS Executive Committee directly to determine the function of the committee. Membership will be recommended by the JCRS Committee on Governance. The Chair of the JCRS Committee on Governance will present the new JCRS Standing Committee to the JCRS Executive Committee for approval. Once approved by the JCRS Executive Committee, the Dean of JCRS will seek approval from the Office of the Provost as outlined in the University Bylaws.
- For a new JCRS subcommittee, the key JCRS faculty member(s) will contact the Chair of the identified JCRS College-Level Committee that the subcommittee is seeking to be part of and will work with the Chair and the identified Committee members to determine the function of the subcommittee. The Chair of the JCRS Committee on Governance will present the new JCRS subcommittee to the JCRS Executive Committee for approval. Membership will be recommended by the JCRS Committee on Governance.
- For a new JCRS ad hoc committee, the key JCRS faculty member(s) will collaborate with the JCRS Executive Committee directly to determine the function of the ad hoc committee. Membership will be recommended by the JCRS Committee on Governance. The Chair of the JCRS Committee on Governance will present the new JCRS ad hoc committee to the JCRS Executive Committee for approval. Membership shall be recommended by the Committee on Governance in consultation with the Dean.

## 1.2 PROCEDURES FOR APPOINTMENT TO COLLEGE-LEVEL AND UNIVERSITY-LEVEL COMMITTEES

1. The JCRS Committee on Governance, in consultation with the Chairs of the JCRS committees and current JCRS representatives to TJU committees, will determine which college-level and university-level committees have membership vacancies for the upcoming academic year.
2. The Chair of the JCRS Committee on Governance will contact the JCRS Department Chairs and Program Directors and request faculty names from each department/program for appointment to college-level and university-level committees as outlined in the University Bylaws and TJU Faculty Handbook.
3. The Chair of the JCRS Governance will then create a slate of candidates from the faculty names provided by the College Chairs and Program Directors.
4. The JCRS Committee on Governance will screen all the faculty names provided for appointment to the college-level and university-level committees to ensure consistency with the membership requirements as outlined in the University Bylaws and TJU Faculty Handbook.

5. The JCRS Committee on Governance will then select the faculty members that will serve on the college-level and university-level committees as per the membership requirements in the University Bylaws and TJU Faculty Handbook.
6. The Chair of the JCRS Committee on Governance will then recommend, in consultation with the Dean, the appointed faculty members for the college-level and university-level committees.
7. The Chair of the JCRS Committee on Governance will report faculty appointments on college-level and university-level committees to the JCRS Executive Committee.
8. The Dean's Office, on behalf of the JCRS Committee on Governance, will notify all the JCRS faculty regarding the faculty members that have been appointed to the all college-level and university-level committees, inclusive of ad hoc and subcommittees, for the upcoming academic year.

### 1.3 PROCEDURES FOR ELECTION TO COLLEGE-LEVEL AND UNIVERSITY-LEVEL COMMITTEES

1. The JCRS Committee on Governance, in consultation with the Chairs of the JCRS committees and current JCRS representatives to TJU committees, will determine which college-level and university-level committees have membership vacancies for the upcoming academic year.
2. The Chair of the JCRS Committee on Governance will notify the Dean's Office that an election will be needed to populate the college-level and university-level committees that have upcoming vacancies.
3. The Dean's Office, on behalf of the JCRS Committee on Governance, will notify all JCRS faculty of the upcoming membership vacancies to college-level and university-level committees. JCRS faculty will be provided with the JCRS Committee Nomination Form and the description of each committee that has a membership vacancy for the upcoming academic year. JCRS faculty will be asked to self-nominate themselves if interested in serving on the college-level and/or university-level committee.
4. The Dean's Office will provide the Chair of the JCRS Committee on Governance with all completed JCRS Nomination Forms.
5. The JCRS Committee on Governance will screen all self-nominations for the college-level and university-level committees to ensure consistency with the membership requirements as outlined in the University Bylaws and TJU Faculty Handbook.
6. The Chair of the JCRS Committee on Governance, in collaboration with the Dean's Office, will create an electronic ballot.
7. The Dean's Office, on behalf of the Committee on Governance, will then notify all voting members of the JCRS faculty when the electronic ballot (via a link) will open and close for the college-level and university-level membership vacancies. The JCRS Nomination Forms for those on the electronic ballot and the description of the relevant college-level and university-level committees will also be provided.
8. The Dean's Office will provide the Chair of the JCRS Committee on Governance with the results of the election for the college-level and university-level committees.
9. The JCRS Committee on Governance will review the election results.
10. The Chair of the JCRS Committee on Governance will provide the election results to the JCRS Executive Committee.
11. The JCRS Committee on Governance will notify all JCRS faculty regarding the faculty members that have been elected to the college-level and university-level committees for the upcoming academic year.

1.4 PROCEDURES FOR APPOINTMENT OF STUDENTS TO COLLEGE-LEVEL AND UNIVERSITY-LEVEL COMMITTEES

1. The JCRS Committee on Governance, in consultation with the Chairs of the JCRS committees and current JCRS representatives to TJU committees, will typically determine which college-level and university-level committees will have student vacancies for the upcoming academic year by July 1st.
2. The Chair of the JCRS Committee on Governance will contact the JCRS Department Chairs and Program Directors and request student names from each department/program for appointment of students to designated college-level and university-level committees typically by August 1st.
3. The JCRS Department Chairs and Program Directors, in consultation with faculty in their Departments, will provide the Chair of the JCRS Governance Committee names of students to fill the vacancies for the upcoming academic year.
4. The Chair of the JCRS Committee on Governance will then create a slate of student candidates from the names provided by the College Chairs and Program Directors.
5. The JCRS Committee on Governance will then select the student members that will serve on designated college-level and university-level committees. JCRS Committee designated to include student membership will have no more than two student members who will be non-voting members.
6. The Chair of the JCRS Committee on Governance will then recommend, in consultation with the Dean, the appointed student members for the college-level and university-level committees.
7. The Dean's Office, on behalf of the JCRS Committee on Governance, will notify all of the JCRS student members that have been appointed to the college-level and university-level committees for the upcoming academic year typically before August 31st.

## **2. COLLEGE CURRICULUM COMMITTEE PROCEDURES**

Once curriculum changes have been approved within a Department/Program, prior to implementation they must be submitted to JCRS Curriculum Committee for review and subsequent approval. These changes are reported to the College Executive Committee, the Provost's Office and subsequently the Jefferson Academic Board through approved Executive Committee meeting minutes.

All proposals for new programs, courses/syllabi and policies, as well as curricular revisions are reviewed using consistent procedures. Proposed changes are submitted to the Curriculum Committee with a completed cover sheet and rationale that identifies the need for either expedited review or full review. A variety of forms guide faculty about the information required relative to the scope and nature of the proposal submitted to the Committee. These forms are available to the General Faculty of the College (posted to a site to which faculty have access and/or circulated electronically). These forms define which changes need "full review" as opposed to those accepted for "expedited review".

General timeline for submission to ensure full approval:

- Changes for Fall should be submitted to the Curriculum Committee by February
- Changes for Spring should be submitted to the Curriculum Committee by April
- Changes for Summer 1 (May start) should be submitted to the Curriculum Committee by February

- Changes for Summer 2 (July/August start) should be submitted to the Curriculum Committee by March

### **3. POLICY: FACULTY WORKLOAD**

**Purpose:** To communicate processes for assigning, revising and communicating faculty workload.

**Policy:** The College will use the JCRS workload template to determine annual workload.

The guidelines:

- Provide clear, understandable, and consistently applied workload expectations and procedures that guide Department Chair to develop each faculty member's workload assignment.
- Align workload determination with expectations for professional development of the faculty.
- Reflect workload over the academic year (not per semester) to create an annual workload, as one semester may be low and another higher.

The workload consists of teaching, service activities and scholarship/creative activities.

The standard teaching workload for full-time faculty is equivalent to twenty-four (24) credit hours per academic year.

Allocation of effort to scholarship is at the discretion of the Department Chair subject to approval of the Dean. Effort is typically based on variables such as assigned faculty track, level of extramural/intramural funding, and/or anticipated deliverables.

Releases from teaching assignments to fulfill administrative and/or clinical effort is subject to approval by the Dean.

The Department Chair has discretion to adjust workload assignments based on college priorities and needs subject to approval by the Dean. Faculty should not view workload as a guarantee or an entitlement.—Workload variations may be developed for faculty to meet college priorities and needs.

**Procedures:**

A typical workload for core faculty is allocated across the traditional faculty activities of teaching, scholarship and service. Guidelines for distribution of effort within each of these activities is detailed in the TJU Faculty Handbook description of level of achievement for faculty tracks. Appendix X explains the range of percent effort that is generally allocated across these activities for faculty tracks within JCRS. Faculty may be assigned additional activities including teaching outside their own department, clinical practice and/or administrative duties.

1. Each department / program will determine the timeline and system to determine and revise workload, subject to approval of the Dean.



2. Within each academic unit, faculty will be provided with an individual workload spreadsheet with calculation templates. These spreadsheets will be used by the department chair to calculate annual workload.
3. The department will maintain workload documents.

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# Appendix II to the College of Rehabilitation Sciences Supplement to the Thomas Jefferson University Handbook Faculty Handbook

Approved by the Executive Committee on July 14, 2022

Office of the Dean  
Office of Faculty Affairs

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

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## 1. APPOINTMENT/PROMOTION CRITERIA

The College uses all six tracks described in the TJU Faculty Handbook (i.e., Tenure, Research Excellence, Teacher Scholar, Teaching Excellence, Practice-Based Scholar and Practice-Based Educator). The appointment and promotion described in the table below apply to all six tracks unless otherwise indicated. Further, all criteria are for appointment and promotion unless otherwise noted. All criteria within a rank, are considered minimum criteria, and must be met unless otherwise indicated.

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.

## 1.1 Unprefixed and Prefixed Tracks at Assistant Professor and Instructor Ranks

### EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT AND PROMOTION

Categories	Assistant Professor	Instructor*
Scholarship	<p><u>All tracks</u> (except Tenure/Research Excellence Tracks)</p> <p>Evidence of scholarship, research and/or creative work (at least 1):</p> <ul style="list-style-type: none"> <li>- peer-reviewed article</li> <li>- presentation (regional, national or international conference)</li> <li>- poster presentations (regional, national or international conference)</li> <li>- books</li> <li>- book chapter</li> <li>- non-peer-reviewed articles (e.g., professional magazine, pre-print)</li> <li>- monographs</li> <li>- technical reports</li> <li>- white papers</li> <li>- external grant submitted or procured</li> <li>- internal grant procurement</li> <li>- peer-reviewed competition entry</li> <li>- creation of an innovative and scholarly product (e.g., intervention toolkit, devices, apps)</li> </ul> <p><u>Tenure Track/Research Excellence Tracks:</u></p> <ul style="list-style-type: none"> <li>- 3 peer-reviewed articles published or accepted;</li> <li>- Post-doc training (preferred);</li> <li>- Evidence of participation in grant writing; <b>AND</b></li> <li>- Experience working on grant funded project(s)</li> </ul>	<p>Evidence of attendance of continuing education related to subject area or related to teaching.</p> <p>Demonstrate evidence of scholarship or research or creative work (at least 1) from the Assistant Professor list or:</p> <ul style="list-style-type: none"> <li>- journal club</li> <li>- clinical scholarship</li> <li>- formal evidence-based in-service</li> <li>- Program development with a tangible product</li> </ul>

Categories	Assistant Professor	Instructor*
Teaching	<p><b><u>Initial Appointment</u></b> (except for Research Excellence and Tenure Tracks): Two years of successful post-secondary teaching (e.g., full-time, part-time, adjunct, guest lectures) at an accredited institution, two years of clinical experience, <b>or</b> a combination of both that is equivalent to at least two years of full-time work. Requisite knowledge and skills in the subject area.</p> <p><b><u>Promotion:</u></b> The instructor should demonstrate skills in quality teaching through ALL of the following (as applicable to track):</p> <ol style="list-style-type: none"> <li>1. superior teaching eval (teaching evaluations (&gt;80% rating on a Likert Scale) for questions related to “Quality of Course” or “Effectiveness of Instructor” and) for 2/3 of courses taught or co-taught)</li> <li>2. 1 peer review describing above average, entry-level teaching abilities</li> <li>3. Demonstrate the use of at least 1 current evidence-based teaching-learning strategy with documented students quantitative and/or qualitative outcomes</li> </ol>	<p>Two years of successful post-secondary teaching (e.g., full-time, part-time, adjunct, guest lectures) at an accredited institution, two years of clinical experience, <b>or</b> a combination of both that is equivalent to at least two years of full-time work.</p> <p>Requisite knowledge and skills in the subject area.</p>
Service	<p>Demonstrate service to an academic program, department, college, university, professional organizations (local, state or national levels), health agency/organization, or community organization in the last 2 years.</p>	<p>Demonstrate service to an academic program, department, college, university, professional organizations (local, state or national levels), health agency/organization, or community organization in the last 2 years.</p>

Categories	Assistant Professor	Instructor*
Credentials	<p><b><u>All tracks</u></b> (except Practice-based Tracks)</p> <ul style="list-style-type: none"> <li>- Earned terminal degree accepted in discipline (e.g., PhD, OTD, DPT, EdD, DAT, ScD)</li> <li>- Evidence of appropriate, current credentials (e.g., licensure, registration, certification)</li> </ul> <p><b><u>Practice-Based Scholar and Practice-Based Educator Tracks</u></b></p> <ul style="list-style-type: none"> <li>- Possess the minimum degree required for entry-level practice as detailed in the accreditation requirements of the discipline</li> <li>- Evidence of appropriate, current credentials (e.g., licensure, registration, certification)</li> </ul>	<p>Possess the minimum degree required for entry-level practice as detailed in the accreditation requirements of the discipline</p> <p>Evidence of appropriate, current credentials (e.g., licensure, registration, certification)</p>
Letter(s) of recommendation	<p>One letter of recommendation attesting to the individual's qualifications for this rank in the areas listed above. If one person cannot attest to all areas, more than one letter can be provided (up to 3).</p>	None

Note: \* Instruction rank is not available for faculty members on the tenure or research excellence track.



**1.2 UNPREFIXED TRACK: TEACHER SCHOLAR  
EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT AND PROMOTION**

**AREA: 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	Guidelines per Career Development Milestone	Case Examples
<p>1. Measurable contribution of scholarly activities as demonstrated by the publication of peer-reviewed articles since last promotion (or appointment to current rank)</p> <p style="text-align: center;">AND</p> <p>2. Evidence of other research, scholarship or creative work since last promotion (or appointment to current rank) as demonstrated by a combination of the following:</p> <ul style="list-style-type: none"> <li>● Presentations (national or international conferences)</li> <li>● Poster presentations (national or international conferences)</li> <li>● Books</li> <li>● Book chapters</li> <li>● Non-peer reviewed articles (e.g., professional magazines, pre-print)</li> <li>● Monographs</li> <li>● Technical reports</li> <li>● White papers</li> <li>● Published Peer-reviewed abstract</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p> <p>1. 4 peer-reviewed articles*</p> <p>*Candidate must have made a significant contribution to all 4 articles.</p> <p style="text-align: center;">AND</p> <p>2. 4 activities/products with 1<sup>st</sup> or 2<sup>nd</sup> authorship* for at least 2 of these activities</p> <p>*Exception if authors are listed in alphabetical order, significant role in a multi-center trial, or when last author has senior role.</p>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p>Since last promotion/appointment, the candidate has published 3 manuscripts in peer-reviewed journals and 1 accepted manuscript soon to be published. Two of these as 1st author and 2 has 4<sup>th</sup> author as part of a large multi-site research team. The candidate’s contribution to these projects (4<sup>th</sup> author) included participating in the study planning, writing a section of the external grant application, recruitment at their site and monitoring of intervention administration at their site. Two of these manuscripts are in the same line of inquiry. Additional, candidate had completed 4 peer-reviewed presentations at national conference and submitted an internal grant. The candidate’s portfolio of work is focused, and has made meaningful contribution to the field with a total of 50 citations and 200 downloads nationally and internationally. All scholarly dissemination products are related to the candidate two lines of scholarly inquiry.</p>

Examples of Evidence	Guidelines per Career Development Milestone	Case Examples
<ul style="list-style-type: none"> <li>● External grant submitted or procured</li> <li>● Internal grant procurement</li> <li>● Peer-reviewed competition entry</li> <li>● Creation of an innovative and scholarly product (e.g., intervention toolkit, devices, apps)</li> </ul>	<p style="text-align: center;"><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p> <p>1. 6 peer-reviewed articles* with at least 3 of 6 articles published on a related topic.</p> <p>*Candidate must have made a significant contribution to all 6 articles.</p> <p style="text-align: center;">AND</p> <p>2.6 activities/products with 1<sup>st</sup> or 2<sup>nd</sup> authorship for at least 2 of these activities. A diversity of evidence of ‘other’ research, scholarship or creative work, overtime, is expected.</p>	<p style="text-align: center;"><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p>Since last promotion, the candidate has published 4 manuscript and has 2 accepted for publication. Of these 6, 2 manuscripts as 1st author, 2 manuscripts as 3rd author and 2 manuscript as senior author in peer-reviewed journals. Four articles are related to one line of inquiry and two to another. As 3<sup>rd</sup> author, this candidate’s contribution include participation in a multi-site research project for which the candidate managed the local site. The senior author publication came from the candidate mentoring 2 doctoral students’ projects. The candidate has 2 manuscripts in progress which are related to other doctoral students’ work. Additionally, candidate had completed 4 peer-reviewed presentations at national conference, secured a small external grant and presented 2 posters at international conferences. The candidate’s entire portfolio (not just since last promotion/appointment) of work is focused on their lines of scholarly inquiry, and has made meaningful contribution to the field with a total of 100 citations and 500 downloads nationally and internationally. All scholarly dissemination products are related to the candidate’s two to three lines of scholarly inquiry.</p>

**AREA: Teaching/Education**

**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	Minimum Criteria per Career Development Milestone	Case Examples
<p>Evidence of the following since last promotion or appointment to current rank:</p> <ol style="list-style-type: none"> <li>1. Superior student evaluations</li> <li>2. Superior peer evaluations</li> <li>3. Use of current evidence-based teaching-learning strategies</li> <li>4. Course and/or curriculum development (and/or significant revisions of courses/curriculum)</li> <li>5. Effectiveness as a primary mentor for dissertation, doctoral capstone project or thesis, and/or post-doctoral fellowship [If applicable given workload]</li> </ol>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p>Since last promotion/appointment: Candidate demonstrates their excellence, effectiveness and expertise through a combination at least 3 of the following*:</p> <ol style="list-style-type: none"> <li>1. Students teaching evaluations (&gt;80% rating on a Likert Scale) for questions related to “Quality of Course” or “Effectiveness of Instructor” and for 2/3 of courses taught or co-taught. Demonstration of addressing students’ feedback from course evaluation in subsequent delivery of a given course.</li> <li>2. Two peer reviews describing excellence in teaching</li> <li>3. Demonstrate the use of at least 2 current evidence-based teaching-learning strategies with documented students quantitative and/or qualitative outcomes</li> <li>4. Documented contributions to course and/or curriculum development and/or revision in at least 1 instance.</li> <li>5. Documented primary mentor for at least 3 dissertation, thesis, doctoral/master capstone project or post-doctoral fellowship. Superior evaluation from mentees or supportive letter of reference from mentees.</li> </ol>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p>Since last promotion, the candidate has demonstrated excellence in teaching through a rating of 4.1 out of 5 for all course evaluation for the question describing the effectiveness of the course instructor. This effectiveness in teaching was confirmed by a peer evaluation which described the quality of evidence-based instructions methods used. In their portfolio, candidate described the extent to which they integrated students’ feedback in subsequent course delivery and the outcomes of these changes. Faculty included as proof of students learning emails sent by students explaining the value of what was learn in a course to their clinical practice. The candidate led significant course revisions for 3 courses following program self-study and re-accreditation process.</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
	<p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>	
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b>            Since last promotion/appointment: Candidate demonstrates their excellence, effectiveness and expertise through a combination at least 3 of the following*:</p> <ol style="list-style-type: none"> <li>1. Students teaching evaluations (&gt;80% rating on a Likert Scale) for questions related to “Quality of Course” or “Effectiveness of Instructor” and for 2/3 of courses taught or co-taught. With demonstration of addressing students’ feedback.</li> <li>2. At least 3 peer reviews describing excellence in teaching with 2 of these being conducted in the last 2 years</li> <li>3. Demonstrate the use of at least 3 current evidence-based teaching-learning strategies with documented students quantitative and/or qualitative outcomes</li> <li>4. Documented contributions to course/curriculum development/revision in at least 2 instances</li> <li>5. Documented primary mentor for at least 3 dissertation, thesis, doctoral/master capstone project or post-doctoral fellowship. Superior evaluation from mentees or supportive letter of reference from mentees.</li> </ol>	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b>            Since last promotion, the candidate has demonstrated excellence in teaching through a rating of 4.4 out of 5 for all course evaluation for the question describing the overall quality of the course. In their portfolio, candidate described the extent to which they integrated students’ feedback in subsequent course delivery. Candidate develop a questionnaire to ascertain the effectiveness of a specific evidence-based teaching-learning from the students’ perspective. In their portfolio candidate explained all he/she/they used the data from the questionnaire to informed their courses. The candidate developed 2 new courses for a new program. The candidate was also the faculty mentor for 2 doctoral students both of whom wrote supportive letter of supports for their mentor.</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
	*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.	

**AREA: Institutional Service**

**Associate 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 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.

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
<p>Outstanding contribution demonstrated by participation in the following since the last promotion (or appointment to current rank):</p> <ul style="list-style-type: none"> <li>● University Standing Committee</li> <li>● University <i>Ad Hoc Committee</i> &amp; Task Force</li> <li>● College/Department/Program/Center Committee Service</li> <li>● College/Department/Program/Center Other Service</li> <li>● Advising</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> A record of at least 2 institutional service contributions. An activity counts when at least 1 term was completed. At least 1 of these institutional service activities must be at the college or university level.</p>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p>Since last promotion/appointment, the candidate chaired the department curriculum committee for 1 term leading the integration of course evaluation method across programs. Candidate served as program's student association for 4 years leading to a two-fold increase in fundraising for students to attend the national conference. Candidate also led the program's admission process this</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
<ul style="list-style-type: none"> <li>● Clinical rotations/fieldwork preceptorship</li> <li>● Mentoring of junior faculty</li> <li>● Administrative roles</li> <li>● Search committee</li> </ul>	AND  Chair or significant leadership role of at least 1 institution service opportunity over one term.	past year.
	<p style="text-align: center;"><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b> <b>Since last promotion/appointment:</b></p> <p>A record of at least 4 institutional service activities. An activity counts when at least 1 term was completed. At least 1 of these institutional service activities must be at the college or university level.</p> <p style="text-align: center;">AND</p> <p>Chair or significant leadership role of at least 1 department, college or university committee/activity over one term.</p>	<p style="text-align: center;"><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p>Since last promotion/appointment, the candidate chaired the college’s governance committee for 1 ½ term. In that role, the candidate was a member of the college executive committee. The candidate was a member of the university faculty council where they led a semester long task force on the use of universal design for learning.</p>

**AREA: External Service/Performance**

**Associate Professor 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	Minimum Criteria per Career Development Milestone	Case Examples
<p>The candidate demonstrates clear prominence in their discipline at a regional, national or international level since the last promotion (or appointment to current rank) through the following:</p> <ul style="list-style-type: none"> <li>● Invitations to speak at national forums</li> <li>● Invitations to develop and deliver workshops regionally, nationally or internationally</li> <li>● Serve on regional/national/international committees or task forces</li> <li>● Grant reviewing</li> <li>● Book or article reviews</li> <li>● Editing activities for professional publications (books or journals)</li> <li>● Serve on professional boards</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> Contribute to at least 4 external service activities. A complement of impactful activities over time is expected which shows a growing level of regional and/or national reputation within their discipline.</p>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p>Since last promotion/appointment, the candidate was invited to deliver a workshop in the community. The candidate has reviewed 4 articles and is the junior editor of the special interest section of a professional magazine. Both related to their areas of research expertise two consecutive years. Candidate was a member of the committee planning the state professional conference this past year. The impact of these activities was demonstrated through the candidate’s narrative summary, and letters of support acknowledging their contribution.</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p> <p>Contribution to at least 4 external service activities. A complement of impactful activities overtime is expected which shows a growing level of national and/or international reputation within their discipline.</p>	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p>Since last promotion/appointment, the candidate has reviewed 8 articles national and international journals. Candidate was invited to present at an international forum about an aspect of the scholarship. Candidate was a member of the national accreditation committee this past year. The impact of these activities was demonstrated through narrative summary, and letters acknowledging contribution.</p>

**AREA: Practical/Clinical Mastery**

**Associate Professor Milestone:** If applicable, the candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field and, as applicable, maintenance of professional licensure or certification as described in the respective college's evidence of professional development.

**Professor Milestone:** If applicable, the candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the

field and, as applicable, maintenance of professional licensure or certification as described in the respective college's evidence of professional development.

<b>Examples of Evidence</b>	<b>Minimum Criteria per Career Development Milestone</b>
<p>When the faculty member is a licensed professional, he/she/they will demonstrate continued expertise in topics taught since last promotion (or appointment to current rank) through the following:</p> <ol style="list-style-type: none"> <li>1. Maintaining of professional licensure or certification</li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>2. Attendance of meeting, conference, workshop, or course to keep abreast of advances in the areas of expertise</li> </ol>	<p style="text-align: center;"><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p> <ol style="list-style-type: none"> <li>1. Licensure/certification for entire period since last promotion (or appointment to current rank)</li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>2. Attendance at the equivalent of at least 8 hours of continuing education activities per year</li> </ol>
	<p style="text-align: center;"><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p> <ol style="list-style-type: none"> <li>1. Licensure/certification for entire period since last promotion (or appointment to current rank)</li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>2. Attendance at the equivalent of at least 8 hours of continuing education activities per year</li> </ol>



**1.3 PREFIXED TRACK: TEACHING EXCELLENCE  
EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT AND PROMOTION**

**AREA: Research/Scholarship/Creative Work**

**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 practical mastery in this track.

**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 practical mastery in this track.

Examples of Evidence	Guideline per Career Development Milestone	Case Examples
<p>1. Measurable contribution of scholarly activities as demonstrated by the publication of peer-reviewed articles since last promotion (or appointment to current rank)</p> <p style="text-align: center;">AND</p> <p>2. Evidence of other research, scholarship or creative work since last promotion (or appointment to current rank) as demonstrated by a combination of the following:</p> <ul style="list-style-type: none"> <li>● Presentations (national or international conferences)</li> <li>● Poster presentations (national or international conferences)</li> <li>● Books</li> <li>● Book chapters</li> <li>● Non-peer reviewed articles (e.g., professional magazines, pre-print)</li> <li>● Monographs</li> <li>● Technical reports</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p> <p>1. 1 peer-reviewed article with significant contribution.</p> <p style="text-align: center;">AND</p> <p>2. 1 other publications (i.e., book, book chapter, non-peer reviewed article, monographs, technical reports, white papers) with significant contribution.</p> <p style="text-align: center;">AND</p> <p>2. 4 activities/products with 1st or 2nd authorship* for at least 2 of these activities. A diversity of evidence of ‘other’ research, scholarship or creative work, overtime, is expected.</p>	<p><b>Example of an <u>Associate Professor</u> Portfolio:</b></p> <p>Since last promotion/appointment, the candidate was the 1<sup>st</sup> author for 1 peer-reviewed manuscript focused on educational research / the scholarship of teaching and learning. The candidate is 2<sup>nd</sup> author of an article to be published in a professional magazine (in press). Additionally, candidate has presented a workshop (1<sup>st</sup> author) and 2 posters (combination of senior author and 3<sup>rd</sup> author) at a national conference; all in their line of educational scholarly inquiry to advance contemporary education within their field. The candidate secured an internal Nexus Teaching-Learning grant. The candidate’s portfolio of work is focused and has made meaningful contribution to the field and advances educational activities of the program. Impact of this work may be demonstrated through publication in education journals, concomitant citations and downloads within national education communities.</p>

Examples of Evidence	Guideline per Career Development Milestone	Case Examples
<ul style="list-style-type: none"> <li>● White papers</li> <li>● Published Peer-reviewed abstract</li> <li>● External grant submitted or procured</li> <li>● Internal grant procurement</li> <li>● Peer-reviewed competition entry</li> <li>● Creation of an innovative and scholarly product (e.g., intervention toolkit, devices, apps)</li> </ul>	<p>*Exception if authors are listed in alphabetical order, significant role in a multi-center trial, or when last author has senior role.</p>	
	<p style="text-align: center;"><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b> <b>Since last promotion/appointment:</b></p> <p>1. 2 peer-reviewed articles with significant contribution.</p> <p style="text-align: center;">AND</p> <p>2. 1 other publications (i.e., book, book chapter, non-peer reviewed article, monographs, technical reports, white papers) with significant contribution.</p> <p style="text-align: center;">AND</p> <p>2. 4 activities/products with 1<sup>st</sup> or 2<sup>nd</sup> authorship for at least 2 of these activities. scholarship or creative work, overtime, is expected.</p>	<p style="text-align: center;"><b>Example of a Full Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate has an established line of scholarly inquiry on educational research / the scholarship of teaching and learning. The candidate has published 2 peer-reviewed manuscripts, 1 as first author and 1 as senior author. The candidate authored a book chapters recently published. Additionally, candidate had completed 4 peer-reviewed scholarly (first author of 2) activities. These included a poster presentation at an international professional conference, a platform presentation and 2 posters at a national conference in their line of educational scholarly inquiry to advance contemporary education within their respective field. The candidate as contributed to 4 other scholarly products as 3<sup>rd</sup> or 4<sup>th</sup> author. The candidate’s portfolio of work is focused and has made meaningful contribution to the field and advances educational activities of the program. Impact of this work may be demonstrated through publication in education journals, concomitant citations and downloads within national or international education communities.</p>

**AREA: Teaching/Education**

**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 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	Minimum Criteria per Career Development Milestone	Case Examples
<p>Evidence of ALL of the following since last promotion (or appointment to current rank):</p> <ol style="list-style-type: none"> <li>1. Superior student evaluations</li> <li>2. Superior peer evaluations</li> <li>3. Use of current evidence-based teaching-learning strategies</li> <li>4. 4a. Course and/or curriculum development (and/or significant revisions of courses/curriculum)</li> </ol> <p style="text-align: center;">OR</p> <p>4b. Effectiveness as a primary mentor for dissertation, doctoral capstone project or thesis, and/or post-doctoral fellowship</p> <ul style="list-style-type: none"> <li>● Serve as a dissertation/capstone/thesis committee member</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b>  <b>Since last promotion/appointment:</b>  Candidate demonstrates their excellence, effectiveness and expertise through a combination at least 3 of the following*:</p> <ol style="list-style-type: none"> <li>1. Student teaching evaluations (&gt;80% rating on a Likert Scale) for questions related to “Quality of Course” or “Effectiveness of Instructor” for 2/3 of courses taught or co-taught, with demonstration of addressing students’ feedback.</li> <li>2. Two peer reviews describing excellence in teaching with 1 of these being conducted in the last 2 years</li> <li>3. Demonstrate the use of at least 2 current evidence-based teaching-learning strategies with documented students quantitative and/or qualitative outcomes</li> <li>4. 4a. Documented contributions to course/curriculum development/revision in at least 1 instance.</li> </ol>	<p><b>Example of an <u>Associate Professor</u> Portfolio:</b></p> <p>Since last promotion/appointment, the candidate demonstrates excellence in teaching through consistent achievement of established benchmarks on course evaluations for questions describing effectiveness of the course instructor. This effectiveness in teaching was confirmed by two peer evaluations which described the quality of evidence-based instructions methods used. In their portfolio, the candidate demonstrates ongoing quality improvement to integrate students’ feedback in subsequent course delivery and assess the outcomes of these changes. Faculty included as proof of students learning at least 3 examples of effective/excellence for outcomes of students learning and/or contributions to the attainment of program goals as evidence of achievement. Faculty may include communication from students describing and affirming impact of the candidate on the students’ learning.</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
	<p style="text-align: center;">OR</p> <p>4b. Documented primary mentor for at least 3 dissertation, thesis, doctoral/master capstone project or post-doctoral fellowship. Superior evaluation from mentees or supportive letter of reference from mentees.</p> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>	<p>The candidate led significant course revisions for 3 courses following program self-study and re-accreditation process.</p> <p style="text-align: center;">OR</p> <p>Mentored students in scholarly activities that resulted in completion of projects that may include dissemination in peer reviewed journals or at conferences.</p>
	<p style="text-align: center;"><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> Candidate demonstrates their excellence, effectiveness and expertise through a combination at least 3 of the following*:</p> <ol style="list-style-type: none"> <li>1. Students teaching evaluations (&gt;80% rating on a Likert Scale) for questions related to “Quality of Course” or “Effectiveness of Instructor” for 90% of courses taught or co-taught, with demonstration of addressing students’ feedback.</li> <li>2. At least 3 peer reviews describing excellence in teaching with 2 of these being conducted in the last 3 years</li> <li>3. Demonstrate the use of at least 4 current evidence-based teaching-learning strategies with documented students quantitative and/or qualitative outcomes</li> <li>4. 4a. Documented contributions to course/curriculum development/revision in at least 3 instances.</li> </ol>	<p><b>Example of a Full Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate demonstrates excellence in teaching through consistent achievement of established benchmarks on course evaluations for questions describing effectiveness of the course instructor. This effectiveness in teaching was confirmed by three peer evaluations which described the quality of evidence-based instructions methods used. In their portfolio, the candidate demonstrates ongoing quality improvement to integrate students’ feedback in subsequent course delivery and assess the outcomes of these changes. Faculty included as proof of students learning 2 examples of students learning outcomes and 2 examples of contributions to the attainment of program goals as evidence of achievement. Faculty included 2 communication from students describing and affirming impact of the candidate on the students’ learning.</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
	<p style="text-align: center;">OR</p> <p>4b. Documented primary mentor for at least 3 dissertation, thesis, doctoral/master capstone project or post-doctoral fellowship. Superior evaluation from mentees or supportive letter of reference from mentees.</p> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>	<p>The candidate led significant course revisions for 3 courses following program self-study and re-accreditation process.</p> <p style="text-align: center;">OR</p> <p>Mentored 4 students in scholarly activities that resulted in completion of projects that include the dissemination in 1 peer reviewed journal or two conferences presentations.</p>

**AREA: Institutional Service**

**Associate Professor Milestone:** 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 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.

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
<p>Outstanding contribution demonstrated by participation in the following since the last promotion (or appointment to current rank):</p> <ul style="list-style-type: none"> <li>● University Standing Committee</li> <li>● University <i>Ad Hoc Committee</i> &amp; Task Force</li> </ul>	<p style="text-align: center;"><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> Contribution in at least 2 institutional service activities. An activity counts when at least 1 term was completed. At least 1 of these institutional</p>	<p><b>Example of an Associate Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate made significant contribution to the department and college to advance functioning and pedagogy by chairing their department's curriculum committee and being a member of the college governance committee for one</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
<ul style="list-style-type: none"> <li>● College/Department/Program/Center Committee Service</li> <li>● College/Department/Program/Center Other Service</li> <li>● Advising</li> <li>● Clinical rotations/fieldwork preceptorship</li> <li>● Mentoring of junior faculty</li> <li>● Administrative roles</li> <li>● Search committee</li> </ul>	<p>service activities must be at the college or university level.</p> <p style="text-align: center;">AND</p> <p>Chair or significant leadership role of at least 1 department, college or university committee/initiative over one term.</p>	<p>term each. The candidate has provided leadership to the program’s student association for at least 3 years leading to achievement of identified goals. Candidate also led the program’s admission process this past year.</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> Contribution in at least 4 institutional service activities. An activity counts when at least 1 term was completed. At least 1 of these institutional service activities must be at the college or university level. At least 2 of the service activities should be education related.</p> <p style="text-align: center;">AND</p> <p>Chair or significant leadership role of at least 1 department, college or university committee/initiative over on term.</p>	<p><b>Example of a Full Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate made significant contribution to the college and university to advance functioning and pedagogy by chairing the college’s curriculum committee for two academic years and being a member of the university Educational Resources committee. As a member of this latter committee, the candidate demonstrated leadership by revising the grading rubric for internal awards related to the educational mission of the university. The candidate provided leadership for one departmental initiative related to admission of a more diverse student body and faculty.</p>

**AREA: External Service/Performance**

**Associate Professor 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, service on local/regional committees, and 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, service on national committees, and e 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	Minimum Criteria per Career Development Milestone	Case Examples
<p>The candidate demonstrates clear prominence in their discipline at a regional, national or international level since the last promotion (or appointment to current rank) through the following:</p> <ul style="list-style-type: none"> <li>● Invitations to speak at national forums</li> <li>● Invitations to develop and deliver workshops regionally, nationally or internationally</li> <li>● Serve on regional/national/international committees or task forces</li> <li>● Grant reviewing</li> <li>● Book or article reviews</li> <li>● Editing activities for professional publications (books or journals)</li> <li>● Serve on professional boards</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b>  <b>Since last promotion/appointment:</b></p> <p>A complement of impactful activities over time is expected which shows a growing level of regional, national and/or international reputation within their discipline.</p>	<p><b>Example of an <u>Associate Professor</u> Portfolio:</b></p> <p>Since last promotion/appointment, the candidate was invited to deliver a workshop in the professional community. The candidate has reviewed 4 articles and is elected or appointed to at least one educational committee or activity for at least two consecutive years. Both of these activities are related to their areas of expertise. Candidate was a member of the committee planning the state professional conference this past year. The impact of these activities was demonstrated through reflective narrative, and letters acknowledging contribution.</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b>  <b>Since last promotion/appointment:</b></p> <p>Contribution in at least 4 external service activities. A complement of impactful activities over time is expected which shows a growing level of national and/or international reputation within their discipline.</p>	<p><b>Example of a Full Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate was invited to deliver a workshop in their area of expertise by two agencies outside of the state. The candidate was invited to present at an international forum about an aspect of their scholarship. The candidate has reviewed 8 articles in national and international journals and was elected to one committee of their national organization for at two consecutive years. Both of these activities are related to their areas of expertise. The impact of these activities was demonstrated through reflective narrative, and letters acknowledging contribution.</p>

**AREA: Practical/Clinical Mastery**

**Associate Professor Milestone:** If applicable, the candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field and, as applicable, maintenance of professional licensure or certification as described in the respective college's evidence of professional development

**Professor Milestone:** If applicable, the candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field and, as applicable, maintenance of professional licensure or certification as described in the respective college's evidence of professional development.

Examples of Evidence	Minimum Criteria per Career Development Milestone
<p>When the faculty member is a licensed professional, he/she/they will demonstrate continued expertise in topics taught since last promotion (or appointment to current rank) through the following:</p> <ol style="list-style-type: none"> <li>1. Maintaining of professional licensure or certification</li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>2. Attendance of meeting, conference, workshop, or course to keep abreast of advances in the areas of expertise</li> </ol>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b>  <b>Since last promotion/appointment:</b></p> <ol style="list-style-type: none"> <li>1. Licensure/certification for entire period since last promotion (or appointment to current rank)</li> </ol> <p>AND</p> <ol style="list-style-type: none"> <li>2. Attendance at the equivalent of at least 8 hours of continuing education activities per year</li> </ol>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b>  <b>Since last promotion/appointment:</b></p> <ol style="list-style-type: none"> <li>1. Continuous Licensure/certification since last promotion or appointment.</li> </ol> <p>AND</p> <ol style="list-style-type: none"> <li>2. Attendance at the equivalent of at least 8 hours of continuing education activities per year</li> </ol>



## 1.4 UNPREFIXED TRACK: TENURE

### EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT AND PROMOTION

#### AREA: Research/Scholarship/Creative Work

**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.

**Tenure Milestone:** Evidence of sustained, original, and substantive intellectual and/or creative contributions to the faculty member’s discipline, which have had a demonstrable impact on the discipline as judged by academic leaders and recognized 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	Minimum Criteria per Career Development Milestone
<p>1. Measurable contribution of scholarly activities as demonstrated by the publication of peer-reviewed articles since last promotion (or appointment) to current rank.</p> <p style="text-align: center;">AND</p> <p>2. Extramural grant proposal submissions with procurement of funding.</p> <p style="text-align: center;">AND</p> <p>3. Evidence of other research, scholarship or creative work since last promotion (or appointment to current rank) as demonstrated by a combination of the following:</p> <ul style="list-style-type: none"> <li>● Presentations (national or international conferences)</li> <li>● Poster presentations (national or international conferences)</li> <li>● Books</li> <li>● Book chapters</li> <li>● Non-peer reviewed articles (e.g., professional magazines, pre-print)</li> <li>● Monographs</li> <li>● Technical reports</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b>  <b>Since last promotion/appointment:</b>                      1. A minimum of 6 peer-reviewed articles [1<sup>st</sup>, 2<sup>nd</sup> or senior author]*</p> <p>*Exception if authors are listed in alphabetical order or significant role in a multi-center trial.</p> <p style="text-align: center;">AND</p> <p>2. Substantial multi-years external grants (e.g., federal grants, foundations).</p> <p style="text-align: center;">AND</p> <p>Must be PI for at least 1 substantial funded extramural grant</p> <p style="text-align: center;">AND</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone
<ul style="list-style-type: none"> <li>● White papers</li> <li>● Published Peer-reviewed abstract</li> <li>● External grant submitted or procured</li> <li>● Internal grant procurement</li> <li>● Peer-reviewed competition entry</li> <li>● Creation of an innovative and scholarly product (e.g., intervention toolkit, devices, apps)</li> </ul>	<p>3. A minimum of 4 peer-reviewed presentations at national or international conferences as 1<sup>st</sup>, 2<sup>nd</sup>, or senior author, plus 4 other activities/products with 1<sup>st</sup>, 2<sup>nd</sup> or senior authorship for at least 2 of these activities.</p>
	<p><b>APPOINTMENT OR PROMOTION TO TENURE: Since promotion/appointment to the rank of assistant professor:</b></p> <p>1. 8 peer-reviewed articles [1<sup>st</sup>, 2<sup>nd</sup> and senior author]* published.</p> <p>*Exception if authors are listed in alphabetical order or significant role in a multi-center trial.</p> <p style="text-align: center;">AND</p> <p>2. Substantial multi-years external grants (e.g., federal grants, foundations).</p> <p style="text-align: center;">AND</p> <p>Must be PI or Multi-PI for at least 2 substantial funded extramural grants</p> <p style="text-align: center;">AND</p> <p>3. 5 peer-reviewed presentations at national and international conferences as 1<sup>st</sup>, 2<sup>nd</sup>, or senior author, plus 5 other activities/products with 1<sup>st</sup>, 2<sup>nd</sup> or senior authorship for at least 3 of these activities.</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR Since last promotion/appointment:</b></p> <p>1. 8 peer-reviewed articles [1<sup>st</sup>, 2<sup>nd</sup> or senior author]* published</p> <p>*Exception if authors are listed in alphabetical order, significant role in a multi-center trial or when last author has senior role.</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone
	<p>AND</p> <p>2. Substantial multi-years external grants (e.g., federal grants, foundations.</p> <p>AND</p> <p>Must be PI or Multi-PI for at least 2 substantial extramural grants</p> <p>AND</p> <p>3. 5 peer-reviewed presentations at national and international conferences as 1<sup>st</sup>, 2<sup>nd</sup>, or senior author, plus 5 other activities/products with 1<sup>st</sup>, 2<sup>nd</sup> or senior authorship for at least 3 of these activities.</p>

**AREA: Teaching/Education**

**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.

**Tenure Milestone:** Strong commitment to the educational mission of the University as evidenced by active, effective, and substantive contribution to one or more educational programs.

**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	Minimum Criteria per Career Development Milestone	Case Examples:
<p>Evidence of ALL of the following since last promotion (or appointment to current rank):</p> <ol style="list-style-type: none"> <li>1. Superior student evaluations</li> <li>2. Superior peer evaluations</li> </ol>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p>	<p><b>Example of an Associate Professor Portfolio:</b></p> <p>Since last promotion, the candidate has demonstrated excellence in teaching through a rating of 4.1 out of 5 for all course</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples:
<p>3. Use of current evidence-based teaching-learning strategies</p> <p>4. Effectiveness as a primary mentor for dissertation, doctoral capstone project or thesis, and/or post-doctoral fellowship</p>	<p>Candidate demonstrates their excellence, effectiveness and expertise through a combination at least 3 of the following*:</p> <ol style="list-style-type: none"> <li>1. If applicable, students teaching evaluations (&gt;80% rating on a Likert Scale) for questions related to “Quality of Course” or “Effectiveness of Instructor” and for 2/3 of courses taught or co-taught</li> <li>2. At least 3 peer reviews describing excellence in teaching with 2 of these being conducted in the last 2 years</li> <li>3. Demonstrate the use of at least 3 current evidence-based teaching-learning strategies with documented students quantitative and/or qualitative outcomes</li> <li>4. Documented primary mentor for at least 2 dissertations, thesis, doctoral/master capstone projects or postdoctoral fellowships. If a formal evaluation is used, a superior evaluation from mentees (ratings of &gt;80% on the rating scale) or supportive letter of reference from mentees.</li> </ol> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>	<p>evaluation for the question describing the effectiveness of the course instructor. This effectiveness in teaching was confirmed by 2 peer evaluations, which described the quality of evidence-based instructions methods used. The candidate uses case-based learning, flipped classrooms, and team-based learning in courses throughout. In their portfolio, candidate described the extent to which they integrated students’ feedback in subsequent course delivery and the outcomes of these changes. Faculty included as proof of students learning emails sent by students explaining the value to their clinical practice of what was learn in a course.</p>
	<p><b>APPOINTMENT OR PROMOTION TO TENURE:</b> <b>Since last promotion/appointment:</b> The criteria are the same as for promotion to associate professor.</p>	<p><b>Example of a Tenure Portfolio:</b> Same as for promotion to associate professor.</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b> <b>Since last promotion/appointment:</b></p>	<p><b>Example of a Full Professor Portfolio:</b> Since last promotion, the candidate has demonstrated excellence in teaching through a rating of 4.4 out of 5 for all course evaluation for the question</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples:
	<p>Candidate demonstrates their excellence, effectiveness and expertise through a combination at least 3 of the following*:</p> <ol style="list-style-type: none"> <li>1. Students teaching evaluations (&gt;80% rating on a Likert Scale) for questions related to “Quality of Course” or “Effectiveness of Instructor” and for 2/3 of courses taught or co-taught</li> <li>2. At least 3 peer reviews describing excellence in teaching with 2 of these being conducted in the last 2 years</li> <li>3. Demonstrate the use of at least 3 current evidence-based teaching-learning strategies with documented students quantitative and/or qualitative outcomes</li> <li>4. Documented primary mentor for at least 4 dissertation, thesis, doctoral/master capstone project or postdoctoral fellowship. If a formal evaluation is used, a superior evaluation from mentees (ratings of &gt;80% on the rating scale) or supportive letter of reference from mentees.</li> </ol> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>	<p>describing the overall quality of the course. The candidate’s excellence in teaching was confirmed through 3 peer evaluations. The candidate was also the faculty mentor for 4 doctoral students, all of whom wrote supportive letters of support for their mentor.</p>

**AREA: Institutional Service**

**Associate Professor Milestone:** 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 by effective contributions on program, college and/or university committees and clear contributions to the well-being and advancement of the university.

**Tenure Milestone:** Strong commitment to institutional service as evidenced by active, effective contributions to program, college, and university committees, and a record of contributions that overall serve to improve the welfare of the University and its community.

**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.

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples:
<p>Outstanding contribution demonstrated by participation in the following since the last promotion (or appointment to current rank):</p> <ul style="list-style-type: none"> <li>● University Standing Committee</li> <li>● University <i>Ad Hoc Committees &amp; Task Forces</i></li> <li>● College/Department/Program/Center Committee Service</li> <li>● College/Department/Program/Center Other Service</li> <li>● Advising</li> <li>● Clinical rotations/fieldwork/preceptorship</li> <li>● Mentoring of junior faculty</li> <li>● Administrative roles</li> <li>● Search committee</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> Contribution in at least 2 institutional service activities. An activity counts when at least 1 term of committee service (or equivalent duration for activities without formal terms) was completed, as outlined in the University Bylaws and Faculty Handbook. At least 1 of these institutional service activities must be at the college or university level and preferably on a research-related committee.</p> <p style="text-align: center;">AND</p> <p>Chair or significant leadership role of at least 1 department, college or university committee or initiative over one term of committee service (or equivalent duration for activities without formal terms).</p>	<p><b>Example of an Associate Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate chaired 1 university-level committee for 1 term. The candidate also served on the college research and executive committee, each for 1 term. Of note, the candidate led a dean’s initiative to identify needed resources for junior faculty to be successful in the tenure track.</p>
	<p><b>APPOINTMENT OR PROMOTION TO TENURE:</b></p> <p><b>Since last promotion/appointment:</b> The criteria are the same as for promotion to associate professor</p>	<p><b>Example of a Tenure Portfolio:</b></p> <p>Same as for promotion to associate professor</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> Contribution in at least 4 institutional service activities. An activity counts when at least 1 term of committee service (or equivalent duration for activities without formal terms) was completed, as outlined in the University Bylaws and Faculty Handbook. At least 1 of these institutional service activities must be at the</p>	<p><b>Example of a Full Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate chaired 1 university-level committee for 2 terms and continue to be an active member of the college research committee.</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples:
	<p>college level and 1 at the university level. At least 1 of these activities must be on a research-related committee.</p> <p style="text-align: center;">AND</p> <p>Chair or significant leadership role of at least 1 department, college or university committee or initiative over one term of committee service (or equivalent duration for activities without formal terms).</p>	

**AREA: External Service/Performance**

**Associate Professor Milestone:** 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).

**Tenure Milestone:** Strong commitment to service to the faculty member’s profession as evidenced by activities that enhance the professional community (such as participation on regional or national professional committees, provision of peer review, contribution to national meetings, journals, or other priorities of the profession).

**Professor Milestone:** 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	Guidance and/or Minimum Criteria per Career Development Milestone	Case Examples:
The candidate demonstrates clear prominence in their discipline at a regional, national and international level since the last promotion (or appointment to current rank) through the following:	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> Contribution in at least 2 substantive external service activities. A complement of impactful activities</p>	<p><b>Example of an Associate Professor Portfolio:</b> Since last promotion/appointment, the candidate served on 1 national committee in a professional organization related to area of research expertise. The candidate serves as a</p>

Examples of Evidence	Guidance and/or Minimum Criteria per Career Development Milestone	Case Examples:
<ul style="list-style-type: none"> <li>● Invitations to speak at national or international forums</li> <li>● Invitations to develop and delivery workshops regionally, nationally or internationally</li> <li>● Service on regional/national/international committees or task forces</li> <li>● Service on grant review panels</li> <li>● Reviews of books or articles</li> <li>● Editing activities for professional publications (books or journals)</li> <li>● Service on professional boards</li> </ul>	overtime is expected which shows a growing national and/or international reputation within their discipline.	grant proposal reviewer for 1 federal funding agency for 2 rounds of grant reviews. The candidate also reviewed 6 manuscripts submitted to publications to journals.
	<p><b>APPOINTMENT OR PROMOTION TO TENURE:</b>  <b>Since last promotion/appointment:</b>            The criteria are the same as for promotion to associate professor</p>	<p><b>Example of a Tenure Portfolio:</b>            Same as for promotion to associate professor</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b>  <b>Since last promotion/appointment:</b>            Contribution in at least 5 substantive external service activities. At least two of these have to be with national or international professional organizations and at least one has to involve grant reviewing. A complement of impactful activities overtime is expected which shows an established national and/or international reputation within their discipline.</p>	<p><b>Example of a Full Professor Portfolio:</b>            Since last promotion/appointment, the candidate served on 1 international or 2 national committees related to their area of research expertise. The candidate served as an editorial board member for one professional journal over 2 terms. The candidate continued to review manuscripts for 5 additional journals.</p>

**AREA: Practical/Clinical Mastery**

**Associate Professor Milestone:** If applicable, the candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field and, as applicable, maintenance of professional licensure or certification as described in the respective college's evidence of professional development.

**Professor Milestone:** If applicable, the candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field and, as applicable, maintenance of professional licensure or certification as described in the respective college's evidence of professional development.

Examples of Evidence	Guidance and/or Minimum Criteria per Career Development Milestone
	<b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b>



Examples of Evidence	Guidance and/or Minimum Criteria per Career Development Milestone
<p>When the faculty member is a licensed professional, he/she/they demonstrated continued expertise in topics taught since last promotion (or appointment to current rank) through the following:</p> <ol style="list-style-type: none"> <li>1. Maintaining of professional licensure or certification</li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>2. Attendance of meeting, conference, workshop, or course to keep abreast of advances in the areas of expertise</li> </ol>	<p><b>Since last promotion/appointment:</b></p> <ol style="list-style-type: none"> <li>1. Licensure/certification for entire period since last promotion (or appointment to current rank)</li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>2. Attendance at the equivalent of at least 8 hours of continuing education activities per year</li> </ol>
	<p><b>APPOINTMENT OR PROMOTION TO TENURE:</b></p> <p><b>Since last promotion/appointment:</b> Minimum criteria are the same as for promotion to associate professor</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p> <ol style="list-style-type: none"> <li>1. Licensure/certification for entire period since last promotion (or appointment to current rank)</li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>2. Attendance at the equivalent of at least 8 hours of continuing education activities per year</li> </ol>

## 1.5 PREFIXED TRACK: RESEARCH EXCELLENCE

### EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT AND PROMOTION

#### AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORK

**Associate Professor Milestone:** The candidate provides a significant contribution to a portfolio of research/scholarship/creative work in their field. The portfolio of research/scholarship/creative work should demonstrate evidence of independence and leadership in addition to contributions to team and collaborative work.

**Professor Milestone:** The candidate’s portfolio of research/scholarship/creative work provides meaningful contribution to the field and demonstrates focus and skill. The portfolio of research/scholarship/creative work should demonstrate continued and increasing evidence of independence and leadership in addition to contributions to team and collaborative work.

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
<p><b>Primary Evidence</b></p> <p>1. Measurable contribution of scholarly activities as demonstrated by the publication of peer-reviewed articles since last promotion (or appointment to current rank)</p> <p style="text-align: center;">AND</p> <p>2. Extramural grant proposal submissions.</p> <p style="text-align: center;">AND</p> <p><b>Supplemental Evidence</b></p> <p>3. Evidence of other research, scholarship, or creative work since last promotion (or appointment to current rank) as demonstrated by a combination of the following:</p> <ul style="list-style-type: none"> <li>● Presentations (national or international conferences)</li> </ul>	<b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b>	
	<p><b>Since last promotion/appointment:</b></p> <p>1. 6 peer-reviewed articles [1<sup>st</sup>, 2<sup>nd</sup>]* published with at least 3 in a sustained line of scholarship activity.</p> <p>*Exception if authors are listed in alphabetical order, significant role in a multi-center trial, or when last author has senior role.</p> <p style="text-align: center;">AND</p> <p>2. Some external grant support as PI or Multi-PI.</p> <p style="text-align: center;">AND</p> <p>3. 4 peer-reviewed presentations at national and international conferences as 1<sup>st</sup>, 2<sup>nd</sup>, or senior author. 3 other activities/products with 1<sup>st</sup>, 2<sup>nd</sup> or senior authorship for at least 2 of these activities.</p>	<p><b>Example of an Associate Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate published 6 peer-reviewed articles, 2 as 2<sup>nd</sup> and 4 as 3<sup>rd</sup>/4<sup>th</sup> authors (large multi-centers studies). Three of these manuscripts are in a sustained line of research. The candidate described their significant contributions for all 6 articles. The candidate contributed to 2 additional peer-reviewed manuscripts were his/her/their contribution was minimal. The candidate was the PI for one external grant, which was just funded, and was Co-PI for 2 additional funded external grants. The candidate is a member of a research team that applied for 2 additional external grants, which were not funded. The candidate has presented 4 peer-reviewed posters and 2 peer-reviewed presentations at national and 1 international conferences. The candidate’s contribution to these presentations was significant.</p>
	<b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b>	
	<p><b>Since last promotion/appointment:</b></p> <p>1. 8 peer-reviewed articles [1<sup>st</sup>, 2<sup>nd</sup>]* published with at least 4 in a sustained line of scholarship activity.</p>	<p><b>Example of a Full Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate published 8 peer-reviewed articles, 2 as 1<sup>st</sup> author, 2 as</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
<ul style="list-style-type: none"> <li>● Poster presentations (national or international conferences)</li> <li>● Books</li> <li>● Book chapters</li> <li>● Non-peer reviewed articles (e.g., professional magazines, pre-print)</li> <li>● Monographs</li> <li>● Technical reports</li> <li>● White papers</li> <li>● Published Peer-reviewed abstract</li> <li>● External grant submitted or procured</li> <li>● Internal grant procurement</li> <li>● Peer-reviewed competition entry</li> <li>● Creation of an innovative and scholarly product (e.g., intervention toolkit, devices, apps)</li> </ul>	<p>*Exception if authors are listed in alphabetical order, significant role in a multi-center trial, or when last author has senior role.</p> <p style="text-align: center;">AND</p> <p>2. Some external grant support as PI or Multi-PI.</p> <p style="text-align: center;">AND</p> <p>3. 4 peer-reviewed presentations and/or posters at national and international conferences as 1<sup>st</sup>, 2<sup>nd</sup>, or senior author, plus 5 other activities/products with 1<sup>st</sup>, 2<sup>nd</sup> or senior authorship for at least 3 of these activities.</p>	<p>2<sup>nd</sup> and 4 as 3<sup>rd</sup>/4<sup>th</sup> authors (in large multi-centers studies). Seven of these manuscripts are in 1 of 2 sustained line of research. The last was related to a PhD student's project. The candidate described their significant contributions for all 8 articles. The candidate contributed to 3 additional peer-reviewed manuscripts where their contribution was minimal. The candidate was the PI for one small external grant which was just funded, and was Co-PI for 2 additional funded external grants. The candidate is a member of a research team that applied for 3 additional external grants, which were not funded. The candidate has presented 3 peer-reviewed posters and 4 peer-reviewed presentations at national and international conferences. The candidate's contribution to these presentations was significant.</p>

**AREA: Teaching/Education**

**Associate Professor Milestone:** The candidate provides expert supervision to students and trainees, as appropriate, and actively participates in the education of students and trainees in the performance of the research/scholarship/creative work. Student and trainee evaluations of the faculty member reflect the skill and dedication of the faculty member.

**Professor Milestone:** The candidate provides expert supervision to students and other trainees, as appropriate, and actively participates in the education of students and other trainees in the performance of the research/scholarship/creative work. Student and trainee evaluations of the faculty member reflect the skill and dedication of the faculty member.

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
<p>Teaching* would be focused on teaching students in PhD or doctoral training programs. With a focus on a complement of the following:</p> <ul style="list-style-type: none"> <li>● Supervision of students in research laboratories or as part of their research projects.</li> <li>● Academic advisor to doctoral, master’s, and/or bachelor’s degree students.</li> <li>● Serve as committee chairs and members for doctoral dissertations/capstone and/or master’s thesis/capstone.</li> <li>● Supervise research students and trainees in their lab.</li> <li>● Lectures and other contribution to courses related to research/doctoral work requirements.</li> </ul> <p>* Faculty member is not expected to be the lead-instructor in a course</p>	<b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b>	
	<p><b>Since last promotion/appointment:</b> Candidate demonstrates their excellence, effectiveness and expertise through at least 3 total artifacts overall, representing at least 2 of the following three categories*:</p> <ol style="list-style-type: none"> <li>1. Peer review(s) describing excellence in research-focused teaching</li> <li>2. Demonstrate the use of current evidence-based teaching-learning strategies in their interactions with research students</li> <li>3. Documented primary mentor for dissertation, thesis, doctoral/master capstone project or post-doctoral fellowship. Superior evaluation from mentees or supportive letter of reference from mentees.</li> </ol> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>	<p><b>Example of an Associate Professor Portfolio:</b> Since last promotion, the candidate has taught lectures related to quantitative research methods and interpreting quantitative research results in a couple of courses annually. In these lectures, the candidate uses a flipped classroom approach with students watching the lecture before class, followed by in-class team-based learning activities to clarify and deepen students’ knowledge. The students’ feedback and peer-reviews about these lectures are positive. The candidate has served as primary mentor for 2 doctoral students as well as a group of master’s capstone students on a yearly basis. Outcomes of student learning are evident with 3 poster presentations at national conferences and the publication of a peer-reviewed manuscript. The 2 doctoral students wrote letters about their mentor which support the quality of instructional/mentoring methods used.</p>
	<b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b>	
	<p><b>Since last promotion/appointment:</b> Candidate demonstrates their excellence, effectiveness and expertise through at least 3 total artifacts overall, representing at least 2 of the following three categories*:</p> <ol style="list-style-type: none"> <li>1. Peer review(s) describing excellence in research-focused teaching</li> <li>2. Demonstrate the use of current evidence-based teaching-learning strategies in their interactions with research students</li> <li>3. Documented primary mentor for dissertation, thesis, doctoral/master capstone project or post-doctoral fellowship. Superior evaluation from</li> </ol>	<p><b>Example of a Full Professor Portfolio:</b> Since last promotion, the candidate has taught lectures related to quantitative research methods and interpreting quantitative research results in a couple of courses annually. In these lectures, the candidate uses a flipped classroom approach with students watching the lecture before class, followed by in-class team-based learning activities to clarify and deepen students’ knowledge. The students’ feedback and peer-reviews about these lectures are positive. The candidate has served as primary mentor for 4 doctoral students as well as a group of master’s</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
	<p>mentees or supportive letter of reference from mentees.</p> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>	<p>capstone students on a yearly basis. Outcomes of student learning are evident with 4 poster presentations at national conferences and the publication of two peer-reviewed manuscripts. The 4 doctoral students wrote letters about their mentor which support the quality of instructional/mentoring methods used.</p>

**AREA: Institutional Service**

**Associate Professor Milestone:** 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.

**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.

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
<p>Outstanding contribution demonstrated by participation in the following since the last promotion (or appointment to current rank):</p> <ul style="list-style-type: none"> <li>● University Standing Committee</li> <li>● University <i>Ad Hoc</i> Committee &amp; Task Force</li> <li>● College/Department /Program/Center Committee Service</li> </ul>	<b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b>	
	<p><b>Since last promotion/appointment:</b> Contribution in at least 2 institutional service activities. An activity counts when at least 1 term of committee service (or equivalent duration for activities without formal terms) was completed, as outlined in the University Bylaws and Faculty Handbook. At least 1 of these institutional service activities must be at the college or university level. Preferably, at least 1 of these activities should be on a research-related committee.</p> <p style="text-align: center;">AND</p> <p>Chair or significant leadership role of at least 1 department, college or university committee or initiative over one term of committee service (or equivalent duration for activities without formal terms).</p>	<p><b>Example of an Associate Professor Portfolio:</b> Since last promotion/appointment, the candidate completed 2 service activities at the department and college (1 term as Chair in a department committee). The candidate served on 2 search committees for new faculty.</p>
	<b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b>	

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
<ul style="list-style-type: none"> <li>● College/Department /Program/Center Other Service</li> <li>● Advising</li> <li>● Clinical rotations/fieldwork preceptorship</li> <li>● Mentoring of junior faculty</li> <li>● Administrative roles</li> <li>● Search committee</li> </ul>	<p><b>Since last promotion/appointment:</b> Ongoing contribution in at least 4 institutional service activities. An activity counts when at least 1 term of committee service (or equivalent duration for activities without formal terms) was completed, as outlined in the University Bylaws and Faculty Handbook. At least 1 of these institutional service activities must be at the college or university level. At least 1 of these activities must be on a research-related committee.</p> <p style="text-align: center;">AND</p> <p>Chair or significant leadership role of at least 1 department, college or university committee or initiative over one term of committee service (or equivalent duration for activities without formal terms).</p>	<p><b>Example of a Full Professor Portfolio:</b> Since last promotion/appointment, the candidate completed of 4 service activities (2 terms as Chair) for college or university committees. The candidate was a member of the university committee on research where they led a taskforce.</p>

**AREA: External Service**

**Associate Professor 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	Minimum Criteria per Career Development Milestone	Case Examples
<p>The candidate demonstrates clear prominence in their discipline at a regional, national or international level since the last promotion (or</p>	<p><b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b></p>	
	<p><b>Since last promotion/appointment:</b> Contribution in at least 4 substantial external service activities. A complement of impactful activities overtime is</p>	<p><b>Example of an Associate Professor Portfolio:</b> Since last promotion/appointment, the candidate reviewed 6 articles submitted to publication all related to their areas</p>

Examples of Evidence	Minimum Criteria per Career Development Milestone	Case Examples
appointment to current rank) through the following: <ul style="list-style-type: none"> <li>● Invitations to speak at national forums</li> <li>● Invitations to develop and deliver workshops regionally, nationally or internationally</li> <li>● Serve on regional/national/international committees or task forces</li> <li>● Grant reviewing</li> <li>● Book or article reviews</li> <li>● Editing activities for professional Publications (books or journals)</li> <li>● Serve on professional boards</li> </ul>	expected which shows a growing level of regional, national and/or international reputation within their discipline.	of research. The candidate was a member of the national committee related to their area of expertise.
	<b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b>	
	<b>Since last promotion/appointment:</b> Contribution in at least 4 substantial external service activities. A complement of impactful activities overtime is expected which shows an established national and/or international reputation within their discipline.	<b>Example of a Full Professor Portfolio:</b> Since last promotion/appointment, the candidate served on 1 international or 2 national committees related to area of research expertise. The candidate served as an editorial board member for one professional journal over two terms. The candidate continued to review manuscripts for 5 additional journals.

**AREA: Practical/Clinical Mastery**

**Associate Professor Milestone:** If applicable, the candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field and, as applicable, maintenance of professional licensure or certification as described in the respective college's evidence of professional development.

**Professor Milestone:** If applicable, the candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field and, as applicable, maintenance of professional licensure or certification as described in the respective college's evidence of professional development.

Examples of Evidence	Minimum Criteria per Career Development Milestone
When the faculty member is a licensed professional, he/she/they will demonstrate continued expertise since last promotion (or appointment to current rank) through the following: <ol style="list-style-type: none"> <li>1. Maintaining of professional licensure or certification</li> </ol> <p style="text-align: center;">AND</p>	<b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b> <b>Since last promotion/appointment:</b> <ol style="list-style-type: none"> <li>1. Licensure/certification for entire period since last promotion (or appointment to current rank)</li> </ol> <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> <li>2. Attendance at the equivalent of at least 8 hours of continuing education activities per year</li> </ol>
	<b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b> <b>Since last promotion/appointment:</b>

<b>Examples of Evidence</b>	<b>Minimum Criteria per Career Development Milestone</b>
2. Attendance of meeting, conference, workshop, or course to keep abreast of advances in the areas of expertise	1. Licensure/certification for entire period since last promotion (or appointment to current rank) AND 2. Attendance at the equivalent of at least 8 hours of continuing education activities per year



## 1.6 Unprefixed: Clinical/Practice Scholar

### EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT AND PROMOTION

#### AREA: 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 and/or Minimum Criteria per Career Development Milestone	Case Examples:
<b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b>		
<p>Primary</p> <p>1. Measurable contribution of scholarly activities as demonstrated by the publication of peer-reviewed articles since last promotion (or appointment to current rank)</p> <p style="text-align: center;">AND</p> <p>Supplemental</p> <p>2. Evidence of other research, scholarship or creative work since last promotion (or appointment to current rank) as demonstrated by a combination of the following:</p> <ul style="list-style-type: none"> <li>● Presentations (national or international conferences)</li> <li>● Poster presentations (national or international conferences)</li> <li>● Books</li> <li>● Book chapters</li> <li>● Non-peer reviewed articles (e.g., professional magazines, pre-print)</li> </ul>	<p><b>Since last promotion/appointment:</b></p> <p>1. 2 peer-reviewed articles with substantial contribution.</p> <p style="text-align: center;">AND</p> <p>2. 4 supplemental activities/products with substantial contribution for at least 2 of these activities. A diversity of evidence of ‘other’ research, scholarship or creative work, overtime, is expected.</p>	<p><b>Example of an Associate Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate has 2 peer-reviewed articles which they have contributed to as a primary author. The candidate has presented clinical research presentations at 2 regional and 4 national peer-reviewed conferences. Candidate co-conducted a literature review to identify an evidence-based intervention to address a problematic clinical question. This led them to co-develop and conduct a clinical study (case series) with IRB approval. Continued excellence is demonstrated with scholarly work in process: 1 manuscript submitted and 1 in progress, accepted conference presentations at an international peer reviewed conferences</p>

<ul style="list-style-type: none"> <li>● Monographs</li> <li>● Technical reports</li> <li>● White papers</li> <li>● Published Peer-reviewed abstract</li> <li>● External grant submitted or procured</li> <li>● Internal grant procurement</li> <li>● Peer-reviewed competition entry</li> <li>● Creation of an innovative and scholarly product (e.g., intervention toolkit, devices, apps)</li> </ul>		<p>and awaiting result of an intramural grant application.</p>
	<p style="text-align: center;"><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p> <p>1. 4 peer-reviewed articles with substantial contribution and at least 2 of 4 articles published on a related topic</p> <p style="text-align: center;">AND</p> <p>2. 6 activities/products with 1<sup>st</sup> or 2<sup>nd</sup> authorship for at least 2 of these activities. A diversity of evidence of ‘other’ research, scholarship or creative work, over time, is expected.</p>	<p><b>Example of a Full Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate demonstrates a record of impactful scholarship through contributing as first and senior author on 2 articles and participation as clinical researcher on 2 additional articles, 3 of which related to their primary area of expertise. Candidate has contributed as expert reviewer to the development and publication of a clinical practice guideline. Candidate has presented 6 original research at peer reviewed national meetings. Candidate has served as mentor for 6 capstone projects. Continued excellence is demonstrated with scholarly work in process: an additional manuscript in progress, one accepted peer reviewed conference presentation, participation as co-I in 2 extramural grant applications consistent with line of scholarly inquiry.</p>

**AREA: Teaching/Education**

**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.

**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 and/or Minimum Criteria per Career Development Milestone	Case Examples:
<p>Evidence of the following since last promotion or appointment to current rank:</p> <ol style="list-style-type: none"> <li>1. Superior student evaluations if course(s) are taught</li> <li>2. Superior peer evaluations if course(s) or guest lectures are taught</li> <li>3. Use of current evidence-based teaching-learning strategies in teaching whether didactic, workshops or clinical Superior clinical teaching evaluation</li> <li>4. At least 1 of the following: formal assessment of students' learning outcome (classroom or clinical teaching) or outcome tool development.</li> </ol>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p>Since last promotion/appointment: Candidate demonstrates their excellence, effectiveness and expertise through a combination at least 3 of the following*:</p> <ol style="list-style-type: none"> <li>1. Student teaching evaluations (&gt;80% rating on a Likert Scale) for questions related to “Quality of Course” or “Effectiveness of Instructor”. With demonstration of addressing students’ feedback in future teaching.</li> <li>2. At least 1 peer review describing excellence in teaching conducted in the last 3 years</li> <li>3. Use of at least 2 current evidence-based teaching-learning strategies with documented students quantitative and/or qualitative outcomes in teaching portfolio</li> <li>4. Student clinical teaching evaluations (&gt;80%) for 90% of students. With demonstration of addressing students’ feedback in future clinical teaching.</li> <li>5. Recurring formal assessment of students’ learning outcomes (classroom or clinical teaching) with documented modification to teaching strategies as appropriate or outcome tool development.</li> </ol> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson</p>	<p><b>Example of an Associate Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate demonstrates excellence in clinical teaching through consistent achievement of established benchmarks on teaching evaluations for questions describing effectiveness as an educator. This effectiveness in teaching was confirmed by two peer evaluations which described the quality of evidence-based instruction and practice. In their portfolio, the candidate demonstrates ongoing quality improvement to integrate students’ feedback and assess the outcomes of these changes. Faculty included as proof of student learning 3 examples of effective/excellence for outcomes of students learning and/or contributions to the attainment of program goals . Faculty included communication from students describing and affirming impact of the candidate on the students’ learning. They were an invited guest speaker in professional academic program on their clinical area of expertise for 10 lectures. Course feedback demonstrated the effectiveness of these lectures.</p>

	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p>Since last promotion/appointment: Candidate demonstrates their excellence, effectiveness and expertise through a combination at least 3 of the following*:</p> <ol style="list-style-type: none"> <li>1. Student teaching evaluations (&gt;80% rating on a Likert Scale) for questions related to “Quality of Course” or “Effectiveness of Instructor” . With demonstration of addressing students’ feedback in future teaching.</li> <li>2. At least 2 peer reviews describing excellence in teaching conducted in the last 3 years</li> <li>3. Demonstrate the use of at least 2 current evidence-based teaching-learning strategies with documented students quantitative and/or qualitative outcomes</li> <li>4. Student clinical teaching evaluations (&gt;80%) for 90% of students. With demonstration of addressing students’ feedback in future clinical teaching.</li> <li>5. Recurring formal assessment of students’ learning outcomes (classroom or clinical teaching) with documented modification to teaching strategies as appropriate or outcome tool development.</li> </ol> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson</p>	<p><b>Example of a Full Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate demonstrated excellence in clinical teaching through consistent achievement of established benchmarks on student evaluations for questions describing effectiveness as an educator. This effectiveness in teaching was confirmed by three peer evaluations which described the quality of evidence-based instruction and practice. In their portfolio, the candidate demonstrated development of teaching modules in their area of clinical expertise in collaboration with academic faculty. In the clinical setting the candidate led an interprofessional research, education and practice. Faculty included as proof of students learning 2 examples of students learning outcomes and 2 examples of contributions to innovation in clinical instruction as evidence of achievement. Faculty included 2 communications from students describing and affirming impact of the candidate on the students’ learning.</p>
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**AREA: Institutional Service**

**Associate Professor Milestone:** 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.

**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.

Examples of Evidence	Guidance and/or Minimum Criteria per Career Development Milestone	Case Examples:
<p>The candidate demonstrates outstanding contribution demonstrated by participation in of the following since the last promotion (or appointment to current rank):</p> <ul style="list-style-type: none"> <li>● University Standing Committee</li> <li>● University <i>Ad Hoc Committee</i> &amp; Task Forces</li> <li>● College/Department/Program/Center Committee Service</li> <li>● College/Department/Program/Center Other Service</li> <li>● Advising</li> <li>● Clinical rotations/fieldwork preceptorship</li> <li>● Mentoring of junior faculty</li> <li>● Administrative roles</li> <li>● Search committee</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> A record of at least 3 institutional service contributions. An activity counts when at least 1 committee term (or equivalent duration for activities without formal terms) was completed, as outlined in the University Bylaws and Faculty Handbook. At least 1 of these institutional service activities must be at the college or university level.</p>	<p><b>Example of an Associate Professor Portfolio:</b> Since last promotion/appointment, the candidate led the revision of the policies and procedures on the student experiential learning program in their practice setting. The candidate served on the academic program’s clinical advisory board for 1 term. Candidate served as a mentor for 3 new clinical educators within their practice setting.</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> A record of at least 4 institutional service contributions. An activity counts when at least 1 term (or equivalent duration for activities without formal terms) was completed, as outlined in the</p>	<p><b>Example of a Full Professor Portfolio:</b> Since last promotion/appointment, the candidate made significant contribution through their clinical site and institution. The candidate led a subcommittee of the academic program’s clinical advisory board for 1 term. In this role, the candidate chaired</p>

	<p>University Bylaws and Faculty Handbook. At least 1 of these institutional service activities must be at the college or university level.</p> <p>AND</p> <p>Chair or significant leadership role of at least 1 department, college or university committee over one term of committee service (or equivalent duration for activities without formal terms).</p>	<p>the committee responsible for the assessment of outcomes of student learning and performance in their practice setting for two terms. They participated as a member of the university’s educational resources committee for 1 term.</p>
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**AREA: External Service/Performance**

**Associate Professor 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	Guidance and/or Minimum Criteria per Career Development Milestone	Case Examples:
<p>The candidate demonstrates clear prominence in their discipline at a regional, national or international level since the last promotion (or appointment to current rank) through the following:</p> <ul style="list-style-type: none"> <li>● Invitations to speak at national forums</li> <li>● Invitations to develop and deliver workshops regionally, nationally or internationally</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p> <p>Contribution in at least 4 substantive external service activities. A complement of impactful activities over time are expected which shows a growing level of regional and/or national reputation within their discipline.</p>	<p><b>Example of an Associate Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate was invited to deliver a workshop in the professional community. The candidate has reviewed 4 articles and was appointed to the professional organization’s educational committee. Both of these activities are related to their areas of</p>

<ul style="list-style-type: none"> <li>● Serve on local/regional committees or task forces</li> <li>● Grant reviewing</li> <li>● Book or article reviews</li> <li>● Editing activities for professional publications (books or journals)</li> <li>● Serve on professional boards</li> </ul>		<p>expertise. Candidate was a co-chair of a professional committee on the local/state level. The impact of these activities was demonstrated through reflective narrative, and letters acknowledging contribution.</p>
	<p style="text-align: center;"><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> Contribution in at least 4 substantive external service activities. A complement of impactful activities over time are expected which shows a growing level of national and/or international reputation within their discipline.</p>	<p><b>Example of a Full Professor Portfolio:</b> Since last promotion/appointment, the candidate was invited to deliver a workshop in their area of expertise by two agencies outside of the state. The candidate was invited to present at a national meeting in their area of expertise. The candidate served a chair in their area of expertise in their national organization for two consecutive years. The impact of these activities was demonstrated through reflective narrative, and letters acknowledging contribution.</p>

**AREA: Practical/Clinical Mastery**

**Associate Professor Milestone:** The candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field. The candidate maintains professional licensure or certification, if applicable, as described in the respective college's evidence of professional development.

**Professor Milestone:** The candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field. The candidate maintains professional licensure or certification, if applicable, as described in the respective college's evidence of professional development.

Examples of Evidence	Guidance and/or Minimum Criteria per Career Development Milestone	Case Examples:
The candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field through ALL the following...	<b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b>	<p><b>Example of an Associate Professor Portfolio:</b> Since last promotion/appointment, the candidate has led implementation of an</p>

<ol style="list-style-type: none"> <li>1. Leadership in assessment of patient and/or clinical program outcomes</li> <li>2. Developing/implementing systems for the promotion of Evidence-Based Practice and/or evidence-informed practice in the clinic</li> <li>3. Maintaining advanced knowledge in area of practice and/or clinical teaching</li> </ol> <p style="text-align: center;">AND</p> <p>Maintaining professional licensure or certification.</p>	<p><b>Since last promotion/appointment:</b></p> <ol style="list-style-type: none"> <li>1. At least 1 activity in the last 2 years related to quality assurance and/or improvement that involves identifying, analyzing, developing, executing and evaluating.</li> <li>2. At least 1 sustained activity demonstrating leadership in knowledge translation within the clinic. For example, through research, clinical practice guideline, evidence-based practice-related award or grant.</li> <li>3. Continuing education attendance: the equivalent of 2 days per year (e.g., areas of practice, clinical teaching, evidence-based practice) and/or clinical award</li> </ol> <p style="text-align: center;">AND</p> <p>Licensure/certification for entire period since last promotion (or appointment to current rank)</p>	<p>evidence-based intervention protocol. In a follow-up activity the candidate has participated in a quality improvement program assessing effectiveness of implementation of an intervention protocol.</p> <p>The candidate participates in annual continuing education to advance their skills. They received an internal award in recognition of clinical excellence.</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p> <ol style="list-style-type: none"> <li>1. At least 1 activity in the last 2 years related to quality assurance and/or improvement that involves identifying, analyzing, developing, executing, and evaluating.</li> <li>2. At least 1 sustained activity demonstrating leadership in knowledge translation within the clinic. For example, through research, clinical practice guideline, Evidence Based Practice-related award or grant.</li> <li>3. At least the equivalent of 2 full days of continuing education per year (e.g., areas of practice, clinical teaching, Evidence Based Practice) and/or clinical award</li> </ol> <p style="text-align: center;">AND</p> <p>Licensure/certification for entire period since last promotion (or appointment to current rank).</p>	<p><b>Example of a Full Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate has assumed responsibility for all quality assurance activities in the department. Survey scores demonstrate attainment of established patient outcomes and satisfaction metrics. The candidate has mentored 2 junior staff members through successful Quality Improvement projects.</p> <p>The candidate participated in annual continuing education to advance their skills. They received a national award in recognition of clinical excellence.</p>



**1.7 PREFIXED TRACK: CLINICAL/PRACTICE EDUCATOR  
EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT AND PROMOTION**

**AREA: Research/Scholarship/Creative Work**

**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 practical mastery in this track.

**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 practical mastery in this track.

Examples of Evidence	Guidance and/or Minimum Criteria per Career Development Milestone	Case Examples
<b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b>		
<p><i>Primary</i> 1. Measurable contribution of scholarly activities as demonstrated by the publication of peer-reviewed articles since last promotion (or appointment to current rank)</p> <p style="text-align: center;">AND</p> <p><i>Supplemental</i> 2. Evidence of other research, scholarship or creative work since last promotion (or appointment to current rank) as demonstrated by a combination of the following:</p> <ul style="list-style-type: none"> <li>● Presentations (national or international conferences)</li> <li>● Poster presentations (national or international conferences)</li> </ul>	<p><b>Since last promotion/appointment:</b> 1. 1 peer-reviewed article with significant contribution.</p> <p style="text-align: center;">AND</p> <p>2. 1 other publication (i.e., book, book chapter, non-peer reviewed article, monographs, technical reports, white papers) with significant contribution.</p> <p style="text-align: center;">AND</p> <p>3. 4 supplemental activities/products with 1st or 2nd authorship* for at least 2 of these activities. A diversity of evidence of ‘other’ research, scholarship or creative work, overtime, is expected.</p>	<p><b>A Portfolio Example:</b> Since last promotion/appointment, the candidate has made contributions to two peer-reviewed articles related to a clinical trial they participated in as an interventionist. The candidate has been an invited speaker to 2 regional conferences and 2 national meetings conducting workshops and poster presentations on specialty area. Continued excellence is demonstrated with ongoing participation in a recently funded clinical trial.</p>

<ul style="list-style-type: none"> <li>● Books</li> <li>● Book chapters</li> <li>● Non-peer reviewed articles (e.g., professional magazines, pre-print)</li> <li>● Monographs</li> <li>● Technical reports</li> <li>● White papers</li> <li>● Published Peer-reviewed abstract</li> <li>● External grant submitted or procured</li> <li>● Internal grant procurement</li> <li>● Peer-reviewed competition entry</li> <li>● Creation of an innovative and scholarly product (e.g., intervention toolkit, devices, apps)</li> </ul>	<p>*Exception if authors are listed in alphabetical order, significant role in a multi-center trial, or when last author has senior role.</p>	
	<p><b>Since last promotion/appointment:</b></p> <p>1. 2 peer-reviewed articles with significant contribution.</p> <p style="text-align: center;">AND</p> <p>2. 1 other publication (i.e., book, book chapter, non-peer reviewed article, monographs, technical reports, white papers) with significant contribution.</p> <p style="text-align: center;">AND</p> <p>3. 4 activities/products with 1<sup>st</sup> or 2<sup>nd</sup> authorship* for at least 2 of these activities. scholarship or creative work, overtime, is expected.</p> <p>*Exception if authors are listed in alphabetical order, significant role in a multi-center trial, or when last author has senior role.</p>	<p><b>A Portfolio Example:</b></p> <p>Since last promotion/appointment, the candidate demonstrates a record of impactful scholarship through contributing as a 2<sup>nd</sup> author on 1 manuscript and co-author on a second manuscript. Candidate has also served as senior author to a Book Chapter on neurodiversity. Candidate has delivered 6 invited speaking engagements at national meetings. Candidate has served on 4 capstone committees. Continued excellence is demonstrated with scholarly work in process: an additional manuscript in progress, one accepted peer reviewed conference presentations, participation in extramural grant application(s) consistent with line of scholarly inquiry.</p>

**AREA: Teaching/Education**

**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.

**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 and/or Minimum Criteria per Career Development Milestone	Case Examples:
<p>The candidate demonstrates evidence of sustained excellence in teaching in ALL of the following since last promotion (or appointment to current rank):</p> <ol style="list-style-type: none"> <li>1. Superior student evaluations if course(s) are taught</li> <li>2. Superior peer evaluations if course(s) or guest lectures are taught</li> <li>3. Use of current evidence-based teaching-learning strategies in teaching whether didactic, workshops or clinical</li> <li>4. Superior clinical teaching evaluation</li> <li>5. At least 1 of the following: formal assessment of students' learning outcomes (classroom or clinical teaching) or outcome tool development.</li> </ol>	<b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b>	
	<p>Since last promotion/appointment: Candidate demonstrates their excellence, effectiveness and expertise through a combination at least 3 of the following*:</p> <ol style="list-style-type: none"> <li>1. Students teaching evaluations (&gt;80% rating on a Likert Scale) for questions related to "Quality of Course" or "Effectiveness of Instructor. With demonstration of addressing students' feedback in future teaching.</li> <li>2. At least 1 peer review describing excellence in teaching conducted in the last 3 years</li> <li>3. Use use of at least 2 current evidence-based teaching-learning strategies with documented students quantitative and/or qualitative outcomes in teaching portfolio</li> <li>4. Students clinical teaching evaluations (&gt;80%) for 90% of students with demonstration of addressing students' feedback in future clinical teaching.</li> <li>5. Recurring formal assessment of students' learning outcomes (classroom or clinical teaching) with documented modification to teaching strategies as appropriate or outcome tool development.</li> </ol> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson</p>	<p><b>A Portfolio Example:</b></p> <p>Since last promotion/appointment, the candidate demonstrates excellence in clinical teaching through consistent achievement of established benchmarks on teaching evaluations for questions describing effectiveness as an educator. This effectiveness in clinical teaching was confirmed by two peer evaluations which described the quality of evidence-based instruction and practice. In their portfolio, the candidate demonstrates ongoing quality improvement to integrate students' feedback and assess the outcomes of these changes. Candidate included as proof of student learning 3 examples of effective/excellence for outcomes of student learning and/or contributions to the attainment of program goals. Faculty included communication from 5 students describing and affirming impact of the candidate on the students' learning.</p>
	<b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b>	

	<p>Since last promotion/appointment: Candidate demonstrates their excellence, effectiveness and expertise through a combination at least 3 of the following*:</p> <ol style="list-style-type: none"> <li>1. Students teaching evaluations (&gt;80% rating on a Likert Scale) for questions related to “Quality of Course” or “Effectiveness of Instructor”. With demonstration of addressing students’ feedback in future teaching.</li> <li>2. At least 2 peer reviews describing excellence in teaching conducted in the last 3 years</li> <li>3. Demonstrate the use of at least 2 current evidence-based teaching-learning strategies with documented students quantitative and/or qualitative outcomes</li> <li>4. Students clinical teaching evaluations (&gt;80%) for 90% of students. With demonstration of addressing students’ feedback in future clinical teaching.</li> <li>5. Recurring formal assessment of students’ learning outcomes (classroom or clinical teaching) with documented modification to teaching strategies as appropriate or outcome tool development.</li> </ol> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson</p>	<p><b>A Portfolio Example:</b></p> <p>Since last promotion/appointment, the candidate demonstrates excellence in clinical teaching through consistent achievement of established benchmarks on student evaluations for questions describing effectiveness as an educator. This effectiveness in teaching was confirmed by three peer evaluations which described the quality of evidence-based instruction and practice. In their portfolio, the candidate demonstrates ongoing quality improvement to integrate students’ feedback and assess the outcomes of these changes. Faculty included as proof of students learning 3 examples of students learning outcomes and 2 examples of contributions to innovation in clinical instruction as evidence of achievement. Faculty included 2 communications from students describing and affirming impact of the candidate on the students’ learning.</p>
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**AREA: Institutional Service**

**Associate Professor Milestone:** 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.

**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.

Examples of Evidence	Guidance and/or Minimum Criteria per Career Development Milestone	Case Examples:
<p>The candidate demonstrates outstanding contribution demonstrated by participation in of the following since the last promotion (or appointment to current rank):</p> <ul style="list-style-type: none"> <li>● University Standing Committee</li> <li>● University <i>Ad Hoc Committee</i> &amp; Task Forces</li> <li>● College/Department/Program/Center Committee Service</li> <li>● College/Department/Program/Center Other Service</li> <li>● Advising</li> <li>● Clinical rotations/fieldwork/preceptorship</li> <li>● Mentoring of junior faculty</li> <li>● Administrative roles</li> <li>● Search committee</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> Contribution in at least 2 institutional service activities. An activity counts when at least 1 committee term (or equivalent duration for activities without formal terms) was completed, as outlined in the University Bylaws and Faculty Handbook. At least 1 of these institutional service activities must be at the college or university level.</p>	<p><b>Example of an Associate Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate led the revision of the policies and procedures on the student experiential learning program in their practice setting. The candidate served on the academic program’s clinical advisory board for 1 term. Candidate served as a mentor for 3 new clinical educators within their practice setting.</p>
	<p style="text-align: center;">AND</p> <p>Chair or significant leadership role of at least 1 department, college or university committee over one term of committee service (or equivalent duration for activities without formal terms).</p>	<p><b>Example of a Full Professor Portfolio:</b></p> <p>Since last promotion/appointment, the candidate made significant contribution through their clinical site and institution. The candidate led a subcommittee of the academic program’s clinical advisory board for 1 term. In this role, the candidate chaired the committee responsible for the assessment of outcomes of student learning and performance in their practice setting for two terms. They participated as a member of the university’s educational resources committee for 1 term.</p>

**AREA: External Service/Performance**

**Associate Professor 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	Guidance and/or Minimum Criteria per Career Development Milestone	Case Examples:
<p>The candidate demonstrates clear prominence in their discipline at a regional, national, or international level since the last promotion (or appointment to current rank) through the following:</p> <ul style="list-style-type: none"> <li>• Invitations to speak at national forums</li> <li>• Invitations to develop and deliver workshops regionally, nationally or internationally</li> <li>• Serve on regional/national/international committees or task forces</li> <li>• Grant reviewing</li> <li>• Book or article reviews</li> <li>• Editing activities for professional publications (books or journals)</li> <li>• Serve on professional boards</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b> Contribution in at least 3 substantive external service activities. A complement of impactful activities over time is expected which shows a growing level of regional, national and/or international reputation within their discipline.</p>	<p><b>Example of an Associate Professor Portfolio:</b> Since last promotion/appointment, the candidate was invited to deliver a workshop in the professional community. The candidate has reviewed 4 articles and was appointed to the professional organization’s educational committee. Both of these activities are related to their areas of expertise. Candidate was a member of the committee planning the state professional conference this past year. The impact of these activities was demonstrated through reflective narrative, and letters acknowledging contribution.</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b></p> <p><b>Since last promotion/appointment:</b></p>	<p><b>Example of a Full Professor Portfolio:</b></p>

	<p>Contribution in at least 4 substantive external service activities. A complement of impactful activities overtime is expected which shows a growing level of regional, national and/or international reputation within their discipline.</p>	<p>Since last promotion/appointment, the candidate was invited to deliver a workshop in their area of expertise by two agencies outside of the state. The candidate was invited to present at a national meeting in their area of expertise. The candidate served as conference committee chair in their area of expertise in their national organization for two consecutive years. The impact of these activities was demonstrated through reflective narrative, and letters acknowledging contribution.</p>
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**AREA: Practical/Clinical Mastery**

**Associate Professor Milestone:** The candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field. The candidate maintains professional licensure or certification, if applicable, as described in the respective college's evidence of professional development.

**Professor Milestone:** The candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field. The candidate maintains professional licensure or certification, if applicable, as described in the respective college's evidence of professional development.

Examples of Evidence	Guidance and/or Minimum Criteria per Career Development Milestone	Case Examples:
<p>The candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field through ALL the following...</p>	<p><b>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</b>  <b>Since last promotion/appointment:</b>                      1 At least 1 activity in the last 2 years related to quality assurance and/or improvement that involves identifying, analyzing, developing, executing, and evaluating.                      2. At least 1 sustained activity demonstrating leadership in knowledge translation within the clinic. For example,</p>	<p><b>Example of an Associate Professor Portfolio:</b>                      Since last promotion/appointment, the candidate has led implementation of an evidence-based intervention protocol. In a follow-up activity the candidate has participated in a quality improvement program to assess effectiveness of the implementation of an intervention protocol.</p>

<p>Leadership in assessment of patient and/or clinical program outcomes Developing/implementing systems for the promotion of Evidence-Based Practice and/or evidence-informed practice in the clinic Maintaining advanced knowledge in area of practice and/or clinical teaching</p>	<p>through research, clinical practice guideline, Evidence-Based Practice-related award or grant. 3. At least the equivalent of 2 full days of continuing education per year (e.g., areas of practice, clinical teaching, evidence-based practice) and/or clinical award</p> <p style="text-align: center;">AND</p> <p>Licensure/certification for entire period since last promotion (or appointment to current rank)</p>	<p>The candidate participates in annual continuing education to advance their skills. They received an internal award in recognition of clinical excellence.</p>
<p style="text-align: center;">AND</p> <p>Maintaining professional licensure or certification.</p>	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b> <b>Since last promotion/appointment:</b> 1. At least 1 activity in the last 2 years related to quality assurance and/or improvement that involves identifying, analyzing, developing, executing, and evaluating. 2. At least 1 sustained activity demonstrating leadership in knowledge translation within the clinic. For example, research, clinical practice guideline, Evidence Based Practice-related award or grant. 3. At least the equivalent of 2 full days of continuing education per year (e.g., areas of practice, clinical teaching, Evidence-Based Practice) and/or clinical award</p> <p style="text-align: center;">AND</p> <p>Licensure/certification for entire period since last promotion (or appointment to current rank)</p>	<p><b>Example of a Full Professor Portfolio:</b> Since last promotion/appointment, the candidate has assumed responsibility for all quality assurance activities in the department. Survey scores demonstrate attainment of established patient outcomes and satisfaction metrics. The candidate has mentored 2 junior staff members through successful Quality Improvement projects. The candidate participates in annual continuing education to advance their skills. They received a national award in recognition of clinical excellence.</p>



## 2. CANDIDATE DOSSIER PREPARATION CHECKLIST FOR APPOINTMENT AND PROMOTION

### Instructions:

Individuals seeking appointment and faculty members seeking promotion must submit a dossier that includes a cover page, a table of content and the elements indicated in the table below for the track and rank to which they are applying for promotion/appointment with a few exceptions as follow:

- Individuals seeking **appointment** to the rank of **assistant professor**, in all tracks except tenure, and those seeking appointment to the rank of **instructor** should submit an abbreviated dossier which includes a Structured *Introductory Statement* [form available in Canvas], their CV, and copies of all current professional licenses (as appropriate for the department/program).
- Individuals seeking appointment to **tenure track** at the rank of **assistant professor** should submit a dossier that includes a Structured *Introductory Statement* [form available in Canvas], a *Documentation of Research*, their CV, and copies of all current professional licenses (as appropriate for the department/program).
- Individuals seeking appointment as **Volunteer Faculty or Adjunct Faculty with <40%FTE** on Prefixed Tracks should submit:
  - Rank of **Instructor or Assistant Professor**: Structured *Introductory Statement* [form available in Canvas], their CV, and copies of all current professional licenses (as appropriate for the department/program).
  - Rank of **Associate Professor or Full Professor**: Structured *Introductory Statement* [form available in Canvas], their CV, copies of all current professional licenses (as appropriate for the department/program), and 1 of the following based on the track
    - Documentation of Research (Research Excellence Track – ONLY)
    - Teaching Portfolio (Teaching Excellence Track – ONLY)
    - Clinical Mastery Portfolio (Clinical/Practice Educator – ONLY)