

College of Humanities & Sciences

Supplement to the Thomas Jefferson University Handbook Faculty Handbook

Approved by the Executive Committee on May 4, 2023

Office of the Dean
Office of Faculty Affairs

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1. GOALS OF THE COLLEGE OF HUMANITIES AND SCIENCES

- Support disciplinary, multi-disciplinary and trans-disciplinary research (that may fall under basic, applied, clinical, translational categories, or that may transcend these categories, but that falls into the purview of the humanities and sciences disciplines represented by the college) by both faculty and students.
- Create a culture that encourages innovative pedagogy and values the scholarship of teaching within or across the disciplines.
- Sustain activist- and community-oriented research and pedagogy that applies the habits of mind and skills embedded in the liberal arts and sciences to address real-world problems and advocate for social and environmental justice.
- Educate students for global citizenship and professional leadership who are prepared for both the challenges and opportunities of global twenty-first century professions.

2. COLLEGE GOVERNANCE

Note: All Function sections below are quoted from the TJU Bylaws of the Schools and Colleges. For CHS committee functions, a simple majority constitutes a quorum.

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 these Bylaws authority specifically to make decisions (Committee on Admissions and Committee on Student Promotions), 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 these 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. Procedures for addressing reversals of Executive Committee actions will be established by the colleges, as approved by the provost.

The procedure for reversal of an Executive Committee action is set forth as follows:

- The request for a vote is made in writing to the Dean with a copy to the Executive Committee.
- 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.

- A vote is timely held and eligible faculty in the College may participate.
- The vote may be taken by mail ballot or any other method, electronic or otherwise.
- The Dean or Dean's designee is responsible for tallying the vote and relaying the results to the faculty and the Executive Committee.
- 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

Members of the committee:

- Dean of the college (Chair)
- All college ancillary deans who are also senior faculty
- Program directors of all programs within the college, including general education and writing program, who are senior faculty
- 2 elected senior faculty representatives

2.1.3 Additional Membership Policies:

The TJU Bylaws specify that Executive Committee membership should be limited to senior faculty. In CHS, program directors and ancillary deans who are not senior faculty serve as non-voting guests of the CHS Executive Committee. The Executive Committee may ask non-voting guests not to participate in certain discussions.

2.1.4 Procedures

Please see Appendix I for additional procedures.

2.1.5 Schedule of Meetings

As per the Bylaws, the Executive Committee will meet at least 6 times per year, with more frequent meetings at the dean's discretion.

2.1.6 Meeting Agendas and Meeting Notes

A meeting agenda will generally be distributed to committee members prior to each meeting. Meeting minutes will be taken and made available to faculty members, as appropriate, by posting them digitally, stored in the appropriate committee folder.

2.2 COLLEGE COMMITTEE ON GOVERNANCE

2.2.1 Function

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

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

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

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

2.2.2 Membership, Invited Attendees and Ex Officio Members

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

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

Ex-officio members include the dean or their representative, as per the Bylaws.

2.2.3 Procedures

Please see Appendix I for additional procedures.

2.2.4 Schedule of Meetings

The Committee on Governance must meet on an "as required" basis.

2.2.5 Meeting Agendas and Meeting Notes

A meeting agenda will generally be distributed to committee members prior to each meeting. Meeting minutes will be taken and made available to faculty members, as appropriate, by posting them digitally, stored in the appropriate committee folder.

2.3 COLLEGE CURRICULUM COMMITTEE

2.3.1 Function

The work of the College 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, per the procedures outlined in the Faculty Handbook. The committee monitors compliance with program policies such as policies on timeliness of grades and student workload.

The committee shall also consider proposed changes in the College's general academic policies regarding admission; academic achievement, progression, and graduation requirements, 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, Invited Attendees and Ex Officio Members

The College Curriculum Committee must consist of at least three (3) members of the Voting Body of the General Faculty. Additional members may be added at the recommendation of the Committee on Governance. Committee members should represent the broad spectrum of contributors to the college's educational programs. The College Curriculum Committee may have representatives of the student body; the number 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 and whether students are voting or non-voting 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.

Ex-officio members include the dean or their representative, as per section 5.2 of the Bylaws.

2.3.3 Procedures

Please see Appendix I for additional procedures.

2.3.4 Schedule of Meetings

The committee chair will communicate the schedule of meetings to the CHS faculty.

2.3.5 Meeting Agendas and Meeting Notes

A meeting agenda will generally be distributed to committee members prior to each meeting. Meeting minutes will be taken and made available to faculty members, as appropriate, by posting them digitally, stored in the appropriate committee folder.

2.4 COLLEGE COMMITTEE ON ACADEMIC OUTCOMES ASSESSMENT

2.4.1 Function

The committee will promote and sustain a college-wide culture of assessment. The committee will focus on program-level learning outcomes and educational objectives, student-learning objectives for courses in a program's curriculum, and educational offerings within the broader context of the university's institutional learning outcomes and other areas as required by accreditation standards. As applicable, the committee ensures that student experiences and learning outcomes are comparable

across instructional sites. The committee will establish guidelines and a schedule for assessment tasks for the academic year.

2.4.2 Membership

The CHS Committee on Academic Outcomes Assessment shall consist of at least three (3) members of the College of Humanities and Sciences faculty, who should sufficiently represent the college's range of departments and academic programs. Faculty may serve multiple, consecutive terms.

Members should not be academic program leaders. Members may not serve simultaneously on the college's Committee on Academic Outcomes Assessment and College Curriculum Committee. The chair, to be selected by and from among the members of the committee, also generally serves on the university Committee on Educational Quality.

Ex-officio members include the dean or their representative, as per section 5.2 of the Bylaws.

2.4.3 Procedures

Please see Appendix I for additional procedures.

2.4.4 Schedule of Meetings

The Committee on Academic Outcomes Assessment will generally meet on a monthly basis throughout the fall and spring semesters of any academic year.

2.4.5 Meeting Agendas and Meeting Notes

A meeting agenda will generally be distributed to committee members prior to each meeting. Meeting minutes will be taken and made available to faculty members, as appropriate, by posting them digitally, stored in the appropriate committee folder.

2.5 COLLEGE COMMITTEE ON FACULTY AFFAIRS

2.5.1 Function

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

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

2.5.2 Membership, Invited Attendees and Ex Officio Members

The CHS committee will be comprised of at least four senior faculty members.

The chair is selected by and from among the members of the committee. 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 Procedures

Please see Appendix I for procedures, including deliberation procedures, formal and informal periodic reviews, assessments of faculty applications for promotion and tenure, and sabbatical applications.

Please see Appendix II for guidelines by track for appointment, promotion and tenure.

2.5.4 Schedule of Meetings

The committee will generally meet once a month during the fall and spring semesters for regular business; additional meetings may be called as needed and specifically when needed to align with other related university committee meetings, and for review of sabbatical requests.

2.5.5 Meeting Agendas

A meeting agenda will generally be distributed to committee members prior to each meeting.

2.6 DEAN'S FACULTY ADVISORY COUNCIL

2.6.1 Function

This body will serve in an advisory capacity to the dean on matters of faculty welfare and affairs specific to the college. The council will assist the dean in setting the agenda for the college's general faculty meetings.

2.6.2 Membership, Invited Attendees and Ex Officio Members

The college's faculty elected to serve on the university Faculty Advisory Council will comprise the dean's Faculty Advisory Council

Ex-officio members include the dean or their representative, as per the Bylaws.

2.6.3 Procedures

Please see Appendix I for additional procedures.

2.6.4 Schedule of Meetings

The Faculty Advisory Council will meet as needed.

2.6.5 Meeting Agendas and Meeting Notes

A meeting agenda will generally be distributed to committee members prior to each meeting. Meeting minutes will be taken and made available to faculty members, as appropriate, by posting them digitally, stored in the appropriate committee folder.

2.7 COLLEGE COMMITTEE ON DIVERSITY, EQUITY AND INCLUSION

2.7.1 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.

2.7.2 Membership

Membership will be four elected faculty, the dean's designee, who shall serve as the college's advocate for diversity, equity and inclusion, and staff and student representatives.

2.7.3 Procedures

Please see Appendix I for further procedures.

2.7.4 Meetings

The committee shall meet as necessary to conduct its business.

2.7.5 Meeting Agendas and Meeting Notes

A meeting agenda will generally be distributed to committee members prior to each meeting.

Meeting minutes will be taken and made available to faculty members, as appropriate, by posting them digitally, stored in the appropriate committee folder.

3. TRACKS IN THE COLLEGE OF HUMANITIES AND SCIENCES

The College of Humanities and Sciences will make judicious and appropriate use of the tracks offered in the TJU Faculty Handbook in accordance with the needs of the college. Faculty appointments will emphasize doctorally-prepared researchers engaged in disciplinary, interdisciplinary, and pedagogical scholarship.

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

Faculty appointments in the College of Humanities and Sciences typically require an earned doctoral degree or other appropriate terminal degree in a relevant field for full-time appointments. Masters-prepared individuals with experience in relevant subject areas and with appropriate teaching experience may be appointed to the teaching excellence track. Doctorally-prepared faculty and faculty with a terminal master's in a relevant field are eligible for promotion in rank up to the rank of professor, based on the milestones specified in the TJU Handbook and the college guidelines developed for specific ranks within each track. Exceptions to the academic credential criteria for promotion may be made by the dean, in consultation with the Faculty Affairs Committee and recommendation to the Executive Committee, based on relevant individual professional achievement. In recommending a faculty appointment to a track, the dean will consider the qualifications of candidate, the expectations of the position, the norms of the discipline, and the strategic needs and resources of the college and university.

Ranked faculty will also typically have a promising potential research trajectory, program of research, program of professional work, or established practice and/or creative work that will demonstrate professional expertise and so contribute to not only the research but also the teaching mission of the college. Faculty also typically have experience teaching at the college level. All faculty appointed in CHS regardless

of rank are expected to make substantial contributions to the teaching, research/professional work/practice/creative work, and service missions of the college. The extent of contributions in each area may vary over time depending on the progression of the individual's career.

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

Please see the chart in Appendix II for minimum criteria for appointment by track.

5. EVIDENCE FOR ACHIEVEMENT FOR APPOINTMENT, PROMOTION AND TENURE

Please see Appendix II for Evidence for Achievement for Appointment, Promotion and Tenure by Track.

6. COLLEGE-SPECIFIC APPOINTMENT, PROMOTION AND TENURE POLICIES

6.1. TENURE AND PROMOTION

The College of Humanities and Sciences will strongly encourage candidates on the tenure track and teacher scholar track to achieve promotion to associate professor and, if applicable, tenure during the same time period. Candidates typically are expected to apply for promotion and, if applicable, tenure during the sixth year. The TJU Faculty Handbook outlines the milestones necessary for achievement to a particular rank within each track and for the achievement of tenure and provides the timeframe for promotion and tenure. In addition, faculty may request extensions to the time clock per the policies in the TJU Faculty Handbook. All applications for promotion and tenure will follow the prescribed CHS calendar.

Typically, any decision to vary from applying for promotion and/or tenure in the sixth year will be based on consultation among the supervisor, dean, and faculty member. The dean, in consultation with the Office of Faculty Affairs, will render a decision on applying for promotion and/or tenure other than at the sixth year within the timeframes set forth in the TJU Faculty Handbook.

6.2. PROMOTION POLICIES FOR OTHER TRACKS

See TJU Handbook and Appendix III: Criteria for Achievement for Appointment, Promotion and Tenure by Track.

7. COLLEGE-SPECIFIC PROCEDURES FOR FACULTY APPOINTMENTS, PROMOTIONS, TENURE, PERIODIC REVIEW OF FACULTY ON UN-PREFIXED TRACKS AND TRACK CHANGE

Please see Appendix I.

8. COLLEGE-SPECIFIC PROCEDURES FOR CONSIDERATION OF SABBATICALS AND OTHER ACADEMIC LEAVES

8.1. COMMITMENT TO FACULTY LEAVES

CHS is committed to supporting the scholarly, pedagogical, creative and professional work of its faculty by, where appropriate and following specific guidelines and procedures, conferring sabbaticals and other types of academic leaves. The dean will consider the relative merit of the leave to the faculty member and the institution, implications of the faculty member's absence from usual duties, and the financial resources available to support the leave.

8.2. JUNIOR FACULTY RESEARCH RELEASE FOR FACULTY ON UN-PREFIXED TRACKS

Strategically timed pre-tenure and/or pre-promotion-to-Associate research/scholarship/creative works course release for faculty on un-prefixed tracks will be considered, at the discretion of the dean and in consultation with the College Committee on Faculty Affairs, based on available college resources and feasibility of specific faculty projects.

8.3. SENIOR FACULTY SABBATICALS FOR FACULTY ON UN-PREFIXED TRACKS

The Scholarly and Professional Leave Policy is found in Section IV of Appendix I of the *Thomas Jefferson University Faculty Handbook*. Applications approved by the dean will be forwarded to the Committee on Faculty Affairs for review of the scholarly plan and its merits for the individual and for the institution. Applications are forwarded to the Executive Committee and then to the Provost who renders the final decision. While there is no specific deadline or timetable for submission of sabbatical leave requests, appropriate allowances must be made for application review, securing coverage for the faculty member's usual duties and budgetary considerations.

9. PROGRAMS IN THE COLLEGE

9.1 CHS MENTORSHIP PROGRAM FOR JUNIOR AND SENIOR FULL-TIME FACULTY

The CHS Mentorship Program is intended to establish a college-wide infrastructure to further the College of Humanities and Sciences' philosophy of a "culture of mentorship" for full-time faculty—from initial appointment through promotion to professor. This program seeks to enhance retention of all qualified

faculty, expedite orientation of new faculty, support faculty development, and contribute to the intellectual life of the college.

Please see Appendix IV for Mentorship Program description, qualifications, roles, responsibilities, and procedures.

9.2 ORIENTATION OF NEW FACULTY

Prior to the start of each academic year, CHS hosts a college-level orientation for new faculty that includes introduction of new full-time and adjunct faculty to the Hallmarks Program for General Education (taught chiefly within CHS) and for full-time and adjunct faculty in the major programs. New and returning faculty participate in workshops addressing a variety of pedagogical subject matter. Individual major programs are encouraged to hold their own similar orientations for new full-time and adjunct faculty, on the same or different days.

9.3. RESOURCES FOR FACULTY AND PROFESSIONAL DEVELOPMENT

Based on the availability of College funds, CHS will endeavor to support professional development of faculty. CHS considers professional development in an expansive way, including support for research trips; travel to conferences for presentations, workshop participation, and networking; costs associated with publication, such as editorial and statistical support; and participation in regional and national networking and scholarship/professional development organizations such as the National Center for Faculty Development and Diversity.

9.3.1 Course Releases for research

See section 8, above.

9.3.2 Faculty Health and Wellness Programming

The College of Humanities and Sciences participates in university-wide initiatives and programming addressing health and wellness issues.

9.3.3 Faculty-initiated programming

The College encourages faculty-initiated health and wellness programming and initiatives, in cooperation with the College Executive Committee

9.3.3.1 Faculty-initiated programming

The College encourages faculty-initiated health and wellness programming and initiatives, in cooperation with the College Executive Committee.

9.3.4 Diversity, Equity and Inclusion Programming

The College participates in university-wide initiatives and programming addressing diversity, equity and inclusion issues.

9.3.4.1 College-specific Diversity and Inclusion Programming

The College Committee on Diversity, Equity, and Inclusion will advise the dean about diversity, equity and inclusion programming in the college.

10. FACULTY AWARDS IN THE COLLEGE OF HUMANITIES AND SCIENCES

10.1 COLLEGE-LEVEL AWARDS

CHS participates in the annual TJU Faculty Awards nomination and conferral process. CHS nominates faculty for internal college awards (Excellence in Teaching, Excellence in Adjunct Teaching, and Mentoring) specified by Faculty Affairs.

10.2 UNIVERSITY AWARDS

CHS considers the nomination of faculty for university-level awards a significant element in university engagement and faculty professional development.

10.3 NOMINATION PROCEDURES

CHS follows the TJU guidelines for nomination of faculty for university awards provided annually by the Office of Faculty Affairs.

10.4 NOMINATION LETTERS

The dean, assisted by the College Executive Committee, nominates college faculty for college-specific and university awards.

10.5. EXTERNAL AWARDS

CHS may engage—the dean, the Executive Committee, and individual faculty to identify and nominate faculty for external awards for work in their own disciplines, for interdisciplinary or transdisciplinary work, and for extraordinary contributions to knowledge, teaching, and service to their communities and professions.

11. PROCEDURES FOR ADMINISTRATION OF THE ANNUAL PERFORMANCE EVALUATION FOR FACULTY IN THE COLLEGE OF HUMANITIES AND SCIENCES

11.1. GENERAL PROCEDURES

CHS follows university-wide procedures for the administration of annual performance evaluations of college faculty.

11.2. PROCEDURES FOR EVALUATION

Annual performance reviews of all faculty will be conducted by the dean of the college or the dean's designated representative. Designated representatives may include faculty holding senior administrative positions in addition to their faculty appointment, such as ancillary deans.

11.3. SCOPE OF EVALUATION

Individuals conducting annual performance evaluations will review the materials submitted by the individual faculty as required by the established university-level policies and procedures. As required by the dean, faculty may be required to submit certain materials for their review. Current requirements for materials to be submitted are listed in Appendix V.

11.4. APPROVAL BY THE DEAN

All annual performance evaluations not conducted directly by the dean will be reviewed by the dean who has final approval authority.

12. GENERAL FACULTY MEETINGS FOR FACULTY IN THE COLLEGE OF HUMANITIES AND SCIENCES

12.1 FREQUENCY OF COLLEGE MEETINGS

CHS faculty meetings will typically not be held more than once per month and no less than twice per fall and spring semesters. Full college faculty meetings will not be held in the summer (June-August) unless under special circumstances.

12.2 FACULTY ATTENDANCE

Participation of all CHS full-time faculty in discussions and decision-making is valued by the college, and therefore faculty attendance at all formal CHS faculty meetings is expected as a minimum level of faculty service to the college.

13. CONSIDERATIONS FOR ADJUNCT INSTRUCTORS AND AFFILIATED FACULTY IN THE COLLEGE OF HUMANITIES AND SCIENCES

Adjunct faculty are valued instructors in many CHS programs. Expectations regarding adjunct faculty include:

- Adjunct faculty are typically hired by a program's director or by a general education course group coordinator, in consultation with the dean, subject to the policies and procedures of the university.
- New and returning adjunct faculty are expected to attend the college's faculty orientation sessions conducted at the beginning of the academic year. The director of the program in which they teach typically orients faculty hired for the spring semester.
- To support the professional development of adjunct faculty and teaching excellence within the college, adjunct faculty members' teaching will be observed on a regular basis on a schedule determined by the college. Evaluations of adjunct faculty members' teaching will also typically include regular examination of course syllabi, assignments and student evaluations.

14. COLLEGE-SPECIFIC POLICIES AND GUIDELINES

14.1 REQUIREMENTS FOR ATTENDANCE AT ACADEMIC EVENTS, E.G. COMMENCEMENT, OPEN HOUSE, ETC.

14.1.1 Academic Events

Faculty are encouraged to plan and/or participate in academic events pertaining to their research and teaching specializations as part of their university and college service.

14.1.2 Convocation and Commencement

Faculty are expected to attend convocation and commencement.

14.1.3 Open House and Other Recruitment Events

Program directors and faculty are expected to contribute to the college's and university's recruitment of students through regular participation in recruitment events such as Open House and Accepted Student Days.

14.2 FACULTY WORKLOAD

Faculty should see Appendix I to the TJU Faculty Handbook for a full description of the University's broad expectations concerning faculty workload. Also see Appendix II: Guidelines for Achievement for Appointment, Promotion and Tenure by Track

14.3 ADMINISTRATIVE ASSIGNMENTS

14.3.1 CHS College Advocacy Positions

To support crucial college functions for both faculty and students, the college maintains advocacy positions in the following areas: Advising, Assessment, and Diversity, Equity and Inclusion. Faculty will be appointed to these positions by the dean in consultation with the Executive Committee.

See Appendix IV for specific functions.

14.3.2 Program Directors

Program Directors are faculty appointed by the dean within the college who assume administrative tasks relevant to the promotion and maintenance of their specific programs.

14.3.3 Course Group Coordinators

Course group coordinators, typically college faculty, are appointed by program directors in consultation with the dean, in recognition that some programs with large, multi-section courses or course groups may also require administrative coordination of those courses' curriculum, sections, and faculty.

14.4 STUDENT ADVISEMENT, OFFICE HOURS, ETC.

14.4.1 Student Advisement

College faculty may be expected to advise students, as determined by the faculty member's program director.

14.4.2 Office hours

College faculty are expected to post and hold office hours every week of classes and be available to schedule appointments for students whose class schedules conflict with the instructor's posted hours. Office hours schedules should be communicated to the Dean's Office at the start of each semester.

14.5 COLLEGE SERVICE

The CHS regards service as critical to carrying out the mission and operations of the college, and requires that faculty members contribute in some way to the mission and operations of the college by for example serving on standing committees, search committees, ad hoc committees, and/or in advocate positions, mentor positions, or student advising.

14.6 TIMELY COMPLETION OF GRADES

Faculty will comply with grade submission deadlines provided by the Registrar for both mid-semester and final grades. Faculty will conduct assessments of student progress that provide meaningful, formative and timely feedback throughout the semester and will publish grading standards and schedules in the syllabus.

14.7 ASSESSMENT OF STUDENT LEARNING

Assessment of student learning is conducted within programs and is overseen by the College Academic Outcomes Assessment Committee. Please see Appendix I for procedures.

14.8 PROCEDURES FOR ARRANGING EXTRA-UNIVERSITY ACTIVITIES, E.G. CONSULTANCY, GUEST TEACHING, ETC.

Permission from the dean of the college must be secured before accepting engagements in extra-university activities such as consultancy, guest teaching, and teaching within other university colleges in accordance with university policies including Conflict of Interest and Conflict of Commitment. Requests for appointment in other colleges or universities must be submitted for approval to the dean as per Bylaws Article VI.

14.9 REQUEST FOR TIME OFF

Requests for time off will follow any relevant university policy and will always include notification of the Dean's Office.

14.10 COVERAGE OF DUTIES WHEN SICK OR UNABLE TO PERFORM THEM FOR OTHER REASONS

All faculty teaching within CHS, whether full-or part-time, should notify their course coordinator, program director, and the designated administrator to the extent possible when they are unable to perform their teaching duties due to illness or other adverse situation. Faculty should include in their communication their plans for ensuring student learning during this interruption. Faculty should arrange that notification of their absence and alternative instruction plans be communicated to the students affected.

14.11 PROCEDURE FOR STUDENT APPEALS TO GRADES OR ADVERSE DECISIONS

Faculty should familiarize themselves with the policies and procedures located in the Student Handbook (<https://www.jefferson.edu/life-at-jefferson/handbooks/policies/undergraduate-policies/appeal-of-adverse-decisions.html> and <https://www.jefferson.edu/life-at-jefferson/handbooks/policies/undergraduate-policies/grade-appeal.html>).


15. AUTHORITY OF COLLEGE HANDBOOK SUPPLEMENT

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

16. PROCEDURE TO AMEND/UPDATE THE COLLEGE OF HUMANITIES AND SCIENCES SUPPLEMENT TO THE TJU FACULTY HANDBOOK

Substantive amendment(s) to the College of Humanities and 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.

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Appendix to the College of Humanities & Sciences Supplement to the Thomas Jefferson University Faculty Handbook

Approved by the Executive Committee on May 4, 2023

Office of the Dean
Office of Faculty Affairs

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

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Appendix 1: Evidence of Achievement

1. RESEARCH

1.1 TENURE TRACK CRITERIA

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

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

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

COLLEGE/SCHOOL: Jefferson College of Humanities and Sciences

TRACK: Tenure Track Criteria

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.

Minimum Criteria for Placement in the Tenure Track

Appointment or promotion requires terminal degree of Ph.D. or Ed.D. in the field, and candidates will have demonstrated through their work to date the skills and capacity for significant and sustained contributions to their field through research and scholarship. If a faculty member is ABD they will be appointed as instructor until they achieve appropriate credentials.

Tenure Track Criteria – Research

Examples of Evidence*	Guidance per Career Milestone
<p>PUBLICATION – Original, academic research published in externally-reviewed/refereed publications at a national or international level</p> <p>PRESENTATION – Professional dissemination of research such as peer-reviewed conference and panel presentations or invited lectures</p> <p>FUNDING – External and internal research grant funding as lead or secondary researcher or other sponsorships</p> <p>Candidates must have a portfolio of published work. For scholarship accepted for publication, submit manuscript and correspondence indicating that the scholarship is accepted for publication. CHS encourages and values research in areas of scholarly expertise including pedagogy</p> <p>A. Textbook B. Book chapters C. Publication in refereed journals (indicate if sole or first author, co-authored, one of many authors) D. Publication of papers for refereed conference sessions, in conference proceedings E. Presentation of papers at professional meetings in refereed sessions or posters at professional meetings F. Internal or external grants or funding received in support of research G. Lead or Secondary researcher for a grant H. Engaging undergraduates in research, promoting and supervising undergraduate research I. Editing special issue of a journal, editing a book J. Lab manuals K. Invited lecture, keynote lecture, distinguished lecture at nationally recognized organizations and institutions L. Patents, commercialization of research, securing royalty licenses for research M. Reviewer for a journal or book series, technical reports, white papers, patents, case studies, consulting work, visiting scholar and fellowships, editorials and other work related to the profession, creative work, encyclopedia entry, juried exhibition, advising graduate students and postdocs</p>	<p><i>Appointment or promotion to Associate Professor</i> Since appointment or last promotion*</p> <ol style="list-style-type: none"> 1. Demonstrate a clear research trajectory that indicates progression along a focused path or range of scholarly/creative activity. 2. The research agenda and scholarly production should make meaningful contributions to the field, as assessed by academic leaders and peers in the discipline, and should indicate a national scholarly presence. 3. The research agenda should reflect engagement with scholarly work in this area and scholarly production should involve the recognition of other scholars through the peer review process. <p>*All appropriate evidence developed while at the assistant professor rank, regardless of track, will be considered.</p> <p><i>Awarding of Tenure</i></p> <ol style="list-style-type: none"> 1. Candidate should demonstrate progress along a focused path or range of scholarly/creative inquiry with scholarship that makes a sustained and substantive contribution as judged by academic leaders and recognized peers in the discipline. 2. The candidate’s scholarship/creative work should reflect engagement with current scholarly work in the field, as judged by academic leaders and recognized peers in the discipline and should indicate a national scholarly presence. 3. The candidate’s scholarship/creative work should be recognized by academic leaders and peers in the discipline as having made a demonstrable impact on the discipline. <p><i>Appointment or promotion to Professor</i> Since appointment or last promotion</p> <ol style="list-style-type: none"> 1. Research trajectory contains sustained, original scholarship/creative work that builds on previous contributions to present a body of work that makes significant contributions to the discipline, as judged by academic leaders and peers in the discipline. 2. The candidate’s scholarship should have made an enduring and measurable impact on the field, using a variety of measures consistent with scholarship in the discipline and indicates a national or international scholarly presence.

1.2 TEACHER SCHOLAR

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

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

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

COLLEGE/SCHOOL: Jefferson College of Humanities and Sciences

TRACK: Teacher Scholar

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.

Minimum Criteria for Placement in Track

Appointment or promotion requires terminal degree in the field. For appointment to Assistant Professor, if a faculty member is ABD they will be appointed as instructor until they achieve appropriate credentials.

Teacher Scholar - Research

Examples of Evidence*	Guidance per Career Milestone	Case Examples: How faculty might meet the milestone
<p>PUBLICATION – Original, academic research published in externally-reviewed/refereed publications at a national or international level</p> <p>PRESENTATION – Professional dissemination of research such as peer-reviewed conference and panel presentations or public lectures</p> <p>FUNDING – External and internal research grant funding as lead or secondary researcher or other sponsorships</p> <p>Candidates must have a portfolio of published work. For scholarship accepted for publication, submit manuscript and correspondence indicating that the scholarship is accepted for publication. CHS encourages and values research in areas of scholarly expertise including pedagogy</p> <ul style="list-style-type: none"> A. Books-authored, co-authored or edited B. Textbook C. Book chapters D. Publication in refereed journals (indicate if sole or first author, co-authored, one of many authors) E. Publication of papers for refereed conference sessions, in conference proceedings F. Presentation of papers at professional meetings in refereed sessions or posters at professional meetings G. Book reviews H. Internal or external grants or funding received in support of research I. Lead or Secondary researcher for a grant J. Translation K. Engaging undergraduates in research, promoting and supervising undergraduate research L. Editing special issue of a journal, editing a book M. Invited lecture, keynote lecture, distinguished lecture at nationally recognized organizations and institutions N. Reviewer for a journal or book series, technical reports, white papers, patents, case studies, consulting work, visiting scholar and fellowships, editorials and other work related to the profession, creative work, encyclopedia entry, juried exhibition, advising graduate students and postdocs. 	<p><i>Appointment or promotion to Associate Professor</i> Since appointment or last promotion</p> <ol style="list-style-type: none"> 1. Demonstrate a record of research/scholarship/creative work that indicates progression along a path or range of scholarly/creative activity. 2. The research agenda and scholarly production should make significant and original contributions to the field, as assessed by peers in the discipline. 3. The research agenda should reflect engagement with scholarly work in relevant areas. <p>* All appropriate evidence developed while at the assistant professor rank, regardless of track, will be considered.</p> <p><i>Appointment or promotion to Professor</i> Since appointment or last promotion</p> <ol style="list-style-type: none"> 1. Demonstrate a clear research trajectory that indicates sustained progression along a focused path or range of scholarly/creative activity. 2. The research agenda and scholarly production should make a clear and defined contribution to the field, as assessed by academic leaders and peers in the discipline 3. The research agenda should reflect expertise and engagement with scholarly work in this area. 	<p>Candidate 1: Example of an Associate Professor Portfolio The portfolio of an Assistant Professor applying for Associate Professor might:</p> <ol style="list-style-type: none"> 1. Present a record of peer-reviewed presentations and publications that document a path or range of scholarly/creative activity through one or several disciplines such as: 1 publication in a refereed journal and 1 or more presentations of papers at professional meetings in refereed sessions that demonstrate regular research contributions. 2. Demonstrate that the agenda and scholarly production make significant and original contributions to the field, as assessed by peer review for contributions, and for the evaluating personnel committees, the external assessor reports. 3. Demonstrate engagement with scholarly work through submission to peer reviewed venues and a record of participation in professional meetings. <p>Candidate 1: Example of a Professor Portfolio The portfolio of an Associate Professor applying for Professor might (since last promotion):</p> <ol style="list-style-type: none"> 1. Present a record of peer-reviewed presentations and publications that document sustained progression along a focused path or range of scholarly/creative activity through one or several disciplines such as: 1 book chapter in an edited volume with a peer-reviewed, academic or university press; 1 publication in a refereed journal; and 1 or more presentations of papers at professional meetings in refereed sessions 2. Demonstrate that the agenda and scholarly production make meaningful contributions to the field, as assessed by peer review for contributions, and for the evaluating personnel committees, the external assessor reports. 3. Demonstrate engagement with scholarly work through submission to peer reviewed venues and a record of participation in professional meetings. <p>Candidate 2: Example of an Associate Professor Portfolio The portfolio of an Assistant Professor applying for Associate Professor might:</p> <ol style="list-style-type: none"> 1. Present a record of peer-reviewed presentations and publications that document a path or range of scholarly/creative activity through one or several disciplines such as: 1 publication for refereed journal; 4 poster presentations of papers at professional meetings in refereed sessions that demonstrate regular research contributions 2. Demonstrate that the agenda and scholarly production make significant and original contributions to the field, as assessed by peer review for contributions, and for the evaluating personnel committees, the external assessor reports. 3. Demonstrate engagement with scholarly work through submission to peer reviewed venues and a record of participation in professional meetings. <p>Candidate 2: Example of a Professor Portfolio The portfolio of an Associate Professor applying for Professor might (since last promotion):</p> <ol style="list-style-type: none"> 1. Present a record of peer-reviewed presentations and publications that document sustained progression along a focused path or range of scholarly/creative activity through one or several disciplines such as: 2 co-authored publications in refereed journals; 3 poster presentations at professional meetings in refereed sessions 2. Demonstrate that the agenda and scholarly production make meaningful contributions to the field, as assessed by peer review for contributions, and for the evaluating personnel committees, the external assessor reports. 3. Demonstrate engagement with scholarly work through submission to peer reviewed venues and a record of participation in professional meetings.

1.3 PRACTICE SCHOLAR

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

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

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.

COLLEGE/SCHOOL: Jefferson College of Humanities and Sciences

TRACK: Practice Scholar

AREA: Practical/Clinical Mastery

CHS expects practice scholars to achieve a practically and professionally appropriate distribution of effort between practical/clinical mastery and research/scholarship/creative work.

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.

Minimum Criteria for Placement in Track

Appointment or promotion requires terminal degree in the field. For appointment to Assistant Professor, if a faculty member is ABD they will be appointed as instructor until they achieve appropriate credentials.

Practice Scholar - Research

Examples of Evidence*	Guidance per Career Milestone	Case Examples: How faculty might meet the milestone
<p>Practical/Clinical Mastery</p> <p>1. Professional & Critical Practice</p> <p>Client-driven practice and/or consulting and/or self-driven exploration of theoretical concepts in the form of a peer-reviewed work that has received external validation</p> <ul style="list-style-type: none"> • Providing any phase of relevant Professional Services for a client • Maintenance of certification or licensure as applicable to the candidate's professional practice • Theoretical explorations to test an idea • Peer reviewed competition entries • Experimental and/or design work, published and/or exhibited • Invited or juried exhibitions, demonstrating original contributions to the field and/or contributions to advances in the field <p style="padding-left: 40px;">Awards and/or publication of work in recognition of contributions to the discipline</p> <p>2. Clinical or other practice</p> <p>Licensure</p> <p>Continuing Education/Conferences: Attendance of at least meetings, conferences, workshops, or courses or equivalent to keep abreast of advances in the field.</p> <p>Practice: Regular participation in practice/consulting activity.</p> <p>Licensure or Certification: Maintain discipline relevant professional license, certification and/or registration.</p> <p>Other Activities: These demonstrate professional excellence & mastery. Includes: books or book chapters; peer-reviewed articles; editorials (related to profession); non-peer-reviewed articles; monographs; technical reports; white papers; case studies; grant writing (external); internal grant procurement; outside speaking or guest lecturing at other institutions or community groups; panels; professional task forces; grant reviewing; editing activities for professional publications (books or journals); book or article review or other peer review activities; consulting; visiting scholar & fellowships; community/professional-related service such as boards; professional service such as leadership or committee positions in professional organizations.</p>	<p><i>Appointment or promotion to Associate Professor</i> Since appointment or last promotion</p> <ol style="list-style-type: none"> 1. Demonstrate a record of practice in the field that is sustained over most if not all of the time spent as Assistant Professor. 2. Demonstrate a record of practice in the field that is judged by appropriate field-specific standards as high-quality. 3. Demonstrate maintenance of professional licensure or certification if applicable. <p>* All appropriate evidence developed while at the assistant professor rank, regardless of track, will be considered.</p> <hr/> <p><i>Appointment or promotion to Professor</i> Since appointment or last promotion</p> <ol style="list-style-type: none"> 1. Demonstrate a record of practice in the field that is sustained over most if not all of the time spent as Assistant and Associate Professor. 2. Demonstrate a record of practice in the field that is judged by appropriate field-specific standards as high-quality. 3. Demonstrate maintenance of professional licensure or certification if applicable. 	<p>Candidate 1: Example of an Associate Professor Portfolio The portfolio of an Assistant Professor applying for Associate Professor might:</p> <ol style="list-style-type: none"> 1. Present a record of practice in the field that indicates consistent and sustained practice over the time spent as Assistant Professor by: documentation of providing relevant professional services for clients. 2. Demonstrate a record of practice judged as high quality including: evidence of speaking invitations at practice-related conferences or association meetings; awards or recognition by professional associations. 3. Demonstrate maintenance of professional licensure or certification, including appropriate attendance at continuing education conferences, workshops or courses as specified by the discipline. <p>Candidate 1: Example of a Professor Portfolio The portfolio of an Associate Professor applying for Professor might (since last promotion):</p> <ol style="list-style-type: none"> 1. Demonstrate a record of practice in the field that is sustained over most if not all of the time spent as Assistant and Associate Professor. 2. Demonstrate a record of practice in the field that is judged by appropriate field-specific standards as high-quality. 3. Demonstrate maintenance of professional licensure or certification if applicable. <p>Candidate 2: Example of an Associate Professor Portfolio The portfolio of an Assistant Professor applying for Associate Professor might:</p> <ol style="list-style-type: none"> 1. Present a record of practice in the field that indicates consistent and sustained practice over the time spent as Assistant Professor by: documentation of providing relevant professional services for clients or documentation of record of practice in the field. 2. Demonstrate a record of practice judged as high quality including: evidence of speaking invitations at practice-related conferences or association meetings; awards or recognition by professional associations, or as assessed by peer review for contributions, and for the evaluating personnel committees, the external assessor reports.. 3. Demonstrate maintenance of professional licensure or certification, as appropriate for the field. <p>Candidate 2: Example of a Professor Portfolio The portfolio of an Associate Professor applying for Professor might (since last promotion):</p> <ol style="list-style-type: none"> 1. Demonstrate a record of practice in the field that is sustained over most if not all of the time spent as Assistant and Associate Professor. 2. Demonstrate a record of practice in the field that is judged by appropriate field-specific standards as high-quality. 3. Demonstrate maintenance of professional licensure or certification if applicable

1.4 TEACHING EXCELLENCE

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

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

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

COLLEGE/SCHOOL: Jefferson College of Humanities and Sciences

TRACK: Teaching Excellence

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.

Minimum Criteria for Placement in Track

Appointment or promotion within this track requires terminal degree in the field, which may include either Master's or PhD prepared depending upon the discipline. Masters-prepared individuals with experience in relevant subject areas, in disciplines for which Master's degrees are terminal degrees, and with appropriate teaching experience may be appointed to the teaching excellence track as Assistant Professors.

Teaching Excellence - Research

Examples of Evidence*	Guidance per Career Milestone	Case Examples: How faculty might meet the milestone
<p>PUBLICATION – Original, academic research published in externally-reviewed/refereed publications at a national or international level</p> <p>PRESENTATION – Professional dissemination of research such as peer-reviewed conference and panel presentations or public lectures</p> <p>FUNDING – External and internal research grant funding as lead or secondary researcher or other sponsorships</p> <p>Candidates must submit publications. For scholarship accepted for publication, submit manuscript and correspondence indicating that the scholarship is accepted for publication. CHS encourages and values research in areas of scholarly expertise including pedagogy</p> <p>A. Books-authored, co-authored or edited B. Textbook C. Book chapters D. Publication in refereed journals (indicate if sole or first author, co-authored, one of many authors) E. Publication of papers for refereed conference sessions, in conference proceedings F. Presentation of papers at professional meetings in refereed sessions or posters at professional meeting G. Book reviews H. Internal or external grants or funding received in support of research I. Lead or Secondary researcher for a grant J. Translation K. Engaging undergraduates in research, promoting and supervising undergraduate research L. Editing special issue of a journal, editing a book</p> <p>M. Invited lecture, keynote lecture, distinguished lecture at nationally recognized organizations and institutions N. Reviewer for a journal or book series, technical reports, white papers, patents, case studies, consulting work, visiting scholar and fellowships, editorials and other work related to the profession, creative work, encyclopedia entry, juried exhibition, advising graduate students and postdocs</p>	<p><i>Appointment or promotion to Associate Professor Since appointment or last promotion*</i></p> <p>1. Demonstrate a record of engagement with relevant scholarship, including developments in pedagogy and possibly developments in other relevant fields through attendance or participation in conferences or workshops, or publication in journals.</p> <p>2. Demonstrate engagement with relevant scholarship, including developments in pedagogy and in relevant fields through course materials such as syllabi, assignments, and other pedagogical material.</p> <p>* All appropriate evidence developed while at the assistant professor rank, regardless of track, will be considered.</p> <p><i>Appointment or promotion to Professor Since appointment or last promotion</i></p> <p>1. Demonstrate a record of engagement with relevant scholarship, including developments in pedagogy and possibly developments in other relevant fields through attendance or participation in conferences or workshops, or publication in journals.</p> <p>2. Demonstrate engagement with relevant scholarship, including developments in pedagogy and in relevant fields through course materials such as syllabi, assignments, and other pedagogical material</p>	<p>Candidate 1: Example of an Associate Professor Portfolio The portfolio of an Assistant Professor applying for Associate Professor might:</p> <p>1. Demonstrate engagement with relevant scholarship through for example: attending 2 pedagogical workshops; giving 1 pedagogical workshop; and submitting 1 article to pedagogical journal.</p> <p>2. Demonstrate engagement with relevant scholarship through, for example: short written reflection on how developments in pedagogy are reflected in course material revision or development.</p> <p>Candidate 1: Example of a Professor Portfolio The portfolio of an Associate Professor applying for Professor might (since last promotion):</p> <p>1. Demonstrate engagement with relevant scholarship through for example: attending 2 pedagogical workshops; presenting a paper at a pedagogical conference; and 1 article publication in a pedagogical journal.</p> <p>2. Demonstrate engagement with relevant scholarship through for example: short written reflection on how developments in pedagogy are reflected in course material revision or development.</p>

2. TEACHING

2.1 ALL TRACKS

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

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

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

COLLEGE/SCHOOL: Jefferson College of Humanities and Sciences

TRACK: All

AREA: Teaching

Associate Professor Milestone (Teacher Scholar and Teaching Excellence Tracks)

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.

Associate Professor Milestone (Tenure Track)

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.

Associate Professor Milestone (Other Tracks)

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.

Tenure Milestone (if applicable)

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 (Teacher Scholar and Teaching Excellence Tracks)

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.

Professor Milestone (Tenure Track)

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.

Professor Milestone (Other Tracks)

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.

Minimum Criteria for Placement in all Tracks except Tenure and Teaching Excellence

Appointment or promotion requires terminal degree in the field. For appointment to Assistant Professor, if a faculty member is ABD they will be appointed as instructor until they achieve appropriate credentials.

Minimum Criteria for Placement in the Teaching Excellence Track

Appointment or promotion within this track requires terminal degree in the field, which may include either Master's or PhD prepared depending up the discipline. Masters-prepared individuals with experience in relevant subject areas, in disciplines for which Master's degrees are terminal degrees, and with appropriate teaching experience may be appointed to the teaching excellence track as Assistant Professors.

Minimum Criteria for Placement in the Tenure Track

Appointment or promotion requires terminal degree of Ph.D. or Ed.D.in the field, and candidates will have demonstrated through their work to date the skills and capacity for significant and sustained contributions to their field through research and scholarship. If a faculty member is ABD they will be appointed as instructor until they achieve appropriate credentials.

All Tracks- Teaching

Examples of Evidence	Guidance per Career Milestone
<p>Instructional design Curriculum development Course development</p> <p>Instructional delivery Peer observations Student evaluations Reflection on teaching</p> <p>Course Coordination and Management Coordination of full-time and adjunct faculty Coordination of laboratories</p> <p>Upper level Student advising Required academic advising of upper-level students: includes course selection, curriculum planning, and monitoring academic progress for individual advisees</p> <p>Other activities Designing and advising special student projects, including independent studies Academic advising of new students (freshmen and transfers) Giving/attending pedagogical workshops Assisting students with professional development</p> <p>Evidence Demonstrating Teaching Effectiveness: Course materials including syllabi, course outlines, project descriptions, examinations, additional materials Account of activities for curriculum and course development Account of course coordination responsibilities Student evaluations Classroom evaluations List of student advisees and description of activities Reflection on teaching and efforts to enhance pedagogy Account of other activities</p>	<p><i>Appointment or promotion to Associate Professor</i> Since appointment or last promotion</p> <p>1. Demonstrate excellence in teaching as determined by peer review via peer and supervisor evaluations and/or awards, and as determined by student evaluations and achievement of educational outcomes.*</p> <p>2. Candidates also should demonstrate a record of reflection on and efforts to improve pedagogy and teaching methods that is seen in both internal documents and contributions to pedagogy in the discipline as appropriate.*</p> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>
	<p><i>Awarding of Tenure</i></p> <p>See Associate Professor, above, for achievements related to this milestone.</p>
	<p><i>Appointment or promotion to Professor</i> Since appointment or last promotion</p> <p>1. Demonstrate sustained excellence in teaching as determined by peer review via peer and supervisor evaluations and/or awards, and as determined by student evaluations and consistent, sustained achievement of educational outcomes.*</p> <p>2. Candidates also should demonstrate a record of reflection on and efforts to improve pedagogy and teaching methods that is seen in both internal documents and contributions to pedagogy in the discipline as appropriate.*</p> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>

3. SERVICE

3.1 EXTERNAL SERVICE

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

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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.

COLLEGE/SCHOOL: Jefferson College of Humanities and Sciences

TRACK: Tenure Track

AREA: External Service

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.

Minimum Criteria for Placement in the Tenure Track

Appointment or promotion requires terminal degree of Ph.D. or Ed.D. in the field, and candidates will have demonstrated through their work to date the skills and capacity for significant and sustained contributions to their field through research and scholarship. If a faculty member is ABD they will be appointed as instructor until they achieve appropriate credentials.

Tenure Track – External Service

Examples of Evidence	Guidance per Career Milestone	Case Examples: How faculty might meet the milestone
<p>Professional service Significant contributions to the profession, including leadership, membership, and activities in professional societies and community organizations</p> <p>Leadership role in a recognized professional/community organization related to the faculty member’s field</p> <p>Meetings/conferences of professional societies and community organizations</p> <p>Professional review activities, including grant, publication and professional competition reviews</p> <p>Lectures, presentations, seminars, workshops, panel discussions, symposia, invited juror and/or guest critic</p> <p>Teaching of professional seminars outside the University</p> <p>Service on professional boards</p> <p>Community service that enhances the reputation of the university</p> <p>Professional organization service related to the mission of the university, school, or program</p>	<p><i>Appointment or promotion to Associate Professor</i> Since appointment or last promotion</p> <ol style="list-style-type: none"> 1. Document a strong commitment to service to the profession through participation in regional and/or national professional associations or other organizations. 2. Demonstrate regular contributions of expertise to regional or professional organizations through peer review or other responsibilities such as conference planning or lectures, service on boards, grant review, etc. 	<p>Candidate 1: Example of an Associate Professor Portfolio The portfolio of an Assistant Professor applying for Associate Professor might:</p> <ol style="list-style-type: none"> 1. Exhibit a strong and consistent record of service to the profession through participation in regional or national professional association activities such as peer reviewing or teaching of professional seminars outside the University. 2. Demonstrate regular contributions of expertise such as liaising with professional organizations that relate to candidate’s field, forming connections with industry around research projects or as an expert in research area; or serving on professional board. <p>Candidate 1: Example of a Tenure Portfolio Same as Associate Professor.</p> <p>Candidate 1: Example of a Professor Portfolio The portfolio of a tenured Associate Professor applying for Professor might (since last promotion):</p> <ol style="list-style-type: none"> 1. Exhibit a sustained, strong commitment to service to the profession through participation in national and/or international professional associations or other organizations such as serving on a professional association board; participating in conference planning at the national level. 2. Demonstrate regular contributions of national or international expertise such as giving an invited lecture at a university, liaising with professional organizations that relate to candidate’s field, forming connections with industry around research projects or as an expert in research area, forming connections with government agencies or foundations, participating in initiatives to bring speakers to campus.
	<p><i>Awarding of Tenure</i></p> <ol style="list-style-type: none"> 1. Document a strong commitment to service to the profession through participation in regional and/or national professional associations or other organizations. 2. Demonstrate regular contributions of expertise to regional or professional organizations through peer review or other responsibilities such as conference planning or lectures, service on boards, grant review, etc. 	

3.2 ALL EXCEPT FOR TENURE TRACK

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

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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.

COLLEGE/SCHOOL: Jefferson College of Humanities and Sciences

TRACK: All except for the Tenure Track

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).

Minimum Criteria for Placement in all Tracks except Tenure and Teaching Excellence

Appointment or promotion requires terminal degree in the field. For appointment to Assistant Professor, if a faculty member is ABD they will be appointed as instructor until they achieve appropriate credentials.

For Teaching Excellence, appointment or promotion within this track requires terminal degree in the field, which may include either Master’s or PhD prepared depending upon the discipline. Masters-prepared individuals with experience in relevant subject areas, in disciplines for which Master’s degrees are terminal degrees, and with appropriate teaching experience may be appointed to the teaching excellence track as Assistant Professors.

Examples of Evidence	Guidance per Career Milestone	Case Examples: How faculty might meet the milestone
<p>Professional service Significant contributions to the profession, including leadership, membership, and activities in professional societies and community organizations</p> <p>Leadership role in a recognized professional/community organization related to the faculty member’s field Meetings/conferences of professional societies and community organizations</p> <p>Professional review activities, including grant, publication and professional competition reviews</p> <p>Lectures, presentations, seminars, workshops, panel discussions, symposia, invited juror and/or guest critic</p> <p>Teaching of professional seminars outside the University</p> <p>Service on professional boards</p> <p>Community service that enhances the reputation of the university Professional organization service related to the mission of the university, school, or program</p>	<p><i>Appointment or promotion to Associate Professor</i> Since appointment or last promotion</p> <p>1. Demonstrate a clear and consistent record of regular contribution to and emerging leadership in local, regional, or national professional organizations or venues appropriate to their profession such as conferences, professional association committees, or peer review activities.</p> <hr/> <p><i>Appointment or promotion to Professor</i> Since appointment or last promotion</p> <p>1. Demonstrate a clear and consistent record of regular contribution to and leadership in national professional organizations or venues appropriate to their profession such as conferences, professional association committees, or peer review activities.</p>	<p>Candidate 1: Example of an Associate Professor Portfolio</p> <p>The portfolio of an Assistant Professor applying for Associate Professor might:</p> <p>1. Demonstrate clear and consistent record of regular contribution and emerging leadership such as: teaching professional seminars outside the University, liaising with community organizations that relate to candidate’s field, forming connections with industry around research projects or as an expert in research area.</p> <p>Candidate 1: Example of a Professor Portfolio</p> <p>The portfolio of an Associate Professor applying for Professor might (since last promotion):</p> <p>1. Demonstrate a clear and consistent record of regular contribution to and leadership in national professional organizations or venues appropriate to their profession, such as: giving invited lectures at a university or national organization, liaising with national organizations that relate to candidate’s field, forming connections with industry around research projects or as an expert in research area, forming connections with government agencies or foundations, and/or participating in initiatives to bring speakers to campus.</p>

3.3 ALL TRACKS INSTITUTIONAL SERVICE

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

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

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.

COLLEGE/SCHOOL: Jefferson College of Humanities and Sciences

TRACK: All

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.

Minimum Criteria for Placement in all Tracks except Tenure and Teaching Excellence

Appointment or promotion requires terminal degree in the field. For appointment to Assistant Professor, if a faculty member is ABD they will be appointed as instructor until they achieve appropriate credentials.

Minimum Criteria for Placement in the Teaching Excellence Track

Appointment or promotion within this track requires terminal degree in the field, which may include either Master's or PhD prepared depending up the discipline. Masters-prepared individuals with experience in relevant subject areas, in disciplines for which Master's degrees are terminal degrees, and with appropriate teaching experience may be appointed to the teaching excellence track as Assistant Professors.

Minimum Criteria for Placement in the Tenure Track

Appointment or promotion requires terminal degree of Ph.D. or Ed.D. in the field, and candidates will have demonstrated through their work to date the skills and capacity for significant and sustained contributions to their field through research and scholarship. If a faculty member is ABD they will be appointed as instructor until they achieve appropriate credentials.

All Tracks Institutional Service

Examples of Evidence*	Guidance per Career Milestone	Case Examples: How faculty might meet the milestone
<p>Committee service Service on university standing committees or task forces, Service on school/program committees or task forces, ad hoc committees</p> <p>Recruiting activities Required Participation Open Houses Participation in university-sponsored recruiting events and/or activities</p> <p>Accreditation-related activities (for faculty in accredited programs) Collecting and archiving student work; assisting in the display of student work Assisting in completion of documents required by accrediting organization</p> <p>Special student mentoring Advising and evaluating student portfolios or theses</p> <p>Upper-level advising Advising students as service to the program and college</p> <p>Administrative activities Departmental or university administrative responsibilities Coordinating adjunct faculty; includes recruiting, interviewing, mentoring, monitoring, and evaluating adjunct faculty</p>	<p><i>Appointment or promotion to Associate Professor</i> Since appointment or last promotion</p> <p>1. Demonstrate a clear and consistent record of regular service as a member of standing committees at the program, college and/or university level or equivalent level of service commitment through both formal ad hoc committee service (e.g. search committees, working groups, accreditation efforts) and less formalized but significant service to college and university initiatives.*</p> <p>2. Demonstrate contributions to the program, college and/or university through other committee work or mentoring of students or faculty that contribute to the well-being and advancement of the university.*</p> <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>	<p>Candidate 1: Example of an Associate Professor Portfolio The portfolio of an Assistant Professor applying for Associate Professor might:</p> <p>1. Demonstrate a record of service that includes: 1 university standing committee term; 1 college committee term.</p> <p>2. Demonstrate contributions to: college assessment activities; participation in a search committee; participation in open houses; advising students in a major program.</p> <p>Candidate 1: Example of a Professor Portfolio The portfolio of an Associate Professor applying for Professor might (since last promotion):</p> <p>1. Demonstrate a record of service that includes: Chairing 1 university standing committee; member of college committee.</p> <p>2. Demonstrate contributions to: mentoring junior faculty; advising; serving as a member of college search committee.</p> <p>3. Exhibit a consistent record of service that documents effects on the well-being and advancement of the university.</p> <p>Candidate 2:</p> <p>Associate Professor The portfolio of an Assistant Professor applying for Associate Professor might:</p> <p>1. Demonstrate a record of service that includes: 2 college committee terms.</p>
	<p><i>Awarding of Tenure</i></p> <p>1. Demonstrate a strong and consistent record of regular service as a member of standing committees at the program, college and/or university level or equivalent level of service commitment through both formal ad hoc committee service (e.g. search committees, working groups, accreditation efforts) and less formalized but significant service to college and university initiatives.*</p> <p>2. Demonstrate contributions to the program, college and/or university through other committee work or mentoring of students or faculty that contribute to the well-being and advancement of the university.*</p>	

<p>Other activities Advising student groups Conducting professional development workshops Serving as official mentor for junior faculty</p>	<p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>	<p>2. Demonstrate contributions to: upper-level advising, advising student groups, participating in open houses and other recruitment activities.</p> <p>Professor The portfolio of an Associate Professor applying for Professor might (since last promotion):</p> <ol style="list-style-type: none"> 1. Demonstrate a record of service that includes: Chairing a college or university standing committee. 2. Demonstrate contributions to: serving as a member of a search committee, serving as official mentor for junior faculty, working with students on research projects, conducting professional development workshops. 3. Exhibit a consistent record of service that documents effects on the well-being and advancement of the university.
	<p><i>Appointment or promotion to Professor</i> Since appointment or last promotion</p> <ol style="list-style-type: none"> 1. Demonstrate a strong and consistent record of regular service as a member of standing committees at the program, college and/or university level or equivalent level of service commitment through both formal ad hoc committee service (e.g. search committees, working groups, accreditation efforts) and less formalized but significant service to college and university initiatives.* 2. Demonstrate contributions to the program, college and/or university through other committee work or mentoring of students or faculty that contribute to the well-being and advancement of the university.* 3. The contributions should be thorough, consistent, and clearly documented to affect the well-being and advancement of the university.* <p>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions or other colleges within Jefferson.</p>	

4. PRACTICAL/CLINICAL MASTERY

4.1 PRACTICE SCHOLAR

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

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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.

COLLEGE/SCHOOL: Jefferson College of Humanities and Sciences

TRACK: Practice Scholar

AREA: Practical/Clinical Mastery

CHS expects practice scholars to achieve a practically and professionally appropriate distribution of effort between practical/clinical mastery and research/scholarship/creative work.

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.

Minimum Criteria for Placement in Track

Appointment or promotion requires terminal degree in the field. For appointment to Assistant Professor, if a faculty member is ABD they will be appointed as instructor until they achieve appropriate credentials.

Practice Scholar Track – Practical/Clinical Mastery

Examples of Evidence*	Guidance per Career Milestone	Case Examples: How faculty might meet the milestone
<p>Practical/Clinical Mastery</p> <p>1. Professional & Critical Practice</p> <p>Client-driven practice and/or consulting and/or self-driven exploration of theoretical concepts in the form of a peer-reviewed work that has received external validation</p> <ul style="list-style-type: none"> • Providing any phase of relevant Professional Services for a client • Maintenance of certification or licensure as applicable to the candidate’s professional practice • Theoretical explorations to test an idea • Peer reviewed competition entries • Experimental and/or design work, published and/or exhibited • Invited or juried exhibitions, demonstrating original contributions to the field and/or contributions to advances in the field <p>Awards and/or publication of work in recognition of contributions to the discipline</p> <p>2.Clinical or other practice</p> <p>Licensure</p> <p>Continuing Education/Conferences: Attendance of at least meetings, conferences, workshops, or courses or equivalent to keep abreast of advances in the field.</p>	<p><i>Appointment or promotion to Associate Professor</i> Since appointment or last promotion</p> <ol style="list-style-type: none"> 1. Demonstrate a record of practice in the field that is sustained over most if not all of the time spent as Assistant Professor. 2. Demonstrate a record of practice in the field that is judged by appropriate field-specific standards as high-quality. 3. Demonstrate maintenance of professional licensure or certification if applicable. <p>* All appropriate evidence developed while at the assistant professor rank, regardless of track, will be considered.</p> <hr/> <p><i>Appointment or promotion to Professor</i> Since appointment or last promotion</p> <ol style="list-style-type: none"> 1. Demonstrate a record of practice in the field that is sustained over most if not all of the time spent as Assistant and Associate Professor. 2. Demonstrate a record of practice in the field that is judged by appropriate field-specific standards as high-quality. 3. Demonstrate maintenance of professional licensure or certification if applicable. 	<p>Candidate 1: Example of an Associate Professor Portfolio</p> <p>Candidate 1: Example of an Associate Professor Portfolio The portfolio of an Assistant Professor applying for Associate Professor might:</p> <ol style="list-style-type: none"> 1. Present a record of practice in the field that indicates consistent and sustained practice over the time spent as Assistant Professor by: documentation of providing relevant professional services for clients. 2. Demonstrate a record of practice judged as high quality including: evidence of speaking invitations at practice-related conferences or association meetings; awards or recognition by professional associations. 3. Demonstrate maintenance of professional licensure or certification, including appropriate attendance at continuing education conferences, workshops or courses as specified by the discipline. <p>Candidate 1: Example of a Professor Portfolio</p> <p>The portfolio of an Associate Professor applying for Professor might (since last promotion):</p> <ol style="list-style-type: none"> 1. Demonstrate a record of practice in the field that is sustained over most if not all of the time spent as Assistant and Associate Professor. 2. Demonstrate a record of practice in the field that is judged by appropriate field-specific standards as high-quality. 3. Demonstrate maintenance of professional licensure or certification if applicable. <p>Candidate 2: Example of an Associate Professor Portfolio</p> <p>The portfolio of an Assistant Professor applying for Associate Professor might:</p>

<p>Practice: Regular participation in practice/consulting activity.</p> <p>Licensure or Certification: Maintain discipline relevant professional license, certification and/or registration.</p> <p>Other Activities: These demonstrate professional excellence & mastery. Includes: books or book chapters; peer-reviewed articles; editorials (related to profession); non-peer-reviewed articles; monographs; technical reports; white papers; case studies; grant writing (external); internal grant procurement; outside speaking or guest lecturing at other institutions or community groups; panels; professional task forces; grant reviewing; editing activities for professional publications (books or journals); book or article review or other peer review activities; consulting; visiting scholar & fellowships; community/professional-related service such as boards; professional service such as leadership or committee positions in professional organizations.</p>		<ol style="list-style-type: none"> 1. Present a record of practice in the field that indicates consistent and sustained practice over the time spent as Assistant Professor by: documentation of providing relevant professional services for clients or documentation of record of practice in the field. 2. Demonstrate a record of practice judged as high quality including: evidence of speaking invitations at practice-related conferences or association meetings; awards or recognition by professional associations, or as assessed by peer review for contributions, and for the evaluating personnel committees, the external assessor reports.. 3. Demonstrate maintenance of professional licensure or certification, as appropriate for the field. <p>Candidate 2: Example of a Professor Portfolio</p> <p>The portfolio of an Associate Professor applying for Professor might (since last promotion):</p> <ol style="list-style-type: none"> 1. Demonstrate a record of practice in the field that is sustained over most if not all of the time spent as Assistant and Associate Professor. 2. Demonstrate a record of practice in the field that is judged by appropriate field-specific standards as high-quality. 3. Demonstrate maintenance of professional licensure or certification if applicable.
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Appendix 2: College Governance: Processes of the College-level committees of the College of the Humanities and Sciences

1. EXECUTIVE COMMITTEE

1.2 PROCEDURES OF THE EXECUTIVE COMMITTEE

1.2.1 Procedure for Approving Recommendations from CHS committees

When committee chairs forward recommendations to the chair of the Executive Committee, the dean or representative will circulate the recommendations to the members of the committee generally 7 calendar days before the Executive Committee meeting so that members can review the recommendations. CHS Committee chairs will be invited to attend the meeting to present the recommendations, although their presence is not required. At the committee meeting the vote will be taken on the recommendations. No vote will be taken if there is not a quorum of Executive Committee members present. Non-voting guests will be asked to leave during votes about confidential matters such as personnel recommendations. Unless the matter voted on includes confidential information, results of the vote will be communicated to the full faculty of the CHS.

1.2.2 Procedure for Voting on other matters brought to or generated by the committee

The committee will vote on matters brought to or generated by the committee as part of its work carrying out its charges only when there is a quorum of Executive Committee members present. Non-voting guests will be asked to leave during votes about confidential matters such as personnel recommendations. Unless the matter voted on includes confidential information, results of the vote will be communicated to the full faculty of the CHS.

1.2.3 Procedure for minute taking

Meeting minute taking will generally be taken by committee members on a rotating basis.

2. CURRICULUM COMMITTEE

2.1 PROCEDURES

2.1.1 Submission calendar development and distribution

The CCC Chair will create a submission calendar every semester and share it with the faculty. The calendar will be developed with the Registrar. This calendar shows the latest possible dates to submit documentation for a course or program to be adopted in any future semester. The calendar will be stored in a digital location accessible to faculty.

2.1.2 Meeting attendance by non-member faculty

The agenda for CCC meetings will be sent out to the full faculty generally seven days before the meeting. Meetings are open to all faculty who wish to attend.

2.1.3 Criteria for the Review Process

2.1.3.1 New Courses

Any new course will be subject to the CCC Review Process.

2.1.3.2 Revised Courses

Any existing course that undergoes any change including a change in delivery method will be subject to the CCC Review Process.

A change in delivery method includes:

- Change from lecture to studio, for example
- On-campus to online (synchronous or asynchronous) (or online to on-campus).

2.1.3.3 New Programs

Any new program will be subject to the CCC Review Process as part of the University's New Program Approval Process. See New Program Proposal Review Process below.

2.1.3.4 Revised Programs

Any existing program that undergoes change including a change in delivery method typically will be subject to the CCC Review Process unless a university-wide delivery method is mandated. See Revised Program Proposal Review Process below.

2.1.4 Review Processes

The CCC is tasked with assisting in the course/program review and approval process. The purpose of the review process is to identify unintended impacts on other existing courses or programs, recognize opportunities to share a course with another program, single out redundancies with other existing courses, and ensure that the course-related information is presented clearly for students. Further, the CCC review process is intended to provide constructive information for the course proposer to adjust their proposal (if needed) before its review by the college.

2.1.4.1 New and Revised Course Review Process

Any course that meets the criteria above (Section 2.1.3.) is subject to review via the CCC. Different documentation is required depending on whether the course is new or revised (see Table 2.1.4.1).

The burden of preparing new courses, new programs, and revised curricula falls on the sponsoring faculty.

Table 2.1.4.1: Documentation Requirements

	New	Revised
Course	Use CCC New Course Proposal Form	Submit Memo
Program	Use CCC New Program Form	Submit Memo
Minor	Use CCC Minor Proposal Form	Submit Memo

Step 1: The course sponsor(s) submits requisite forms (see Table 2.1.4.1) to the CCC chair.

Step 2: The CCC chair stores completed documents in the designated folder on the network typically ten days before the next meeting of the CCC. The CCC chair will notify the college of the availability of the documents via the network.

Step 3: CCC members provide digital feedback as needed. Digital feedback from the committee is accessible to the college and course sponsor(s) via the network folder.

Step 4: CCC members and other interested members of the college bring feedback to the next CCC meeting for discussion. The discussion will include recommendations for revision offered to the course sponsor(s) either during the meeting or afterward, via email correspondence.

Step 5: The CCC processes the documentation per these procedures.

All new courses require review by the CCC and college faculty.

If the CCC deems a revised course to be significantly changed, the committee will bring that course revision to the full faculty. If revisions to a course are deemed by the CCC to be insignificant changes, the committee will review the changes and vote on them.

Step 6: If the requested course of action is approved, all final course documentation is placed in the designated folder on the network by the CCC chair, who will also notify Executive Committee, the Dean’s Office, registrar and provost.

2.1.4.2 New Program Proposal Review Process

The New Program Proposal Review Process is primarily overseen by the Provost’s Office with details available from the Office of the Provost.

The typical role of the CCC in this process is outlined below.

Step 1: The CCC receives the proposal during the 10-Day Review Period referenced on the “New Program Planning Guide” document.

Step 2: The chair puts the New Program Proposal in the network folder and announces the discussion of the proposal on the next CCC meeting agenda.

Step 3: CCC members provide digital feedback as needed. Digital feedback from the committee is accessible to the college and proposer via the network folder.

Step 4: CCC members and other interested members of the college bring feedback to the next CCC meeting for discussion. The discussion will include recommendations for revision offered to the proposer either during the meeting or afterward, via email correspondence.

Step 5: After the requested changes have been made and the proposal has been approved by the committee, the CCC chair forwards the approved proposal to the college faculty for a vote.

Step 6: After the faculty vote to approve the new program, the proposal continues along with the New Program Proposal process.

After final program approval, new courses for the new and approved program will follow Section 2.1.4.1 above.

2.2.4.3 Revised Program Proposal Review Process

The Revised Program Proposal Review Process is not overseen by the Provost’s Office.

The typical role of the CCC in this process is outlined below.

Step 1: Proposer submits requisite forms (see Table 2.1.4.1) to the CCC chair.

Step 2: The chair puts the memo in the network folder and announces the discussion of the proposal on the next CCC meeting agenda.

Step 3: CCC members provide digital feedback as needed. Digital feedback from the committee is accessible to the college and proposer via the network folder.

Step 4: CCC members and other interested members of the college bring feedback to the next CCC meeting for discussion. The discussion will include recommendations for revision offered to the proposer either during the meeting or afterward, via email correspondence.

Step 5: After the requested changes have been made and the proposal has been approved by the committee, the CCC chair forwards the approved proposal to the faculty.

After final program approval, new courses for the new and approved program will follow Section 2.1.4.1 above.

2.1.5 Timing

Courses should be proposed with enough time to go through the College approval process outlined in 2.1.4.1, typically before the schedule is being produced for a given term. The schedule building timelines are shared with the Managers of Academic Operations (MAOs) when schedule building begins for a term.

The typical timelines for proposing a new program are as follows:

Undergraduate traditional program – 18 months prior to launch

Graduate program – 12 months prior to launch

Certificate/credit, title IV eligible – 9 months prior to launch

Certificate/non-credit – 4 months prior to launch

Online – 6 months prior to launch

3. COMMITTEE ON FACULTY AFFAIRS

3.1 PROCEDURES

3.1.1 Deliberation Procedures

The committee deliberations fall into two categories:

1. Deliberations on any personnel recommendation (appointment, promotion, tenure, sabbatical application, etc.) are confidential. Committee votes on these recommendations are undertaken by secret ballot with the results counted and communicated by the chair in the presence of the rest of the committee. Committee members vote as part of their role on the Faculty Affairs Committee. All elected members sign the letters regarding these issues to the Executive Committee relaying the deliberation summary and positive or negative recommendation of the committee (including the vote count of the members) regarding renewal, promotion, and sabbatical requests. The letters can be signed electronically.
2. Committee members vote on these matters by a show of hands or secret ballot as determined by the chair as part of their role on the Faculty Affairs committee. The chair prepares any recommendations resulting from these deliberations and forwards it to the Executive Committee.

3.1.2 Procedure for periodic formative assessments of un-prefixed track faculty

The committee, in accordance with the TJU Faculty Handbook, coordinates regular performance reviews as part of its work. **The reviews outlined in this section are not the annual performance reviews administered by the Dean's Office.**

Note: In this Appendix, any due dates that fall on a Saturday or Sunday will be assumed to be moved to the Monday following the due date. Any dates that fall on a holiday (as observed) will also be assumed to be moved to the first business day after the holiday.

For each of these reviews, the following typical calendar dates provide a guideline for the Faculty Affairs committee:

- Between February 1-5, the CHS FAC in consultation with the Dean's Office will communicate with faculty who will be undergoing periodic review (either the formal periodic review as specified in the TJU Faculty Handbook or the college's formative reviews in the second and fourth years of Assistant Professors on unprefixed tracks) in the following year.

- By May 1 if not earlier, any official observations of faculty teaching conducted by senior faculty and/or administrators during the academic year should be signed by the faculty member and sent to the Dean's Office.

3.1.2.1 Procedure for formal periodic review at the third year and the sixth year following appointment (if not already promoted (or in the process thereof)) for faculty holding the title of Assistant Professor on the tenure and other unprefix tracks

- Typically, by September 15, the Dean's Office will open an electronic folder for each faculty member entering their second year and with the help of the CHS FAC chair, upload
 - Copies of annual faculty activity report(s) since the time of previous (second- or fourth-year) additional formative assessment
 - Dean's review(s) since the time of previous (second- or fourth-year) additional formative assessment
 - CHS FAC summary review produced during previous additional formative assessment
 - Dean's letter from previous additional formative assessment
- Typically, by October 1, each faculty member under review will submit electronically to the Dean's Office the following documents:
 - Current CV
 - 2-4 page summary of teaching, research, and service since last review, including documentation of efforts to engage with any recommendations made during previous review and future plans
- Typically, between October 2 and 21, the CHS FAC meets to review and assess the progress of each faculty member under review thus far. The chair of the CHS FAC writes a summary letter to the dean and the Executive Committee.
- Typically, between December 1 and January 15, the faculty member under review and the dean meet to review the assessment.

3.1.2.2 Procedure for formal periodic review at the fourth and eighth year for faculty holding the title of Associate Professor on the tenure and other unprefix tracks

- Typically, by September 15, the Dean's Office will open an electronic folder for each faculty member entering their second year and with the help of the CHS FAC chair, upload
 - Copies of annual faculty activity report(s) since the time of promotion or previous formal periodic review
 - Dean's review(s) since the time of promotion or previous formal periodic review
 - Teaching observations since the time of promotion or previous formal periodic review

- Typically, by October 1, each faculty member under review will submit electronically to the Dean's Office the following documents:
 - Current CV
 - 2-4 page summary of teaching, research, and service since last promotion or review, including brief statement of future plans
- Typically, between October 2 and 21, the CHS FAC meets to review and assess the progress of each faculty member under review thus far. The chair of the CHS FAC writes a-summary letter to the dean and the Executive Committee.
- Typically, between December 1 and January 15, the faculty member under review and the dean meet to review the assessment.

3.1.2.3 Procedure for additional formative assessments for faculty on the tenure and other unprefix tracks

In addition to the procedures for periodic review overseen by the Office of Faculty Affairs and Professional Development, in order to provide optimal support for faculty on the tenure and other unprefix tracks, the CHS Faculty Affairs committee (CHS FAC) will also conduct formative assessments of tenure-track faculty at the second and fourth years. The following calendars describe the procedures for these additional formative assessments.

3.1.2.3.1 At the second year

- Typically, by September 15, the Dean's Office will open an electronic folder for each faculty member entering their second year and upload
 - Copies of student evaluations from the time of appointment
 - Copies of annual faculty activity report(s) from the time of appointment
 - One official observation of teaching conducted by a senior faculty member--if applicable, from the time since last formal review
 - One official observation of teaching conducted by the dean, ancillary dean, or relevant program director--if applicable, from the time since last formal review
 - Dean's review(s)
- Typically, by September 15, each faculty member under review will submit electronically to the Dean's Office the following documents:
 - Current CV
 - 1-2 page reflection on teaching, including insights on classroom observations and student evaluations and future plans
 - 1-page reflection on service activities
 - 2- page research summary and trajectory (document that annotates the faculty member's research accomplishments since their initial appointment in the context of their research program and projects feasible directions or goals for research)

- Typically, on September 16, the chair of the CHS FAC will request written reviews from the members of the CHS FAC and ask them to evaluate the progress of each faculty member under review thus far.
- Typically, by October 1, CHS FAC members will submit their reviews anonymously to the Dean's Office addressed to the chair of the CHS FAC.
- Typically, by October 1, the program director (if relevant) of each faculty member under review will submit their letter to the Dean's Office, addressed to the chair of the CHS FAC.
- Typically, between October 2 and 8, the CHS FAC reviews the peer reviews and materials of each faculty member under review and sends them to the dean.
- Typically, by November 1, the dean writes a letter for each faculty member under review and adds it to the electronic folder.
- Typically, between November 1 and November 8, each faculty member under review may review their peer evaluations, program director's and dean's letters and write a response if necessary, which will be included in the electronic folder.
- Typically, between November 8 and November 20, the CHS FAC will review the collected materials and generate an informal assessment and recommendation.
- Typically, between November 20 and December 5, the CHS FAC will meet with each faculty member under review to discuss the evaluations, trajectories in their scholarly, professional, teaching, and service activities and achievements the CHS FAC informal assessment, and recommendations.
- Typically, between December 15 and January 15, the CHS FAC Chair will send a brief written summary of the evaluation and any recommendations to the Executive Committee and faculty member under review.

3.1.2.3.2 At the fourth year

- Typically, by January 10, the Dean's Office will open an electronic folder for each faculty member entering their fourth year and upload copies of
 - student evaluations from the time of appointment,
 - Copies of annual faculty activity report(s) from the time of appointment
 - One official observation of teaching conducted by a senior faculty member--if applicable, from the time since last formal review
 - One official observation of teaching conducted by the dean, ancillary dean, or relevant program director--if applicable, from the time since last formal review
 - Dean's review(s)
- Typically, by January 15, each faculty member under review will submit electronically to the Dean's Office the following documents:
 - Current CV

- 1-2 page reflection on teaching, including insights on classroom observations and student evaluations and future plans
- 1-page reflection on service activities
- 2- page research summary and trajectory (document that annotates the faculty member's research accomplishments since their initial appointment in the context of their research program and projects feasible directions or goals for research)
- Typically, on January 16, the chair of the CHS FAC will request written reviews from the members of the CHS FAC and ask them to evaluate the progress of each faculty member under review thus far.
- Typically, by February 5, CHS FAC members will submit their reviews anonymously to the Dean's Office addressed to the chair of the CHS FAC.
- Typically, between February 6 and 11, the CHS FAC reviews the peer reviews and materials of each faculty member under review and sends them to the dean.
- Typically, by February 19, the dean writes a letter for each faculty member under review and adds it to the electronic folder.
- Typically, between February 20 and February 25, each faculty member under review may review their peer evaluations, program director's and dean's letters and write a response if necessary, which will be included in the electronic folder.
- Typically, between February 26 and March 15, the CHS FAC will review the collected materials and generate an informal assessment and recommendation.
- Typically, between March 15 and April 10, the CHS FAC will meet with each faculty member under review to discuss the evaluations, trajectories in their scholarly, professional, teaching, and service activities and achievements the CHS FAC informal assessment, and recommendations.
- Typically, between April 10 and April 30, the CHS FAC Chair will send a brief written summary of the evaluation and any recommendations to the Executive Committee and the faculty member under review.

3.1.3 Procedures for reviewing dossiers for promotion to associate professor and promotion to professor

In addition to the university procedures and required materials, CHS requires at reviews for promotion and tenure:

- One official observation of teaching conducted by a senior faculty member from the time since last formal periodic review (i.e, the third-year periodic review. Annual reviews are not considered for the determination of this period.)
- One official observation of teaching conducted by the dean, ancillary dean, or relevant program director from the time since last formal periodic review
- A letter of recommendation from the candidate's program director or supervisor

The following calendar documents the more specific procedures the committees and college faculty will participate in:

- Typically, between 25 Sep and 5 Oct of the year that immediately precedes the academic year a candidate will apply for promotion, candidates will meet informally with the FAC committee to review their plans for their dossier.
- Typically, by the April 1st that immediately precedes the academic year a candidate will apply for promotion, candidates will submit the list of possible external assessors to the CHS. Further details about the number for each kind of promotion can be found in Section V of Appendix I of the TJU Faculty Handbook.
- Typically, between the April 1 and May 1 that immediately precedes the academic year a candidate will apply for promotion, the CHS FAC will assemble a list of possible external assessors that conforms to the TJU Faculty Handbook and meets with the CHS dean to finalize the list. The dean then contacts approved external assessors for willingness to serve as external assessors.
- Typically, by July 1, candidates will submit electronic copies of their professional achievement portion of their application to the CHS Dean's Office.
- Typically, by July 15, the Dean's Office will send the professional achievement portion of the candidate's dossier to the appropriate number of selected external assessors.
- Typically, by September 15, the Dean's Office uploads to an electronic folder copies of
 - At least one official observation of teaching conducted by a senior faculty member from the time since last formal review
 - At least one official observation of teaching conducted by the dean, ancillary dean, or relevant program director from the time since last formal review
 - student evaluations since the time of last promotion
 - Copies of annual faculty activity report(s) since the time of last promotion
 - and dean's review(s) since the time of last promotion
- Typically, by October 1, candidates will electronically submit their dossier for promotion to the Dean's Office.
- Typically, on or around October 2, the chair of the Faculty Affairs committee will request written reviews from the members of the CHS FAC and ask them to evaluate the progress of each faculty member under review.
- Typically, by noon on October 21, CHS FAC members will submit their reviews anonymously to the CHS FAC chair via the Dean's Office.
- Typically, between October 25 and November 5, the CHS FAC will meet to review the candidate's application and will vote on a recommendation to promote or not promote and in the case of tenure applications, the recommendation for or against tenure.

- Typically, by November 15, the Faculty Affairs Committee will forward any positive recommendations to the CHS Executive Committee and to the University Committee on Faculty Appointments, Promotion and Tenure.
- The Dean will inform candidates in writing as to the status of their case following review by the FAC. The Dean will also inform the candidates in writing as to the status of their case following review by the Executive Committee.

3.1.4 Procedures for reviewing dossiers for tenure

Candidates applying for tenure must also supply the Faculty Affairs Committee with a list of possible external reviewers (which can be the same if the candidate is applying for associate professor within the same application: please note that more external reviewers are required for tenure than for promotion to associate professor). The Faculty Affairs Committee will also generate a list of at least two external reviewers, as per university policy (Appendix 1, Section 5D of the University Handbook). The Faculty Affairs Committee in consultation with the Dean will choose at least two reviewers from among its own generated list and others from among the candidate's list of potential referees, using the selection criteria and process outlined in the Faculty Handbook Appendix V: GUIDELINES FOR SOLICITATION OF EXTERNAL REVIEWERS FOR FACULTY APPOINTMENTS AND PROMOTIONS TO SENIOR FACULTY RANKS AND FOR TENURE.

3.1.5 Procedures for Evaluation of Sabbatical Applications

The Faculty Affairs Committee considers applications for sabbaticals that the dean of the college and the candidate's supervisor has approved, as per 10.6.1 of the University Handbook.

Dependent upon the financial resources available for sabbatical leaves, the Committee members review the applications and rank each application as excellent, fair, or weak according to the following evaluative considerations:

- Reasonable scope of work for timeline
- Student Impact
- University Impact
- Benefit to the discipline/s
- Potential for publication or other types of dissemination, and/or future external funding

In the event that more than one sabbatical application emerges in the same academic year, given that the number of sabbatical opportunities vary due to budget constraints, the committee may also rank the applications in order of strength as part of their recommendations to the Executive Committee.

Appendix 3: The College of Humanities and Sciences Faculty Mentorship Program

PROGRAM

The College Faculty Affairs Committee will coordinate this program by announcing a call for volunteer mentors and mentees at the beginning of the academic year. New faculty will be assigned a mentor. (Faculty previously matched by the CHS FAC with a mentor or mentee can continue their mentoring relationship.) Committee members will match appropriate faculty in the fall, conduct a brief orientation in the fall for mentors, and administer a brief survey of the program to both mentors and mentees in the spring to assess the program.

1. MENTOR QUALIFICATIONS

A mentor must be a senior faculty member interested in volunteering to serve the college in this important and meaningful capacity. Faculty holding the rank of associate or full professor may serve as mentors for new faculty. Faculty holding the rank of full professor may serve as mentors for associate professors seeking promotion to full professor.

2. ROLES AND RESPONSIBILITIES

2.1 MENTOR RESPONSIBILITIES

1. Attend one mentoring orientation meeting to be held at the start of the fall semester.
2. Meet with the assigned mentee at least twice in their first semester at the university, and at least twice a year thereafter for the duration of the relationship. More contact is advised.
3. Mentors are encouraged to facilitate or propose ideas for workshops for faculty development and promotion in the college
4. Provide support and direction in the following areas:
 - a. Campus resources
 - b. Support for teaching and pedagogy
 - c. Balance and prioritization
 - d. Navigating questions pertaining to scholarship/practice and reviews*
 - e. Other issues as needed
5. Complete a brief yearly survey for assessment of the mentorship program

*The mentor is NOT responsible for the quality of the mentee's performance. Poor performance on the part of the mentee should not be regarded as poor service on the part of the mentor. It is recommended that a mentee should discuss any advice provided by the mentor regarding scholarship/practice and

reviews with the dean. Mentor-provided advice does not represent the views of the university and its reviewing committees, and following such advice does not guarantee tenure.

2.2 MENTEE RESPONSIBILITIES

1. Initiate meetings with the mentor at least twice in the first semester at the university, and at least twice a year thereafter for the duration of the relationship. More contact is advised.
2. Complete a brief yearly survey for assessment of the mentorship program.

3. SERVICE CONSIDERATIONS

Acting as a mentor will count towards service in the Faculty Activity Report and in dossier evaluations.

Appendix 4: College Administrative Functions and Criteria

1. COLLEGE ADVOCATES

College advocates are selected by the dean.

1.1 CHS DIVERSITY, EQUITY, AND INCLUSION ADVOCATE

In order to devote more sustained attention and resources to diversity, equity and inclusion issues in the college and university, CHS has established the position of Diversity, Equity and Inclusion Advocate.

The Diversity, Equity and Inclusion Advocate:

- Attends the meetings of the CHS Committee on Diversity, Equity and Inclusion.
- Coordinates the college's assessment of our effectiveness in recruiting and recruiting diverse faculty.
- Assists the College Assessment Committee with the college's assessment of classroom practices in light of diversity and inclusion goals as appropriate.
- Assists the College Curriculum Committee with the college's assessment of curricula and programs in light of diversity and inclusion goals as appropriate.
- Serves as a source of college leadership with regard to diversity, equity and inclusion issues.

1.2 CHS ASSESSMENT ADVOCATE

The College Assessment Advocate:

- Assists the College Assessment Committee in assessment of student learning in the college, as appropriate.
- Serves as liaison between faculty, program directors, and deans to support program reviews.
- Follows up with program directors and coordinators on the implementation of assessment plans.
- Assists Chair with annual college assessment report for the dean.
- Works actively with faculty to support and develop assessment practices in the college.
- Attends the meetings of the college assessment committee and any related committees, as developed.
- Serves as a source of college leadership with regard to assessment issues.

1.3 CHS ADVISING ADVOCATE

In order to devote more attention and resources to advising issues in the college and university, CHS has established the position Advising Advocate.

The CHS Advising Advocate:

- Performs all advising functions when advisors on 9-month contracts are unavailable.
- Monitors enrollment and reaches out to unregistered students throughout the entire calendar year in order to increase retention. Helps resolve problems with financial holds, academic standing, etc.
- Assigns all upper-level students to advisors.
- Communicates essential information, policies, and deadlines to advisors.
- Processes change of majors.
- Serves as certifying officer for graduation as needed, especially when a student's advisor and program director are identical.
- Monitors students for Starfish alerts and reaches out when there are multiple flags.
- Intervenes in difficult advising cases.
- Monitors enrollment and reach out to unregistered students in order to increase retention.
- Attends academic dismissal and re-entry hearings.
- Meets multiple times per year with the Academic Success Center and other advising advocates to discuss policies.
- Processes students entering or exiting Leave of Absence status.
- Creates and processes action plans for students entering academic probation.
- Discovers and resolves problems with the integration of our various software systems (Starfish, Banner, BannerAdmin, Degreeworks, etc.).
- Serves as a source of college leadership with regard to advising issues

Appendix 5: Documentation for Annual Performance Reviews

DOCUMENTATION

For their annual performance review, faculty will typically submit documentation of their teaching, service, and scholarship/research/creative work, including but not limited to, the following items:

- Current CV
- All student evaluations of courses within the time period covered by the review
- Observations of teaching conducted by peers and/or administrators within the time period covered by the review
- Documentation of specific achievements within the time period covered by the review such as presentations, publications, book reviews, grants, etc.