



Jefferson College of Life Sciences

# Supplement to the Thomas Jefferson University Faculty Handbook

Approved by the Jefferson College of Life Sciences Executive Committee  
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**APPENDIX: Evidence of Achievement**

# **1. ABOUT JEFFERSON COLLEGE OF LIFE SCIENCES**

## **1.1 JEFFERSON COLLEGE OF LIFE SCIENCES HISTORY**

On July 1, 2018, the faculty and academic programs of the former Jefferson College of Biomedical Sciences of Thomas Jefferson University (TJU), and selected programs and faculty of the former College of Science, Health and Liberal Arts of Philadelphia University, entered a new and exciting phase of our joint continuing growth and development as we became the Jefferson College of Life Sciences, incorporating together for the first time education and training programs that include both our Jefferson Center City and East Falls campuses. This latest evolution of our former Colleges continues a story that began in 1824 with the founding of Jefferson Medical College, and in 1884 with the founding of the Philadelphia Textile School.

In 1949, 125 years after the founding of the Jefferson Medical College (JMC), the six basic science departments of the medical college formed the “Board for the Regulation of Graduate Studies” and JMC formalized training toward MS and PhD degrees in the biomedical sciences. Twenty years later, in 1969, Thomas Jefferson University was established, with the Jefferson College of Allied Health (later renamed the Jefferson College of Health Professions (JCHP)) and the Jefferson College of Graduate Studies (JCGS), joining together with JMC as the three founding colleges of the university. These colleges represented at that time, respectively, the undergraduate and graduate divisions of the university offering degrees other than the MD provided by JMC.

In 2005, Thomas Jefferson University amended its bylaws to permit both JCGS and JCHP to offer graduate degrees, providing a focus for JCGS on laboratory, research-based education and training, and for JCHP on practice-based education and training. By 2017, Jefferson had further grown to comprise six colleges, respectively offering degree and certificate programs focused in the fields of medicine, health professions, nursing, pharmacy, population health and biomedical sciences. By this time, JCGS had further evolved to become the Jefferson College of Biomedical Sciences, having added additional MS and PhD training areas, as well as our Postbaccalaureate Pre-Professional Program and oversight of Jefferson’s Postdoctoral training, to our portfolio of academic programs.

In 1942, the aforementioned Philadelphia Textile School was granted the right to award baccalaureate degrees and changed its name to the Philadelphia Textile Institute (PTI). In 1949, PTI moved to its present site in the East Falls section of Philadelphia, and in 1961, changed its name to Philadelphia College of Textiles and Science. The College’s student population doubled between 1954 and 1964, and doubled again by 1978, with the addition of programs in the arts, sciences, and business administration. In 1976, Philadelphia College of Textiles and Science offered its first graduate degree, the Master of Business Administration, and to

better reflect the institution's breadth and depth, it applied for and was granted university status by the Commonwealth of Pennsylvania in 1999. It changed its name to Philadelphia University on July 13, 1999. Through the years, Philadelphia University's organization of its component colleges and programs has also evolved, and among its component colleges by the time of the merger with Jefferson was the College of Science, Health and Liberal Arts (CSHLA), whose BS degree programs in Biology, Biochemistry, Chemistry and Pre-Medical Studies became part of JCLS.

Thus, on July 1, 2017, Thomas Jefferson University grew to add a second major campus when Philadelphia University and its colleges merged with Jefferson. One year later, following a period of collaborative effort and planning that spanned both campuses, reorganization among Jefferson's newly combined colleges led to the newly organized Jefferson College of Life Sciences that was established on July 1, 2018. Efforts have continued to focus on the integration of policies and procedures across the university enterprise, including those defining the structure and function of the university and its Colleges, faculty, and academic programs. Following periods of collaborative engagement reflective of shared governance, the new University Bylaws applicable to all Jefferson Colleges was approved by Jefferson faculty and became effective in October 2018. In turn, the new TJU Faculty Handbook, also applicable to all Jefferson Colleges, was approved by Jefferson faculty and became effective in October 2019. While addressing many aspects of university governance and operations, the Bylaws and Handbook provide for the additional establishment of a Supplement to the Handbook by each college that provides additional guidance on matters pertaining to individual College operations. The present document represents the Supplement to the Handbook for the Jefferson College of Life Sciences.

## **1.2 JEFFERSON COLLEGE OF LIFE SCIENCES TODAY**

The Jefferson College of Life Sciences is committed to "Training Tomorrow's Scientific Leaders Today" by providing the highest quality undergraduate, graduate and postdoctoral education and research training in the life sciences, in order to prepare our students and fellows to make significant contributions to the progress of life science through careers including academia, industry, and government. To achieve this goal, our academic programs span both the Jefferson- East Falls Campus, home of our Department of Biological and Chemical Sciences, and the Jefferson-Center City Campus, home of our Jefferson Graduate School of Biomedical Sciences. JCLS and its faculty offer courses and programs across a wide field of basic and translational sciences, leading to the BS degree, MS degree, PhD degree, and graduate certificate programs. In addition, JCLS offers a Postbaccalaureate Pre-Professional Program for candidates interested in completing their prerequisite course work for medical and professional schools.

The College also coordinates postdoctoral training programs across the Jefferson enterprise. Additionally, JCLS, in conjunction with the Sidney Kimmel Medical College, offers a combined MD/PhD program.

Our education and training programs provide a solid foundation for our graduates, who have gone forward to continue with additional graduate and professional education and training programs or directly on to successful careers including positions at colleges and universities, pharmaceutical and biotechnology companies, healthcare settings, government agencies, and many other professional venues.

Research training at Thomas Jefferson University is anchored by a large and diverse portfolio of active research programs with extensive outside grant support. That foundation, combined with Jefferson's clinical research and patient-care programs, provides opportunities for professional development and basic and translational research experiences in a challenging, exciting and satisfying undergraduate, graduate and postdoctoral training environment.

## **2. ORGANIZATION OF THE COLLEGE**

The Jefferson College of Life Sciences is organized into functional divisions that include a graduate school, a department of undergraduate education, a variety of academic programs, and administrative offices, to serve the members of its community across both the Center City and East Falls campuses. These include the Office of the Dean, the Jefferson Graduate School of Biomedical Sciences, the Department of Biological and Chemical Sciences, and the Office of Postdoctoral Affairs. The College may also establish additional divisions to serve its needs and in accordance with the University Bylaws.

### **2.1 OFFICE OF THE DEAN**

In accordance with the Bylaws of Thomas Jefferson University, the Dean of the College shall be the Chief Executive Officer and a member of the college faculty by virtue of the office. Reporting to the Provost, the Dean shall be responsible for the management and development of the academic programs and the administrative affairs of the College. The Dean shall supervise the execution of the bylaws, rules, and regulations of the University and College and all policies of the Board of Trustees applicable to the College.

The Dean's supervision of the conduct of the academic programs of the College shall extend to all areas of undergraduate, graduate and postdoctoral education and training administered by the College. The Dean shall be responsible for maintaining proper relationships with accrediting agencies and other professional organizations and associations that are related to its education programs. The Dean shall be the only representative of the College authorized to enter into contractual agreements with other institutions on behalf of the College.

In accordance with the University Bylaws, the Dean shall prepare a budget annually that shall be presented for consideration by the Provost. The Dean shall make recommendations to the Provost regarding academic programs of the College. The Dean shall work with the Provost in planning for the financial needs of the College and in seeking fiscal support from outside sources.

The Dean periodically shall review the space requirements of the College and shall present recommendations to the Provost regarding space requirements to provide for the proper conduct of the academic programs. The Dean shall make recommendations to the Provost for the development of additional physical facilities and faculty as necessary for the proper conduct of such programs. The Dean shall report annually to the Provost on the state of the College.

The Dean may recommend persons to the Provost for appointment as associate deans, assistant deans, and as directors of supporting divisions of the College. Ancillary deans shall be members of the college Faculty by virtue of their office. They shall assist the Dean in conducting the affairs of the College and have such duties as the Dean may designate. The positions of ancillary deans shall be appointed and reappointed on an annual basis and serve during the academic term at the discretion of the Dean.

The Dean shall recommend to the Provost such policies or actions as may be deemed desirable for the proper conduct and development of the College and its programs. The Dean also shall assist in maintaining effective relations with Alumni.

When a vacancy occurs in the office of the Dean, the Provost shall designate an Acting Dean in accordance with the University Bylaws.

## **2.2 JEFFERSON GRADUATE SCHOOL OF BIOMEDICAL SCIENCES**

The Jefferson Graduate School of Biomedical Sciences (JGSBS) represents the Graduate Division of the College that serves as the administrative home of its postbaccalaureate and graduate certificate and degree programs. These programs include:

- Postbaccalaureate Pre-Professional Program (P4)
- MS Programs
  - Biomedical Sciences
  - Cell and Developmental Biology
  - Clinical Research
  - Forensic Biology
  - Forensic Toxicology
  - Human Genetics and Genetic Counseling
  - Microbiology and Immunology
  - Pharmacology



- PhD Programs
  - Biochemistry and Molecular Pharmacology
  - Cell Biology and Regenerative Medicine
  - Genetics, Genomics & Cancer Biology
  - Immunology and Microbial Pathogenesis
  - Integrative Physiology
  - Neuroscience

### **2.3 DEPARTMENT OF BIOLOGICAL AND CHEMICAL SCIENCES**

The Department of Biological and Chemical Sciences represents the Undergraduate Division of the College that serves as the administrative home of its baccalaureate degree programs. These include:

- Biology
- Biochemistry
- Chemistry
- Pre-Medical Studies

### **2.4 OFFICE OF POSTDOCTORAL AFFAIRS**

The Office of Postdoctoral Affairs is the home of the Postdoctoral Division of the College, and serves as the administrative home of its postdoctoral training programs. In this capacity, the Office of Postdoctoral Affairs is responsible for administration and oversight of postdoctoral training for the entire Jefferson enterprise.

## **3. COLLEGE GOVERNANCE AND COMMITTEE ORGANIZATION**

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

#### **College-Level Committees**

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

- Executive Committee
- College Committee on Governance
- College Curriculum Committee

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

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

- College Committee on Diversity, Equity and Inclusion

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

### **3.1 EXECUTIVE COMMITTEE**

With the exception of the Department of Biological and Chemical Sciences that serves as the administrative home of the College's undergraduate programs, the College is generally not organized into departments, but instead functions with academic programs rather than departments as the principal administrative units. As such, in accordance with the Bylaws and with the approval of the Provost, Academic Program Directors who may include faculty holding either primary or secondary appointments in the College, serve as voting members of the College's Executive Committee, provided they are senior faculty. In the event junior faculty hold the position of program director, they may attend as non-voting members. The charge and functions of the JCLS Executive Committee are conducted in accordance with the University Bylaws and University Faculty Handbook.

#### **3.1.1 Function**

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

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

#### **3.1.2 Membership**

The college's Executive Committee shall consist of the dean, who shall serve as chair; regional campus deans, school deans, department chairs, Senior Faculty academic program directors, and two (2) elected representatives of the full-time Senior Faculty in the college. In colleges not organized into departments or schools or when the

membership of the Executive Committee would otherwise be less than eight (8) members, the Committee on Governance, in consultation with the dean, may appoint up to five (5) additional members from among the college's Senior Faculty who serve in leadership roles (such as ancillary dean, standing committee chair, academic program leader), to serve on the Executive Committee. These leaders may rotate membership on the Executive Committee by a method and time interval determined by the college's Committee on Governance.

The elected faculty representatives should represent different constituents of the college where possible and should not be from the same program, department or school within the college.

Deans may invite others, such as ancillary deans and chairs of the college's standing committees, to attend the Executive Committee meetings as non-voting guests.

### **3.1.3 Meetings**

The Executive Committee must meet at least six (6) times per year. At their discretion, the Dean may establish a more frequent meeting schedule. 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.

### **3.1.4 Procedure for Reversal of Executive Committee Action**

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

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

## **3.2 COLLEGE COMMITTEE ON GOVERNANCE**

### **3.2.1 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.

### **3.2.2 Membership**

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

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

### **3.2.3 Meetings**

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

### **3.3 COLLEGE CURRICULUM COMMITTEE**

#### **3.3.1 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.

#### **3.3.2 Membership**

The College Curriculum Committee must consist of at least three (3) members of the Voting Body of the General Faculty. Additional members may be added at the recommendation of the Committee on Governance. Committee members should represent the broad spectrum of contributors to the college's educational programs. The College Curriculum Committee 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.

#### **3.3.3 Meetings**

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

### **3.4 COLLEGE COMMITTEE ON ACADEMIC OUTCOMES ASSESSMENT**

#### **3.4.1 Function**

At the discretion of the college, this committee may be a subcommittee of the College Committee on Curriculum and report its findings to the College Committee on Curriculum. 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.

#### **3.4.2 Membership**

A college's Committee on Academic Outcomes Assessment shall consist of at least three (3) members of the faculty, who 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 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.

#### **3.4.3 Meetings**

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

### **3.5 COLLEGE COMMITTEE ON FACULTY AFFAIRS**

#### **3.5.1 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.

### **3.5.2 Membership**

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

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

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

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

### **3.5.3 Meetings**

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

## **3.6 COLLEGE COMMITTEE ON DIVERSITY, EQUITY AND INCLUSION**

### **3.6.1 Function**

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

### **3.6.2 Membership**

Membership will be representative of the College's students, postdoctoral fellows, faculty and staff, and may also include alumni. The Committee shall elect a Chair and Vice-chair from among the membership who shall each serve for a term of one year, with the term coinciding with the beginning of the Fall semester of the academic year. The Dean shall appoint an ex officio voting member of the committee who shall serve as the liaison between the Committee and the Dean of the College, and as Advisor to the Committee.

### **3.6.3 Meetings**

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



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

### **3.7 DEAN'S FACULTY ADVISORY COUNCIL**

#### **3.7.1 Function and Membership**

The college's faculty elected to serve on the university Faculty Advisory Council will comprise the dean's Faculty Advisory Council. This body will serve in an advisory capacity to the dean on matters of faculty welfare and affairs specific to the college. The council will meet as necessary to assist the dean in setting the agenda for the college's General Faculty meetings.

### **3.8 ESTABLISHMENT OF AD HOC COMMITTEES**

In addition to the Standing Committees and other provisional committees of the College as prescribed by the University Bylaws, the Dean may establish additional ad hoc committees comprised of college faculty and other appropriate individuals, for the purpose of conducting the business of the College. These may include committees established to guide the instruction and examination of individual students, and shall be established as needed and as detailed under the policies and guidelines of the Jefferson Graduate School of Biomedical Sciences, and the Department of Biological and Chemical Sciences, as appropriate to their missions. These include, for example, Comprehensive Examination Committee for Ph.D. degree candidates, the Research Committee for Ph.D. and M.S. degree candidates, and the Final Examination (Defense of Thesis) Committee for Ph.D. degree candidates.

## **4. ACADEMIC PROGRAMS AND PROGRAM DIRECTORS**

In accordance with the University Bylaws, the College may establish undergraduate and graduate academic programs in support of its mission. The Dean shall appoint members of the JCLS faculty as Program Directors, who may be drawn from the College's primary and secondary faculty as appropriate. Undergraduate and graduate programs shall function as the academic units of the College, and shall be organized with appropriate curricula to provide a course of study and training appropriate to the discipline in which it leads to a degree. The faculty of academic programs shall be comprised of primary, secondary, and adjunct members of the College Faculty as appropriate to the mission of the program.

## **5. ORGANIZATION OF THE FACULTY**

Matters pertaining to the appointment, organization, roles, privileges, and responsibilities of JCLS faculty shall be governed by and in accordance with the University Bylaws and University Faculty Handbook, and as further designated in this Supplement to the



Handbook. The College may appoint primary, secondary, and adjunct faculty members in accordance with University policies and in support of the College's academic programs. Where appropriate, precedence for the management of certain faculty affairs matters shall be in accordance with the policies of the University College in which the faculty member has their primary appointment.

Generally, most full-time members of the JCLS faculty will hold an appointment in the College's Department of Biological and Chemical Sciences and be engaged primarily in the College's undergraduate education programs. Also generally, most faculty engaged in graduate education and training with the College shall hold a secondary faculty member appointment in the College, and shall be referred to as the "Members of the Graduate Faculty," and will hold their primary faculty appointment in another College of the University. Adjunct faculty appointments within the College may be made for individuals from outside the University, or for individuals who are Jefferson employees but do not hold a faculty appointment in another Jefferson College, to provide additional expertise in support of all college programs. Exceptions to these general guidelines may be considered on an ad hoc basis in support of the College's mission.

For the Jefferson Graduate School of Biomedical Sciences, secondary faculty appointments as Members of the Graduate Faculty shall generally be made for faculty involved in the education and training of graduate students in the College, and to encourage and support research and scholarly activities of such students by advice and example. Secondary appointees to the College shall indicate a willingness to teach in courses for graduate students and to serve as advisors for student research and/or thesis committees. It is generally expected that such appointees will have earned the Doctor of Philosophy or Master of Science or their equivalent in scholarly experience, as appropriate to the discipline, and will have made significant contributions to knowledge through research and scholarly activity and continue to do so. They may serve as research advisors and mentors for Ph.D. and M.S. degree candidates. Only Members of the Graduate Faculty who themselves possess a Ph.D. and/or M.D. degree (or equivalent) shall serve as research advisors and mentors for Ph.D. degree candidates.

## **6. MEETING OF THE GENERAL FACULTY OF THE COLLEGE**

There shall be at least two meetings of the general faculty of the College each year.

## **7. FACULTY APPOINTMENT TO TRACKS WITHIN THE COLLEGE**

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

- **Unprefixed**
  - Tenure track
  - Teacher Scholar track
- **Prefixed**
  - Research Excellence track (prefix “research”)
  - Teaching Excellence track (prefix “teaching”)

Reference should be made to the Jefferson Faculty Handbook for details regarding policies and procedures pertaining to these tracks.

## **8. MINIMUM ACADEMIC CREDENTIALS FOR A FACULTY APPOINTMENT IN JCLS ACADEMIC PROGRAMS**

Review of credentials for faculty appointments will include attention to (1) the discipline(s) in which the candidate was trained, (2) the level of degree(s) attained, and (3) additional practical experience attained in the course of the candidate’s professional activities. Generally, the minimum terminal degrees expected for full-time appointments will include a doctoral degree for ranked tenure-track or ranked non-tenure track full-time appointments, or a master’s degree for non-ranked full-time appointments such as instructor. For appointments to tracks with an expectation of research and scholarship, whether tenure-track or non-tenure-track, a doctoral degree is generally expected. In making appointments, consideration will also be given to the level of intended instruction, such that faculty will generally be expected to have earned a degree at least one level higher than the target student population. For example, a master’s degree is generally the minimal expectation for instruction of undergraduate students, while a doctoral degree is generally the minimal expectation for instruction of graduate students. For non-tenure-track appointments, these expectations will generally apply to both un-prefixed and prefixed titles. A bachelor’s degree will be generally the minimal expectation for part-time and/or adjunct appointments for faculty engaged as a teaching or laboratory assistant. In the event that a faculty appointment at any level is considered for academic programs that undergo external program-specific accreditation, additional consideration will be given to the guidelines of the relevant accreditation agency. Upon recommendation by the Dean, exceptions to these guidelines may be approved on an individual basis by the

College's Executive Committee to further the mission of the College and its academic programs.

In 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.

## **9. EVIDENCE FOR ACHIEVEMENT FOR APPOINTMENT, PROMOTION AND TENURE**

Appointment, Promotion and Tenure policies and procedures for JCLS faculty are followed in accordance with the University Bylaws and University Faculty Handbook. As noted above, full-time faculty appointments may be made to one of several distinct tracks. In review of faculty, an important component is documentation of Evidence of Achievement. While details regarding the nature of evidence in areas of scholarship, education and service are provided in the tables found at the end of this Handbook Supplement, documentation in these areas is generally comprised of the following components.

### **1. Research, Scholarship and/or Creative Work**

- Activities
- Evidence of Excellence
- Evidence of impact on the discipline

### **2. Educational Activities and Achievement**

- Activities
- Evidence of Excellence
- Educational Effort

### **3. Service Activities and Achievement**

- Program, College, and University
- Profession
- Community

## **10. COLLEGE-SPECIFIC APPOINTMENT, PROMOTION AND TENURE POLICIES**

Those actions that require board approval should be completed by June of the academic year. A typical timeline in preparation for Board of Trustees review is below.

- Open Dossier and External Reviewer list Submittal: October – December
- External Review and Internal procedural review: December - February

- Order of committee review:
- College Faculty Affairs Committee – February/March
- College Executive Committee – March/April
- University APT Committee – April/May
- Provost (for tenure) – May

## **11. SABBATICALS AND OTHER ACADEMIC LEAVES**

The Scholarly and Professional Leave Policy is found in Section IV of Appendix I of the Thomas Jefferson University Faculty Handbook. Faculty who meet eligibility for a sabbatical leave needs the approval and support from the Dean who 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. Approved applications 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.

## **12. FACULTY DEVELOPMENT PROGRAMS**

### **12.1. ORIENTATION OF NEW FACULTY**

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

### **12.2 MENTORSHIP PROGRAM**

The Mentorship Program is intended to establish a college-wide infrastructure to further the institution's and college's philosophy of a "culture of mentorship" for faculty—from entry into the ranks through promotion to Professor. This program seeks to enhance retention of qualified faculty and expedite orientation of new faculty.

The Office of the Dean shall be responsible for coordinating the Mentorship Program.

## **12.3 RESOURCES FOR FACULTY AND PROFESSIONAL DEVELOPMENT**

### **12.3.1 Professional Development Funds**

Within limits of its resources, the College will assist professional development when appropriate. Faculty can consult with their dean for guidance and suggestions on programs of development. As set forth in the TJU Faculty Handbook, the University provides resources to support research and pedagogy. Faculty should consult with the appropriate university level committees and educational resources.

### **12.3.2 Course Releases for Research**

Faculty should consult the College Dean to request course releases. These requests must be made with sufficient lead time to give the College time to plan for the accommodation if the request is approved.

## **13. FACULTY AWARDS IN THE COLLEGE**

### **13.1. COLLEGE-LEVEL AWARDS**

The College of Life Sciences may elect to administer college awards. The Dean's Office will manage the awards process.

### **13.2 UNIVERSITY AWARDS**

The Thomas Jefferson University Provost Faculty Awards recognize the dedication and achievements of the university faculty in all stages of their careers. All faculty members of the University are eligible to be nominated if they meet the requirements for the award. The awards recognize faculty in the following categories: Education, Mentoring, Discovery, Service, Faculty Team Achievement and Career Achievement.

### **13.3 EXTERNAL AWARDS**

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

## **14. PROCEDURES FOR ADMINISTRATION OF THE ANNUAL PERFORMANCE EVALUATION FOR FACULTY**

The timeframe for administration of the annual performance evaluation of full-time faculty in CLS generally coincides with the fiscal year, which begins on July 1 and ends on June 30. The annual performance evaluation should be conducted by the faculty member's supervisor using templates provided by the Office of Faculty Affairs. The dean, along with ancillary deans and

program director as designated, should ensure that faculty are prepared for upcoming annual performance evaluations by requesting that faculty curricula vitae and portfolios are up to date and that any required pre-meeting documents are completed. The dean should meet with faculty no later than September 30 for annual performance reviews of the prior fiscal year. The annual performance review should include a review of the faculty member's accomplishments during the fiscal year and the expectations for the forthcoming fiscal year. The review should include an assessment of progress towards promotion. Any annual performance reviews that are determined by the supervisor to be "Unsatisfactory" must be reviewed with the Office of Faculty Affairs.

The Office of Faculty Affairs will track compliance with the policy for the annual performance evaluation of faculty. An annual performance evaluation need not be conducted for faculty who are on a leave of absence during the review timeframe, faculty who have been hired after January 1 of the fiscal year on which the review is based, and faculty with scheduled resignation, termination or retirement within the upcoming fiscal year.

## **15. CONSIDERATIONS FOR ADJUNCT INSTRUCTORS AND AFFILIATED FACULTY**

Adjunct and Affiliated Faculty are typically associated with short-term and specific defined roles in support of the College's academic programs. Their appointments will follow generally established university guidelines. Their activities will generally be subject to supervision by program or course directors as appropriate to their teaching assignments. See appendix for details.

## **16. COLLEGE-SPECIFIC POLICIES/ PROCEDURES/ GUIDELINES**

### **16.1 REQUIREMENTS FOR ATTENDANCE AT FACULTY MEETINGS**

The full-time College faculty are required to attend faculty meetings, unless excused by the dean, in order to facilitate discussion, voting, and general communication regarding the business of the college. The dean chairs the meeting and faculty may submit suggestions for agenda items. Adjunct faculty are invited but not required to attend.

### **16.2 REQUIREMENTS FOR ATTENDANCE AT ACADEMIC EVENTS (E.G. COMMENCEMENT, OPEN HOUSE, ETC).**

Faculty are encouraged to attend the academic events of the college including commencement.

### **16.3 FACULTY WORKLOAD**

The distribution of faculty effort towards mission areas, including teaching assignments, administrative and leadership assignments, College and University committee assignments and other service, and scholarly and sponsored activities, is set by the Dean in consultation with other faculty member's supervisors such as ancillary deans and program directors, based on the needs of the department, college, and university.

Administrative roles are served at the discretion of the dean. Faculty members with effort on grants or contracts should abide by relevant policies related to effort and the certification of effort.

Typical workload for 9-month faculty is equivalent to 24 credits per academic year.

### **16.4 STUDENT ADVISING AND OFFICE HOURS**

The Dean, in consultation with and as delegated to other College and University administrators as appropriate, will assign students to faculty academic advisors. Faculty advisors should monitor their advisees to ensure smooth academic progress, complete needed registration forms, and follow up on academic alerts and related issues.

Full-time faculty are required to provide students with detailed information about weekly office hours during the academic year and adhere to the minimum number of weekly hours established by the College.

### **16.5 TIMELY COMPLETION OF GRADES AND ASSESSMENT OF STUDENT LEARNING**

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

### **16.6 PROCEDURES FOR ARRANGING EXTRA-UNIVERSITY ACTIVITIES**

In order to avoid circumstances that may result in a conflict of interest or of commitment, permission from the faculty member's supervisor must be obtained for the faculty member to participate in activities outside of the faculty member's Jefferson responsibilities, such as consulting or teaching. While many of these external activities support the faculty member's career development and enhance the stature and reputation of the program, the supervisor's permission helps ensure that the essential Jefferson related activities of the faculty member and program are covered. Additionally, faculty members engaging in external activities must

comply with all other related policies including but not limited to Conflict of Commitment, Conflict of Interest, and Industry Relations.

#### **16.7 REQUEST FOR TIME OFF**

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

## **17. PROCEDURE TO AMEND OR UPDATE THE COLLEGE OF LIFE SCIENCES SUPPLEMENT TO THE TJU FACULTY HANDBOOK**

Substantive amendment(s) to the Jefferson College of Life 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.

## **18. 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.





**Jefferson College of Life Sciences**  
Supplement to the  
Thomas Jefferson University Faculty Handbook  
  
Appendix  
  
Evidence of Achievement

# 1. TENURE TRACK

## 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.

### EVIDENCE OF ACHIEVEMENT TEMPLATE

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**COLLEGE/SCHOOL:** Jefferson College of Life Sciences

**TRACK:** Tenure

**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:** The candidate's portfolio of original research/scholarship/creative work sufficiently demonstrates 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 as judged by academic leaders and recognized peers in the discipline.

Examples of Evidence	Guidelines for meeting the Career Development Milestone
<p><b>Primary Evidence</b> A sustained record of meaningful, focused research and scholarship that contributes substantially to the body of knowledge in one's discipline.</p> <p><b>PUBLICATIONS</b> – Sustained productivity in contributions of original research and scholarship with a leading role (usually defined by first or senior author, or a notation within one's CV if the role is other than lead author) that is peer-reviewed with a national or international audience.</p> <ul style="list-style-type: none"> <li>• Peer-reviewed journal publications of original research.</li> <li>• Book authorship contributing substantially to the body of knowledge in one's discipline.</li> <li>• Book chapter authorship that contributes substantially to the body of knowledge in one's discipline.</li> <li>• High visibility publication invited by leadership in the field (e.g., monograph, white paper, technical report, review)</li> </ul> <p><b>FUNDING</b> – Record of sustained, peer-reviewed, intramural and extramural research grant and other sponsored funding as a lead researcher (principal investigator or collaborating researcher).</p> <ul style="list-style-type: none"> <li>• Government and foundation extramural research grants.</li> <li>• Multi-year, substantial grant-funded research.</li> <li>• Internal institutional grants for new pilot projects.</li> </ul> <p><b>PUBLIC PRESENTATION</b> – Peer-reviewed presentations and invited lectures.</p> <ul style="list-style-type: none"> <li>• Podium (oral) presentations for refereed sessions at conferences as presenter or senior author.</li> <li>• Invitations to lecture in one's area of scholarship.</li> <li>• Poster presentations of peer reviewed research at conferences as presenter or senior author.</li> <li>• Presentation of teaching-related projects and posters for refereed conferences, published in conference proceedings.</li> </ul> <p><b>INNOVATION</b> – Evidence of an innovation that materially impacts their discipline</p> <ul style="list-style-type: none"> <li>• Commercialized patent that has advanced the field.</li> <li>• Development of novel pedagogical materials.</li> </ul> <p><b>TEAM SCIENCE</b> – Contributions to team science and collaborative research are encouraged and valued. Faculty in the tenure track who participate in team science are expected to demonstrate a role in team science/collaborative research that leverages their prominence and expertise within</p>	<p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b> Candidate demonstrates an emerging status as an independent investigator having achieved regional prominence and national presence with contributions that have been evaluated as meaningful within one's field. Minimum criteria for consideration include:</p> <ul style="list-style-type: none"> <li>• Multiple peer-reviewed publications of original research while Assistant Professor, including publications which have senior authorship.</li> <li>• Sustained significant, extramural funding as PI (or Multi-PI) acquired after initial hire.</li> </ul> <p>Please note that the expectation for achievement is typically higher than the minimum criteria for a successful review.</p> <p><b>TENURE REVIEW (Tenure track only)</b> Candidate's portfolio of research/scholarship demonstrates achievements beyond that required for Associate Professor and reflects a history of persistent and ongoing meaningful contributions to one's field that have significant and enduring impact. Candidate has achieved a regional reputation and national prominence as an expert in one's field. Minimum criteria for consideration include:</p> <ul style="list-style-type: none"> <li>• Sustained contribution to scholarly research as evidenced by peer-reviewed manuscripts of original research in journals of medium to high impact, including publications which have senior authorship.</li> <li>• Maintain sustained, significant extramural peer reviewed funding as PI (or Multi-PI) as an Associate Professor.</li> </ul> <p>Please note that the expectation for achievement is typically higher than the minimum criteria for a successful review.</p> <p><b>APPOINTMENT/PROMOTION TO PROFESSOR</b></p> <p><u>Since last promotion:</u></p> <p>Candidate's portfolio of research/scholarship demonstrates national and/or international reputation and leadership within one's field. Candidate demonstrates persistent, significant, enduring, impactful scholarship as measured primarily by a significant publication record, and</p>

<p>their field and to contribute at the level of an independent investigator. Expectations for authorship and grant funding should be appropriately modified for contributions to team science.</p> <p><b><u>Optional Supplemental Evidence</u></b>  <i>Evidence is expected to be demonstrated from the primary activity areas listed above, but evidence such as the examples from the list below may be used to strengthen a candidate's portfolio as an expert in one's field.</i></p> <ul style="list-style-type: none"> <li>• Service as a member of a grant review panel, or equivalent position, in one's area of research and scholarship.</li> <li>• Serving as an expert panelist or moderator at a professional meeting.</li> <li>• Journal reviewer or editor.</li> <li>• Authorship of an issued patent awarded for innovative research and scholarship.</li> </ul>	<p>sustained, major extramural funding.</p> <ul style="list-style-type: none"> <li>• Multiple senior authored publications as an Associate Professor in journals of medium to high impact as supported by external reviewers in the candidate's field.</li> <li>• Maintain sustained, significant extramural peer reviewed funding (typically from more than one source) as PI (or Multi-PI) as an Associate Professor.</li> </ul>
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## EVIDENCE OF ACHIEVEMENT TEMPLATE

### COLLEGE/SCHOOL: Jefferson College of Life Sciences

#### TRACK: Tenure

#### AREA: Service

##### **Institutional Service:**

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

**Tenure Milestone:** The candidate demonstrates a 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.

##### **External Service/Performance:**

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

**Tenure Milestone:** The candidate demonstrates 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 for grants, journals and/or publishers or other similar accomplishments as appropriate for the discipline.

Examples of Evidence	Guidance for meeting the Career Development Milestone
<p><b>Primary Evidence</b> Service to the institution is expected with increasing involvement and leadership at increasing ranks.</p> <p><b>Departmental</b></p> <ul style="list-style-type: none"> <li>• Faculty recruitment, applicant interviews, admissions committees.</li> <li>• Organizing departmental conferences, seminars, journal clubs.</li> <li>• Departmental Committee membership and leadership.</li> <li>• Mentoring of students or junior faculty.</li> <li>• Departmental administrative role such as Program Director, Major Course Director, Vice Chair.</li> <li>• Student recruiting, open houses.</li> </ul> <p><b>Institutional</b></p> <ul style="list-style-type: none"> <li>• Participating on a college or university committee.</li> <li>• Serving a Jefferson student organization or student program such as a pipeline program.</li> </ul> <p><b>External Service/Prominence</b></p> <ul style="list-style-type: none"> <li>• Serving as an organizer of a regional or national conference.</li> <li>• Serving as a session chair or moderator of a regional or national conference.</li> <li>• Serving as a reviewer for peer-reviewed journal.</li> <li>• Serving on an editorial board for a leading journal.</li> <li>• Serving as a committee member or leader in a regional or national society in one's field.</li> <li>• Serving as member of a review panel or other body which provides peer review for grants.</li> <li>• Invitations to present research findings at national or international academic forums.</li> <li>• Honors or Awards.</li> </ul>	<p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b></p> <ul style="list-style-type: none"> <li>• A record of multiple service contributions to the institution is expected.</li> <li>• A developing record of service in one's professional community.</li> <li>• Contributions to the local and regional community are valued.</li> </ul>
	<p><b>TENURE REVIEW (Tenure track only)</b></p> <ul style="list-style-type: none"> <li>• Sustained record of significant contributions to the institution.</li> <li>• Prominence established within professional discipline nationally.</li> </ul>
	<p><b>APPOINTMENT/PROMOTION TO PROFESSOR</b></p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> <li>• Sustained record of significant contributions within the institution in effectively participating in and leading committees</li> <li>• Sustained record of significant contributions within the institution in effectively mentoring trainees or junior faculty.</li> <li>• Departmental, college, university leadership position.</li> <li>• Sustained record of contributions to the institution in accepting and actively participating in service opportunities.</li> <li>• Prominent/leadership positions in the discipline.</li> <li>• Invitations to present research at prominent professional meetings.</li> </ul>

## EVIDENCE OF ACHIEVEMENT TEMPLATE

**COLLEGE/SCHOOL:** Jefferson College of Life Sciences

**TRACK:** Tenure

**AREA:** Teaching

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

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

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

Examples of Evidence	Guidance for meeting the Career Development Milestone
<b>Primary Evidence</b> <ul style="list-style-type: none"><li>• Evaluations that demonstrate excellence in teaching.</li><li>• Evidence of efforts to improve teaching effectiveness.</li><li>• Awards for excellence in education of students or trainees.</li><li>• Effective mentoring of students and trainees.</li><li>• Creation of teaching/education materials in one's discipline.</li><li>• Significant contributions to the development, evaluation, revision or implementation of courses and curriculum for students or trainees.</li><li>• Leadership role in a course or other curricular offering.</li><li>• Participating in or leading faculty development activities related to teaching and learning.</li><li>• Serving as faculty for Continuing Professional Development activities.</li></ul>	<b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b> <ul style="list-style-type: none"><li>• Candidate's portfolio must demonstrate a commitment to the educational mission of the department, college and/or university.</li><li>• Participation in faculty development activities or other initiatives to improve teaching effectiveness.</li><li>• Effective mentorship may be demonstrated by products such as mentored publications, abstracts presented, or advancement of mentee.</li><li>• Record of sustained professionalism in the teacher/learner relationship.</li></ul>
	<b>TENURE REVIEW (Tenure track only)</b> <p>Since last promotion:</p> <ul style="list-style-type: none"><li>• Sustained commitment to the educational mission including, as appropriate, participation in college educational programs, and a record of excellence in teaching effectiveness.</li><li>• Sustained productivity in mentorship.</li><li>• Recognition as a teacher and/or mentor.</li><li>• Record of sustained professionalism in the teacher/learner relationship.</li></ul>

	<b>APPOINTMENT/PROMOTION TO PROFESSOR</b>
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Since last promotion:

- Sustained commitment to the educational mission, including, as appropriate, participation in college educational programs
  - Record of excellence in teaching effectiveness.
  - Sustained productivity in mentorship.
  - Recognition as a teacher and/or mentor.
  - Record of sustained professionalism in the teacher/learner relationship.
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## 2. TEACHER SCHOLAR TRACK

### 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.

#### EVIDENCE OF ACHIEVEMENT TEMPLATE: STANDARD

**COLLEGE/SCHOOL:** Jefferson College of Life Sciences  
**TRACK:** Non-Prefixed Teacher Scholar Track  
**AREA:** Teaching/Education

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

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

Examples of Evidence	Guidance Criteria for Career Development Milestone	Case Examples:
<u>Primary Evidence</u> <ul style="list-style-type: none"> <li>The majority of the candidate’s effort involves education, comprised of both direct student instruction and curricular design, administration, and assessment.</li> </ul>	<b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b> <ul style="list-style-type: none"> <li>Evidence of consistent and sustained excellence in teaching/education. Substantive contributions to the educational programs of the college.</li> <li>Demonstration of development as a mentor, with sustained and meaningful mentorship to mentees.</li> <li>Record of sustained professionalism in the</li> </ul>	<b>Example of an Associate Professor Portfolio:</b>  Candidate: <ul style="list-style-type: none"> <li>Has taught multiple courses with strong learner reviews and has developed and/or</li> </ul>



<ul style="list-style-type: none"> <li>• Evaluations that demonstrate excellence in teaching/education.</li> <li>• Evidence of efforts to improve teaching effectiveness (pedagogy).</li> <li>• Awards for excellence in education of students or trainees.</li> <li>• Effective mentoring of students and trainees.</li> <li>• Creation of teaching/education materials in one's discipline.</li> <li>• Significant contributions to the development, evaluation, revision, or implementation of curriculum for students or trainees.</li> <li>• Leadership role in a course or other curricular offerings.</li> <li>• Participating in or leading faculty development activities related to teaching and learning.</li> <li>• Serving as faculty for Continuing Professional Development activities.</li> </ul>	<p>teacher/learner relationship</p> <hr/> <p><b>APPOINTMENT/PROMOTION TO PROFESSOR</b></p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> <li>• Evidence of leadership in the educational mission of the department, medical college, and/or university and its training programs through significant and dedicated leadership in educational activities</li> <li>• Sustained excellence in teaching effectiveness</li> <li>• Sustained productivity in mentorship</li> <li>• Recognition as a teacher and mentor</li> <li>• Record of sustained professionalism in the teacher/learner relationship</li> </ul>	<p>significantly revised a didactic or laboratory course.</p> <ul style="list-style-type: none"> <li>• Has mentored students through scholarly projects and research endeavors.</li> </ul> <p>Candidate:</p> <ul style="list-style-type: none"> <li>• As director of major course or program, has developed the curriculum and has attracted new enrollments.</li> <li>• Has mentored students through scholarly projects and research endeavors.</li> </ul> <p><b>Examples of a Professor Portfolio:</b></p> <p>Candidate:</p> <ul style="list-style-type: none"> <li>• Has taught multiple courses taught with excellent learner reviews and has developed and/or significantly revised several didactic or laboratory courses.</li> <li>• Has mentored students through scholarly projects and research endeavors.</li> <li>• Candidate has received an award for mentorship or teaching from the College.</li> </ul> <p>Candidate:</p> <ul style="list-style-type: none"> <li>• As director of major course or program, has extensively contributed to the growth of the program that boosted enrollments and increased instructors' satisfaction.</li> <li>• Has mentored students through scholarly projects and research endeavors.</li> <li>• Candidate has received an award for mentorship or teaching from the College.</li> </ul>
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## EVIDENCE OF ACHIEVEMENT TEMPLATE: STANDARD

**COLLEGE/SCHOOL:** Jefferson College of Life Sciences

**TRACK:** Non-Prefixed Teacher Scholar Track

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

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

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

Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples:
<p><b><u>Primary Evidence</u></b></p> <p>The candidate's portfolio should be focused with an emphasis on one or more of the following areas: discovery, application, integration, and/or education.</p> <ul style="list-style-type: none"><li>Discovery: Peer reviewed, PubMed, MedEd Portal, or equivalent indexed publications of original research focused on pedagogy or education within one's discipline with a key authorship role.</li><li>Integration: Development of peer-reviewed curriculum, course teaching materials, simulation programs, education assessment materials, and guidelines at an institutional, regional, or national/international level.</li></ul>	<p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b></p> <ul style="list-style-type: none"><li>Evidence of a developing pattern of scholarship as outlined by primary evidence in discovery, application, integration, or dissemination in which the candidate has played a leading or substantive role.</li><li>Scholarship should be meaningful and be deemed of excellent quality by peers outside of the institution. Typically, multiple peer reviewed scholarly products are expected <u>during the candidate's time as Assistant Professor</u> for consideration for promotion.</li></ul>	<p><b>Example of an Associate Professor Portfolio:</b></p> <p>Candidate has/is:</p> <ul style="list-style-type: none"><li>Made substantive contributions to multiple publications in mid-level (or higher) peer-reviewed journals.</li><li>Given multiple conference presentations (oral or poster) in peer reviewed conferences.</li><li>Participated as Co-PI in an awarded grant.</li><li>An active reviewer for journals in the candidate's field of study.</li></ul> <p><b>Example of a Full Professor Portfolio:</b></p> <p>Candidate has/is since last promotion:</p> <ul style="list-style-type: none"><li>Made substantive contributions to multiple</li></ul>

<ul style="list-style-type: none"> <li>• Application: Investigator role in research focused on education, pedagogy, or other similar projects at an institutional, regional, or national/international level.</li> <li>• Dissemination: Authorship of textbook chapters. Editor of a textbook. Invited lectures at outside institutions.</li> </ul> <p>Invited presentations of original research or scholarship at national meetings. Invitations to serve on national panels. Invitations to design or direct regional or national Continuing Professional Development educational programs. Invitations to serve on as a peer reviewer for journals and other venues for the dissemination of scholarship.</p> <p>Scholarship typically should be peer reviewed, and published so that it may serve as a platform for others to build upon.</p> <p>Additional evidence of the impact of a candidate's scholarship include:</p> <ul style="list-style-type: none"> <li>• Books-authored, co-authored or edited</li> <li>• Book chapters, authored, co-authored, contributed to anthologies.</li> <li>• Invited lectures at outside institutions.</li> <li>• Invited presentations of original research or scholarship at national meetings.</li> <li>• Invitations to serve on national panels.</li> </ul> <p>Invitations to serve as a peer reviewer for journals and other venues related to the dissemination of scholarship.</p>	<p><b>APPOINTMENT/PROMOTION TO PROFESSOR</b></p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> <li>• Evidence of a sustained pattern of scholarly productivity in which the candidate has served in a leading or substantive role.</li> <li>• Multiple papers, articles or book chapters in refereed national publications (accepted or published) in reputable journals in one's field with the candidate as first or lead author, or a book from a peer-reviewed academic or trade press (or publication pending).</li> <li>• The candidate has presented oral or poster presentations of research or creative work at professional meetings.</li> <li>• The portfolio as a whole must show a clear and defined contribution to the discipline.</li> </ul>	<p>publications in mid-level (or higher) peer-reviewed journals</p> <ul style="list-style-type: none"> <li>• Given multiple conference presentations in peer reviewed conferences</li> <li>• Participated as Co-PI in awarded grants.</li> <li>• Prominence nationally in their area of scholarship as evidenced by invited lectures, invitations to serve on national panels, and invitations to serve as an expert moderator/discussant.</li> <li>• An active reviewer for journals and sits on the editorial board of a journal in the candidate's field of study.</li> </ul>
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## EVIDENCE OF ACHIEVEMENT TEMPLATE: STANDARD

**COLLEGE/SCHOOL:** Jefferson College of Life Sciences

**TRACK:** Non-Prefixed Teacher Scholar Track

**AREA:** Service, Institutional and External

### Institutional Service:

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

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

### External Service/Performance:

**Associate Professor:** The candidate demonstrates clear prominence 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 professional (as manifested, for example, by service on local/regional committees, provision of peer-review, or other similar accomplishments as appropriate for the discipline).

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

Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples:
<p><b>Including but not limited to:</b> <b>Primary Evidence Institutional Service</b></p> <ul style="list-style-type: none"><li>• Departmental and College leadership roles in education, or administrative realms.</li><li>• Leadership roles in education and training programs.</li><li>• Committee positions within the candidate's college or university.</li></ul>	<p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b></p> <ul style="list-style-type: none"><li>• A record of multiple service contributions to the institution is expected.</li><li>• A developing record of service in one's professional community.</li><li>• Consistent contributions to the local and regional or national community are expected, including significant participation or leadership roles at regional or national forums and active contribution to one's professional</li></ul>	<p><b>Example of an Associate Professor Portfolio:</b> Candidate:</p> <ul style="list-style-type: none"><li>• Serves on a committee within the candidate's professional society.</li><li>• Has presented at multiple regional and national forums and serves as a peer reviewer for journals.</li></ul>

<ul style="list-style-type: none"> <li>• Significant service to student organizations.</li> <li>• Organizing college or university educational meetings or symposia</li> <li>• Mentoring of students, trainees, and/or faculty.</li> <li>• Administrative leadership role in the college or university.</li> </ul>	<p>societies or activities at a regional and/or national level.</p> <ul style="list-style-type: none"> <li>• Efforts to promote diversity in education and training of students and faculty.</li> </ul>	
<p><b><u>Primary Evidence External Service and Prominence</u></b></p> <ul style="list-style-type: none"> <li>• Committee positions within professional organizations at a regional or national level.</li> <li>• Service on review panels or professional boards.</li> <li>• Editorial role or reviewer for journals.</li> <li>• Peer review for national meetings</li> <li>• Organizing regional or national professional meetings.</li> <li>• Service awards from community or professional organizations.</li> <li>• Invitations to serve on regional or national task forces.</li> <li>• Invitations to speak at regional or national meetings or at peer institutions.</li> </ul>	<p><b>APPOINTMENT/PROMOTION TO PROFESSOR</b></p> <p>Since last promotion demonstrated:</p> <ul style="list-style-type: none"> <li>• Sustained record of significant contributions to the department and college, including effectively mentoring trainees and junior faculty.</li> <li>• Significant service to the department and college, or university equivalent to serving in a leadership capacity (chairing a committee, leading an institutional initiative, etc.).</li> <li>• Sustained record of contributions in accepting and actively participating in college or university appointed committees or similar contributions.</li> <li>• Prominent/leadership positions in professional societies, committees or similar peer professional activities such as editorial boards, review panels, and task forces.</li> <li>• Multiple contributions to the national or international community are expected, including significant participation or leadership roles, invitations to speak at national or international forums and active contribution to one's professional societies or activities at a national or international level.</li> </ul>	<p><b>Example of a Professor Portfolio:</b></p> <p>Candidate:</p> <ul style="list-style-type: none"> <li>• Serves on regional committees and a national committee within the candidate's professional society.</li> <li>• Has presented at multiple regional and national forums and serves as a peer reviewer for several journals.</li> <li>• Candidate serves as chair of the department's education committee and has served in a sustained capacity on a standing committee within the medical college. Candidate has served on a Dean's Departmental Review Committee. Candidate holds a leadership role in the candidate's professional society. Candidate has a record of national presentations in the candidate's area of expertise.</li> <li>• Candidate has a sustained record of serving as a successful mentor for junior faculty and directs a pre-med mentoring pipeline program. Candidate serves in a senior educational administrative role within the medical college and has served in a leadership role within the candidate's national society.</li> </ul>

### 3. TEACHING EXCELLENCE TRACK

#### 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.

#### EVIDENCE OF ACHIEVEMENT TEMPLATE: STANDARD

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**COLLEGE/SCHOOL:** Jefferson College of Life Sciences

**TRACK:** Prefixed Teaching Excellence Track

**AREA:** Teaching/Education

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

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

Examples of Evidence	Guidance Criteria for Career Development Milestone	Case Examples:
<p><u>Primary Evidence</u></p> <ul style="list-style-type: none"><li>The majority of the candidate's effort involves education, comprised of both direct student instruction and curricular design, administration, and assessment.</li></ul>	<p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b></p> <ul style="list-style-type: none"><li>The majority of the candidate's effort should involve direct contact hours with learners.</li><li>Evidence of consistent and sustained excellence in teaching/education. Substantive contributions to the educational programs of the college.</li></ul>	<p><b>Example of an Associate Professor Portfolio:</b></p> <p>Candidate:</p> <ul style="list-style-type: none"><li>Has taught multiple courses with strong</li></ul>

<ul style="list-style-type: none"> <li>• Evaluations that demonstrate excellence in teaching/education.</li> <li>• Evidence of efforts to improve teaching effectiveness (pedagogy).</li> <li>• Awards for excellence in education of students or trainees.</li> <li>• Effective mentoring of students and trainees.</li> <li>• Creation of teaching/education materials in one's discipline.</li> <li>• Significant contributions to the development, evaluation, revision or implementation of curriculum for students or trainees.</li> <li>• Leadership role in a course or other curricular offerings.</li> <li>• Participating in or leading faculty development activities related to teaching and learning.</li> <li>• Serving as faculty for Continuing Professional Development activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of development as a mentor, with sustained and meaningful mentorship to mentees.</li> <li>• Record of sustained professionalism in the teacher/learner relationship.</li> </ul> <hr/> <p><b>APPOINTMENT/PROMOTION TO PROFESSOR</b></p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> <li>• The majority of the candidate's effort should involve direct contact hours with learners.</li> <li>• Evidence of leadership in the educational mission of the department, medical college, and/or university and its training programs through significant and dedicated leadership in educational activities.</li> <li>• Sustained excellence in teaching effectiveness</li> <li>• Sustained productivity in mentorship.</li> <li>• Recognition as a teacher and mentor.</li> <li>• Record of sustained professionalism in the teacher/learner relationship.</li> </ul>	<p>learner reviews and has developed and/or significantly revised a didactic or laboratory course.</p> <ul style="list-style-type: none"> <li>• Has mentored students through scholarly projects and research endeavors.</li> </ul> <p>Candidate:</p> <ul style="list-style-type: none"> <li>• As director of major course or program, has developed the curriculum and has attracted new enrollments.</li> <li>• Has mentored students through scholarly projects and research endeavors.</li> </ul> <p><b>Examples of a Professor Portfolio:</b></p> <p>Candidate:</p> <ul style="list-style-type: none"> <li>• Has taught multiple courses with excellent learner reviews and has developed and/or significantly revised several didactic or laboratory courses.</li> <li>• Has mentored students through scholarly projects and research endeavors.</li> <li>• Candidate has received an award for mentorship or teaching from the College.</li> </ul> <p>Candidate:</p> <ul style="list-style-type: none"> <li>• As director of major course or program, has extensively contributed to the growth of the program that boosted enrollments and increased instructors' satisfaction.</li> <li>• Has mentored students through scholarly projects and research endeavors.</li> <li>• Candidate has received an award for mentorship or teaching from the College.</li> </ul>
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## EVIDENCE OF ACHIEVEMENT TEMPLATE: STANDARD

**COLLEGE/SCHOOL:** Jefferson College of Life Sciences

**TRACK:** Prefixed Teaching Excellence Track

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

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

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

Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples:
<p><b>Primary Evidence</b> The candidate's portfolio should be focused with an emphasis on one or more of the following areas: discovery, application, integration, and/or education.</p> <ul style="list-style-type: none"> <li>Discovery: Peer reviewed, PubMed, MedEd Portal, or equivalent indexed publications of original research focused on pedagogy or education within one's discipline with a key authorship role.</li> <li>Integration: Development of peer-reviewed curriculum, course teaching materials, simulation programs, education assessment materials, and guidelines at an institutional, regional, or national/international level.</li> </ul>	<p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b></p> <ul style="list-style-type: none"> <li>Evidence of a developing pattern of scholarship as outlined by primary evidence in discovery, application, integration, or dissemination in which the candidate has played a leading or substantive role.</li> <li>Scholarship should be meaningful and be deemed of excellent quality by peers and learners.</li> <li>Candidate has a developing reputation as a resource for pedagogy and provides mentoring to learners and faculty within their department or college.</li> </ul> <p><b>APPOINTMENT/PROMOTION TO PROFESSOR</b></p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> <li>Evidence of a sustained pattern of scholarly</li> </ul>	<p><b>Example of an Associate Professor Portfolio:</b> Candidate has/is:</p> <ul style="list-style-type: none"> <li>Candidate has a focus on application in which the candidate conducts workshops to educate colleagues in new education methods and technologies. Candidate created a novel assessment tool for evaluation of a specific education competency that is used within the college and presented at a regional meeting.</li> <li>Candidate has a focus on integration and has developed curricula and supportive course teaching materials that are used annually within the college and other colleges within the university, and is a contributing author to presentations or publications about the work.</li> </ul>



<ul style="list-style-type: none"> <li>• Application: Investigator role in research focused on education, pedagogy, or other similar projects at an institutional, regional, or national/international level.</li> <li>• Dissemination: Authorship of peer-reviewed pedagogy methods or research papers or textbook chapters. Editor of a textbook. Invited lectures at outside institutions. Invited presentations of original research or scholarship at national meetings. Invitations to serve on national panels. Invitations to design or direct regional or national Continuing Professional Development educational programs. Invitations to serve on as a peer reviewer for journals and other venues for the dissemination of scholarship.</li> </ul> <p>Scholarship typically should be peer reviewed, and published so that it may serve as a platform for others to build upon.</p>	<p>productivity in which the candidate has served in a leading or substantive role.</p> <ul style="list-style-type: none"> <li>• Candidate has sustained record as a resource for pedagogy and a track record of successful mentoring of learners and faculty within the university and outside of the university.</li> </ul>	<p><b>Example of a Full Professor Portfolio:</b> Candidate has/is since last promotion:</p> <ul style="list-style-type: none"> <li>• Candidate has a focus on application. Since promotion to Associate Professor, candidate has served as a consultant to other institutions for curriculum development, has served on education review panels of an accrediting agency. Created a novel assessment for evaluation of a specific education competency tool that is used within the college and has been adopted nationally by other schools. Candidate has been invited to talk at several external institutions and national meetings.</li> <li>• Candidate has a focus on integration. Since promotion to Associate Professor, the candidate has developed novel pedagogy that is utilized in the college and other institutions. The candidate sits on an accrediting panel. The candidate demonstrates a record of collaboration on publications and presentations. Candidate has developed workshops that are used for faculty development across the university and is recognized as a champion for the development of novel teaching tools across the university. Candidate has a sustained record of presentations at external institutions and national meetings.</li> </ul>
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## EVIDENCE OF ACHIEVEMENT TEMPLATE: STANDARD

**COLLEGE/SCHOOL:** Jefferson College of Life Sciences

**TRACK:** Prefixed Teaching Excellence Track

**AREA:** Service, Institutional and External

### Institutional Service:

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

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

### External Service/Performance:

**Associate Professor:** The candidate demonstrates clear prominence 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 professional (as manifested, for example, by service on local/regional committees, provision of peer-review, or other similar accomplishments as appropriate for the discipline).

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

Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples:
<p><b><u>Including but not limited to:</u></b> <b><u>Primary Evidence Institutional Service</u></b></p> <ul style="list-style-type: none"><li>• Departmental and College leadership roles in education, or administrative realms.</li><li>• Leadership roles in education and training programs.</li><li>• Committee positions within the candidate's college or university.</li></ul>	<p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b></p> <ul style="list-style-type: none"><li>• A record of multiple service contributions to the institution is expected.</li><li>• A developing record of service in one's professional community.</li><li>• Consistent contributions to the local and regional or national community are expected, including significant participation or leadership roles at regional or national forums and active contribution to one's professional</li></ul>	<p><b>Example of an Associate Professor Portfolio:</b> Candidate:</p> <ul style="list-style-type: none"><li>• Serves on a committee within the candidate's professional society.</li><li>• Has presented at multiple regional and national forums and serves as a peer reviewer for journals.</li></ul>

<ul style="list-style-type: none"> <li>• Significant service to student organizations.</li> <li>• Organizing college or university educational meetings or symposia</li> <li>• Mentoring of students, trainees, and/or faculty.</li> <li>• Administrative leadership role in the college or university.</li> </ul> <p><b><u>Primary Evidence External Service and Prominence</u></b></p> <ul style="list-style-type: none"> <li>• Committee positions within professional organizations at a regional or national level.</li> <li>• Service on review panels or professional boards.</li> <li>• Editorial role or reviewer for journals.</li> <li>• Peer review for national meetings</li> <li>• Organizing regional or national professional meetings.</li> <li>• Service awards from community or professional organizations.</li> <li>• Invitations to serve on regional or national task forces.</li> <li>• Invitations to speak at regional or national meetings or at peer institutions.</li> </ul>	<p>societies or activities at a regional and/or national level.</p> <ul style="list-style-type: none"> <li>• Efforts to promote diversity in education and training of students and faculty.</li> </ul> <p><b>APPOINTMENT/PROMOTION TO PROFESSOR</b></p> <p>Since last promotion demonstrated:</p> <ul style="list-style-type: none"> <li>• Sustained record of significant contributions to the department and college, including effectively mentoring trainees and junior faculty.</li> <li>• Significant service to the department and college, or university equivalent to serving in a leadership capacity (chairing a committee, leading an institutional initiative, etc.).</li> <li>• Sustained record of contributions in accepting and actively participating in college or university appointed committees or similar contributions.</li> <li>• Prominent/leadership positions in professional societies, committees or similar peer professional activities such as editorial boards, review panels, and task forces.</li> <li>• Multiple contributions to the national or international community are expected, including significant participation or leadership roles, invitations to speak at national or international forums and active contribution to one's professional societies or activities at a national or international level.</li> </ul>	<p><b>Example of a Professor Portfolio:</b></p> <p>Candidate:</p> <ul style="list-style-type: none"> <li>• Serves on regional committees and a national committee within the candidate's professional society.</li> <li>• Has presented at multiple regional and national forums and serves as a peer reviewer for several journals.</li> <li>• Candidate serves as chair of the department's education committee and has served in a sustained capacity on a standing committee within the medical college. Candidate has served on a Dean's Departmental Review Committee. Candidate holds a leadership role in the candidate's professional society. Candidate has a record of national presentations in the candidate's area of expertise.</li> <li>• Candidate has a sustained record of serving as a successful mentor for junior faculty and directs a pre-med mentoring pipeline program. Candidate serves in a senior educational administrative role within the medical college and has served in a leadership role within the candidate's national society.</li> </ul>
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