

# College of Nursing

# Supplement to the Thomas Jefferson University Handbook Faculty Handbook

Approved by the Executive Committee on 1/11/2021

Office of the Dean  
Office of Faculty Affairs

Authority of the Jefferson College of Nursing Handbook

In the event that any portion of this college specific handbook conflicts or is inconsistent with the language set forth in the TJU Faculty Handbook, the TJU Faculty Handbook controls and supersedes this handbook.

**TABLE OF CONTENTS**

<b>FOREWORD</b> .....	<b>1</b>
<b>JEFFERSON COLLEGE OF NURSING</b> .....	<b>1</b>
<b>1. MISSION, VISION, AND VALUES</b> .....	<b>2</b>
<b>2. COLLEGE GOVERNANCE/COMMITTEES</b> .....	<b>2</b>
<b>2.1 EXECUTIVE COMMITTEE</b> .....	<b>3</b>
2.1.1 <i>Charge and other functions</i> .....	3
2.1.2 <i>Membership, Invited Attendees and Ex Officio Members</i> .....	3
2.1.3 <i>Meetings and Minutes</i> .....	3
<b>2.2 GOVERNANCE COMMITTEE</b> .....	<b>4</b>
2.2.1 <i>Charge and other functions</i> .....	4
2.2.2 <i>Membership</i> .....	4
2.2.3 <i>Schedule of Meetings</i> .....	4
2.2.4 <i>Meeting Agendas and Meeting Notes</i> .....	4
<b>2.3 CURRICULUM COMMITTEE</b> .....	<b>5</b>
2.3.1 <i>Charge and other functions</i> .....	5
2.3.2 <i>Membership, Invited Attendees and Ex Officio Members</i> .....	5
2.3.3 <i>Schedule of Meetings</i> .....	5
2.3.4 <i>Meeting Agendas and Meeting Notes</i> .....	5
<b>2.4 ACADEMIC OUTCOMES ASSESSMENT COMMITTEE</b> .....	<b>5</b>
2.4.1 <i>Charge and other functions</i> .....	5
2.4.2 <i>Membership</i> .....	6
2.4.3 <i>Schedule of Meetings</i> .....	6
2.4.4 <i>Meeting Agendas and Meeting Notes</i> .....	6
<b>2.5 FACULTY AFFAIRS COMMITTEE</b> .....	<b>6</b>
2.5.1 <i>Charge and other functions</i> .....	6
2.5.2 <i>Membership and Invited Attendees</i> .....	6
2.5.3 <i>Schedule of Meetings</i> .....	7
2.5.4 <i>Meeting Agendas and Meeting Notes</i> .....	7
<b>2.6 DEAN’S FACULTY ADVISORY COUNCIL</b> .....	<b>7</b>
2.6.1 <i>Charge and other functions</i> .....	7
2.6.2 <i>Membership, Invited Attendees and Ex Officio Members</i> .....	7
2.6.3 <i>Schedule of Meetings</i> .....	7
2.6.4 <i>Meeting Agendas and Meeting Notes</i> .....	7
<b>2.7 STUDENT PROMOTIONS COMMITTEE</b> .....	<b>7</b>
2.7.1 <i>Charge and other functions</i> .....	7
2.7.2 <i>Membership</i> .....	8
2.7.3 <i>Schedule of Meetings</i> .....	8
2.7.4 <i>Meeting Agendas and Meeting Minutes</i> .....	8
<b>2.8 STUDENT AFFAIRS COMMITTEE</b> .....	<b>8</b>
2.8.1 <i>Charge and other functions</i> .....	8
2.8.2 <i>Membership</i> .....	8
2.8.3 <i>Schedule of Meetings</i> .....	8
2.8.4 <i>Meeting Agendas and Meeting Notes</i> .....	8
<b>2.9 DIVERSITY, EQUITY, &amp; INCLUSION COMMITTEE</b> .....	<b>9</b>
2.9.1 <i>Charge and other functions</i> .....	9
2.9.2 <i>Membership</i> .....	9
2.9.3 <i>Schedule of Meetings</i> .....	9

2.9.4 Meeting Agendas and Meeting Notes .....	9
<b>3. FACULTY TRAJECTORIES .....</b>	<b>9</b>
<b>OVERVIEW OF UNIVERSITY FACULTY TRAJECTORIES.....</b>	<b>9</b>
<b>3.1 UN-PREFIXED TRACKS .....</b>	<b>9</b>
<b>3.2 PREFIXED TRACKS.....</b>	<b>9</b>
<b>4. ACADEMIC CREDENTIALS REQUIRED FOR A FACULTY APPOINTMENT .....</b>	<b>10</b>
<b>5. EVIDENCE FOR ACHIEVEMENT FOR APPOINTMENT, PROMOTION, AND TENURE .....</b>	<b>10</b>
<b>6. COLLEGE-SPECIFIC APPOINTMENT, PROMOTION AND TENURE POLICIES.....</b>	<b>10</b>
<b>6.1 FACULTY APPOINTMENT, PROMOTION, AND TENURE .....</b>	<b>10</b>
<b>6.2 FACULTY PROMOTION OR TENURE .....</b>	<b>11</b>
<b>7. FACULTY APPOINTMENT, PROMOTION, AND TENURE OVERVIEW.....</b>	<b>11</b>
<b>7.2 FACULTY PEER REVIEW .....</b>	<b>11</b>
<b>7.3 FACULTY REQUESTING TO TRANSFER TO ANOTHER ACADEMIC TRACK .....</b>	<b>12</b>
<b>7.4 FORMAL PERIODIC REVIEW OF FACULTY ON UN-PREFIXED TRACKS. ....</b>	<b>12</b>
<b>8. CONSIDERATION OF SABBATICALS AND OTHER ACADEMIC LEAVES .....</b>	<b>12</b>
<b>9. PROGRAMS IN THE COLLEGE.....</b>	<b>12</b>
<b>9.1 ORIENTATION OF NEW FACULTY .....</b>	<b>12</b>
<b>9.2 OFFICE OF RESEARCH AND INNOVATION.....</b>	<b>12</b>
<b>10. FACULTY AWARDS .....</b>	<b>13</b>
<b>10.1 JEFFERSON COLLEGE OF NURSING AWARDS .....</b>	<b>13</b>
<b>10.2 TJU ANNUAL FACULTY AWARDS .....</b>	<b>13</b>
<b>11. ANNUAL PERFORMANCE EVALUATION FOR FACULTY.....</b>	<b>13</b>
<b>12. FACULTY MEETINGS AND EVENTS .....</b>	<b>13</b>
<b>12.1 MEETINGS .....</b>	<b>14</b>
<b>12.2 ATTENDANCE .....</b>	<b>14</b>
<b>13. CONSIDERATIONS FOR ADJUNCT INSTRUCTORS AND AFFILIATED FACULTY .....</b>	<b>14</b>
<b>13.1 ADJUNCT INSTRUCTORS.....</b>	<b>14</b>
<b>13.2 VOLUNTEER FACULTY .....</b>	<b>14</b>
<b>13.3 AFFILIATED FACULTY, E.G. ADJUNCT INSTRUCTORS, PRECEPTORS AND/OR FIELDWORK EDUCATORS ...</b>	<b>14</b>
<b>13.4 PART-TIME FACULTY.....</b>	<b>14</b>
<b>14. FACULTY WORK EFFORT AND COURSE RESPONSIBILITIES.....</b>	<b>15</b>
<b>15. OFFICE HOURS AND ADVISEMENT.....</b>	<b>15</b>
<b>16. JEFFERSON ENGAGED MODEL OF TEACHING/LEARNING.....</b>	<b>15</b>
<b>17. UNIVERSITY SERVICES AND RESOURCES.....</b>	<b>16</b>
<b>18. FACULTY TRAVEL AND TIME OFF .....</b>	<b>16</b>
<b>19. FACULTY GRIEVANCE POLICY AND PROCEDURE.....</b>	<b>16</b>
<b>20. PROCEDURE TO AMEND/UPDATE THE COLLEGE OF NURSING SUPPLEMENT TO THE TJU FACULTY HANDBOOK .....</b>	<b>16</b>
<b><i>APPENDICES</i> .....</b>	<b>1</b>

## **FOREWORD**

### **JEFFERSON COLLEGE OF NURSING**

Nursing education at Jefferson began in 1891, when the Jefferson Hospital Training School for Nurses was established as a diploma program. Later renamed as the Jefferson Medical College School of Nursing, the School became a part of the newly organized School of Allied Health Sciences in 1967, and the College of Allied Health Sciences (later renamed to the Jefferson College of Health Professions) on July 1, 1969, when Thomas Jefferson University was established. The Department of Baccalaureate Nursing, approved by the University Board of Trustees in November 1970, admitted its first class of students in September 1972, and the Diploma School of Nursing closed operations in 1982. When graduate degree programs were added in 1986, the name was changed to the Department of Nursing. On July 24, 2006, the Department of Nursing became the Jefferson School of Nursing, which joined the Jefferson School of Health Professions and the Jefferson School of Pharmacy, to form the reorganized Jefferson College of Health Professions. The change to a School of Nursing recognized the growth and achievements of the nursing program, as well as its position among the leaders in nursing education.

On July 1, 2009, the Jefferson College of Health Professions dissolved. The Jefferson School of Nursing operated as a stand-alone entity with degree programs that span the bachelor to the doctoral levels. In July 2015, the School was renamed the Jefferson College of Nursing.

#### Major Accreditations

Thomas Jefferson University is accredited by the Middle States Association (3624 Market Street, 2 West, Philadelphia, PA 19104).

The Jefferson College of Nursing programs are accredited by the following agencies:

Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle, NW, Suite 530

Washington, DC 20036-1120

202-887-6791

Council on Accreditation (COA) for Nurse Anesthesia Educational Programs

222 South Prospect Avenue

Park Ridge, Illinois 60068-4001

847-692-6968

## 1. MISSION, VISION, AND VALUES

### **Our Mission**

We improve lives through academic programs of excellence, exceptional clinical practice and community engagement, transformative research and inquiry, and far-reaching philanthropy.

### **Our Vision**

Reimagining, transforming, and disrupting the way nurses lead and impact society.

### **Our Values**

The behaviors our employees demonstrate daily to patients and their fellow staff enable Jefferson to continue to achieve its mission. Jefferson's values define who we are as an organization, what we stand for, and how we continue the work of helping others that began here nearly two centuries ago. These values are:



Put People First

Service-Minded, Respectful & Embraces Diversity



Be Bold & Think Differently

Innovative, Courageous & Solution-Oriented



Do the Right Thing

Safety-Focused, Integrity & Accountability

Organizational Chart

## 2. COLLEGE GOVERNANCE/COMMITTEES

Responsibility and Role of the Dean

The Dean of Jefferson College of Nursing serves as chief academic officer with overall responsibility to Thomas Jefferson University for the entire educational program. The Dean is administratively responsible for: one (1) the conduct and quality of the nursing education program; two (2) the Curriculum Committee; and three (3) ensuring the adequacy of faculty at each campus.

JCN shall have the following committees in order to conduct the affairs of the College:

## **2.1 EXECUTIVE COMMITTEE**

### **2.1.1 Charge and other functions**

The JCN 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.

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. An action of the Executive Committee may be reversed by the Voting Body of the General Faculty of the College.

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

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

The Dean determines whether the request for a vote addresses an area where the faculty have the authority to seek a reversal of an Executive Committee decision.

Vote is timely held and eligible faculty in the College may participate.

Vote may be taken by mail ballot or any other method, electronic or otherwise.

The Dean or the Dean's designee is responsible for tallying the vote and relaying the results to the faculty and the Executive Committee.

The reversal of an Executive Committee action requires the support of a majority of the voting members of the eligible faculty.

### **2.1.2 Membership, Invited Attendees and Ex Officio Members**

The JCN's Executive Committee shall consist of the Dean, who shall serve as Chair; Affiliated Deans, Department Chairs, and two (2) elected representatives of the full-time Senior Faculty in the College, one (1) from the graduate program and one (1) from the undergraduate program. The Dean may invite others, such as chairs of standing committees, to attend the Executive Committee meetings as non-voting guests.

### **2.1.3 Meetings and Minutes**

The Executive Committee must meet at least six (6) times per year. At the Dean's discretion, a more frequent meeting schedule may be established. The meeting schedule shall be published prior to the start of each academic year. A meeting agenda will generally be distributed to committee members one (1) week prior to each meeting. Meeting minutes will be taken and made available to the General Faculty of JCN by posting them digitally, stored in the appropriate Committee folder.

## **2.2 GOVERNANCE COMMITTEE**

### **2.2.1 Charge and other functions**

The Governance Committee (GC) shall oversee the membership of college-level standing and special committees as well as college representation to university-level committees. The GC 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 GC shall appoint faculty to committees after consultation with the Dean. The GC 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 GC 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 GC 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 GC 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.

### **2.2.2 Membership**

The GC shall be composed of members of the College's faculty who have just completed terms as the College's elected representatives to the Faculty Advisory Council or the College's Executive Committee. The GC should be comprised of 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 GC may not be on ballots for college or university committees during their service. Members of the GC may serve on a college or university Committee as appointed members if requested by the College's Executive Committee.

### **2.2.3 Schedule of Meetings**

The Committee will meet as necessary to conduct its business.

### **2.2.4 Meeting Agendas and Meeting Notes**

A meeting agenda will generally be distributed to - Committee members one (1) week prior to each meeting. Meeting minutes will be taken and made available to faculty members by posting them digitally, stored in the appropriate Committee folder.

## **2.3 CURRICULUM COMMITTEE**

### **2.3.1 Charge and other functions**

The work of the Curriculum Committee (CC) transcends the interests or responsibilities of a college's individual departments and academic programs. The CC has general authority and responsibility for the overall design, management, integration, evaluation and enhancement of the educational programs within the College. The CC ensures the integrity, cohesion, and excellence of the curriculum of each of the educational programs within the College. The CC monitors compliance with program policies, such as policies on timeliness of grades and student workload. The CC 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 student promotions committee, as applicable.

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

### **2.3.2 Membership, Invited Attendees and Ex Officio Members**

The Curriculum Committee (CC) will have six (6) appointed members of the voting faculty of the College including faculty with primary teaching responsibilities for three (3) undergraduate and three (3) graduate programs and a maximum of two (2) students from each program, which should include representation one (1) from each campus for the undergraduate program. The term of student representatives and whether students are voting or non-voting will be determined by the College's Governance Committee (GC). Additional members may be added at the recommendation of the GC in consultation with the Dean. The chair, to be selected by and from among the members of the committee, generally also serves on the University's Academic Programs and Policies Committee.

### **2.3.3 Schedule of Meetings**

The Committee will typically meet monthly during each academic year.

### **2.3.4 Meeting Agendas and Meeting Notes**

A meeting agenda will be distributed to Committee members generally one (1) week prior to each meeting. Meeting minutes will be taken and made available to faculty members by posting them digitally, stored in the appropriate Committee folder.

## **2.4 ACADEMIC OUTCOMES ASSESSMENT COMMITTEE**

### **2.4.1 Charge and other functions**

The Academic Outcomes Assessment Committee (AOAC) will promote and sustain a college-wide culture of assessment. The AOAC will focus on program level learning outcomes and educational outcomes, student learning outcomes 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 will ensure that student experiences and learning outcomes are comparable across instructional sites. The Committee will establish guidelines and a schedule for assessment tasks for the academic year.

#### **2.4.2 Membership**

The AOAC shall consist of three (3) members of the faculty, who sufficiently represent the College's range of departments and academic programs each of whom will serve a two-year term. Members should not be academic program leaders. Members may not serve simultaneously on the AOA Committee and Curriculum Committee. Additional members may be added at the recommendation of the GC in consultation with the Dean. The chair, to be selected by and from among the members of the committee, also generally serves on the University's Educational Quality Committee.

#### **2.4.3 Schedule of Meetings**

The Committee will typically meet monthly during each academic year.

#### **2.4.4 Meeting Agendas and Meeting Notes**

A meeting agenda will generally be distributed to Committee members one (1) week prior to each meeting. Meeting minutes will be taken and made available to faculty members by posting them digitally, stored in the appropriate Committee folder.

### **2.5 FACULTY AFFAIRS COMMITTEE**

#### **2.5.1 Charge and other functions**

The Faculty Affairs Committee (FAC) 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. At the discretion of the Dean, the Committee may be asked to provide peer review with respect to the academic achievement of faculty as it relates to the reappointment of the faculty member.

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

#### **2.5.2 Membership and Invited Attendees**

The FAC will be comprised of six (6) 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 GC may be asked to appoint members of the volunteer or affiliated faculty who hold a rank of associate or professor. The chair is selected by and from among the members of the committee. Ad hoc committees may be formed to assist Committee members in the evaluation of faculty candidates during the promotion or

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

### **2.5.3 Schedule of Meetings**

The Committee will typically meet monthly during each academic year.

### **2.5.4 Meeting Agendas and Meeting Notes**

A meeting agenda will generally be distributed to Committee members one (1) week prior to each meeting. Meeting minutes will be taken.

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

### **2.6.1 Charge and other functions**

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

### **2.6.2 Membership, Invited Attendees and Ex Officio Members**

The College's faculty elected to serve on the University Faculty Advisory Council will comprise the Dean's Faculty Advisory Council. The Dean's Faculty Advisory Council shall elect a chair who shall officiate at the General Faculty meetings.

### **2.6.3 Schedule of Meetings**

The council shall meet at least six (6) times per year.

### **2.6.4 Meeting Agendas and Meeting Notes**

A meeting agenda will generally be distributed to Committee members one (1) week prior to each meeting. Meeting minutes will be taken and made available to faculty members by posting them digitally, stored in the appropriate Committee folder.

## **2.7 STUDENT PROMOTIONS COMMITTEE**

### **2.7.1 Charge and other functions**

The Student Promotion Committee (SPC) ensures all students in the educational program meet the standard for advancement and graduation established by the faculty of the College. If the Committee decides a student does not meet the standard for advancement or graduation, the Committee provides a fair and formal process for taking any action that may affect the status of a student, including timely notice of impending action, disclosure of the evidence on which the action would be based, an opportunity for the student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation or dismissal. The faculty hearing body for an appeal shall not include faculty involved in the original decision. The Committee shall review and recommend evaluation procedures, requirements, and general policies for satisfactory scholarship. The Committee shall apply such policies as the faculty and the Executive Committee may

adopt from time to time. The committee's decisions with respect to individual students may not be reversed by another individual or faculty body.

### **2.7.2 Membership**

The SPC shall be composed of three (3) members of the senior faculty representing the diversity of educational programs. Current academic leadership (Dean, Associate Deans, Assistant Deans, Chairs, and Program Directors) should not serve on the committee. Additional members may be added at the recommendation of the GC in consultation with the Dean.

### **2.7.3 Schedule of Meetings**

SPC meets at the end of each semester three (3) times per year, to review final grades of students and on an as needed basis as determined by the Chair.

### **2.7.4 Meeting Agendas and Meeting Minutes**

A meeting agenda will generally be distributed to Committee members one (1) week prior to each meeting. Meeting minutes will be taken.

## **2.8 STUDENT AFFAIRS COMMITTEE**

### **2.8.1 Charge and other functions**

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

### **2.8.2 Membership**

The SAC shall be composed of three (3) members of the voting faculty and may include up to four (4) student representatives. A chair will be selected by and from among the faculty members of the committee. Additional members may be added at the recommendation of the GC in consultation with the Dean.

### **2.8.3 Schedule of Meetings**

The Committee will typically meet monthly during each academic year.

### **2.8.4 Meeting Agendas and Meeting Notes**

A meeting agenda will generally be distributed to Committee members one (1) week prior to each meeting. Meeting minutes will be taken and made available to faculty members by posting them digitally, stored in the appropriate Committee folder.

## **2.9 DIVERSITY, EQUITY, & INCLUSION COMMITTEE**

### **2.9.1 Charge and other functions**

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

### **2.9.2 Membership**

The (DEIC) shall comprise between ten (10) and fifteen (15) voting members of the faculty and staff, who represent the College of Nursing's diverse programs and departments, and three (3) student representatives. Additional members may be added from among the faculty and staff as needed to conduct the committee's business. Faculty and staff may serve up to two (2) terms (4 years). The terms for the students will be determined by the Committee on Governance.

### **2.9.3 Schedule of Meetings**

The committee shall meet as necessary to conduct its business.

### **2.9.4 Meeting Agendas and Meeting Notes**

A meeting agenda will generally be distributed to Committee members one (1) week prior to each meeting. Meeting minutes will be taken and made available to faculty members by posting them digitally, stored in the appropriate Committee folder.

## **3. FACULTY TRAJECTORIES**

### **OVERVIEW OF UNIVERSITY FACULTY TRAJECTORIES**

The faculty of the College of Nursing is diverse and differs in their activities, interests, and responsibilities. Jefferson College of Nursing offers both un-prefixed and prefixed faculty tracks. The College has three tracks that illustrate its commitment to educational and research excellence. Faculty assignment to a track is determined by the Dean of the College of Nursing who may consult with the Faculty Affairs Committee. Assignment to the Tenure Track requires the additional approval of the Provost.

#### **3.1 UN-PREFIXED TRACKS**

- **Tenure Track**
- **Teacher Scholar**

#### **3.2 PREFIXED TRACKS**

- **Clinical Educator**
- **Research Excellence**
- **Teaching Excellence**

*For more information on the faculty tracks, refer to section 6 in the TJU Handbook*

#### **4. ACADEMIC CREDENTIALS REQUIRED FOR A FACULTY APPOINTMENT**

Academic appointment for Professor, Associate Professor, and Assistant Professor requires an earned doctorate degree in nursing or related discipline. Academic degree for instructor level requires an earned Master's degree in nursing or related discipline from an accredited institution. Credentials for all levels, Professor, Associate Professor, Assistant Professor, and Instructor include professional licensure and/or national certification in nursing specialization and/or related discipline, as appropriate.

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

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

Faculty appointments in the College of Nursing will be considered for individuals who provide substantive contributions to the academic programs of the College including its teaching and/or research programs or to the administration of JCN. Promotion, and, as applicable, tenure, will be considered for faculty who are judged to meet the applicable milestones for promotion and/or tenure per procedures outlined in the TJU Faculty Handbook. JCN faculty will typically be individuals who are licensed, registered nurses or in related disciplines, and have received their terminal degree. Faculty appointments may also be considered for doctoral-prepared educators with expertise in fields critical to the mission, vision, and values of JCN. Evidence for achievement of appointment, promotion, and tenure are delineated in the Evidence for Achievement Tables which can be found in the Appendices to the JCN Faculty Handbook Supplement - Appendix A.

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

Guidelines for appointment, promotion, and tenure for the relevant JCN tracks are available in the Appendices to the JCN Faculty Handbook Supplement.

##### **6.1 FACULTY APPOINTMENT, PROMOTION, AND TENURE**

Consideration for a faculty appointment, promotion, and/or tenure is a privilege, not a right. Faculty track assignments are determined by the Dean of the College, in consultation with the provost, as applicable, and approved by the Board of Trustees. Unless otherwise designated, employed faculty appointments are typically for a defined period based on track and rank. Initial

appointment to the Faculty shall be made by the Dean in accordance with the TJU Faculty Handbook and with procedures established by the Office of the Dean of the College.

Members of the Faculty engaged in teaching or research in more than one of the Colleges or departments within the University may hold a secondary appointment. Recommendations for a secondary appointment must have the written approval of all Deans/Chairpersons of the academic units involved and follow procedures outlined in the TJU Faculty Handbook.

Appointments of Jefferson Faculty to the Faculty of non-Jefferson affiliated academic institutions shall be permitted only by approval of the Dean of the College, in accordance with the TJU Faculty Handbook. 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.

## **6.2 FACULTY PROMOTION OR TENURE**

Supervisor recommendations for faculty promotion or, as applicable, tenure, are typically submitted on or before October 30<sup>th</sup> to allow sufficient time for the relevant committee process approval, culminating in approval of the Jefferson Academic Board, to become effective in July of the following academic year. Recommendations for promotion or tenure of Faculty members are made by the appropriate JCN Department Chair to the Dean and then reviewed through committee processes as outlined in the TJU Faculty Handbook.

# **7. FACULTY APPOINTMENT, PROMOTION, AND TENURE OVERVIEW**

Faculty members applying for promotion and/or tenure are directed to the JCN for portfolio development for Appointment, Promotion, and Tenure Guidelines and to the Evidence Tables for Rank and Track. (Appendix A) It is the candidate's responsibility to construct the strongest case possible to justify the request for promotion and/or tenure. Refer to the Appendices folder to JCN Faculty Handbook Supplement for portfolio development procedures (Appendices B). As part of the faculty Appointment, Promotion, and Tenure, faculty receive peer review of their teaching performance.

## **7.2 FACULTY PEER REVIEW**

The purpose of faculty peer review is to establish a mechanism to evaluate faculty's teaching within the classroom or other instructional setting and to provide the faculty member with feedback on their teaching performance. Faculty Peer Review Policy and Procedure can be found in Appendix C of the JCN Faculty Handbook Supplement.

### **7.3 FACULTY REQUESTING TO TRANSFER TO ANOTHER ACADEMIC TRACK**

Faculty may request a one-time transfer between tracks. The TJU Faculty Handbook outlines the policies and procedures that pertain to this request (6.3.6, 8.5, 8.6). Request to Transfer Academic Track form can be found in Appendix D of the JCN Faculty Handbook Supplement.

### **7.4 FORMAL PERIODIC REVIEW OF FACULTY ON UN-PREFIXED TRACKS.**

Following University policy, Jefferson College of Nursing has developed a procedure to guide the performance review for faculty on the un-prefixed tracks for Assistant and Associate Professor known as the Procedure for Formal Periodic Review of Faculty on Un-Prefixed Tracks. This procedure can be found in the Appendices to the Supplemental Faculty Handbook, Appendix E.

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

Refer to the TJU Handbook Section 10.6.1.

## **9. PROGRAMS IN THE COLLEGE**

### **9.1 ORIENTATION OF NEW FACULTY**

The Associate Dean of Academic Affairs, along with the Dean and faculty, welcome new faculty into the JCN community. The goal of the new faculty orientation is to provide a smooth transition into the faculty role. New faculty orientation information for JCN can be found in the New Faculty Development link which will be made available during the first week of orientation. Additionally, new faculty are expected to attend the TJU's new faculty orientation program for newly employed faculty as well as TJU's orientation program for new employees. New Faculty Orientation Checklist outlines items that must be completed during the New Faculty Orientation Program. New faculty must meet with their mentors periodically and upload the completed checklist to Interfolio by the conclusion of their first academic year.

### **9.2 OFFICE OF RESEARCH AND INNOVATION**

The JCN Office of Research and Innovation was established in 2019 in the interest of:

- Cultivating nurse scientists who conduct meaningful research that advances the science and practice of nursing and addresses society's most intractable challenges;
- Building a dynamic, supportive, risk-tolerant scholarly community that fosters excellence, innovation and entrepreneurship;
- Supporting the discovery and dissemination of new knowledge;
- Promoting the determination and implementation of best practices; and
- Advancing the reputation of the JCN as a research and innovation destination.

The Office of Research and Innovation facilitates scholarly collaboration by JCN faculty across the Enterprise (e.g., departments, colleges, clinical agencies) and beyond (e.g., global partners and external institutions, industries, and communities). Development of skills in scholarly writing, grantsmanship, and grant management are fostered through peer coaching sessions and access to individual consultation from expert nurse scientists and visiting scholars.

Connections with enterprise-level resources for grant support and scholarly writing are encouraged and facilitated, including the Research Administration Center of Excellence (RACE), Office of Human Research (OHR), Office of Institutional Advancement (OIA), Jefferson Clinical Research Institute, Scott Memorial Library, Grant Success Program, Writing Center, and focused research interest groups. Financial support for selected external research training and/or consultation is also possible.

## **10. FACULTY AWARDS**

### **10.1 JEFFERSON COLLEGE OF NURSING AWARDS**

The Jefferson College of Nursing designates annual awards to honor the achievements of members of the faculty, staff, alumni, and partners. The nomination process will be coordinated with the TJU Faculty Awards process and will be overseen by the Office of the Dean. All nominations must be approved by the College Executive Committee.

### **10.2 TJU ANNUAL FACULTY AWARDS**

In addition to the awards listed in Appendices to JCN Faculty Handbook Supplement, the TJU Faculty Awards are granted by the Office of the Provost. The Office of the Dean oversees the nomination process within JCN and submits final nominations to the Office of the Provost.

## **11. ANNUAL PERFORMANCE EVALUATION FOR FACULTY**

Faculty performance evaluations are conducted annually per University policy to provide evidence that faculty's performance aligns with the core values of TJU and JCN and is reflective of the assigned rank and track. See Appendices to JCN Faculty Handbook Supplement - Appendix F for more information

## **12. FACULTY MEETINGS AND EVENTS**

All faculty members are expected to participate in activities related to the recruitment of students and faculty. Student recruitment activities are planned, coordinated, and implemented by the Admissions Office in collaboration with the Chairs and/or Program Directors. All faculty



members are expected to attend commencement, faculty development, and visiting scholar programs.

### **12.1 MEETINGS**

The Dean will convene a meeting of the General Faculty at least twice per year and will be assisted by the Dean's Faculty Advisory Council in setting the agenda for the meetings. All JCN faculty are encouraged to keep abreast of important issues impacting the College. Minutes of the meetings of the General Faculty meeting will be made available to the faculty digitally in the appropriate folder.

### **12.2 ATTENDANCE**

All faculty members are expected to attend and participate in meetings and other activities associated with the Jefferson College of Nursing, including program, committee, and general faculty meetings. All full-time faculty members are expected to serve on at least one JCN committee. Faculty may be appointed to serve on university, enterprise, and ad-hoc committees.

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

### **13.1 ADJUNCT INSTRUCTORS**

Adjunct instructors and affiliated faculty are not granted an academic rank and will use the academic title of "adjunct instructor." This official title is reflected in adjunct letter of agreement. For information regarding onboarding, hiring, expectations and termination of adjunct instructors, refer to the policies and procedures for undergraduate and graduate adjunct instructors which can be found in the Appendices to the JCN Faculty Handbook Supplement-Appendices G.

### **13.2 VOLUNTEER FACULTY**

Refer to the TJU Handbook section 5.3.9.1.

### **13.3 AFFILIATED FACULTY, E.G. ADJUNCT INSTRUCTORS, PRECEPTORS AND/OR FIELDWORK EDUCATORS**

Refer to the TJU Handbook section 5.3.8.

### **13.4 PART-TIME FACULTY**

Refer to the TJU handbook section 5.1.1.2

The typical procedures for these appointments are found in the Appendices to JCN Faculty Handbook Supplement.

## **14. FACULTY WORK EFFORT AND COURSE RESPONSIBILITIES**

The allocation of faculty work effort is determined by the Dean with consideration of the needs of the college as well as track assignment of the faculty member and generally prioritizes teaching, followed by scholarship, and service. Work effort includes teaching assignments, doctoral studies, doctoral assignments, and college service faculty curricular course responsibilities, which are described in the Faculty Work Effort Guidelines found in the Appendices to the JCN Faculty Handbook Supplement - Appendix H.

## **15. OFFICE HOURS AND ADVISEMENT**

**Office Hours** - Faculty members are expected to schedule and post weekly office hours. Office hours should be in their profile on the homepage of the learning management system platform. Faculty should typically schedule at least two (2) hours/week that do not conflict with students' class schedules. Faculty members are expected to make additional individual appointments with students if needed. Faculty must be available during posted office hours.

**Academic Advisement** - Each student will be assigned a faculty academic advisor. Students can find the name of their advisor on the University's portal. It is the student's responsibility to communicate frequently with the advisor and to keep them apprised of issues related to academic progress.

### **Advisor and Advisee Responsibilities**

Refer to the Appendices to JCN Faculty Handbook Supplement-Appendix I.

## **16. JEFFERSON ENGAGED MODEL OF TEACHING/LEARNING**

Jefferson College of Nursing employs a team teaching approach for undergraduate and graduate courses when feasible. Using this approach, the student learning environment includes creating and facilitating a positive experience, supporting students to be successful as individuals and in groups; and preparing students for intra-professional and multidisciplinary practice through role modeling. Faculty using this approach build on collective faculty strengths and expertise, foster collaborative practice in the design and preparation of courses, lectures, facilitation of group work, advisement of students, assessment of student learning outcomes, and encouragement of creative and autonomous learning.

## **17. UNIVERSITY SERVICES AND RESOURCES**

Refer to the TJU handbook section 15.

## **18. FACULTY TRAVEL AND TIME OFF**

Faculty are encouraged to seek professional development opportunities annually. Faculty travel for professional development is typically supported by JCN subject to available funds.

### **18.1 Request for Time Off**

Faculty may request time off for the following reasons: paid time off as needed, using time accrued (personal holidays or vacation) or for conference time (up to one conference per semester). Requests for time off are subject to the supervisor's approval. Faculty should enter the requested time off in MyTime and identify how the time off will be covered (i.e. which faculty member will be covering courses). An away message should be established during the absence with a message indicating who can be contacted while the faculty member is away. Include at least one faculty contact as well as an administrative assistant and/or education coordinator.


## **19. FACULTY GRIEVANCE POLICY AND PROCEDURE**

Refer to the TJU Handbook section 13.

## **20. PROCEDURE TO AMEND/UPDATE THE COLLEGE OF NURSING SUPPLEMENT TO THE TJU FACULTY HANDBOOK**

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

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# Appendices to the College of Nursing Supplement to the Thomas Jefferson University Faculty Handbook

Approved by the Executive Committee on 1/11/2021

Office of the Dean  
Office of Faculty Affairs

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

## Table of Contents – Appendices

<b>APPENDIX A – EVIDENCE OF ACHIEVEMENT</b> .....	1
<b>TENURE</b>	
AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORK.....	2
AREA: TEACHING .....	3
<b>TEACHER SCHOLAR</b>	
AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORK .....	4
AREA: TEACHING .....	5
<b>TEACHER EXCELLENCE</b>	
AREA: RESEARCH .....	6
AREA: TEACHING .....	7
AREA: PRACTICAL/CLINICAL MASTERY – ALL TRACKS AND RANKS (EXCLUDING CLINICAL EDUCATOR TRACK).....	8
AREA: SERVICE INSTITUTIONAL AND EXTERNAL: ALL TRACKS AND RANKS .....	10
<b>CLINICAL EDUCATOR</b>	
AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORK.....	12
AREA: TEACHING .....	13
AREA: CLINICAL PRACTICE .....	14
AREA: SERVICE, INSTITUTIONAL AND EXTERNAL .....	16
<b>RESEARCH EXCELLENCE</b>	
AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORK.....	17
AREA: TEACHING .....	18
AREA: SERVICE .....	19
AREA: CLINICAL PRACTICE <i>AS APPLICABLE</i> .....	20
<b>APPENDIX B – PORTFOLIO DEVELOPMENT</b> .....	21
<b>APPENDIX C – FACULTY PEER REVIEW POLICY AND PROCEDURE</b> .....	22
<b>APPENDIX D– REQUEST TO TRANSFER ACADEMIC TRACK</b> .....	23
<b>APPENDIX E – PROCEDURE FOR FORMAL PERIODIC REVIEW OF FACULTY ON UN-PREFIXED TRACKS</b> .....	24
<b>APPENDIX F – ANNUAL FACULTY PERFORMANCE EVALUATIONS POLICY, PROCEDURE AND FORM</b> .....	25
<b>APPENDIX G – PROCEDURE FOR ADJUNCT FACULTY</b> .....	26
<b>APPENDIX H – FACULTY CURRICULAR COURSE RESPONSIBILITIES</b> .....	27
<b>TIMELY COMPLETION OF GRADES</b> .....	28
<b>ASSESSMENT OF STUDENT LEARNING</b> .....	28
<b>APPENDIX I – ADVISOR AND ADVISEE RESPONSIBILITIES</b> .....	29

*APPENDIX A – EVIDENCE OF ACHIEVEMENT*

## **JEFFERSON COLLEGE OF NURSING EVIDENCE OF ACHIEVEMENT**

### **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.

**TENURE – AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORK**

Please refer to Section 6.3. for Time in Rank and Track in the TJU Faculty Handbook.

**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.

**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.

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, PubMed indexed 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> </ul> <p><b>Funding</b> – Record of peer-reviewed, extramural research grant funding as a lead researcher (principal investigator [PI] or prominent role in programmatic grant).</p> <p><b>Public presentations</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> </ul> <p><b>Innovation</b> — evidence of an innovation that impacts their discipline such as:</p> <ul style="list-style-type: none"> <li>• Commercialized patent that has advanced the field</li> <li>• Development of a novel therapeutic/clinical intervention</li> <li>• Theoretical and conceptual frameworks</li> <li>• Innovative teaching/educational program</li> </ul> <p><b>Optional supplemental evidence</b> <i>Evidence is expected 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 an NIH study section, or equivalent position, in one’s area of research and scholarship 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> <li>• Clinical service leadership</li> </ul>	<p><b>APPOINTMENT OR 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, including publications which have senior authorship</li> <li>• Major, extramural funding as PI (or Co-I) acquired after post-doctoral training.</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>• Major contribution to scholarly research as evidenced by peer-reviewed manuscripts of original research in top-tier journals, including publications, which have senior authorship.</li> <li>• Major sustained extramural peer reviewed funding as PI (or Co-I).</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 OR PROMOTION TO PROFESSOR</b> <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 significant, enduring, impactful scholarship as measured primarily by a significant publication record, and major extramural funding.</p> <ul style="list-style-type: none"> <li>• Multiple senior authored publications in top-tier journals as supported by external reviewers in the candidate’s field.</li> </ul> <p>Major sustained extramural peer reviewed funding (typically from more than one source) as PI (or Co-I).</p>



## TENURE – AREA: TEACHING

Please refer to Section 6.3. for Time in Rank and Track in the TJU Faculty Handbook.

**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.

**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.

Examples of Evidence	Minimum Criteria per Career Milestone	Case Examples:
<p><b>Instructional delivery</b></p> <ul style="list-style-type: none"> <li>• Peer observations</li> <li>• Student evaluations</li> <li>• Reflection on teaching</li> <li>• Evidence of achievement of learning objectives</li> </ul> <p><b>Instructional design</b></p> <ul style="list-style-type: none"> <li>• Curriculum development</li> <li>• Course development</li> <li>• Evidence of achievement of learning objectives</li> </ul> <p><b>Course coordination and management</b></p> <ul style="list-style-type: none"> <li>• Coordination of full time and adjunct faculty</li> <li>• Coordination of laboratories</li> </ul> <p><b>Student advisement</b></p> <p>Required academic advising of students; includes course selection, curriculum planning, and monitoring academic progress for individual advisees</p> <p><b>Other activities</b></p> <ul style="list-style-type: none"> <li>• Designing and advising special student projects, including independent studies</li> <li>• Academic advising of new students</li> <li>• Giving/attending pedagogical workshops</li> <li>• Assisting students with professional development</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b> Acceptable student teaching evaluations for most courses taught or co-taught. <b>AND</b> At least two (2) peer reviews describing acceptable teaching performance conducted in the last two (2) years. <b>AND</b> At least two (2) documented contributions to course/curriculum development or revision. <b>AND</b> Chairperson or committee member for at least three (3) dissertations, thesis, doctoral/master capstone projects, or post-doctoral fellowships with supportive letters of reference from students. <i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p> <hr/> <p><b>APPOINTMENT OR PROMOTION TO PROFESSOR Since last promotion:</b> Acceptable student teaching evaluations for most courses taught or co-taught. <b>AND</b> At least two (2) peer reviews describing acceptable teaching performance conducted in the last two (2) years.\ <b>AND</b> At least two (2) documented contributions to course/curriculum development or revision. <b>AND</b> Chairperson for at least three (3) dissertations, thesis, doctoral / master capstone projects, or post-doctoral fellowships, with supportive letters of reference from students. <i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	<p><b>Example of an Associate Professor Portfolio:</b> Candidate demonstrates quantitative and qualitative evidence of teaching effectiveness in student and peer course evaluations. Candidate begins to attract students, faculty, and/or fellows for collaboration. Effective supervision of/collaboration with students, faculty and fellows participating in research/scholarly projects</p> <p><b>Example of a Professor Portfolio:</b> Candidate demonstrates quantitative and qualitative evidence of teaching effectiveness in student and peer course evaluations. Candidate attracts students, faculty, and/or fellows for collaboration. Record of effective supervision/collaboration for students, faculty and fellows participating in research/scholarly projects.</p>

**TEACHER SCHOLAR - AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORK**

Please refer to Section 6.3. for Time in Rank and Track in the TJU Faculty Handbook.

**Assistant Professor:** The candidate enters the rank with a terminal degree in a healthcare or related discipline.

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

**Professor:** 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	Minimum Criteria per Career Milestone	Case Examples:
<p><b>Primary Evidence</b></p> <p><b>Publications</b> – Sustained and focused research and scholarship in externally-reviewed/refereed publications at a national or international level.</p> <p><b>Funding</b> – Internal and/or external research grant funding as PI or Co-I.</p> <p><b>Practice /creative work -</b> Educational or healthcare innovation</p> <p><b>Public presentations</b> – Peer-reviewed presentations</p> <ul style="list-style-type: none"> <li>• Podium (oral) presentations for refereed sessions at conferences as presenter or senior author</li> <li>• Poster presentations of peer reviewed research at conferences as presenter or senior author</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b> Faculty on the Teacher Scholar track enter at the Assistant Professor rank, which requires a doctoral degree in a healthcare or related discipline, beginning contributions to a portfolio of research/scholarship/creative work.</p>	<p><b>Example of an Assistant Professor Portfolio:</b> Candidate participates in education or specialty- focused activities to inform the development of a program of scholarship. Evidence includes presentations to lay and/or professional audiences; publications in peer-reviewed journals and/or other media accessible to professional community.</p> <p><b>Example of an Associate Professor Portfolio:</b> Candidate provides significant research / scholarship / creative work that addresses an issue, problem, or challenge in teaching and / or practice. A sustained record of scholarly publications, including peer reviewed journal articles, books, chapters and other recognized intellectual products; at least some publications in top peer-reviewed healthcare and/or educational journals is preferred. Evidence of awards and honors for research/scholarship/teaching innovation. Engagement in grant writing and invited speaking engagements and/or consultations related to teaching expertise may also be evidence.</p> <p><b>Example of a Professor Portfolio:</b> Candidate demonstrates productive, coherent and sustained program of research/scholarship. Established record of original scholarly publications, including peer reviewed journal articles, books, chapters and other recognized intellectual products; some publications should be in peer-reviewed nursing, healthcare and/or educational journals. National awards and/or honors for research/scholarship/teaching innovation.</p>
	<p><b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b> <u>Since promotion to Assistant Professor:</u> <b>Publication:</b> At least four (4) scholarly products of which two (2) are peer reviewed papers in Faculty Member’s area of focus as first or senior author, of which at least one (1) is data based. Other contributions may include editing or authoring book chapters.</p> <p><b>AND</b></p> <p><b>Presentation:</b> At least four (4) podium or poster presentations (as presenter) of scholarly or creative work at regional, national, and/or international scholarly or professional meetings.</p> <p><b>Optional Criteria:</b> <b>Practice / Creative Work:</b> At least one (1) statewide, national, or international award and/or development of educational or healthcare innovation is desirable. <b>Funding:</b> Awarded internal and/or external grant funding is desirable</p>	
	<p><b>APPOINTMENT OR PROMOTION TO PROFESSOR</b> <u>Since promotion to Associate Professor:</u> <b>Publication:</b> At least four (4) peer reviewed scholarly papers in area of focus as a first or senior author. Other contributions may include authoring book chapters and books.</p> <p><b>AND</b></p> <p><b>Presentation:</b> At least five (5) podium or poster presentations (as presenter) of scholarly or creative work at regional, national, and/or international scholarly or professional meetings.</p> <p><b>Optional Criteria:</b> <b>Funding:</b> Internal and/or external grant funding, serving as Principal Investigator for a research, educational, or other type of scholarly project. <b>Practice/Creative Work:</b> Evidence of statewide, regional, national, and/or international awards) and/or development of educational or healthcare innovation.</p>	

**TEACHER SCHOLAR - AREA: TEACHING**

Please refer to Section 6.3. for Time in Rank and Track in the TJU Faculty Handbook.

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

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

Examples of Evidence	Minimum Criteria per Career Milestone	Case Examples:
<p><b>Instructional delivery</b></p> <ul style="list-style-type: none"> <li>Peer observations</li> <li>Student evaluations</li> <li>Reflection on teaching</li> <li>Evidence of achievement of student learning outcomes</li> </ul> <p><b>Instructional design</b></p> <ul style="list-style-type: none"> <li>Curriculum development</li> <li>Course development</li> <li>Evidence of achievement of student learning outcomes</li> </ul> <p><b>Course coordination and management</b></p> <ul style="list-style-type: none"> <li>Coordination of full time and adjunct faculty</li> <li>Coordination of courses/ clinical/ simulations laboratories</li> </ul> <p><b>Student advisement</b></p> <p>Required academic advising of upper-level students; includes course selection, curriculum planning, and monitoring academic progress for individual advisees</p> <p><b>Other activities</b></p> <ul style="list-style-type: none"> <li>Designing and advising special student projects, including independent studies</li> <li>Academic advising of new students (freshmen and transfers)</li> <li>Giving/attending pedagogical workshops</li> </ul> <p>Assisting students with professional development</p>	<p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b></p> <p>Faculty on the Teacher Scholar track enter at the Assistant Professor rank, which requires a doctoral degree in a healthcare or related discipline, and evidence of teaching.</p> <p><b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b></p> <p><u>Since promotion to Assistant Professor:</u> Positive teaching evaluations for majority of courses taught. <b>AND</b></p> <p>At least two (2) peer reviews describing acceptable teaching performance conducted in the last two (2) years. <b>AND</b></p> <p>At least two (2) documented instances of leadership and/or contributions to course/curriculum development, implementation, evaluation, and revision. <b>AND</b></p> <p>Committee member for at least two (2) dissertations, thesis, doctoral / master capstone projects, or post-doctoral fellowships, with supportive letters from no more than four (4) current matriculated or recently graduated students.</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p> <p><b>APPOINTMENT OR PROMOTION TO PROFESSOR</b></p> <p><u>Since promotion to Associate Professor:</u> Positive teaching evaluations for majority of courses taught. <b>AND</b></p> <p>At least two (2) peer reviews describing acceptable teaching performance conducted in the last two (2) years. <b>AND</b></p> <p>At least two (2) documented instances of substantial leadership in course, curriculum, and program development, implementation, evaluation, and revision. <b>AND</b></p> <p>Chairperson for at least three (3) dissertations, thesis, doctoral / master capstone projects, or post- doctoral fellowships, with supportive letters from no more than four (4) current matriculated or recently graduated students.</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p>	<p><b>Example of an Assistant Professor Portfolio:</b></p> <p>Candidate must possess doctoral degree from an accredited institution, and provide substantial evidence of teaching experience and/or potential to organize course materials, develop innovative courses or revise courses as needed, and achieve positive student/peer evaluations of teaching performance</p> <p><b>Example of an Associate Professor Portfolio:</b> The candidate demonstrates quantitative and qualitative evidence of teaching excellent from outstanding student, peer, and course evaluations. They have a record of attracting students to their program and faculty and/or fellows for collaboration. They have led and developed three (3) different courses to improve learning outcomes, and regularly supervise students, faculty and fellows as a part of their teaching projects.</p> <p><b>Example of a Professor Portfolio:</b></p> <p>Candidate demonstrates quantitative and qualitative evidence of teaching effectiveness in student and peer course evaluations. Candidate attracts students, faculty, and/or fellows for collaboration. Leads and/or develops courses, educational innovations, or programs to improve learning outcomes. Record of effective supervision of /collaboration with students, faculty and fellows participating in teaching/scholarly projects. University level and/or national teaching awards or honors.</p>

**TEACHER EXCELLENCE - AREA: RESEARCH**

Please refer to Section 6.3. for Time in Rank and Track in the TJU Faculty Handbook.

**Associate Professor and 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	Minimum Criteria per Career Milestone	Case Examples:
<p><b>Primary Evidence</b>  <b>Practice /creative work -</b>                      Educational or healthcare innovation and use of evidence-based teaching practices  <b>Public presentations –</b></p> <ul style="list-style-type: none"> <li>• Podium (oral) presentations</li> <li>• Poster presentations</li> </ul>	<p><b>APPOINTMENT TO INSTRUCTOR</b>                      Faculty on the Teaching Excellence track entering at the Instructor rank requires a Master’s degree in a healthcare or related discipline from an accredited institution and demonstrates knowledge of teaching-learning principles.</p> <p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b>                      Requires a doctoral degree in a healthcare or related discipline from an accredited institution, and demonstrates evidence-based teaching practices.</p> <p><b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b>  <b>Presentation:</b> At least four (4) podium or poster presentations (as presenter) of scholarly, educational, or creative work at regional, national, or international scholarly or professional meetings</p> <p><b>APPOINTMENT OR PROMOTION TO PROFESSOR</b>  <u>Since promotion to Associate Professor:</u> <b>Publication:</b> At least four (4) scholarly products in peer reviewed journals. Other contributions may include authoring book chapters, and/or books.</p> <p><b>AND</b>  <b>Presentation:</b> At least five (5) podium or poster presentations (as presenter) of scholarly or creative work at regional, national, or international scholarly or professional meetings.</p> <p><b>Optional Criteria :</b>  <b>Practice/Creative Work:</b> Evidence of statewide, regional, national or international awards and/or development of educational or healthcare innovation.  <b>Funding:</b> Internal and/or external grant funding, serving as a Principal Investigator for a research, educational, or other type of scholarly project</p>	<p><b>Example of an Instructor Portfolio:</b> Candidates demonstrates a scholarly orientation to their practice and teaching. Evidence includes, but not limited to scholarly presentations on teaching and/or practice at professional meetings with local audiences; local awards, honors, or nominations for scholarly and/or creative contributions to practice and teaching.</p> <p><b>Example of an Assistant Professor Portfolio:</b> Candidates demonstrates a scholarly orientation to their practice and teaching. Evidence includes, but not limited to scholarly presentations and workshops on teaching and/or practice at professional meetings with local and/or regional audiences; university, enterprise, local and/or regional level awards, honors and/or creative contributions to practice and teaching</p> <p><b>Example of an Associate Professor Portfolio:</b> Candidates demonstrates a scholarly orientation to their practice and teaching. Evidence includes, but not limited to scholarly presentations and workshops on teaching and/or practice at professional meetings with regional/national audiences; local university, enterprise, regional and/or national level awards, honors, and/or creative contributions to practice and teaching.</p> <p><b>Example of a Professor Portfolio:</b> Candidates demonstrates a scholarly orientation to their practice and teaching. Evidence includes, but not limited to scholarly presentations and workshops on teaching and/or practice innovations/issues at professional meetings with national and international audiences. University, enterprise, national and/or international level awards, honors and scholarly contributions to practice and teaching.</p>

**TEACHER EXCELLENCE - AREA: TEACHING**

Please refer to Section 6.3. for Time in Rank and Track in the TJU Faculty Handbook.

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

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

Examples of Evidence	Minimum Criteria per Career Milestone	Case Examples:
<p><b>Instructional delivery</b></p> <ul style="list-style-type: none"> <li>Peer observations</li> <li>Student evaluations</li> <li>Reflection on teaching</li> <li>Evidence of achievement of student learning outcomes</li> </ul> <p><b>Instructional design</b></p> <ul style="list-style-type: none"> <li>Curriculum development</li> <li>Course development Evidence of achievement of student learning outcomes</li> </ul> <p><b>Course coordination and management</b></p> <ul style="list-style-type: none"> <li>Coordination of full time and adjunct faculty</li> <li>Coordination of courses/ clinical/ simulations laboratories</li> </ul> <p><b>Student advisement</b></p> <ul style="list-style-type: none"> <li>Required academic advising of students; may include course selection, curriculum planning, and monitoring academic progress for individual advisees</li> </ul> <p><b>Other activities</b></p> <ul style="list-style-type: none"> <li>Designing and advising special student projects, including independent studies</li> <li>Academic advising of new students (freshmen and transfers)</li> <li>Giving/attending pedagogical workshops Assisting students with professional development</li> </ul>	<p><b>APPOINTMENT TO INSTRUCTOR</b> Candidate must have at least two (2) years of teaching experience in nursing or health science at a post-secondary accredited institution and requisite knowledge and skill in the subject area; OR two (2) years of clinical experience and requisite knowledge and skill in the subject area.</p> <p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b> Candidates require a terminal degree in a healthcare or related discipline.</p> <p><b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b> Positive teaching evaluations for majority of courses taught.</p> <p><b>AND</b> At least three (3) peer reviews describing acceptable teaching performance conducted in the last two (2) years.</p> <p><b>AND</b> Documented leadership and contributions to course/curriculum development, implementation, evaluation, and revision in at least two (2) instances.</p> <p><b>AND</b> Chairperson or member of at least one (1) dissertation, thesis, doctoral / master capstone project, or post-doctoral fellowship. Supportive letter(s) of reference from committee member(s) and/or student(s).</p> <p><i>*The committee, at their discretion, may accept equivalent evidence from candidates coming from other institutions, other colleges within Jefferson, or clinical practice environments.</i></p> <p><b>APPOINTMENT OR PROMOTION TO PROFESSOR</b> <u>Since promotion to Associate Professor:</u> Positive teaching evaluations for majority of courses taught.</p> <p><b>AND</b> At least three (3) peer reviews describing acceptable teaching performance conducted in the last two (2) years.</p> <p><b>AND</b> At least two (2) instances of substantial leadership in course, curriculum, and program development, implementation, evaluation, and revision.</p> <p><b>AND</b> Chairperson or member of at least two (2) dissertations, thesis, doctoral/master capstone projects, or post-doctoral fellowships, with supportive letters of reference from committee members and/or students.</p>	<p><b>Example of an Instructor Portfolio:</b></p> <p>Candidate is actively enrolled in a terminal degree program from an accredited institution, and provides evidence of teaching-learning principles and demonstrates the potential to organize course materials, develop innovative courses or revise courses as needed, and achieve positive student/peer evaluations of teaching performance.</p> <hr/> <p><b>Example of an Assistant Professor Portfolio:</b> Candidate has earned a terminal degree from an accredited institution, provides substantial evidence of teaching experience and/or potential to organize course materials, develop innovative courses or revise courses as needed, and achieves positive student/peer evaluations of teaching performance.</p> <hr/> <p><b>Example of an Associate Professor Portfolio:</b> Candidate demonstrates quantitative and qualitative evidence of teaching proficiency in student, peer, and course evaluations. Candidate attracts students, faculty, and/or fellows for collaboration. Participates and/or leads educational innovations or programs to improve learning outcomes. Supervises/collaborates with students, faculty and/or fellows in research/scholarly projects. Additional evidence may include enterprise level and/or national teaching awards and/or honors.</p> <hr/> <p><b>Example of a Professor Portfolio:</b></p> <p>Candidate demonstrates quantitative and qualitative evidence of teaching effectiveness in student and peer course evaluations. Candidate attracts students, faculty, and/or fellows for collaboration. Record of effective supervision/collaboration for students, faculty and fellows participating in research/scholarly projects. University level and/or national teaching awards or honors.</p>

**PRACTICAL/CLINICAL MASTERY – ALL TRACKS AND RANKS (EXCLUDING CLINICAL EDUCATOR TRACK)**

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

Examples of Evidence	Minimum Criteria per Career Milestone
<ul style="list-style-type: none"> <li>• Current professional licensure</li> <li>• Current specialty certification</li> <li>• Professional development and continuing education as required for licensure and certification</li> </ul>	<p><b>APPOINTMENT OR PROMOTION TO ALL TRACKS AND RANKS</b></p> <p>Candidate must maintain professional licensure and certification, including specialty certification, as required for their professional discipline, as appropriate. Evidence of professional development and relevant continuing education must be demonstrated. At a minimum, must maintain requisite number of continuing education and other professional development activities required to maintain licensure and certification, including in area of specialization.</p>

## **SERVICE: ALL TRACKS AND RANKS**

### **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).

**SERVICE: ALL TRACKS AND RANKS**

Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples:
<p><b>Primary evidence:</b> Active engagement in opportunities to serve the college, university, broader community and/or profession and fulfillment of requisite responsibilities, including but not limited to: <b>Institutional Service</b> Active engagement (and/or leadership) in department, college, or university committees/task forces.</p> <ul style="list-style-type: none"> <li>• Leadership role in education/training or graduate programs.</li> <li>• Committee positions within the candidate’s department, college, healthcare system or university</li> <li>• Significant service to student organizations (e.g., faculty advisor)</li> <li>• Organizing departmental, college or university educational meetings or symposia</li> <li>• Formal advisement and mentoring of students, trainees, and/or faculty</li> <li>• Administrative leadership role in TJU College(s), health system, or university</li> <li>• Participates in university community outreach programs and/or activities Participates in development activities for other faculty, including mentoring and/or collaborative activities involving research, teaching, and/or professional development (e.g., “Buddy”, “preceptor” roles; Research mentorship)</li> </ul>	<p><b>At all levels,</b> faculty must demonstrate ongoing participation in recruiting, accreditation-related activities, events, and other strategic initiatives within the program, college, university, or enterprise.</p> <p><b>Beyond the rank of Instructor, faculty</b> must continue to demonstrate ongoing <i>institutional service</i>), but also demonstrate ongoing <i>external service</i> activities to a) the academic discipline or profession, and/or b) service to the larger community.</p> <hr/> <p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b></p> <p>Candidate participates in professional and/or community organization(s). Evidence includes contributions to the profession or discipline such as</p> <ul style="list-style-type: none"> <li>• Active membership and/or leadership roles in at least one (1) department, college, and/or university committee/task force, or community initiative (or equivalent), <i>AND</i></li> <li>• Active membership and service in at least one professional organization at least the local or regional level, <i>AND/OR</i></li> <li>• Review one or more journals/review committees, or study sections outside of the university, <i>AND/OR</i></li> </ul> <p>Demonstrated community service consonant with the university’s mission and strategic plan.</p> <hr/> <p><b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b></p> <p><u>Since promotion to Assistant Professor:</u></p>	<p><b>Example of an Instructor Portfolio:</b> Candidate actively serves on JCN committee by consistently contributing to committee work.</p> <p><b>Example of an Assistant Professor Portfolio:</b></p> <ul style="list-style-type: none"> <li>• Candidate actively serves on College Curriculum Committee by consistently contributing to committee work, serves as a member of an Advisory Board for a local non-profit patient organization, and is an ad-hoc reviewer for a nursing journal related to their specialization.</li> <li>• Candidate serves on a hospital Quality and Safety Committee, participates in a Peer Support Intervention organization, and is a member of the local Chapter of a Nursing Society and organizes CE events for the chapter</li> </ul> <p><b>Example of an Associate Professor Portfolio:</b></p> <ul style="list-style-type: none"> <li>• Candidate serves on the Faculty Affairs Committee for their college and has taken on leadership of related committee initiatives, participates in an Academic Affairs Subcommittee, and participates in the Nurse Residency Evaluation Committee, and serves on a committee within the candidate’s professional society. The candidate has presented at six (6) regional and/or national forums and serves as a peer reviewer for two (2) journals.</li> <li>• Candidate serves as the Chair-elect of the Curriculum committee, as an ad hoc reviewer for two (2) journals, as an examiner for the candidate’s professional board, and as a mentor for an outreach program for pre-nursing students, and serves on the a professional organization’s Advisory Board. The candidate has presented research findings at three (3) national meetings</li> </ul>



Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples:
<p><b>External Service</b></p> <ul style="list-style-type: none"> <li>Committee positions within professional organizations at a local, regional, national, or international level</li> <li>Service on a NIH study section or other grant review committee(s)</li> <li>Service on a professional board (e.g., PA State Board of Nursing) or Board of Directors for non-profit or for-profit organizations</li> <li>Editorial role or reviewer for journals</li> <li>Peer review for national meetings</li> <li>Organizing regional, national, or international 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>Providing clinical, scientific, and/or content expertise to external academic institutions or professional organizations. Invitations to speak to academic audiences, serve on national academic or discipline-specific organizations, receipt of national award(s), or other invitations/recognitions that reflect national prominence in the discipline</p>	<ul style="list-style-type: none"> <li>Substantial service contributions in the candidate's college, health system and/or university at a leadership level (e.g., college-level committee chair or equivalent), or institutional service of equivalent effort and/or contribution.</li> <li>Consistent professional service contributions to the local/regional or national or international community are expected (national or international for tenure), including at least two (2) activities/roles meeting one (1) or more of the following criteria: demonstrating significant participation and/or leadership (e.g., committee or task force head, Special Interest Group (SIG) Chair, officer) at regional or national forums, and/or active contribution to one's professional societies or activities at a regional and/or national level (e.g., referee, discussant, and/or chair of conference sessions, national grant review panels, etc.).</li> </ul> <p><i>AND/OR</i></p> <p>Demonstrated community service consonant with the university's mission and strategic plan.</p> <p><b>APPOINTMENT OR PROMOTION TO PROFESSOR</b></p> <p><u>Since promotion to Associate Professor:</u></p> <ul style="list-style-type: none"> <li>Significant and sustained service contributions at the leadership level or equivalent in the candidate's college, health system and/or university</li> </ul> <p>Consistent contributions to national and/or international community are expected, including sustained activities/roles meeting one or more of the following criteria: demonstrating significant participation and/or leadership (e.g., committee or task force head, SIG Chair, officer) at national or international forums and/or active contribution to one's professional societies or activities at a national and/or international level (e.g., referee, discussant, and/or chair of conference sessions, national grant review panels, etc.).</p>	<p><b>Example of a Professor Portfolio:</b></p> <ul style="list-style-type: none"> <li>Candidate serves as Chair of the College Curriculum Committee, has been a member of a Dean's committee, received a national award from the candidate's professional society serves as an examiner for the candidate's professional board and has frequently presented at nursing schools at national meetings, including five (5) invited presentations or academic consultations.</li> <li>Candidate serves as chair of the college Faculty Affairs committee and member of the University Faculty Affairs committee, serves as a long-standing member of the institution's IRB, and serves as a standing member of an NIH study section. The candidate has fifteen (15) invited presentations at regional, national, or international meetings</li> <li>Candidate serves as Graduate Group Chair, serves on two (2) committees charged with new program development (e.g., PhD Advisory Committee, Hospital Nurse Leadership training program committee), has a sustained track record of successful mentoring of junior faculty and students and/or trainees both within and outside of JCN (e.g., mentors researchers), and serves on the editorial board of a leading journal in the candidate's field. The candidate serves on the education committee of a national society and has over twenty (20) invited presentations at national or international meetings.</li> </ul>

Developed and Approved: FAC 5/2021

Approved: CEC 6/2021

**CLINICAL EDUCATOR TRACK - AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORK**

**Instructor and Assistant Professor Milestone:** 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.

**Associate Professor Milestone:** The candidate provides significant, original contribution to a portfolio of research/scholarship/creative work in their discipline, including peer-reviewed original research, scholarship and/or externally-validated creative activity, as appropriate to discipline.

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

EXAMPLES OF EVIDENCE	MINIMUM CRITERIA PER CAREER MILESTONE	CASE EXAMPLES:
<p><b>Primary Evidence</b></p> <p><b>Practice /creative work</b></p> <ul style="list-style-type: none"> <li>• Leading a Quality Improvement (QI) project</li> <li>• Developing or teaching professional development activities</li> <li>• Leading adoption of best practice guidelines in the candidate's department or institution</li> </ul> <p><b>Public presentations</b></p> <ul style="list-style-type: none"> <li>• Podium (oral) presentations</li> </ul>	<p><b>APPOINTMENT TO INSTRUCTOR</b></p> <p>Faculty on the Clinical Educator track enter at the Instructor rank, which requires a Master's degree in a healthcare or related discipline from an accredited institution and demonstrates a scholarly orientation to their practice.</p>	<p><b>Example of an Instructor Portfolio:</b> Candidates demonstrate a scholarly orientation to their clinical practice by presenting an evidence-based or quality improvement project at their institution.</p>
	<p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b></p> <p>Requires a doctoral degree in a healthcare or related discipline from an accredited institution, and demonstrates scholarly orientation to their practice within their portfolio.</p>	<p><b>Example of an Assistant Professor Portfolio:</b> Candidates demonstrate a scholarly orientation to their clinical practice by contributing to EBP or QI projects as author or presenter at institutional or professional meetings. Candidate is an active member of QI councils within their department.</p>
	<p><b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b></p> <p><u>Since promotion to Assistant Professor:</u> Candidate should have evidence of scholarly activity in their portfolio.</p> <p>At a minimum, annual scholarly activities are expected for consideration</p>	<p><b>Example of an Associate Professor Portfolio:</b> Candidates demonstrate a scholarly orientation to their clinical practice by contributing to EBP or QI projects as PI, first author or presenter at institutional or professional meetings. Candidate takes a leadership role as Chair of QI councils within their department. Candidate participates in local and regional conferences as an invited speaker or panelist.</p>
	<p><b>APPOINTMENT OR PROMOTION TO PROFESSOR</b></p> <p><u>Since promotion to Associate Professor:</u> Sustained participation in scholarly activity.</p> <p>At a minimum, 5 substantive scholarly activities since promotion to Associate Professor are expected for consideration (average one per year).</p>	<p><b>Example of a Professor Portfolio:</b> Candidates demonstrate a scholarly orientation to their clinical practice by leading EBP or QI projects as PI, first author or presenter at institutional or professional meetings. Candidate takes a leadership role as Chair of QI councils within their department and institution. Candidate participates in local, regional, and national conferences as an invited speaker or panelist.</p>

## CLINICAL EDUCATOR TRACK - AREA: TEACHING

**Instructor Milestone:** The candidate demonstrates in-depth knowledge about current teaching-learning principles as evidenced by teaching-learning practices.

**Assistant Professor Milestone:** The candidate demonstrates strong teaching-learning principles as evidenced by peer/supervisor/student evaluations, observations or awards and educational outcomes. The candidate shows strong commitment to the educational mission of the university, including through ongoing improvement in pedagogy and teaching methods, as well as contributions to pedagogy in a healthcare or related discipline.

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

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

EXAMPLES OF EVIDENCE	MINIMUM CRITERIA PER CAREER MILESTONE	CASE EXAMPLES:
<p><b>Primary Evidence</b></p> <ul style="list-style-type: none"> <li>Evaluations that demonstrate excellence in teaching</li> <li>Evidence of efforts to improve teaching effectiveness (pedagogy)</li> <li>Awards for excellence in education of students, nurse residents, or nursing staff</li> <li>Effective mentoring of students, nurse residents, or nursing staff</li> <li>Creation of teaching/education materials</li> <li>Significant contributions to the development, evaluation, revision or implementation of curriculum for nursing continuing education</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> <li>Key teaching role in interprofessional activities</li> </ul>	<p><b>APPOINTMENT TO INSTRUCTOR</b></p> <p>Candidate is required to hold a Master’s degree in a healthcare or related discipline from an accredited institution and have at least two (2) years of teaching or clinical experience in nursing or health science at an institution and requisite knowledge and skill in the subject area.</p> <p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b></p> <p>Candidate is required to hold a doctoral degree in a healthcare or related discipline.</p> <p><b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b></p> <p><u>Since promotion to Assistant Professor:</u> Demonstrated commitment to the educational mission of the college, and/or university and its educational programs through significant and dedicated participation in educational activities.</p> <p>Effective mentorship as demonstrated by accomplishments such as mentored publications or other scholarly work or advancement of mentees. Participation in faculty development activities or other initiatives to improve teaching effectiveness.</p> <p>Record of sustained professionalism in the teacher/learner relationship.</p> <p><b>APPOINTMENT OR PROMOTION TO PROFESSOR</b></p> <p><u>Since promotion to Associate Professor:</u></p> <p>Sustained commitment to the educational mission of the college, and/or university and its educational programs through significant and dedicated participation in educational activities.</p> <p>Sustained excellence in teaching effectiveness Sustained productivity in mentorship Recognition as a teacher and mentor</p> <p>Record of sustained professionalism in the teacher/learner relationship</p>	<p><b>Example of an Instructor Portfolio:</b></p> <p>Candidate is actively enrolled in a doctoral degree program from an accredited institution, and provides evidence of teaching-learning principles by organizing and delivering teaching materials. Evaluations of teaching materials are positive and reflective of teaching effectiveness. Candidate serves as a preceptor for students and new nurses</p> <p><b>Example of an Assistant Professor Portfolio:</b> Candidate has earned a doctoral degree from an accredited institution, provides substantial evidence of teaching experience in area of expertise. Evaluations of teaching materials are positive and reflective of teaching effectiveness. Candidate serves as a preceptor for students and new nurses. Candidate provides guest lectures for the college in their area of expertise.</p> <p><b>Example of an Associate Professor Portfolio:</b> Candidate provides substantial evidence of teaching experience in area of expertise to a variety of audiences within the institution. Evaluations of teaching materials are positive and reflective of teaching effectiveness. Candidate serves as a preceptor for students and new nurses or is instrumental in developing and implementing preceptor/nurse residency programs. Candidate provides guest lectures for the college in their area of expertise. Candidate provides professional development programs focusing on their area of expertise.</p> <p><b>Example of a Professor Portfolio:</b></p> <p>Candidate provides sustained evidence of teaching experience in area of expertise to a variety of audiences within the institution, local or national levels. Evaluations of teaching materials are positive and reflective of teaching effectiveness. Candidate serves as a preceptor for students and new nurses or takes a leadership role in developing and implementing preceptor/nurse residency programs. Candidate participates in guest lectures or simulations for the college in their area of expertise. Candidate provides professional development programs focusing on their area of expertise</p>

**CLINICAL EDUCATOR - AREA: CLINICAL PRACTICE**

**Instructor, Assistant Professor, Associate Professor, and Professor Milestone:** The candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field. The candidate maintains

EXAMPLES OF EVIDENCE	MINIMUM CRITERIA PER CAREER MILESTONE	CASE EXAMPLES:
<p><b>Primary Evidence</b></p> <ul style="list-style-type: none"> <li>• Leadership of clinical expertise</li> <li>• Awards or other recognition for clinical excellence</li> <li>• Recognition as an expert clinician by peers</li> <li>• Invitations to speak on area of clinical expertise</li> <li>• Evidence of safe, high quality, evidence-based practice</li> </ul>	<p><b>APPOINTMENT TO INSTRUCTOR</b></p> <p>Candidate required to hold a Master’s degree in a healthcare or related discipline from an accredited institution.</p> <p>Candidate should demonstrate clinical mastery at the institution through contributions to clinical practice in their area of expertise.</p>	<p><b>Example of an Instructor Portfolio:</b> Candidate has a defined clinical area of expertise and has received awards for clinical excellence.</p>
	<p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b></p> <p>Candidate is required to hold a doctoral degree in a healthcare or related discipline.</p> <p>Candidate should demonstrate clinical mastery at the institution through contributions to clinical practice and professional development in their area of expertise.</p>	<p><b>Example of an Assistant Portfolio:</b> Candidate has a defined clinical area of practice or serves in a leadership position overseeing clinical practice.</p>
	<p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b></p> <p><u>Since promotion to Assistant Professor:</u></p> <p>Candidate should demonstrate developing clinical mastery with regional prominence in the categories of:</p> <ul style="list-style-type: none"> <li>• Contributions to clinical practice</li> <li>• Clinical reputation</li> <li>• Professional development in clinical practice</li> </ul> <p>Demonstration of clinical mastery is expected in at least one of the above categories, at a minimum, for consideration for promotion to Associate Professor</p>	<p><b>Example of an Associate Professor Portfolio:</b> Candidate has a defined clinical area of practice or serves in a leadership position overseeing clinical practice. Candidate is invited to speak on clinical area expertise. Candidate has received awards for clinical excellence.</p>
	<p><b>APPOINTMENT OR PROMOTION TO PROFESSOR</b></p> <p><u>Since promotion to Associate Professor:</u></p> <p>Candidate should demonstrate sustained clinical mastery with national prominence and reputation in the categories of:</p> <ul style="list-style-type: none"> <li>• Contributions to clinical practice</li> <li>• Clinical reputation</li> <li>• Professional development in clinical practice</li> </ul> <p>Demonstration of clinical mastery and reputation are expected in at least two of the above categories, at a minimum, for consideration of promotion to Professor.</p>	<p><b>Examples of a Professor Portfolio:</b> Candidate is invited to speak on clinical area of expertise. Candidate participates as a significant member of an institutional or national committee that produces guidelines for clinical practice. Candidate has a major administrative role that oversees current clinical practice.</p>

## **CLINICAL EDUCATOR TRACK - AREA: Service, Institutional and External**

### **Institutional Service:**

**Instructor Milestone:** The candidate is actively involved and accepting of opportunities to serve the university and /or its colleges and programs.

**Assistant 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 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.

**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.

**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:**

**Assistant Professor Milestone:** The candidate demonstrates clear prominence in their area of expertise in local arenas and service to a professional organization. For example, by invitations to speak at local/regional forums, serve on local/regional committees and provide peer review or other accomplishments in nursing) and service to the profession (as manifested, for example, by service on local/regional committees, provision of peer-review, or other accomplishments in nursing).

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

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

**CLINICAL EDUCATOR TRACK - AREA: SERVICE, INSTITUTIONAL AND EXTERNAL**

<b>EXAMPLES OF EVIDENCE</b>	<b>MINIMUM CRITERIA PER CAREER MILESTONE</b>	<b>CASE EXAMPLES:</b>
<p><b>Primary Evidence-Institutional Service</b></p> <ul style="list-style-type: none"> <li>Leadership position within the candidate's unit or department</li> <li>Leadership position on Departmental committee (Chair or co-Chair)</li> <li>Member of a Department committee, University committee, Health System committee, or College committee</li> <li>Participation in recruitment and selection activities for departmental new employees</li> <li>Developing new initiatives within the department, college or institution that further patient care or academic mission of the institution</li> </ul> <p><b>Primary Evidence-External Service</b></p> <ul style="list-style-type: none"> <li>Leadership position in a regional or national healthcare organization</li> <li>PI or Co-PI on an externally funded grant</li> <li>Member of a study section or grant review panel</li> <li>Peer reviewer for a journal, professional meeting, accrediting body or similar academic professional activity</li> <li>Editorial board of a journal</li> <li>Service to local, state, or federal government advising in the candidate's area of expertise</li> <li>Selection as expert speaker or panelist for CE accredited or similarly academic local, regional or national programs</li> <li>Recipient of a local, regional or national award</li> <li>Invitations to speak at local, regional or national meetings or academic institutions</li> </ul>	<p><b>APPOINTMENT TO INSTRUCTOR</b></p> <p>Candidate required to hold a Master's degree in a healthcare or related discipline from an accredited institution. Participates as an active member of a Department committee, University committee, Health System committee, or College committee.</p>	<p><b>Example of an Instructor:</b> Candidate is a member of a unit or department council that improves patient outcomes or nursing wellness.</p>
	<p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b></p> <p>Candidate is required to hold a doctoral degree in a healthcare related discipline. Appointed a leadership position on a Department committee, University committee, Health System committee, or College committee. Participates as an active member in professional organizations in area of clinical expertise.</p>	<p><b>Example of an Assistant Professor:</b> Candidate leads a unit or department council that improves patient outcomes or nursing wellbeing. Candidate holds a leadership position on the department's QI committee, and is an active member of the American Association of Critical Care Nurses.</p>
	<p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b> <u>Since promotion to Assistant Professor:</u></p> <p>Significant service contributions to at least 2 activities in the candidate's department, college, health system and/or university.</p> <p>A minimum of 4 substantive activities of academic service at the regional or national level, inclusive of extramural scholarly activities with at least one of which is a leadership position in professional organizations reflective of their area of expertise or advancement of the discipline.</p> <p>In summary, the candidate's portfolio demonstrates evidence of regional (or emerging national) prominence as demonstrated by invitations to speak to academic audiences, serve regional (or national) academic or discipline specific, leadership positions, regional or national awards, or other invitations/recognitions that reflect, at least, regional prominence in the discipline, inclusive of extramural service and scholarly activities.</p>	<p><b>Example of an Associate Professor Portfolio:</b> Candidate leads department initiatives (capstone, EBP projects). Additionally, the candidate presents annually at college, university, or health system programs designed for clinicians and academicians. Candidate holds a leadership position on at least one department committee and is a member of the department's Q.I. committee, the hospital Risk Management committee, and holds a committee position in the candidate's nursing honor society. Candidate has given 4 invited presentations regionally.</p>
	<p><b>APPOINTMENT OR PROMOTION TO PROFESSOR</b> <u>Since promotion to Associate Professor:</u></p> <p>Significant, sustained service contributions in a minimum of 3 activities at the candidate's department, college, health system, and/or university.</p> <p>A minimum of 8 activities of academic service at the regional and/or national level, inclusive of extramural scholarly activities.</p> <p>Leadership levels of service are expected for both internal and external service.</p> <p>In summary, the candidate's portfolio demonstrates evidence of national prominence as demonstrated by invitations to speak to academic audiences, serve on national academic or professional organizations, national leadership positions, national awards, or other invitations/recognitions that reflect national prominence in the discipline, inclusive of extramural service and scholarly activities</p>	<p><b>Example of a Professor Portfolio:</b> Candidate chairs major committees within the healthcare system, college or university. Leads key initiatives for the enterprise. Candidate has mentored nurse residents and nursing staff on EBP or QI projects that have resulted in 4 abstracts with 2 poster, 2 podium presentations, and 2 manuscripts. The candidate is on the board of a professional organization. The candidate has 6 invited national presentations since becoming Associate Professor. Candidate is on the editorial board of a peer-reviewed journal with medium impact.</p>

**RESEARCH EXCELLENCE TRACK - AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORK**

**Instructor Criteria:** The candidate provides a beginning portfolio of clinical practice accomplishments or subject matter expertise/ scholarship/creative work in a selected field. The portfolio of clinical practice accomplishments or subject matter expertise/scholarship/creative work should demonstrate evidence of development as a scholar and scientist in addition to contributions to team and collaborative work.

**Assistant Professor Criteria:** The candidate holds a research-focused doctoral degree and provides a portfolio of research/scholarship/creative work in their field. The portfolio of research/scholarship/creative work should demonstrate focus and evidence of developing independence and leadership in addition to contributions to team and collaborative work. Experience as a post-doctoral fellow is preferred.

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

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

EXAMPLES OF EVIDENCE	MINIMUM CRITERIA PER CAREER MILESTONE
<p><b>Primary Evidence</b> A sustained record of meaningful, focused scholarship and research that demonstrates evidence of significant contributions to team and collaborative work as may be demonstrated by the following:</p> <p><b>Publications</b> – Sustained productivity in contributions with a substantive role in original research and scholarship that is peer-reviewed with a national or international audience.</p> <ul style="list-style-type: none"> <li>Peer-reviewed, PubMed-indexed journal publications of original research</li> <li>Book chapter/book authorship that contributes substantially to the body of knowledge in one’s discipline or selected field of study</li> </ul> <p><b>Funding</b> – Record of sustained, peer-reviewed, extramural research grant funding.</p> <ul style="list-style-type: none"> <li>Federal grant-funded research (NIH/DOD/HRSA)</li> <li>Multi-year, substantial foundation grant-funded research</li> <li>Commercially sponsored investigator-initiated research</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</li> <li>Invitations to lecture in one’s area of scholarship</li> <li>Poster presentations of peer-reviewed research at conferences</li> </ul> <p><b>Innovation</b> — evidence of a substantial role in innovation that materially impacts one’s discipline</p> <ul style="list-style-type: none"> <li>such as a commercialized patent that has advanced the field</li> <li>development of a novel therapeutic or clinical intervention</li> </ul> <p><b>Optional Supplemental Evidence</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>Serving as an expert panelist, member, or moderator at a professional scientific meeting or committee</li> <li>Research Journal reviewer or editor</li> <li>Authorship role on an issued patent awarded for innovative research and scholarship</li> </ul>	<p><b>APPOINTMENT TO INSTRUCTOR</b> Enrollment in a research-focused doctoral program.</p> <hr/> <p><b>APPOINTMENT TO ASSISTANT PROFESSOR</b></p> <ul style="list-style-type: none"> <li>Earned research-focused doctoral degree</li> <li>At least two data-based publications in peer-reviewed journals</li> <li>At least two peer-reviewed presentations at scientific conferences</li> <li>Participation on a research team on at least one study</li> </ul> <hr/> <p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b> <u>Since last promotion:</u></p> <p>Candidate provides significant contributions to a portfolio of focused research/ scholarship/ creative work within a selected field that demonstrates evidence of an increasingly distinguished and substantive role in addition to contributions to team and collaborative work. Minimum criteria for consideration include:</p> <ul style="list-style-type: none"> <li>Four (4) peer-reviewed data-based publications at Assistant Professor rank, including two (2) as primary author</li> <li>Recipient of extramural funding as co-PI, PI, or multi-PI forward at assistant professor rank</li> </ul> <p>Please note that the expectation for achievement is typically higher than the minimum criteria for a successful review.</p>

**RESEARCH EXCELLENCE TRACK - AREA: TEACHING**

**Instructor Criteria:** The candidate provides expert supervision to students and junior faculty, as appropriate, and actively participates in the education of students in the performance of research/scholarship/creative work. The candidate shows strong commitment to the educational mission of the university

**Assistant Professor Criteria:** The candidate demonstrates strong teaching-learning principles as evidenced by actively participating in the education of students and junior faculty in the performance of research/scholarship/creative work. The candidate shows strong commitment to the educational mission of the university.

**Associate Professor and Professor Milestone:** The candidate provides expert supervision to students and junior/senior faculty, as appropriate, and actively participates in the education of students and junior/senior faculty in the performance of research/scholarship/creative work. The candidate demonstrates strong teaching-learning principles as evidenced by peer/supervisor/student evaluations, observations or awards and research/educational outcomes. The candidate shows strong commitment to the educational mission of the university.

EXAMPLES OF EVIDENCE	MINIMUM CRITERIA PER CAREER MILESTONE
<p><b><u>Primary Evidence</u></b></p> <ul style="list-style-type: none"> <li>• Effective teaching of students</li> <li>• Effective mentoring of students</li> <li>• Participating in faculty development activities related to teaching and learning</li> <li>• Serving as faculty for Continuing Professional Development activities</li> <li>• Developing a new educational or training program</li> <li>• Obtaining or leading a Training Grant</li> </ul>	<p><b>APPOINTMENT TO INSTRUCTOR</b></p> <ul style="list-style-type: none"> <li>• Candidate's portfolio demonstrates a commitment to the discipline and evidence of a research teaching/learning relationship with students.</li> </ul>
	<p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b></p> <ul style="list-style-type: none"> <li>• Candidate's portfolio must demonstrate a commitment to the educational mission of the JCN and/or university.</li> <li>• Effective mentorship may be demonstrated by promoting research and evidence-based practice among students and junior faculty.</li> <li>• Record of overall favorable teaching evaluations</li> </ul>
	<p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b>  <u>Since last promotion:</u></p> <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>• Effective mentorship in research /evidence-based practice may be demonstrated by products such as mentored publications, abstracts presented, or advancement of mentee.</li> <li>• Record of overall favorable teaching evaluations</li> </ul>
	<p><b>APPOINTMENT/PROMOTION TO PROFESSOR</b>  <u>Since last promotion:</u></p> <ul style="list-style-type: none"> <li>• Sustained commitment to the educational mission, including, as appropriate, participation in college and graduate educational programs and a record of teaching effectiveness</li> <li>• Sustained productivity in mentorship in research/evidence-based practice.</li> <li>• Recognition as a teacher and/or mentor in a field of research.</li> <li>• Record of overall favorable teaching evaluations</li> </ul>



## RESEARCH EXCELLENCE TRACK - AREA: SERVICE

### Institution Service:

**Instructor Criteria:** The candidate is actively involved in service to the university and /or the college. The candidate shows a strong commitment to institutional service as evidenced, for instance, by effective contributions within a program, college and/or university committee.

**Assistant Professor Criteria:** The candidate is actively involved and accepts opportunities to serve the university and /or the colleges. The candidate shows a strong commitment to institutional service as evidenced, for instance, by effective contributions within a program, college and/or university committees and contributes to the advancement of the university.

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

**Professor Milestone:** The candidate is actively involved and accepts opportunities to serve the university and/or the college. 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:

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

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

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

EXAMPLES OF EVIDENCE	MINIMUM CRITERIA PER CAREER MILESTONE
<p><b>Primary Evidence</b> Service to the institution is expected with increasing involvement and leadership at increasing ranks.</p> <p><b>Institutional</b></p> <ul style="list-style-type: none"> <li>• Applicant participates in open houses for potential students</li> <li>• Participates in program activities (meetings, advisement of students)</li> <li>• Mentoring of students, doctoral students, or junior faculty</li> <li>• Participating within JCN, university, or health system committee</li> <li>• Serving in a leadership role within JCN, university, or health system committee</li> <li>• Participates in development activities for other faculty, including mentoring and/or collaborative activities involving research, teaching, and/or professional development</li> </ul> <p><b>External Service/Prominence</b></p> <ul style="list-style-type: none"> <li>• Invitations to present research findings at regional, national, or international academic forums</li> <li>• Membership in or chairing a study section or similar research review panel</li> <li>• Membership in or chairing a scientific advisory board</li> <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 a peer-reviewed journal</li> <li>• Serving as a committee member or leader in a regional or national society in one's discipline</li> <li>• Honors or Awards</li> </ul>	<p><b>APPOINTMENT TO INSTRUCTOR</b> Candidate participates in professional and/or community organization(s). Evidence includes contributions to the profession or discipline such as</p> <ul style="list-style-type: none"> <li>• Commitment to active membership in at least one (1) Department, College, and/or University committee/task force, or community initiative (or equivalent), <i>AND</i></li> <li>• Active membership and service in at least one professional organization, at least the local or regional level.</li> </ul> <hr/> <p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b> <u>Since last promotion:</u></p> <ul style="list-style-type: none"> <li>• Active membership and/or leadership role in at least one (1) Department, College, and/or University committee/task force, or community initiative (or equivalent), <i>AND</i></li> <li>• Active membership and service in at least one professional organization at least the local or regional level, <i>and/or</i></li> <li>• Service (review) to one or more journals/review committees, or study sections outside of the University, and/or</li> <li>• Demonstrated community service consonant with the University's mission and strategic plan.</li> </ul> <hr/> <p><b>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</b> <u>Since last promotion:</u></p> <ul style="list-style-type: none"> <li>• A record of service contributions to the institution is expected.</li> <li>• A developing record of service in one's professional community including invitations to speak and provide peer review related to areas of professional expertise.</li> <li>• Contributions to the local and regional community are valued.</li> </ul> <hr/> <p><b>APPOINTMENT/PROMOTION TO PROFESSOR</b> <u>Since last promotion:</u></p> <ul style="list-style-type: none"> <li>• Sustained record of significant contributions within the institution in effectively mentoring trainees or junior faculty</li> <li>• Sustained record of contributions to the institution in accepting and actively participating in service opportunities</li> <li>• Sustained record of prominence and contributions at a national level including invitations to speak and provide peer review related to areas of professional expertise.</li> </ul>

**RESEARCH EXCELLENCE TRACK - AREA: CLINICAL PRACTICE AS APPLICABLE**

**Instructor Criteria:** The candidate demonstrates mastery in the discipline manifested in sustained, high-quality practice in the field. The candidate maintains professional licensure or certification.

**Assistant Professor Criteria:** The candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field. The candidate maintains professional licensure or certification.

**Associate Professor Milestone:** The candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field. The candidate maintains professional licensure or certification.

**Professor Milestone:** The candidate demonstrates mastery and leadership in the discipline manifested in sustained, high-quality practice in the field. The candidate maintains professional licensure or certification.

EXAMPLES OF EVIDENCE	MINIMUM CRITERIA PER CAREER MILESTONE
<p><b>Primary Evidence</b></p> <ul style="list-style-type: none"> <li>• Development or dissemination of a new technique or skill</li> <li>• Awards or other recognition for practical excellence</li> <li>• Recognition as a master practitioner in one's discipline</li> <li>• Achievement of Fellow status in a professional society</li> <li>• Invitations to speak on one's area of practical expertise</li> <li>• Evidence of safe, high quality, evidence-based practice</li> </ul>	<p><b>APPOINTMENT TO INSTRUCTOR</b> Candidate demonstrates mastery in clinical practice within their discipline as evidenced by:</p> <ul style="list-style-type: none"> <li>• National certification within their clinical specialty</li> <li>• Master's preparation within their clinical specialty or discipline</li> <li>• Identifies a research question of clinical significance which can be answered through clinical practice (for the beginning of their original research) OR</li> <li>• Collaborates as a team member on mentor originated research projects (team science, utilization-uptake of evidence-based research findings).</li> <li>• Professional development in research by attending webinar(s), course(s), certifications or enrolled in a research-focused doctoral program of study.</li> <li>• Obtains training and certifications in "Good Clinical Practice" and Human Subjects Protection.</li> </ul>
	<p><b>APPOINTMENT OR PROMOTION TO ASSISTANT PROFESSOR</b> Candidate demonstrates mastery of clinical practice with local/regional prominence in practice and research, evidenced by:</p> <ul style="list-style-type: none"> <li>• Research-focused doctoral preparation in their specialty.</li> <li>• Research experience within their specialty or discipline.</li> <li>• Research relationships and/or partnerships with individuals or entities in their field</li> <li>• Contributes as a subject matter or methods expert to research projects/teams</li> </ul>
	<p><b>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</b> <u>Since last promotion:</u></p> <p>Candidate should demonstrate developing subject matter and research methods mastery with regional prominence in the categories of:</p> <ul style="list-style-type: none"> <li>• Substantive contributions to research projects, teams and products</li> <li>• Reputation for subject matter and/or research methods expertise</li> <li>• Professional development in a selected field</li> </ul> <p>Demonstration of subject matter and/or research methods mastery is expected in at least one of the above categories, at a <b>minimum</b>, for consideration for promotion to Associate Professor.</p>
	<p><b>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</b> <u>Since last promotion:</u></p> <p>Candidate should demonstrate sustained subject matter and/or research methods mastery with national prominence and reputation in the categories of:</p> <ul style="list-style-type: none"> <li>• Significant contributions to research products</li> <li>• Research methods expertise</li> <li>• Professional development in a selected field</li> </ul> <p>Demonstration of clinical mastery and reputation are expected in at least two of the above categories, at a <b>minimum</b>, for consideration of promotion to Professor.</p>

## APPENDIX B – PORTFOLIO DEVELOPMENT

### THOMAS JEFFERSON UNIVERSITY JEFFERSON COLLEGE OF NURSING PORTFOLIO DEVELOPMENT FOR APPOINTMENT, PROMOTION AND TENURE GUIDELINES

The candidate's application for promotion and/or tenure must include a recommendation by the appropriate JCN Department Chair who will notify the Dean of the candidate's intent. Based on the dean's decision the Faculty Affairs Committee will receive the candidate's portfolio for review (Article II, Section 4 TJU By-Laws). For Chairs, Assistant Deans and Associate Deans seeking promotion and/or tenure, recommendation by the Dean is required.

#### **Dossiers:**

Electronic portfolio of promotion and/or tenure documentation should be organized in clearly identified sections according to the guidelines specific to the desired rank and/or track. Evidence of Achievement tables can be found in the Appendices to the JCN Faculty Handbook Supplement. All documents used for support must appear in the appropriate section in Interfolio. ~~the electronic portfolio.~~ The supporting evidence ~~in the electronic portfolio~~ of promotion and/or tenure documentation should at least meet the minimum time period outlined in the TJU Handbook for un-prefixed tracks (Section 6.3.1, Table 1).

Please complete the sections as outlined in Interfolio:

- **Candidate Statement and Curriculum Vitae:** provide a cover letter to the Chair of Faculty Affairs including desired rank and/or track; develop CV based on [JCN CV template](#).
- **Academic Progression and Licensure:** Copies of transcripts from accredited degree-granting institutions must be included. Official transcripts are only required if the degree is new since appointment or promotion: Copies of state licensure or other professional certification must be included.
- **Letter of Support:** Letter of support for promotion from the candidate's Department Chair or when applicable, the Dean.
- **Evidence of Teaching:** Summary statement - teaching effectiveness examples, evaluations – students, peers, letters of support from current students/alumni/faculty, teaching assignment – credit load, lead, syllabi.
- **Evidence of Research:** Summary statement - presentations, publications, consulting, grants
- **Evidence of Service:** Summary statement - college, university, and external
- **Letters of Recommendations from Reviewers:** For ranks Professor and Associate Professor see Appendix 1 Section 5 of the TJU Faculty Handbook for the reviewer process. For rank of Assistant Professor, a minimum of three (3) letters is required: two (2) external to TJU, one (1) internal to JCN or TJU. Letters must be from individuals who hold an academic rank or equivalent position that is either equivalent or higher than the rank being sought.
- **Instructor:** Three (3) letters of recommendation attesting to the individual's qualifications for this rank according to HR policies.

#### **Dates and Deadlines:**

Promotion and/or Tenure to Associate Professor or Professor: all documents must be uploaded to Interfolio by October 30th. In January recommendations from the FAC will move within the organization.

Promotion to Assistant Professor: all documents must be uploaded to Interfolio after the doctoral degree is conferred (no specific due date).

*APPENDIX C – FACULTY PEER REVIEW POLICY AND PROCEDURE*

**THOMAS JEFFERSON UNIVERSITY JEFFERSON COLLEGE OF NURSING  
FACULTY PEER EVALUATION FOR TEACHING-LEARNING SESSION  
POLICY AND PROCEDURE**

**Policy:**

The purpose of peer review is to establish a mechanism for faculty evaluation within the classroom or online setting to provide feedback to improve teaching performance. This peer review process is designed to create dialogue between colleagues with a focus on discussion about ideas and best practices to move all faculty towards excellence in teaching. It is a process by which both peer observer and teaching faculty will benefit.

The *Faculty Peer Evaluation for Teaching-Learning Session* form was created and approved to provide a systematic method of peer evaluation of classroom and online teaching. The evaluation is a combination of quantitative measurement, written comment, and recommendations. By using the forms, the peer observer can mentor new faculty and assist colleagues in promoting teaching excellence. Peer observers are responsible for providing specific feedback and recommendations each time they observe a classroom or an online class. The peer observer and the teaching faculty will arrange a date and time for the peer review to take place, followed by a time set aside for discussion and feedback.

**Procedure:**

The *Faculty Peer Evaluations for Teaching-Learning Sessions* are submitted annually as part of the faculty annual evaluation process. It is the responsibility of faculty to secure two (2) evaluations by a selected mentor or peer every academic year. The peer evaluator should be at the same rank as the faculty or higher and should use the best practices for in-classroom and online teaching.

**APPENDIX D – REQUEST TO TRANSFER ACADEMIC TRACK**

**Thomas Jefferson University**

**Jefferson College of Nursing**

**Request to Transfer Academic Track**

Faculty requesting a transfer to another academic track should refer to the TJU Faculty handbook, specifically sections: *6.3.6 Transfer between Tracks, 8.5 Process for Initiation of Faculty Appointment/Promotion/Tenure or Track Change, and 8.6 Procedures for Faculty Appointment/Promotion/Tenure or Track Change*. The procedure for transfer between tracks is as follows:

1. Complete the *Request to Transfer Academic Track Form*.
2. Present the signed *Request to Transfer Academic Track Form* to the Department Chair for review and approval.
3. The Department Chair will submit the approved request to the Dean. If approved by the Dean, the request will be submitted to the College Committee on Faculty Affairs, and for senior ranks, the University Appointment, Promotion, & Tenure Committee for final review and approval.

**Request to Transfer Academic Track Form**

Faculty Name: \_\_\_\_\_

Date of Hire: \_\_\_\_\_

Current Rank and Track: \_\_\_\_\_

Track Desired: \_\_\_\_\_

Academic Year Desired for Track Transfer: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Chair, College Committee on Faculty Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

If applicable for senior ranks, forwarded to the University Appointment, Promotion, and Tenure Committee on (date): \_\_\_\_\_

Developed and Approved: 04/2022 FAC

Reviewed and Approved: 05/2022 CEC

***APPENDIX E – PROCEDURE FOR FORMAL PERIODIC REVIEW OF FACULTY ON UN-PREFIXED TRACKS***

**Thomas Jefferson University Jefferson  
College of Nursing  
Periodic Review of Faculty on Un-Prefixed Tracks**

Faculty on un-prefixed tracks shall, during their two and a half contract year as an Assistant Professor or as an Associate Professor, complete a formal periodic review, designed to evaluate their progress toward promotion and/or tenure, which will result in a written evaluation and recommendation.

In the first week of January of the review year, the College of Nursing Human Resources Office shall provide a list of faculty who have reached the point of periodic review to the Chair of the Faculty Affairs Committee.

The Chair of the Faculty Affairs Committee is responsible for initiating the periodic review, notifying the candidate following the completion of the second contract year that their review shall take place during the following academic year.

In instances in which a faculty member is appointed with two or three years rank or tenure credit, then during the individual's second year of appointment, the review shall be conducted.

The following guidelines shall apply:

1. The candidate shall prepare, and make available by June 30th, a folder of evidence which must include the following:
  - a. A current curriculum vitae
  - b. Copies of the Annual Review from the previous two or three years
2. The Faculty Affairs Committee shall review this folder.
3. At this meeting, the candidate's progress toward promotion/tenure shall be discussed, taking into consideration evidence of teaching, scholarship, and professional service.\
4. Following the discussion, provided that a majority of faculty members on the committee are in attendance, the faculty present shall provide findings for one of the following options:
  - a. In the opinion of the committee, the candidate's progress toward promotion/tenure is satisfactory.
  - b. In the opinion of the committee, the candidate's progress toward promotion/tenure is satisfactory, but the committee has specific reservations and/or recommendations. The committee will provide concrete, written suggestions for improvements necessary to ensure smooth progress toward promotion/tenure. Clear mechanisms shall be specified to assess, at least annually, the effectiveness of the candidate's response to these suggestions.
5. The FAC Chair shall be responsible for communicating the recommendation, in writing, to the candidate and retaining a copy on file.
6. The peer-review process should fully respect academic freedom. Nothing in these guidelines is intended to alter the existing rules in other institutional documents regarding promotion/tenure.

Developed & Approved: FAC 9/22 Approved by CEC:  
9/27/2022

***APPENDIX F— ANNUAL FACULTY PERFORMANCE EVALUATIONS POLICY, PROCEDURE AND FORM***

***Thomas Jefferson University Jefferson College of Nursing***

***Annual Faculty Performance Evaluation***

Faculty performance evaluations are conducted annually to provide evidence that faculty's performance aligns with the core values of TJU and JCN, and is reflective of the assigned rank and track.

**Procedure:**

- Faculty will provide the following components electronically, shared with the Chair or designee by May 31<sup>st</sup>:
  - Updated CV – highlight current/new activities, evidence of professional development, continuing education;
  - Comprehensive reflection of performance over the year; identification of goals for the upcoming year based on the Faculty 180 (which consists of the Faculty Annual Activity Report, Reflection Form, and Faculty Mentoring Plan);
  - Student Evaluations for all courses taught, uploaded in Interfolio, activities folder;
  - Summative evaluations for all courses taught, uploaded in Interfolio activities folder; and
  - Two peer evaluations.
- The Chairs complete an Annual Performance Review Report and meet each faculty member in June to review the report and complete the APR Acknowledgement Form.
- Faculty performance will be evaluated as: Goal Met or Goal Unmet. If the faculty member does not meet their goal(s), area(s) requiring remediation will be identified in a performance improvement plan.

Developed and Approved by FAC: 09/2020  
Approved by CEC: 10/2020  
Reviewed & Revised: 08/2021 FAC

*APPENDIX G – PROCEDURE FOR ADJUNCT FACULTY*

**THOMAS JEFFERSON UNIVERSITY JEFFERSON COLLEGE OF NURSING**

**Procedures for Volunteer Faculty**

Volunteer faculty are nonpaid faculty members who add value to JCN’s mission. The procedure for volunteer faculty consideration is: The candidate’s CV and letter of contribution request to the college in areas such as education, research, and/or administration, along with two letters of support, one from JCN faculty and the other from an external source should be put forth by the JCN faculty member to the Faculty Affairs Committee (FAC). FAC will decide if the candidate should be moved forward to College Executive Council (CEC) for vetting. If approved by JCN’s CEC, the human capital planning representative will add the candidate’s name on the Jefferson Academic Board (JAB) report, and provide the CV, and supporting letters to the Office of Faculty Affairs (OFA). FAC will review annually the volunteer faculty CV to ensure ongoing value to JCN’s mission.



*APPENDIX H— FACULTY CURRICULAR COURSE RESPONSIBILITIES*

***THOMAS JEFFERSON UNIVERSITY JEFFERSON COLLEGE OF NURSING***

***Faculty Curricular Course Responsibilities***

**Course Lead Responsibilities**

Faculty are assigned to courses as a course lead or course team member. Responsibilities for course lead include communicating regularly to students (starting with a welcome message and course readings at least one week before the course start), team members (weekly team meetings), program directors, or chairs; developing the course in an organized manner via the learning management platform; uploading the approved syllabus (\*items that can be changed are faculty, evaluation methods, required textbooks, and required readings), completing and reporting out to faculty the summative evaluation (end of course evaluation); and placing final grades into the university's portal. For clinically-based courses, clinical sites and adjunct instructor or preceptor acquisition is coordinated among the course team and the clinical site and clinical adjunct coordinators.

**Course Team Responsibilities**

Course team members are responsible for supporting the course lead which includes; attending and participating in team meetings and course teaching, proctoring, developing exam blueprints, developing and uploading lessons at least one week before, preparing items for exams, proof reading exams, clinical rounding and completion of clinical rounding form, grading of assignments, monitoring student progression and/or advisement throughout the course, communicating with the course lead, and participating in the summative evaluation of the course.

All course team members are responsible for achieving the alignment among course student learning outcomes, program outcomes, and assessments (assignment and evaluation methods). Evaluation methods should align with the number of credits assigned to each course.

**Addressing Student Issues**

Faculty should complete Student Encounter Forms and file them with the education coordinator and it made aware to the program director and chair of their department when there is an issue with student conduct, academic integrity, or failing grades in didactic and/or clinical courses (refer to the JCN student handbook).

**Faculty Work Assignments**

Chairs, Program Directors, with faculty member input, assign faculty to courses annually based on the current needs of the program, college, and university. Assignments may change during the academic year due to changing needs of the program, college, and university. Administrative roles serve at the discretion of the Dean and may be discontinued. Faculty members with effort on grants or contracts will abide by the terms of the agreement related to work effort.

For more details on the academic credit guidelines, please refer to section on academic policies and procedures in the JCN Student Handbook and course catalog.

#### **TIMELY COMPLETION OF GRADES**

Lead course faculty are responsible for submitting final grades in the university's portal on or before the final date as indicated by the university's [academic calendar](#).

#### **ASSESSMENT OF STUDENT LEARNING**

There are various methods for assessing student learning outcomes (e.g. discussion boards, assignments, simulations, etc). Examination policies are described below.

##### **Electronic-based Examination Policy**

Faculty are responsible for developing and maintaining the integrity of examinations given to students, delivering the examinations through an electronic platform, proctoring appropriately, notifying students of examination readiness to download, ensuring examinations follow an examination blueprint, and analyzing test questions according to the item analysis policy. Refer to the JCN Student Handbook for student responsibilities.

##### **Examination Blueprint Policy**

Faculty will use a blueprint to construct testing items for all course examinations as the foundation for establishing content-related validity. The blueprint will include didactic content, student learning outcomes, and coding areas: cognitive levels, NCLEX-RN Test Plan categories, or graduate certification categories.

##### **Examination Item Analysis Policy**

Objective examinations will be analyzed for validity and reliability to evaluate students' mastery of competencies. Faculty will quantitatively analyze examinations using data. Examination item evaluation will follow general item analysis guidelines.

##### **Examination Item Deletion Policy**

Following item analysis (item difficulty index, discrimination level), faculty decision to accept more than one answer or delete an item will be determined according to the item deletion policy.

##### **Examination Review Policy**

Faculty are responsible for reviewing objective examinations with students. Review sessions consist of reviewing missed concepts and key information and/or incorrect answers.

##### **Examination Proctoring**

Faculty are responsible for proctoring all student examinations. Proctoring may be conducted in-person or using remote mechanisms. A proctoring ratio should not exceed 1(Faculty/Staff) : 50 (students).

*APPENDIX I—ADVISOR AND ADVISEE RESPONSIBILITIES*

***THOMAS JEFFERSON UNIVERSITY JEFFERSON COLLEGE OF NURSING***

***Advisor and Advisee Responsibilities***

**Advisor Responsibilities:**

- Initial meeting with advisees at the beginning of the academic year offering students a clear description of the advisor role including:
  - Review of university procedures;
  - Guidance available as academic issues arise;
  - Benefit as a potential reference source;
  - Provide access for regular communication;
- Develop an academically oriented relationship;
- Act as student advocate/mentor;
- Assist with test-taking skills or refer appropriately;
- Offer career counseling and advice; and
- Have regular posted office hours and a means for scheduling appointments.
- Refer to appropriate university services as needed

**Review Advisee Responsibilities:**

It is recommended that the advisor review the following responsibilities with advisee

- Develop an academically oriented relationship with advisor;
- Communicate advisor regularly, not just in crisis;
- Communicate with advisor on academic progress and issues;
- Provide advisor ample time to complete request for references; and
- Make and keep appointments with advisor outside of class hours.

Above responsibilities refer to specifically the BSN, MSN and DNP programs, please refer to the PhD program for information regarding advisor/advisee responsibilities.