



Jefferson
Thomas Jefferson University



Sidney Kimmel Medical College

Supplement to the

Thomas Jefferson University

Faculty Handbook

Approved by the Sidney Kimmel Medical College Executive Committee
September 8, 2020
Revised January 17, 2022

Office of the Dean
Office of Faculty Affairs
version-2



TABLE OF CONTENTS

1. SKMC MISSION, HISTORY, AND COMMITMENT TO DIVERSITY	1
1.1 MISSION OF THE COLLEGE.....	1
1.2 HISTORY OF THE COLLEGE	1
1.3 COMMITMENT TO DIVERSITY	2
2. PROFESSIONALISM AND THE HONOR CODE	2
2.1 PROFESSIONALISM AND VALUES.....	2
2.2 THE HONOR CODE OF SIDNEY KIMMEL MEDICAL COLLEGE AT THOMAS JEFFERSON UNIVERSITY	3
3. COLLEGE GOVERNANCE	5
3.1 EXECUTIVE COMMITTEE.....	5
3.1.1 <i>Charge and Function</i>	5
3.1.2 <i>Membership, Invited Attendees and Ex-Officio Members</i>	6
3.1.3 <i>Meetings and Minutes</i>	6
3.2 COMMITTEE ON GOVERNANCE	6
3.2.1 <i>Charge and Function</i>	6
3.2.2 <i>Membership</i>	7
3.2.3 <i>Meetings</i>	7
3.3 CURRICULUM COMMITTEE (CC).....	7
3.3.1 <i>Responsibility and Role of the Dean</i>	7
3.3.2 <i>Charge and Function</i>	8
3.3.2(a) <i>General Charge per the Bylaws of the Schools and Colleges of Thomas Jefferson University</i>	8
3.3.2(b) <i>Specific Charge as applied to SKMC</i>	8
3.3.3 <i>Subcommittees</i>	9
3.3.4 <i>Membership</i>	9
3.3.5 <i>Duration of Term</i>	9
3.3.6 <i>Chair</i>	9
3.3.7 <i>Expectations of Curriculum Committee Members</i>	9
3.3.8 <i>Meetings and Minutes</i>	9
3.3.9 <i>Standing Subcommittees of the Curriculum Committee</i>	10
3.4 COMMITTEE ON FACULTY AFFAIRS.....	13
3.4.1 <i>Charge and Function</i>	13
3.4.2 <i>Membership</i>	13
3.4.3 <i>Duration of Term</i>	14

3.4.4 Chair	14
3.4.5 Subcommittees and Ad Hoc Committees	14
3.4.6 Department Committee on Faculty Affairs	14
3.5 DEAN'S FACULTY ADVISORY COUNCIL	15
3.5.1 Charge and Function	15
3.5.2 Membership	15
3.5.3 Meetings and Minutes	15
3.6 COMMITTEE ON ADMISSIONS	15
3.6.1 Charge and Function	15
3.6.2 Membership	16
3.6.3 Meetings	16
3.6.4 Policies.....	16
3.7 COMMITTEE ON STUDENT PROMOTIONS	16
3.7.1 Charge and Function	16
3.7.2 Membership	17
3.7.3 Meetings	17
3.7.4 Duration of Term	17
3.7.5 Chair	17
3.8 COMMITTEE ON STUDENT AFFAIRS	17
3.8.1 Charge and Function	17
3.8.2 Membership	18
3.8.3 Expectations of Committee Members	18
3.8.4 Meetings	18
3.8.5 Duration of Term	18
3.8.6 Chair	18
3.9 COMMITTEE ON DIVERSITY AND INCLUSION	18
3.9.1 Charge and Function	18
3.9.2 Membership	19
3.9.3 Duration of Term	19
3.9.4 Chair	19
3.9.5 Meetings	19
4. TRACKS IN THE SIDNEY KIMMEL MEDICAL COLLEGE	19
4.1 OVERVIEW OF UNIVERSITY TRACKS IN USE IN THE SIDNEY KIMMEL MEDICAL COLLEGE	19

5. ACADEMIC CREDENTIALS REQUIRED FOR A FACULTY APPOINTMENT IN THE COLLEGE BY DISCIPLINE	20
5.1 MINIMUM ACADEMIC DEGREE, CREDENTIALS, AND QUALIFICATIONS BY RANK, TRACK, DISCIPLINE.....	20
5.2 MINIMUM ACADEMIC CONTRIBUTION TO THE COLLEGE.....	20
6. COLLEGE-SPECIFIC PROCEDURES FOR FACULTY APPOINTMENTS, PROMOTIONS, TENURE, PERIODIC REVIEW OF FACULTY ON UNPREFIXED TRACKS AND TRACK CHANGE	21
6.1 DOSSIERS	21
6.2 DATES AND DEADLINES	21
6.3 COMMITTEE PROCEDURES	21
6.4 PROCEDURES FOR OUTSIDE EVALUATORS.....	21
7. EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT, PROMOTION, AND TENURE	22
8. CONSIDERATIONS FOR AFFILIATED FACULTY IN SIDNEY KIMMEL MEDICAL COLLEGE	22
9. COLLEGE-SPECIFIC PROCEDURES FOR CONSIDERATION OF SABBATICALS AND OTHER ACADEMIC LEAVES	23
10. PROGRAMS IN THE SIDNEY KIMMEL MEDICAL COLLEGE	24
10.1 MENTORING PROGRAMS	24
10.2 NEW FACULTY ORIENTATION.....	24
10.3 PROFESSIONAL DEVELOPMENT FUNDS	24
11. FACULTY AWARDS	24
11.1 COLLEGE-LEVEL AWARDS.....	25
11.2 EXTERNAL AWARDS	25
11.3 UNIVERSITY AWARDS.....	25
12. PROCEDURES FOR ADMINISTRATION OF THE ANNUAL PERFORMANCE EVALUATION FOR FACULTY IN THE SIDNEY KIMMEL MEDICAL COLLEGE	26
13. GENERAL FACULTY MEETINGS FOR SIDNEY KIMMEL MEDICAL COLLEGE	27
14. ATTENDANCE AT ACADEMIC EVENTS	27
15. FACULTY WORKLOAD	27
16. STUDENT ADVISEMENT	27
17. COLLEGE SERVICE	27
18. TIMELY COMPLETION OF GRADES AND ASSESSMENT OF STUDENT LEARNING	28
19. PROCEDURES FOR ARRANGING EXTRA-UNIVERSITY ACTIVITIES, E.G., CONSULTANCY, GUEST TEACHING, ETC.	28
20. REQUEST FOR TIME OFF	28
21. COLLEGE-SPECIFIC POLICIES/ PROCEDURES/ GUIDELINES	29
21.1 SIDNEY KIMMEL MEDICAL COLLEGE GRADUATION COMPETENCIES.....	29
21.1.1 Competency #1-Patient Care.....	29
21.1.2 Competency #2-Knowledge for practice	30

21.1.3 Competency #3 -Practice based learning and Improvement.....	30
21.1.4 Competency #4-Interpersonal and communication skills.....	31
21.1.5 Competency #5-Professionalism	31
21.1.6 Competency #6-System-based practice	32
21.1.7 Competency #7 -Interprofessional Collaboration.....	32
21.1.8 Competency #8-Personal and professional development	33
21.2 SIDNEY KIMMEL MEDICAL COLLEGE CLINICAL SUPERVISION OF MEDICAL STUDENTS POLICY	33
21.2.1 Purpose.....	33
21.2.2 Overview	34
21.2.3 Principles	34
21.3 POLICY REGARDING SKMC EMPLOYED RESEARCH EXCELLENCE TRACK FACULTY EFFORT AND SALARY SUPPORT (<i>EFFECTIVE JULY 1, 2014, REVISED SEPTEMBER 8, 2020</i>).....	38
21.3.1 Effort	38
21.3.2 Support of Employment Costs	38
21.4 SALARY RECOVERY POLICY FOR SKMC TENURED FACULTY AND FACULTY IN THE TENURE TRACK	39
21.4.1. Applicable to all Faculty who are Tenured or in the Tenure Track	39
21.4.2 Applicable to Tenured Faculty.....	40
21.4.3 Applicable to all Tenured Faculty and Faculty in the Tenure Track	41
22. PROCEDURE TO AMEND/UPDATE THE SIDNEY KIMMEL MEDICAL COLLEGE SUPPLEMENT TO THE TJU FACULTY HANDBOOK	41
23. AUTHORITY OF THE SKMC SUPPLEMENT TO THE TJU FACULTY HANDBOOK	42
APPENDIX	43

1. SKMC MISSION, HISTORY, AND COMMITMENT TO DIVERSITY

1.1 MISSION OF THE COLLEGE

Sidney Kimmel Medical College is committed to: educating physicians who will form and lead the integrated healthcare delivery and research teams of tomorrow; discovering new knowledge that will define the future of clinical care through investigation from the laboratory to the bedside, and into the community; and setting the standard for quality, compassionate and efficient patient care for our community and for the nation. We recognize that a diverse community is imperative to achieving excellence in patient care, education, and research. As we carry out our mission, we are committed to the highest standards of professionalism and aspire to be a community of discovery, learning, and inclusion.

1.2 HISTORY OF THE COLLEGE

The origin of the Sidney Kimmel Medical College dates back to 1824 when Jefferson Medical College was founded by Dr. George McClellan. At the beginning of the 19th Century, only four colleges in the United States possessed medical schools – Columbia, the University of Pennsylvania, Harvard, and Dartmouth. For several years, Penn alumni and supporters successfully blocked all efforts to form an additional school in Philadelphia. Led by Dr. McClellan, a group of committed individuals hit upon a strategy to bypass the situation.

In 1824, McClellan and others petitioned Jefferson College at Canonsburg, Pennsylvania to add a medical department. While technically part of Jefferson College, Jefferson Medical College was located in Philadelphia with administrative and financial responsibility in the hands of its own faculty. Although challenged by the University of Pennsylvania, in 1826 the Pennsylvania Legislature passed a bill that ratified the actions of Jefferson College. This charter allowed the College to grant medical degrees — graduating students with experience in supervised participation in the care of patients, a revolutionary approach to medical education at the time.

With the growth of Jefferson Medical College, the school constructed the Ely Building in 1828 – complete with a lecture hall in the lower floor and the “Pit”, a 700-seat amphitheater to allow students to view surgeries. Jefferson’s first free-standing hospital and the second hospital in the nation connected to a medical school, admitted 441 inpatients, and treated 4,659 outpatients during its first year of operation (1877). For most of a century, Jefferson was the largest private medical college in the nation and has granted over 32,000 medical degrees.

At mid-19th century the medical college boasted notable Jefferson alumni and nationally known college faculty. Professors of the 1841 "famous faculty" included Robley Dunglison (Institutes of Medicine) who was given the title "Father of American Physiology" shortly after his death, Joseph Pancoast (Anatomy), America's foremost plastic surgeon of the time, Thomas D. Mütter (Surgery), and Franklin Bache (Chemistry). In 1856, a renowned graduate, Samuel D. Gross, MD (class of 1828), returned to bestow upon his alma mater a reputation that has lasted to this day. Dr. Gross was pre-eminent in the medical profession. The finest surgeon of his time, an educator of the highest distinction, and author of 14 books, Dr. Gross (immortalized in artist Thomas Eakins' "The Gross Clinic") considered himself to be first and foremost a physician who devoted much time to family practice.

In the 20th century, Jefferson faculty introduced such scientific innovations as: the first successful intercardiac surgery using a heart-lung machine invented by John H. Gibbon, Jr. (Chair Surgery, 1953); the discoverer of REM sleep, Eugene Aserinsky, (Physiology) continued his landmark sleep studies here in the 1950s -60s; and the first synthetic artificial tendon for hand reconstruction by James M. Hunter (Orthopedics, 1965).

Although late to become a co-educational medical college (1961), Jefferson was the first in the nation to select a woman dean as its leader, Leah M. Lowenstein (1982).

1.3 COMMITMENT TO DIVERSITY

Located in urban Philadelphia, Sidney Kimmel Medical College, while committed to diversity in all of its manifestations, has a specific commitment to supporting a faculty and student body that mirrors the demographics of our surrounding community and the patients we serve, believing that a diverse faculty and student body are highly beneficial in the context of medical education and important to achieving health equity. Accordingly, Sidney Kimmel Medical College emphasizes the recruitment and retention of diverse groups that mirror our community, including minority and ethnic groups which are underrepresented in medicine and individuals of all sexual preferences, sexual orientations and gender statuses, in an effort to achieve diversity of representation across its disciplines.

2. PROFESSIONALISM AND THE HONOR CODE

2.1 PROFESSIONALISM AND VALUES

Faculty as well as housestaff and students at the Sidney Kimmel Medical College are expected to demonstrate a commitment to professionalism and are held accountable to the values and Honor Code, described here.

A. Professionalism: Faculty Commitment

At this time when the medical profession is beset by an explosion of technology, changes in market forces, serious problems in health care delivery, conflicts of interest, and evolving global threats to health, the faculty of Sidney Kimmel Medical College reaffirm their commitment to professionalism. Understanding that at its core, the medical profession places the welfare of the patient above self-interest. We accept our responsibility to educate future physicians in the values and ethical standards of medical professionalism. We acknowledge that we can best achieve this by serving as role models and advocates while maintaining professional relationships based on mutual respect and concern. We must promote an atmosphere of cooperation and learning, of intellectual openness, honesty, and sincerity in order to constantly protect, redefine and make meaningful our core values and covenant of trust with society.

B. Professionalism: The Teacher-Student Relationship

The faculty of Sidney Kimmel Medical College is committed to principles of mutual respect and trust between teachers and students. Training future physicians who are entrusted with the lives of others must be based on faculty embodying the values of professionalism. A critical part of the values of professionalism in the teacher-student relationship is that faculty should not use their professional position to engage in romantic or sexual relationships with students. Faculty should be role models and mentors in their interactions with each other, students, nursing staff, allied health professionals, other health personnel, and patients. In all of these relationships, the faculty acts to enhance the learning experience based on shared professional values.

C. Professionalism: Self-Regulation

In its contract with society, Medicine is given the privilege of self-regulation. As part of self-regulation, faculty and students must contribute to the spirit and principles of the Sidney Kimmel Medical College Honor Code. The faculty and students have individual and community responsibility to uphold the Honor Code which follows.

2.2 THE HONOR CODE OF SIDNEY KIMMEL MEDICAL COLLEGE AT THOMAS JEFFERSON UNIVERSITY

As Jefferson students and faculty, we seek to establish a community based on honor, integrity, and awareness of others. Our commitment to this community begins with our first day of professional or educational association with Sidney Kimmel Medical College when we sign a pledge to uphold the values and rules of the Honor Code that follows:

As faculty, residents, fellows, and medical students, we pledge to embrace the academic and social integrity on which Jefferson was founded, pursuing honesty, equality, and fairness in all aspects of our lives. This includes not seeking an unfair advantage over our peers,

teachers, students, residents, fellows, or any other member of the Thomas Jefferson University community. These goals are dependent on our personal concern for ourselves and one another, as well as our collective concern for the maintenance of the community standards that are reflected in the Code.

The Honor Code assumes that all faculty, residents, fellows, and students conduct themselves in an ethical and professional manner. Altruism, accountability, commitment to excellence, duty to serve, honor, integrity and respect for others are essential characteristics of a physician. In addition, the code is dependent on the collective desire of all members of the academic community to prevent and deter violations, rather than on proceedings to impose penalties after violations have occurred. If violations do occur within this system, each member of the community is expected to support and uphold all aspects of the code.

1. Community

A goal of each member of the College is to foster an environment of trust and cooperation with respect to the work and efforts of others. When we speak of community, we imply the student body, the faculty, the staff, and the administration, each of which contributes to the combined concept of community.

2. Academic Integrity

We seek to enhance our knowledge of medicine and achieve excellence in our time spent at Jefferson, but not at the cost of honesty, integrity and trust, all integral aspects to the development of a physician.

3. Social Integrity

Jefferson is dependent on equality among all its members, regardless of race, culture, religion, gender, or sexual orientation. Each individual should be treated with equal respect by peers, faculty, and staff.

4. Responsibility

All members of the College must be willing and encouraged to discuss with their peers and all members of the community any action or issue that appears to be unacceptable, and take the necessary actions in a timely manner to address the situation. Failure to deal with a breach in professional conduct may not only jeopardize the strength of the code, but also puts the observer in direct violation of the code.

5. Mediation

Resources exist for students, faculty, and staff to meet with other people within the Jefferson community to work out any differences and disagreements with the help of a third party. If these efforts fail to reach a resolution, further resources through

official College channels can be used to review any disagreement and determine the appropriate course of action.

Student violations of the SKMC Honor Code may be referred by the Student Professional Conduct Committee or any faculty member to a Student Affairs Dean or Dean of Professionalism for further review. Violations of a more serious nature are referred to the Community Standards Board.

3. COLLEGE GOVERNANCE

SKMC shall have the following committees in order to conduct the affairs of the college:

3.1 EXECUTIVE COMMITTEE

3.1.1 Charge and Function

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

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

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

1. The request for a vote is made in writing to the Dean of the College with a copy to the Executive Committee.
2. The Dean determines whether the request for a vote addresses an area where the faculty have the authority to seek a reversal of an Executive Committee decision.
3. Vote is timely held and eligible faculty in the College may participate.

4. Vote may be taken by mail ballot or any other method, electronic or otherwise.
5. The Dean or the Dean's designee is responsible for tallying the vote and relaying the results to the faculty and the Executive Committee.
6. The reversal of an Executive Committee action requires the support of a majority of the voting members of the eligible faculty.

3.1.2 Membership, Invited Attendees and Ex-Officio Members

The SKMC Executive Committee shall consist of the Dean, who shall serve as chair; regional campus deans, department chairs, and two (2) elected representatives of the full-time Senior Faculty in the college. The elected faculty representatives should include one (1) basic science research faculty representative and one (1) clinical faculty representative who should not be from the same department within the college.

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

3.1.3 Meetings and Minutes

The Executive Committee must meet at least six (6) times per year. The meeting schedule shall be published prior to the start of each academic year. Minutes will be taken and made available to the General Faculty of the college (for instance by posting to a site to which faculty have access or circulating electronically).

3.2 COMMITTEE ON GOVERNANCE

3.2.1 Charge and Function

The Committee on Governance shall oversee the membership of college-level standing and special committees as well as college representation to university-level committees.

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

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

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

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

3.2.2 Membership

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

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

3.2.3 Meetings

The Committee on Governance will meet as necessary to conduct its business.

3.3 CURRICULUM COMMITTEE (CC)

3.3.1 Responsibility and Role of the Dean

The Dean of the Sidney Kimmel Medical College serves as chief academic officer with overall responsibility to Thomas Jefferson University for the entire educational program. The dean is administratively responsible: (1) for the conduct and quality of the medical education program, (2) for the Curriculum Committee and (3) for ensuring the adequacy of faculty at each campus.

3.3.2 Charge and Function

3.3.2(a) General Charge per the Bylaws of the Schools and Colleges of Thomas Jefferson University

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

The committee shall also consider proposed changes in the college's general academic policies regarding admission; academic achievement, progression, and graduation requirements, after consultation with the college's Committees on Admissions and Student Promotions, as applicable.

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

3.3.2(b) Specific Charge as applied to SKMC

The SKMC Curriculum Committee (CC) oversees the medical education program as a whole and has responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum. The CC ensures that the medical curriculum uses formally adopted medical education program objectives to guide the selection of curriculum content, review and revise the curriculum, and establish the basis for evaluating programmatic effectiveness.

The CC is responsible for the detailed development, design, and implementation of all components of the medical education program, including the medical education program *objectives, the learning objectives for each required curricular segment, instructional and assessment methods* appropriate for the achievement of those objectives, content and content sequencing, ongoing review and updating of content, and evaluation of courses, clerkships, and teacher quality. These medical education program objectives, learning objectives, content, and instructional and assessment methods are subject to ongoing monitoring, review, and revision by the CC to ensure that the curriculum functions effectively as a whole to achieve medical education program objectives.

3.3.3 Subcommittees

The Curriculum Committee (CC) will have four formal subcommittees: Phase 1 Subcommittee, Phase 2 Subcommittee, Phase 3 Subcommittee, and Subcommittee on Academics Outcome Assessment (Programmatic Outcomes and Competencies). *See Section 3.3.9 Standing Subcommittees*

3.3.4 Membership

The Curriculum Committee (CC) will have at least six (6) appointed members of the voting faculty of the college. Members of the clinical faculty and of the basic science faculty will be represented. Membership will include the chairs of each of the subcommittees of the CC. The CC and/or its subcommittees should include representation from the regional campuses. Members of the CC may also serve on a subcommittee. The Dean will appoint at least one (1) and up to three (3) members of the dean's staff as ex-officio voting members of the committee. The CC will have three student members, one representing each phase of the curriculum. Students representing Phase 2 and Phase 3 will also serve on their respective subcommittee (Phase 2, or Phase 3, as appropriate). Student members are without vote. Students are reappointed annually by the Office of the Dean.

3.3.5 Duration of Term

Faculty members on the Curriculum Committee and its subcommittees shall serve 2-year terms and may be reappointed to consecutive terms without limit.

3.3.6 Chair

Selected by and from among faculty committee membership subject to eligibility criteria determined by the Dean, the Chair must have expertise and experience in all aspects of the curriculum and may be an ex-officio member of the dean's staff.

3.3.7 Expectations of Curriculum Committee Members

Voting members of the committee are expected to participate in at least 75% of Curriculum Committee meetings (or contribute at a level considered equivalent by the Chair), attend SKMC educational retreats, and strive to attend at least one national education meeting each year.

3.3.8 Meetings and Minutes

The SKMC Curriculum Committee (CC) will typically meet monthly and no less than six times within the academic year and the subcommittees of the CC will meet at least six times within the academic year. Minutes will be taken for the CC and its subcommittees with the minutes of the subcommittees included as addenda to the CC minutes. Minutes

will be made available to the General Faculty of the college (for instance by posting to a site to which faculty have access or circulating electronically).

3.3.9 Standing Subcommittees of the Curriculum Committee

3.3.9.1 Phase 1 Subcommittee

3.3.9.1.1 Charge and Function

The Phase 1 Subcommittee ensures that the components of Phase 1 of the curriculum occur in a logical and stepwise manner, and that all block and thread directors have input into the structure of the curriculum. This subcommittee manages the planning, implementation, and oversight of all components of Phase 1 of the curriculum; facilitates the sharing of best educational practices among directors and faculty; designs and implements programs to ensure competence in clinical skills, humanities, health systems science, medical sciences, and scholarly inquiry; and facilitates the smooth implementation of methods of student assessment. Ad hoc subcommittees may be created to address specific issues if authorized by the Curriculum Committee.

3.3.9.1.2 Membership

The Phase 1 Subcommittee of the Curriculum Committee (CC) will have at least six (6) members appointed from the voting faculty of the college with expertise in Phase 1 of SKMC curriculum and in the curriculum as a whole. Members of the clinical faculty and the basic science faculty will be represented. Members will generally include representatives of the block directors, representative of the thread directors, the scholarly inquiry director, the humanities director, the clinical experience director and at least one (1) and up to three (3) ex-officio, with vote, members of the dean's staff.

3.3.9.1.3 Chair

Selected by and from among faculty committee membership subject to eligibility criteria determined by the Dean, the Chair must have expertise and experience in Phase 1 of the curriculum and may be an ex-officio member of the dean's staff. The Chair of this subcommittee will be a member of the Curriculum Committee.

3.3.9.2 Phase 2 Subcommittee

3.3.9.2.1 Charge and Function

The Phase 2 Subcommittee is responsible for planning and implementation of the core clinical curriculum. The Phase 2 Subcommittee oversees curricular delivery and assessment; facilitates the sharing of best educational practices among teaching

sites and teaching faculty; designs and implements programs to ensure students achieve requisite competencies in medical sciences, clinical skills, humanities and health system systems sciences; ensures that the clinical rotations and student assessment methods are comparable across teaching sites. Ad hoc subcommittees may be created to address specific issues if authorized by the Curriculum Committee.

3.3.9.2.2 Membership

The Phase 2 Subcommittee of the Curriculum Committee will have at least six (6) members with expertise in Phase 2 of SKMC curriculum and in the curriculum as a whole and will include at least one (1) member of the basic science faculty. Members will generally include representative of the clerkship directors, a representative of the clerkship coordinators, and at least one (1) and up to three (3) ex-officio, with vote, members of the dean's staff. The subcommittee will include one (1), non-voting, student member active in Phase 2 of the curriculum. The student member also serves on the CC.

3.3.9.2.3 Chair

Selected by and from among faculty committee membership subject to eligibility criteria determined by the Dean, the Chair must have expertise and experience in Phase 2 of the curriculum and may be an ex-officio member of the dean's staff. The Chair of this subcommittee will be a member of the Curriculum Committee.

3.3.9.3 Phase 3 Subcommittee

3.3.9.3.1 Charge and Function

The Phase 3 Subcommittee ensures that educational courses and experiences in Phase 3 of the educational program provide students with a developmental, competency-based progression that enables them to successfully transition to residencies, makes recommendations to the Curriculum Committee (CC) on curricular enhancements, and improves students' educational experience including improvement of feedback, assessments, and overall learning environments. The Phase 3 Subcommittee ensures that, as applicable, clinical rotations and student assessment methods are comparable across teaching sites. Ad hoc subcommittees may be created to address specific issues if authorized by the CC.

3.3.9.3.2 Membership

The Phase 3 Subcommittee of the Curriculum Committee (CC) will have at least six (6) members with expertise in Phase 3 of SKMC curriculum and in the curriculum as a whole and will include at least one (1) member of the basic science faculty. Members will generally include Phase 3 pathway directors, the scholarly

inquiry director, and at least one (1) and up to three (3) ex-officio, with vote, members of the dean's staff. The subcommittee will include one (1), non-voting, student member active in Phase 3 of the curriculum. The student member also serves on the CC.

3.3.9.3.3 Chair

Selected by and from among faculty committee membership subject to eligibility criteria determined by the Dean, the Chair must have expertise and experience in Phase 3 of the curriculum and may be an *ex-officio* member of the dean's staff. The Chair of this subcommittee will be a member of the Curriculum Committee.

3.3.9.4 Subcommittee on Academic Outcomes Assessment (renamed the Subcommittee on Programmatic Outcomes and Competencies within SKMC or SPOC) *

3.3.9.4.1 Charge and Function

The SPOC uses a variety of outcome data, including SKMC cohort and national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance medical education program quality.

These data are collected during program enrollment and after program completion.

The committee will focus on SKMC competencies and Medical Education Program Objectives (MEPOs) to monitor frequency of assessments, types of assessments and performance on the assessments linked to each of the competencies and MEPOs covered by the courses, clerkships and other required activities in the program's curriculum.

The SPOC reviews the curriculum to ensure equivalent methods of assessment across all locations within a required course and clerkship so that all medical students achieve the same medical education program objectives.

3.3.9.4.2 Membership

The SPOC subcommittee of the curriculum committee will have at least six (6) members of the voting faculty of the college with expertise in the SKMC curriculum as a whole. Members of the clinical faculty and the basic science faculty will be represented. Members should include at least three (3) faculty who are not current academic program leaders. Members will generally include up to three (3) ex-officio, with vote, members of the dean's staff.

3.3.9.4.3 Duration of Term

Faculty members shall serve 2-year terms and may be reappointed to consecutive terms without limit.

3.3.9.4.4 Chair

Selected by and from among faculty committee membership subject to eligibility criteria determined by the Dean, the Chair must have expertise and experience in assessment of the curriculum and may be an ex-officio member of the dean's staff. The Chair also generally serves on the University Committee on Educational Quality and the SKMC CC.

***Note:** Expectations for function and membership in the Academic Outcomes and Assessment (SPOC) subcommittee differ from the *Bylaws of the Schools and Colleges of Thomas Jefferson University*. Per communication with the LCME, there is expected to be some overlap between academic program leaders and outcome assessment. The function and charge of the CC, including the role and responsibility of the Dean, have also been modified to reflect LCME accreditation standards.

3.4 COMMITTEE ON FACULTY AFFAIRS

3.4.1 Charge and Function

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

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

3.4.2 Membership

The Committee on Faculty Affairs will be comprised of at least twenty (20) faculty at the rank of Professor, of whom at least five (5) are tenured and at least five (5) are basic science faculty. Additionally, the Committee on Faculty Affairs must include at least one (1) faculty member from each regional campus and at least one (1) faculty member from an affiliate hospital, all at the rank of Professor. Additional members at the rank of Professor may be added if needed to conduct the committee's business. Otherwise, the

membership of the committee should represent the various tracks and major roles (teaching, research, and clinical care) of medical college faculty. Faculty Affairs ancillary deans shall serve ex-officio, without vote, on the committee.

3.4.3 Duration of Term

Members will serve 2-year terms and may serve up to four (4) terms.

3.4.4 Chair

The chair is selected by and from among the members of the committee and shall be a full-time, salaried member of the clinical faculty.

3.4.5 Subcommittees and Ad Hoc Committees

The committee shall have a Tenure Subcommittee, composed of only those members of the Committee on Faculty Affairs who are tenured, who shall review all applications for tenure and render a recommendation. The Tenure Subcommittee's recommendation shall be presented to the Executive Committee along with the full Committee's recommendation.

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

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

3.4.6 Department Committee on Faculty Affairs

3.4.6.1 Charge

Each department (departments may combine to form) shall establish a Faculty Affairs Committee with the following charges:

- Advising the chair with respect to faculty appointments, promotions and, where applicable, tenure. Administering the formal periodic reviews for faculty in un-prefixed tracks per procedures established by the Office of Faculty Affairs.
- Providing oversight of faculty search committees to ensure they adhere to TJU policies and procedures on faculty search and selection.
- Monitoring the department climate, including with respect to faculty diversity and inclusion.

- Assisting the chair in the interpretation of findings and development of action plans related to faculty engagement survey results.
- Providing oversight for the department's mentoring programs

3.4.6.2 Membership

The Department Committee on Faculty Affairs shall consist of at least three (3) members, the majority of which shall be Senior Faculty. The Department Committee on Faculty Affairs Chair will serve as a liaison between the department and the Office of Faculty Affairs and Professional Development to assist the Chair with recruitment, development, and engagement of the department's faculty.

3.5 DEAN'S FACULTY ADVISORY COUNCIL

3.5.1 Charge and Function

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

3.5.2 Membership

The college's faculty elected to serve on the University Faculty Advisory Council will comprise the Dean's Faculty Advisory Council. The faculty elected as Faculty Advisory Council member alternates will also attend meetings of the Faculty Advisory Council as will any elected at-large members of the University Faculty Advisory Council that have their primary faculty appointment in SKMC along with their alternates. The SKMC Faculty Advisory Council representatives will include members of the basic science faculty and the clinical faculty. Faculty Affairs ancillary deans shall serve ex-officio on the council. The Dean's Faculty Advisory Council shall elect a chair who shall preside at the General Faculty meetings.

3.5.3 Meetings and Minutes

The council shall meet at least six (6) times per year. Minutes will be taken and made available to the General Faculty of the college (for instance by posting to a site to which faculty have access or circulated electronically).

3.6 COMMITTEE ON ADMISSIONS

3.6.1 Charge and Function

The Committee on Admissions shall be responsible for the selection of students and shall have the power to act in all matters pertaining to admissions in accordance with general policies adopted by the faculty of the college. The committee's decisions on specific

individuals may not be reversed by another individual or faculty body. The committee shall have the overall responsibility of ensuring that the integrity of the admissions process is maintained.

Members of the Committee on Admissions shall have access to all applications for admission and other data regarding applicants. They may interview applicants and otherwise assist in the survey of applications, however, all correspondence with applicants, including the notification of acceptance or rejection, shall be conducted through college or university channels other than the committee members.

3.6.2 Membership

The Committee on Admission shall have at least twenty-four (24) members of the general faculty and shall include three (3) non-voting student members, one for each phase of the curriculum. The Dean of Admissions shall serve as the Chair of the SKMC Committee on Admissions and the affiliated deans of diversity and inclusion shall serve on the committee, ex-officio, with vote. Faculty may serve multiple consecutive terms.

3.6.3 Meetings

The Committee on Admissions shall meet as necessary to conduct its business.

3.6.4 Policies

The Committee on Admissions shall establish such policies and procedures as necessary to meet accreditation requirements and conduct its business. Policies shall include but not be limited to: Conflicts of Interest of committee members; Guidelines for the admission and selection of students; Conduct of committee members; Confidentiality.

3.7 COMMITTEE ON STUDENT PROMOTIONS

3.7.1 Charge and Function

The Committee on Student Promotions 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.

3.7.2 Membership

The Committee on Student Promotions shall be composed of at least ten (10) members of the Senior Faculty representing the diversity of educational programs and content within the college, including at least five (5) members of the basic science faculty and five (5) members of the clinical faculty. Current academic program directors should not serve on the committee.

3.7.3 Meetings

The committee will meet as necessary to conduct its business but no less than six (6) times each academic year.

3.7.4 Duration of Term

Members will serve two-year terms and may serve up to four (4) terms.

3.7.5 Chair

The Chair is selected by and from among faculty committee membership subject to eligibility criteria determined by the Dean.

3.8 COMMITTEE ON STUDENT AFFAIRS

3.8.1 Charge and Function

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

Specifically, the committee will serve as liaison between students and the administration of SKMC with respect to non-academic issues which impact students such as: social networking and social activities, information technology, library services, community engagement, student health and well-being, housing, study and storage space, and campus security.

The committee will review and approve requests for new SKMC student organizations per procedures adopted by the committee.

3.8.2 Membership

The committee shall be composed of at least seven (7) members of the faculty, including three (3) at large members of the faculty representing both the basic science and clinical faculty, and three (3) student representatives. The faculty membership should include an ex-officio representative of a regional campus and three ex-officio (3) faculty recommended by the Office of Student Affairs and Career Counseling due to their familiarity with phase 1, phase 2 and phase 3 of the curriculum. Student members are with vote and are appointed annually by the Office of the Dean.

As determined by the Dean, the committee may also include an ex-officio member of each of the following offices: Office of Student Affairs and Career Counseling, Personal Counseling Center, Office of Diversity, Inclusion and Community Engagement, and University Health Services, and the JeffMD Wellness thread leader. All ex-officio members are with vote.

Representatives of offices important to student life, such as the Registrar, Library Services and Information Technology may be asked to attend meetings of the committee.

3.8.3 Expectations of Committee Members

Voting members of the committee are expected to participate in at least 75% of meetings (or contribute at a level considered equivalent by the Chair).

3.8.4 Meetings

The committee will meet at least five (5) times per year.

3.8.5 Duration of Term

At large members will serve two-year terms and may serve up to two (2) terms. Ex-officio members are appointed and reappointed on an annual basis and may serve without limit.

3.8.6 Chair

Selected by and from among faculty committee membership subject to eligibility criteria determined by the Dean, the Chair must have expertise and experience in student affairs related matters and may be an ex-officio member of the dean's staff.

3.9 COMMITTEE ON DIVERSITY AND INCLUSION

3.9.1 Charge and Function

The Committee on Diversity and Inclusion shall advise the dean as to 1) college priorities to foster a diverse and inclusive working and learning environment 2) actions and

resources necessary to enhance diversity and inclusion within the college.3.6.2
Membership.

3.9.2 Membership

Membership will be determined by the college's executive committee and will include representation from the dean's staff ex-officio (inclusive of at least one representative of faculty affairs, graduate medical education, undergraduate medical education, student affairs, and diversity and inclusion) and at least one chair, one residency program director, two faculty, and one resident physician. Membership will also include at least one staff member and at least one student from the clinical years and at least one student from the pre-clinical years.

3.9.3 Duration of Term

Members will serve 2-year terms which may be renewed.

3.9.4 Chair

The committee will be chaired by a faculty member elected by the committee

3.9.5 Meetings

The Committee on Diversity and Inclusion shall meet as necessary to conduct its business.

4. TRACKS IN THE SIDNEY KIMMEL MEDICAL COLLEGE

4.1 OVERVIEW OF UNIVERSITY TRACKS IN USE IN THE SIDNEY KIMMEL MEDICAL COLLEGE

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

4.1.1 Unprefixed Tracks in use in the Sidney Kimmel Medical College

Tenure

Teacher Scholar

Clinical

Scholar

4.1.2 Prefixed Tracks in use in the Sidney Kimmel Medical College

Research Excellence

Teaching Excellence

Clinical Educator

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

5.1 MINIMUM ACADEMIC DEGREE, CREDENTIALS, AND QUALIFICATIONS BY RANK, TRACK, DISCIPLINE

Faculty appointments in the Sidney Kimmel Medical College will be considered for physicians, and scientists/researchers, who provide substantive contributions to the academic programs of the college including its teaching and/or research programs or to the administration of the medical school.

Faculty in the Sidney Kimmel Medical College will typically be physicians who are board certified in their specialty or in the appropriate phase of board certification, scientists/researchers who have received a terminal degree and have completed post-doctoral training appropriate to their field. Faculty appointments may also be considered for doctorally-prepared educators with expertise in fields critical to the scientific core of the medical education program such as anatomy.

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.

In rare exceptions, a faculty appointment may be considered for an individual who does not meet the above standards but who materially contributes to the academic mission of the college, inclusive of its research mission, and who are salaried by the medical college.

Adjunct instructor appointments may be considered for content experts who do not meet the above criteria but are hired by the medical college on an adjunct basis to provide essential elements of the curriculum.

5.2 MINIMUM ACADEMIC CONTRIBUTION TO THE COLLEGE

Faculty who are not on the research excellence track and who are not serving the university through an administrative role must contribute at least twenty-six (26) hours annually of direct contribution to the teaching mission of the university. This contribution may be met by 1) precepting SKMC medical students and/or TJUH residents/fellows and/or TJU graduate or post-graduate students or 2) directly providing educational sessions to the medical students and/or TJUH residents/fellows or TJU graduate or post-graduate students through the JeffMD curriculum, department based educational sessions for residents/fellows

or formal graduate courses or training programs or 3) serving on a medical college committee such as the Admissions Committee. Attendance at department based educational sessions such as grand rounds, journal clubs, or morning report does not satisfy this criterion unless the faculty member is the lead facilitator of the educational session.

6. COLLEGE-SPECIFIC PROCEDURES FOR FACULTY APPOINTMENTS, PROMOTIONS, TENURE, PERIODIC REVIEW OF FACULTY ON UNPREFIXED TRACKS AND TRACK CHANGE

6.1 DOSSIERS

Faculty should submit the required materials including the curriculum vitae, educator's portfolio and any other documents in the Jefferson recommended format. All materials should be up-to-date and should have all requested elements for review. Handwritten documents are not permitted. Timelines for submission of materials will be established by the Office of Faculty Affairs and must be adhered to in order to allow for appropriate review by external referees and internal committees.

6.2 DATES AND DEADLINES

All materials must be received by the Office of Faculty Records two (2) weeks prior to the date on which the Faculty Affairs Committee is scheduled to review the application. While the Faculty Affairs Committee meets monthly, faculty should be aware of application deadlines related to temporary appointment expirations, time clock expirations and for consideration of promotions in the budgetary process.

6.3 COMMITTEE PROCEDURES

The Faculty Affairs Committee may elect to approve an application, reject an application, or defer an application pending more information to better evaluate the application. Committee members from the same department as the applicant will abstain from the vote.

6.4 PROCEDURES FOR OUTSIDE EVALUATORS

Letters from external referees for the evaluation of Senior Faculty appointments, promotions and/or tenure, as applicable, will be solicited by the Department Faculty Affairs Committee using procedures and processes developed by the Office of Faculty Affairs. The College Committee on Faculty Affairs may solicit additional external referees independently of the Department Faculty Affairs Committee at their sole discretion. For the evaluation of tenure candidates, the College Committee on Faculty Affairs, Subcommittee on Tenure, will independently select external referees to evaluate the tenure application. Evaluations must be

received from at least two (2) external referees identified by the College's Subcommittee on Tenure before the tenure application may be reviewed.

7. EVIDENCE OF ACHIEVEMENT FOR APPOINTMENT, PROMOTION, AND TENURE

The TJU Faculty Handbook outlines the milestones necessary for achievement to a particular rank within each track and for the achievement of tenure. All referenced milestones must be met for the relevant appointment or promotion to be awarded. Applications for appointment, promotion, and/or tenure are reviewed on an individual basis by relevant committees and academic leaders to evaluate whether each milestone has been met. Colleges have been asked to develop "Evidence of Achievement" documents to guide faculty in each college as to the general expectations necessary to meet specific milestones. Colleges are also permitted to set "minimum criteria" which are considered mandatory in order to meet the milestone. The SKMC "Evidence of Achievement" is attached as Appendix 1 of the SKMC Supplement to the TJU Faculty Handbook. The general guidelines and minimum expectations summarized in Appendix 1 to the SKMC Supplement to the TJU Faculty Handbook are intended to provide context and general guidance for faculty and committee members around how faculty readiness for career development milestones may be determined or evaluated within the disciplines of the college. Minimum criteria define the threshold below which a candidate will not be considered for appointment or promotion as well as the effort that is necessary but typically insufficient in itself to ensure that the candidate meets the milestone. Meeting minimums or general guidelines does not guarantee a successful application or eligibility for appointment or promotion, as each faculty dossier must be reviewed and evaluated on a holistic basis to determine merit, relevance, and impact in the field, in consideration of whether the candidate meets University milestones.

8. CONSIDERATIONS FOR AFFILIATED FACULTY IN SIDNEY KIMMEL MEDICAL COLLEGE

The clinical education of Jefferson's medical students relies heavily on the generosity of volunteer physician faculty who serve as preceptors for medical students during their clinical rotations at affiliated hospital and practice sites. Volunteer faculty are expected to abide by all relevant policies governing the education of medical students. Volunteer faculty are expected to display appropriate clinical knowledge of their subject, be effective teachers, and provide a professional, respectful learning environment. Volunteer faculty appointments may be terminated at the discretion of the Dean and will terminate when the physician is no longer associated with the affiliated hospital and practice site or no longer involved in the education

of Jefferson's students. Other volunteer non-physician faculty will likewise have their faculty appointments terminated when no longer involved with the education or research programs that formed the basis for the faculty appointment. Per the Bylaws of the Schools and Colleges, if termination of a faculty appointment would impact the admitting or medical staff privileges of a faculty member at a hospital within Jefferson, the termination will be reviewed with the Provost prior to implementation.

Affiliate faculty are eligible to be appointed to all faculty tracks, with the exception of the tenure track, as long as they meet the criteria for rank and track.

Affiliate faculty may be eligible for faculty awards as appropriate to the award description.

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

The Scholarly and Professional Leave Policy is found in Section IV of Appendix I of the *Thomas Jefferson University Faculty Handbook*. Faculty who meet eligibility for a sabbatical leave should first receive permission from the department chair who will consider the relative merit of the leave to the faculty member and the institution, implications of the faculty member's absence from usual duties, and the financial resources available to support the leave. If the faculty member is grant funded, the department chair will vet whether a leave is compatible with the funding agencies requirements. If the department chair wishes to support the requested leave, the application will be forwarded to the Dean for review. If the Dean supports the proposed leave, the application will be forwarded to the Committee on Faculty Affairs for review of the scholarly plan and its merits for the individual and for the institution. Applications are forwarded to the Executive Committee and then to the Provost who renders the final decision. While there is no specific deadline or timetable for submission of sabbatical leave requests, appropriate allowances must be made for application review, securing coverage for the faculty member's usual duties and budgetary considerations. Sponsored scholarly leaves of absences require approval of the department chair and review by the Dean.

10. PROGRAMS IN THE SIDNEY KIMMEL MEDICAL COLLEGE

10.1 MENTORING PROGRAMS

Sidney Kimmel Medical College believes that mentoring of faculty, particularly junior faculty, is critical to the professional success and career development of the faculty. Each department of the medical college is tasked with the development of a mentoring program that is specific to the needs of faculty within the department and to the goals of the department. Departmental Faculty Affairs committees are charged with oversight of the department's mentoring programs including their implementation and evaluation of their effectiveness. In addition to mentoring support available through the faculty member's department, faculty are encouraged to find faculty mentors in other medical college departments or TJU colleges as appropriate. The Office of Faculty Affairs is available to assist departments and individuals develop mentoring programs.

10.2 NEW FACULTY ORIENTATION

All new employed SKMC faculty are required to attend the TJU Employee Orientation as well as the TJU New Faculty Orientation administered by the Office of Faculty Affairs and to complete any SKMC specific orientation programs. The goal of the TJU New Faculty Orientation program is to familiarize faculty with the expectations for TJU faculty, including important policies most pertinent to faculty, and to introduce faculty to resources available to assist faculty with their roles and their career development at Jefferson. All SKMC faculty are required to complete the SKMC specific orientation, which provides an overview of the medical education program and related faculty responsibilities.

10.3 PROFESSIONAL DEVELOPMENT FUNDS

Faculty are directed to their department for policies and procedures related to funds for professional development including conference attendance, books, dues, and supplies. Additionally, the university supports intramural grants in research and pedagogy. These competitive grants are administered through the university committees on research and educational resources, respectively.

11. FACULTY AWARDS

SKMC endeavors to recognize the achievements of its faculty through a robust system of internal and external awards. Nomination processes for internal faculty awards is overseen by the Office of Faculty Affairs.

11.1 COLLEGE-LEVEL AWARDS

The Sidney Kimmel Medical College Dean's Faculty Annual Awards program recognize the achievements and dedication of the medical school faculty in all stages of their career. The awards recognize faculty in the following categories: Research, Teaching, Outstanding Clinician, Community Service, and Team Achievement.

The following award nominations are submitted by the Chair or Division Director of the Department to the Dean: Early Career Investigator Award for Distinguished Achievement in Biomedical Research, Research Career Achievement Award, Michael and Melina Pellini Award for Innovation in the Biomedical Sciences, The Marjorie A Bowman, M.D.'76, Early Career Investigator Award for Primary Care Research, Outstanding Clinician Awards (Primary Care, Subspecialty Medicine, Surgery and Surgical Subspecialties, Hospital-based Medicine), Career Educator Award, Dean's Award for Faculty Mentoring, Community Service Award, and Faculty Team Achievement Award.

Nominations for the Dean's Award for Excellence in Education may be made by the Department Chair, Division Chiefs, Dean's Staff, including Affiliate Deans, Program Directors, Course Directors, Clerkship Directors and Prior Awardees.

Faculty may also be recipients of student-nominated awards including:

- Thomas J. Nasca, MD Award for Distinguished Teaching and Dedication to Student Medical Education
- Blockley-Osler/Dean's Teaching Award for Excellence in Teaching
- The Leon A. Peris Memorial Award
- The Leonard Tow Humanism in Medicine Award presented by The Arnold P. Gold Foundation

11.2 EXTERNAL AWARDS

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

11.3 UNIVERSITY AWARDS

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

The specific awards include: TJU Award for Outstanding Teaching, TJU Award for Outstanding Adjunct Teaching, TJU Award for Mentoring, Lindback Award for Distinguished Teaching, TJU Nexus Learning (Roydhouse) Award, James B. Erdmann Award for Excellence in Inter-professional Health Education, Provost Award for Applied Research, Provost Award for Clinical/Translation Research, Provost Award for Basic Research, Provost Award for Creative Achievement, Provost Award for Institutional Service, Provost Award for Community Service, Provost Award for Service to the Profession, Provost Team Award for Interdisciplinary Education, Provost Team Award for Interdisciplinary Research, and the Provost Career Achievement Award and Provost Early Career Achievement Award.

12. PROCEDURES FOR ADMINISTRATION OF THE ANNUAL PERFORMANCE EVALUATION FOR FACULTY IN THE SIDNEY KIMMEL MEDICAL COLLEGE

The timeframe for administration of the annual performance evaluation of full-time faculty in the Sidney Kimmel Medical College generally coincides with the fiscal year, which begins on July 1 and ends on June 30. The annual performance evaluation should be conducted by the faculty member's supervisor (usually a division chief or department chair) using templates provided by the Office of Faculty Affairs. Beginning in April, the department should ensure that faculty are prepared for upcoming annual performance evaluations by requesting that faculty curricula vitae and portfolios are up to date and that any required pre-meeting documents are completed. The supervisor should meet with faculty no later than September 30 for annual performance reviews of the prior fiscal year. The annual performance review should include a review of the faculty member's accomplishments during the fiscal year and the expectations for the forthcoming fiscal year. The review should include an assessment of progress towards promotion, and, if applicable, tenure, as appropriate to the faculty member's rank and track. Any annual performance reviews that are determined by the supervisor to be "Unsatisfactory" must be reviewed with the Office of Faculty Affairs. The Office of Faculty Affairs will track compliance with the policy for the annual performance evaluation of faculty. An annual performance evaluation need not be conducted for faculty who are on a leave of absence during the review timeframe, faculty who have been hired after January 1 of the fiscal year on which the review is based, and faculty with scheduled resignation, termination or retirement within the upcoming fiscal year.

13. GENERAL FACULTY MEETINGS FOR SIDNEY KIMMEL MEDICAL COLLEGE

As outlined in the *Bylaws of the Schools and Colleges of Thomas Jefferson University*, the Dean will convene a meeting of the General Faculty at least twice per year and will be assisted by the SKMC Faculty Advisory Council in setting the agenda for the meetings. All SKMC faculty are encouraged to keep abreast of important issues impacting the medical college by attending the SKMC General Faculty meetings. Attendance at meetings of the General Faculty is expected. Minutes of the meetings of the General Faculty will be made available to the faculty.

14. ATTENDANCE AT ACADEMIC EVENTS

Faculty are encouraged to attend the academic events of the college including the annual white coat ceremony and the college's commencement.

15. FACULTY WORKLOAD

The distribution of faculty effort towards mission areas, including assignments to clinical, teaching, research, and administrative duties, are set by the faculty member's supervisor based on the then needs of the department, college, and university. Administrative roles serve at the discretion of the relevant supervisor for the role and may be discontinued at the discretion of the supervisor. Faculty members with effort on grants or contracts should abide by relevant policies related to effort and the certification of effort.

16. STUDENT ADVISEMENT

All medical college faculty are expected to advise students as appropriate to the course or clerkship to which the faculty member contributes. Faculty should stay informed of expectations related to medical student advising as communicated by the Office of the Dean.

17. COLLEGE SERVICE

A necessary element to the effective functioning of the medical college is faculty contribution to the college through service. Service to the college may take many forms, including but not limited to: service on departmental, college, hospital or university committees; advising and mentoring students, trainees and other faculty; serving as the faculty advisor for a student committee; contributing to community service through a

Jefferson sponsored program; participating in peer review; and actively contributing to education and research programs as appropriate to the faculty's area of expertise. All faculty are asked to contribute meaningfully to the college through service throughout their time at Jefferson.

18. TIMELY COMPLETION OF GRADES AND ASSESSMENT OF STUDENT LEARNING

It is essential that faculty involved in educational programs of the medical college complete grades in a timely manner as communicated by the Office of the Dean. Such timely completion of grades is essential for continued accreditation of the medical college and to providing students meaningful and prompt feedback. Likewise, all faculty are expected to be knowledgeable about the assessment criteria on which grades are based. Assistance on assessment of student learning may be obtained from the Academic Affairs Division of the Office of the Dean.

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

Permission from the faculty member's supervisor must be obtained for the faculty member to participate in activities outside of the faculty member's Jefferson responsibilities. While many of these external activities support the faculty member's career development and enhance the stature and reputation of the program, the supervisor's permission helps ensure that the essential Jefferson related activities of the faculty member and program are covered. Additionally, faculty members engaging in external activities must comply with all other related policies including but not limited to Conflict of Commitment, Conflict of Interest, and Industry Relations.

20. REQUEST FOR TIME OFF

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

21. COLLEGE-SPECIFIC POLICIES/ PROCEDURES/ GUIDELINES

21.1 SIDNEY KIMMEL MEDICAL COLLEGE GRADUATION COMPETENCIES (APPROVED BY SKMC CURRICULUM COMMITTEE 7/20/20)

21.1.1 Competency #1-Patient Care

Physicians should provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

21.1.1.1 Educational Program Objectives-Graduates will:

- PC1** Perform essential basic procedures.
 - PC2** Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.
 - PC3** Organize and prioritize responsibilities to provide care that is safe, effective, and efficient including in urgent and emergent situations
 - PC4** Interpret laboratory data, imaging studies, and other tests required for the area of practice.
 - PC5** Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
 - PC6** Develop and carry out patient management plans including provision of palliative and end-of-life care.
 - PC7** Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.
 - PC8** Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes.
 - PC9** Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health.
-

21.1.2 Competency #2-Knowledge for practice

Physicians should demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

21.1.2.1 Educational Program Objectives-Graduates will:

- KP1** Demonstrate an investigatory and analytic approach to clinical situations.
- KP2** Apply established and emerging biomedical scientific principles fundamental to health care for patients and population.
- KP3** Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care.
- KP4** Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.
- KP5** Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance, and barriers to and attitudes toward care.
- KP6** Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices.

21.1.3 Competency #3 -Practice based learning and Improvement

Physicians should demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.

21.1.3.1 Educational Program Objectives-Graduates will:

- PBLI1** Identify strengths, deficiencies, and limits in one's knowledge and expertise.
- PBLI2** Set learning and improvement goals.
- PBLI3** Identify and perform learning activities that address one's gaps in knowledge, skills, or attitudes.
- PBLI4** Systematically analyze practice using quality-improvement methods and implement changes with the goal of practice improvement.

- PBLI5** Incorporate regular feedback into practice.
 - PBLI6** Locate, appraise, assimilate, and apply evidence from timely scientific studies related to patients' health problems.
 - PBLI7** Participate in the education of patients, families, students, peers, and other health professionals.
 - PBLI8** Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care.
-

21.1.4 Competency #4-Interpersonal and communication skills

Physicians should demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

21.1.4.1 Educational Program Objectives-Graduates will:

- ICS1** Communicate effectively with patients, families, peers, and other team members of diverse backgrounds, languages, cultures, and communities using strategies to build therapeutic alliances, promote inclusion and equity, and ensure understanding.
 - ICS2** Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies.
 - ICS3** Maintain comprehensive, timely, and clear medical records.
 - ICS4** Demonstrate sensitivity, honesty, and compassion in difficult conversations.
 - ICS5** Demonstrate empathy and an understanding about human emotions that allow one to develop and manage interpersonal interaction.
-

21.1.5 Competency #5-Professionalism

Physicians should demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

21.1.5.1 Educational Program Objectives-Graduates will:

- P1** Demonstrate compassion, integrity, and respect for others.
- P2** Demonstrate accountability to patients, society, and the profession.
- P3** Demonstrate respect for patient privacy and autonomy.

- P4** Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in ability, age, culture, gender, race, religion, and sexual orientation.
 - P5** Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and conflicts of interest.
-

21.1.6 Competency #6-System-based practice

Physicians should demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

21.1.6.1 Educational Program Objectives-Graduates will:

- SBP1** Work effectively in various health care delivery settings.
 - SBP2** Coordinate patient care within the health care system.
 - SBP3** Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care.
 - SBP4** Advocate for access, quality patient care and safety.
 - SBP5** Participate in identifying system errors and implementing potential systems solutions.
 - SBP6** Demonstrate understanding of various approaches to the organization, financing, and delivery of health care at the regional, national, and global levels.
 - SBP7** Apply understanding of current and historical factors affecting health equity, including structural inequities in access to and quality of health care, to improve the health of patients and communities.
-

21.1.7 Competency #7 -Interprofessional Collaboration

Physicians should demonstrate the ability to engage in an inter-professional team in a manner that optimizes safe, effective patient and population-centered care.

21.1.7.1 Educational Program Objectives-Graduates will:

- IPC1** Work with other health professionals to establish and maintain a climate of mutual respect.
- IPC2** Recognize the roles and responsibilities of other health/healthcare providers and how the team works together to provide care.

- IPC3** Work to ensure common understanding of information, treatment, and health/healthcare decisions by listening actively, communicating effectively, encouraging ideas and opinions of other team members, and expressing one's knowledge and opinions with confidence, clarity, and respect.
- IPC4** Reflect on the attributes of highly functioning teams and demonstrate the responsibilities and practices of effective team members.
-

21.1.8 Competency #8-Personal and professional development

Physicians should demonstrate the qualities required to sustain lifelong personal and professional growth.

21.1.8.1 Educational Program Objectives-Graduates will:

- PPD1** Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.
- PPD2** Develop healthy coping strategies.
- PPD3** Manage competing needs of personal and professional responsibility, and recognize that patient needs may supersede self-interest.
- PPD4** Demonstrate trustworthiness to one's colleagues regarding the care of patients.
- PPD5** Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system.
- PPD6** Recognize that ambiguity is part of clinical health care and respond by using appropriate resources in dealing with uncertainty.

21.2 SIDNEY KIMMEL MEDICAL COLLEGE CLINICAL SUPERVISION OF MEDICAL STUDENTS POLICY (APPROVED BY THE SKMC CURRICULUM COMMITTEE JULY 1, 2014, REVISED 12/17/2019)

21.2.1 Purpose

In its efforts to ensure effective learning, professionalism, and quality patient care, this policy statement should guide faculty physicians and housestaff officers (i.e., resident physicians) when supervising medical students in clinical learning contexts. This policy will also guide the students in what supervision they will receive during clinical duties. The statement defines the graded supervision of medical students in clinical

environments at sites where medical students rotate and/or participate in learning activities throughout their medical training at SKMC.

21.2.2 Overview

During clinical rotations, students are valuable members of the healthcare team, participating in the evaluation and management of patients. It is imperative that students receive appropriate supervision during patient care at all times. SKMC has dual responsibility to its students and patients. This policy describes the requirements to meet the standards of appropriate supervision in the clinical environment to ensure safety in the delivery of care, while still serving to maximize student learning.

Related LCME Standards

9.3 Clinical Supervision of Medical Students

12.5 Non-Involvement of Providers of Student Health Services in Student Assessment/Location of Student Health Records

21.2.3 Principles

21.2.3.1 The Clinical Learning Environment

SKMC is committed to bringing the core values outlined by the American Medical Association (i.e., advocacy, leadership, excellence, and integrity) to its clinical learning environments for undergraduate medical student education. Appropriate, adequate, graded, and progressive faculty supervision in clinical learning environments at SKMC and its affiliated clinical sites will provide for the efficacious guidance, observation, and assessment of students' clinical activities.

It is the responsibility of the supervising faculty member to ensure policy standards are followed for all students participating in clinical rotations. It is also expected that supervising faculty will provide for a learning environment that is free from mistreatment, including, but not limited to, exploitation of the power differential in the faculty-student relationship; intimidation; harassment (i.e., physical, emotional, or sexual); embarrassment; and humiliation.

21.2.3.2 Supervision

21.2.3.2.1 Definition and Roles

Medical students are not to provide care in an unsupervised environment. Medical students participating in patient care must be supervised at all times. It is understood that the primary supervising physician will be a faculty physician employed by Thomas Jefferson University (TJU) or a volunteer /affiliated/ community faculty physician provider with a SKMC faculty or adjunct faculty

appointment, practicing within the scope of his/her discipline as delineated by the credentialing body of the physician's respective clinical site and/or department. Faculty supervising medical students will have their credentials verified by the Office of Faculty Records of SKMC at the time of their initial faculty appointment.

During instances in which a medical student is participating in a clinical setting where resident/fellow physicians or other healthcare professionals are actively involved in medical student education, it is the responsibility of the supervising faculty physician to assure all personnel are appropriately prepared for their roles for teaching and supervision of medical students within the scope of their practices. When the faculty physician is not physically present in the clinical area, the responsibility for supervising medical students will be delegated to the appropriately prepared resident/fellow physician at the discretion of the primary faculty physician.

It is expected that supervising physicians will be involved in the education of medical students. Supervising faculty will set a model of professionalism, collegiality, compassion, and quality cost-conscious care; demonstrate an ethical approach to patient care and health delivery; maintain professional relationships with medical students and all members of the clinical team; and uphold the SKMC Code of Professional Conduct.

Clinical supervision is designed to foster progressive responsibility. Supervision will be based on the medical student's level of training, demonstrated competence, and the objectives for the clinical experience.

21.2.3.2.2 Supervision during Clinical Experiences

Students may be supervised at one of two broad levels:

Direct Observation: the supervising faculty member is present with the student and the patient.

Immediately Available, Indirect Supervision: the supervising faculty member, while not in the presence of the student and/or patient, is immediately available to the learners and/or at the site of care to provide direct supervision, when required.

The amount of supervision required for each medical student will vary according to the circumstance of each clinical encounter, and will be commensurate with the level of training, education, and experience of the student that is involved with the patient's care. Course directors and clerkship directors will provide specific guidance for each clinical experience, including the student's level of responsibility and scope of approved activities and procedures that are permitted and/or expected

during the rotation. Faculty and clinical preceptors will have SKMC Competencies, rotation-/experience-specific objectives, supervisory recommendations, and access to educational resources, including assessment instruments. Resources will be available to faculty at the start of the medical student's clinical experience and will also be available remotely via a Learning Management System (LMS).

To facilitate student education, supervising physicians are expected to provide opportunities for students to demonstrate ownership for patient care responsibilities; these opportunities may be in the form of taking patient histories; performing complete and/or focused physical examinations; reporting and entering findings in the patient's electronic health record (EHR) with the explicit approval of the patient's supervising faculty member. History and physical examination findings must be reviewed with a supervising faculty or housestaff member immediately after such a clinical encounter.

The supervising faculty or housestaff member is responsible for reviewing all student documentation, and will countersign documentation and progress notes, while providing constructive feedback on documentation.

Students may perform discharge counseling of a patient only under direct supervision of the housestaff officer or faculty member. All other counselling can be performed under immediately available indirect supervision, as long as the content of such counselling is discussed in advance with a housestaff officer or faculty member.

Supervising physicians, faculty and/or housestaff, must provide medical students with regular, periodic, timely, and specific feedback. The clerkship or course director will be expeditiously contacted if there is concern for any potential academic and/or professional gaps in student performance. Should there be any concern regarding clinical, administrative, professional, educational, or safety issues during their rotation, students will be encouraged to immediately contact the supervising physician, clerkship/course director, or Dean for Student Affairs. Medical students may be supervised by non-faculty members and non-housestaff officers, as delineated by the SKMC curriculum. In such cases, the course director is accountable for supervision and evaluation of student performance.

21.2.3.2.3 Graded Responsibility of Medical Students

Clinical supervision of medical students is designed to foster progressive responsibility across the four years of training.

In the clinical setting, Phase 1 medical students can gather history and perform a physical examination under immediately-available indirect supervision of a faculty

member with immediate follow up with such faculty member immediately after such encounter. Phase 2 and 3 medical students participate in the care and management of patients, including procedures (discussed below). Students may collect history and perform a physical examination under immediately-available indirect supervision, and must review the history and physical exam findings with either a member of the housestaff or a faculty member immediately after such an encounter. Findings may be noted in the medical record by Phase 2 and 3 medical students only with the approval of the patient's supervising physician. It is the responsibility of the supervising physician to review medical student documentation and provide feedback for educational purposes. Clinical interventions are never to be executed by medical students without a supervising physician's awareness and/or permission.

21.2.3.2.4 Procedural Supervision

Medical student participation in invasive and non-invasive procedures requires direct supervision by the supervising faculty physician or duly-credentialed housestaff physician at all times of the procedure. The supervising physician must have the privileges and authorization to perform the procedure being supervised. According to standard protocol, patient consent must be obtained prior to the procedure. Students may obtain informed consent for procedures they will perform under direct supervision of the housestaff officer or faculty member. Students must not obtain informed consent for procedures they will not perform.

In addition, assisting in procedures may only be performed when the supervising faculty physician agrees that the student has achieved the required level of competence, maturity, and responsibility to perform the procedure. Occasionally, the student may perform first-assistant duties when judged competent by the faculty physician, and permission is granted by the patient.

Students may perform basic procedures, including but not limited to, Foley catheter placement, venous cannulation, phlebotomy, arterial blood sampling, and nasogastric tube placement, only once they received education about such a procedure, and only under direct supervision by a member of the housestaff, fellow, nursing (if appropriate), or a faculty member. This includes students who may possess knowledge of such procedures due to prior clinical experiences. Students must not perform any procedure, even under supervision, that they do not feel comfortable performing.

21.2.3.5 Faculty Recusal from the Supervisory Role

A SKMC faculty physician who provides medical and/or psychiatric care, psychological counseling, or other sensitive health services to a medical student

must recuse himself/herself from the supervisory role. In such cases, the faculty physician must have no involvement in assessing or evaluating the medical student's academic performance or participate in decisions regarding his/her promotion and/or graduation. Medical student privacy is to be preserved at all times.

The faculty physician and the medical student are advised to immediately contact the appropriate clerkship/course director and/or Dean for Student Affairs should the potential for this conflict of interest arise.

21.3 POLICY REGARDING SKMC EMPLOYED RESEARCH EXCELLENCE TRACK FACULTY EFFORT AND SALARY SUPPORT (*EFFECTIVE JULY 1, 2014, REVISED SEPTEMBER 8, 2020*)

SKMC faculty appointed in the Research Excellence Track are expected to engage in activities that primarily support the college's research programs. As such, the following expectations are set forth in this policy.

21.3.1 Effort

Employed faculty appointed to the Research Excellence Track are expected to devote at least 90% of their effort in support of the research mission at TJU/SKMC.

21.3.2 Support of Employment Costs

1. Salary and benefits (collectively, "Employment Costs") of employed faculty appointed to the Research Excellence Track must be funded from external sources such as grants or contracts, except as otherwise approved by the Dean. In the event the Dean determines, in the Dean's sole discretion, to grant an exception to the preceding external funding requirement, the following are the only authorized sources of support:

- a) endowment funds or gifts that have been directly purposed to support research;
- b) special purpose accounts derived through the Chair's tax on JUP revenues that have been established for the sole purpose of supporting research activities in the applicable Department;
- c) research accounts established on a temporary basis;
- d) directed funds to support efforts for research core facilities, shared services, or research administrative roles such as chair of the IACUC;
- e) directed funds to support formal educational efforts which may not exceed 30% of total effort.

Use of sources of support outlined above requires not only initial approval by the Dean, but also his or her subsequent annual review and approval.

2. Sources of support for Employment Costs for faculty appointed to the Research Excellence Track with significant effort involving the indirect support of research activities (*e.g.*, core facilities and shared services), will be determined by the Dean of the Medical College.

21.4 SALARY RECOVERY POLICY FOR SKMC TENURED FACULTY AND FACULTY IN THE TENURE TRACK (EFFECTIVE JULY 1, 2014, REVISED SEPTEMBER 8, 2020)

The long-term success of the missions of TJU/SKMC, along with appropriate stewardship of institutional resources, compels us to take actions consistent with those imperatives. Thus, SKMC has long required that faculty secure sufficient funds to support their salary. To that end, SKMC has adopted the following Salary Recovery Policy for salaried SKMC faculty who are tenured or in the Tenure Track.

21.4.1. Applicable to all Faculty who are Tenured or in the Tenure Track

Consistent with the foregoing, SKMC expects tenured faculty and Senior faculty in the Tenure Track to recover at least 60% of their institutional base salary or the current NIH salary cap (whichever is lower) through approved salary sources, as defined in Footnote 1¹. This is a minimum expectation. Individual faculty may have higher expectations for effort and salary support specific to the needs of the department and college and/or to support an individual's then current salary.

¹ Approved salary sources include: clinical revenues to support clinical effort, sponsored research support, gifts, endowments, direct support for a research service center role, directed effort to support an administrative role including an educational administrative role as requested or approved by the Office of the Dean, effort purchased through approved salary sources by another SKMC department, effort purchased by another TJU school, direct effort attributed to teaching through an approved SKMC formula, a one-time 10% effort allocation for faculty who are PI on an instrumentation grant to be credited in the subsequent fiscal year, 10% effort allocation for faculty who are PI on a training grant during the term that the grant is awarded provided the training grant does not allow for support of PI effort, and a one-time 5% effort allocation for a new source of institutional patent income (where the faculty member is an inventor of the patent) to be credited in the subsequent fiscal year.

21.4.2 Applicable to Tenured Faculty

Additionally, tenured faculty who have 1) secured less than 30% of salary through sponsored research for 3 or more consecutive years at any time after Fiscal Year 2011 (“a Funding Deficit”), and 2) have not secured at least 60% of direct salary support through approved salary sources, and 3) whose employment is not otherwise modified by contract (including phased retirement agreement) will be subject to the following guidelines:

Tenured faculty who secure no salary through approved salary sources will be subject to salary reduction of 25% annually until salary reaches the individual’s tenure minimum salary².

Tenured faculty who secure some, but less than 60%, of salary through approved salary sources will be paid 100% of the secured portion of their salary, as well as a percentage of the tenure minimum salary, calculated according to the following formula:

$$((\text{Tenure minimum salary}) \times (\text{Percentage of salary unsecured})) + \text{Secured Salary} = \text{New Salary (subject to 25\% maximum reduction)}$$

For example, a faculty member whose salary is \$150,000, who has 20% of salary secured through approved salary sources, and whose tenure minimum salary equals 50% of the median of AAMC reported salary for a Ph.D. in a basic science department by rank for the most recent year available (currently approximately \$85,000), would be paid as follows:

1. 100% of the secured 20% of \$150,000 salary ($\$150,000 \times .20 = \$30,000$); and
2. An amount equal to tenure minimum salary (\$85,000) times percentage of salary that remains unsecured (80%) ($\$85,000 \times .80 = \$68,000$).

Thus, faculty member’s reduced salary would be computed to be \$98,000 ($\$30,000 + \$68,000$). However, given the maximum reduction of 25% of salary per year, the faculty member would be paid \$112,500 ($\$150,000 \times .75 = \$112,500$) in the first year.

² Reduction is subject to a maximum of 25% per year until salary reaches the individual’s tenure minimum salary, which is determined by the formula in effect at the time of tenure, or, if no formula was in effect at the time of tenure, by the current tenure minimum salary formula.

Should a faculty member who has had their salary reduced through this policy secure 60% of annual salary support from approved salary sources at a future date, the faculty member's salary will be adjusted as appropriate to then-current duties and responsibilities as governed by relevant SKMC policies and procedures in effect at that time. Such a faculty member, however, will not be deemed to have fully resolved the Funding Deficit until the faculty member secures 60% of annual salary support from approved sources for a period of at least 3 consecutive years.

A faculty member who has had their salary reduced as a result of a Funding Deficit as outlined in this policy and who, following the onset of their Funding Deficit, secures at least 60% of annual salary support from approved sources for 3 or more consecutive years shall be deemed to have resolved the Funding Deficit and shall not be further negatively impacted by this policy unless and until the faculty member experiences a new Funding Deficit and otherwise meets the criteria outlined in this policy for salary reduction. In the absence of a new Funding Deficit, the salary of a faculty member who has resolved their Funding Deficit will be reviewed and potentially adjusted annually based on applicable SKMC policies, procedures and criteria, including the percent of salary recovered through approved sources as well as the faculty member's then-current duties and responsibilities as determined by the Dean.

21.4.3 Applicable to all Tenured Faculty and Faculty in the Tenure Track

Please note that this policy does not limit or preclude the ability to adjust the salary of faculty who do not meet the above criteria but where there is appropriate rationale for adjustment, subject to the faculty member's current contract. Nothing in this policy is intended to supersede or otherwise impact the application of the Jefferson University Physicians (JUP) Clinical Faculty Compensation Plan to clinical faculty.

22. PROCEDURE TO AMEND/UPDATE THE SIDNEY KIMMEL MEDICAL COLLEGE SUPPLEMENT TO THE TJU FACULTY HANDBOOK

Substantive amendment(s) to the Sidney Kimmel Medical College 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.

23. AUTHORITY OF THE SKMC SUPPLEMENT TO THE TJU FACULTY HANDBOOK

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

Page Intentionally Left Blank



Jefferson
Thomas Jefferson University



Appendix to the
Sidney Kimmel Medical College
Supplement to the
Thomas Jefferson University
Faculty Handbook

Evidence of Achievement



Table of Contents

1. Tenure	1
1.1 Using Evidence of Achievement in Consideration of TJU Faculty Appointment, Promotion, and Tenure Milestones.....	1
1.2 Research/Scholarship/Creative Work	1
1.2.1 Milestones	1
1.2.2 Tenure Evidence of Achievement in the Research/Scholarship/Creative Work	2
1.3 Combined Service Categories	3
1.3.1 Milestones	3
1.3.2 Tenure Evidence of Achievement in the Combined Services Categories	5
1.4 Teaching	6
1.4.1 Milestones	6
1.4.2 Tenure Evidence of Achievement in the Teaching Area	7
1.5 Practical/Clinical Mastery (if Applicable)	8
1.5.1 Milestones	8
1.5.2 Tenure Evidence of Achievement in the Practical/Clinical Mastery (If applicable).....	9
2. Teacher Scholar Track	10
2.1 Using Evidence of Achievement in Consideration of TJU Faculty Appointment, Promotion, and Tenure Milestones....	10
2.2 Teaching/Education	10
2.2.1 Milestones	10
2.2.2 Teacher Scholar Evidence of Achievement in the Teaching/Education Area	11
2.3 Research/Scholarship/Creative Work	12
2.3.1 Milestones	12
2.3.2 Teacher Scholar Evidence of Achievement in the Research/Scholarship/Creative Work Area	13

2.4 Service, Institutional and External	14
2.4.1 Milestones	14
2.4.2 Teacher Scholar Evidence of Achievement in the Internal and External Service Area	15
2.5 Practical/Clinical Mastery (If Applicable)	16
2.5.1 Milestones	16
2.5.2 Teacher Scholar Evidence of Achievement in the Practical/Clinical Area	17
3. Clinical Scholar Track	18
3.1 Using Evidence of Achievement in Consideration of TJU Faculty Appointment, Promotion, and Tenure Milestones	18
3.2 Research/Scholarship/Creative Work	18
3.2.1 Milestones	18
3.2.2 Clinical Scholar Evidence of Achievement in the Research/Scholarship/Creative Work Area	19
3.3 Service, Institutional and External	20
3.3.1 Milestones	20
3.3.2 Clinical Scholar Evidence of Achievement in the Service, Institutional and External Area	21
3.4 Teaching/Education	22
3.4.1 Milestones	22
3.4.2 Clinical Scholar Evidence of Achievement in the Teaching/Education Area	23
3.5 Practical/Clinical Mastery	24
3.5.1 Milestones	24
3.5.2 Clinical Scholar Evidence of Achievement in the Practical/Clinical Area	25
4. Research Excellence	26
4.1 Using Evidence of Achievement in Consideration of TJU Faculty Appointment, Promotion, and Tenure Milestones	26
4.2 Research/Scholarship/Creative Work	26
4.2.1 Milestones	26

4.2.2 Research Excellence Evidence of Achievement in the Research/Scholarship/Creative Work Area	27
4.3 Combined Service Categories	28
4.3.1 Milestones	28
4.3.2 Research Excellence Evidence of Achievement in the Combined Service Categories	29
4.4 Teaching	30
4.4.1 Milestones	30
4.4.2 Research Excellence Evidence of Achievement in the Teaching Area	31
4.5 Research Excellence Practical/Clinical Mastery (If Applicable)	32
4.5.1 Milestones	32
5. Teaching Excellence.....	34
5.1 Using Evidence of Achievement in Consideration of TJU Faculty Appointment, Promotion, and Tenure Milestones.....	34
5.2 Teaching/Education	34
5.2.1 Milestones	34
5.2.2 Teaching Excellence Evidence of Achievement in the Teaching/Education Area.....	35
5.3 Research/Scholarship/Creative Work	36
5.3.1 Milestones	36
5.3.2 Teaching Excellence Evidence of Achievement in the Research/Scholarship/Creative Work Area	37
5.4 Service, Institutional and External.....	38
5.4.1 Milestones	38
5.4.2 Teaching Excellence Evidence of Achievement in the Service, Institutional and External Area	39
5.5 Practical/Clinical Mastery	40
5.5.1 Milestones	40
5.5.2 Teaching Excellence Evidence of Achievement in the Practical/Clinical Area.....	41
6. Clinician Educator	42

6.1 Using Evidence of Achievement in Consideration of TJU Faculty Appointment, Promotion, and Tenure Milestones.....	42
6.2 Research/Scholarship/Creative Work	42
6.2.1 Milestones	42
6.2.2 Clinician Educator Evidence of Achievement in the Research/Scholarship/Creative Work Area.....	43
6.3 Service, Institutional and External	44
6.3.1 Milestones	44
6.3.2 Clinician Educator Evidence of Achievement in the Service Institutional and External Area	45
6.4 Teaching/Education	46
6.4.1 Milestones	46
6.4.2 Clinician Educator Evidence of Achievement in the Teaching/Education Area	47
6.5 Practical/Clinical Mastery	48
6.5.1 Milestones	48
6.5.2 Clinician Educator Evidence of Achievement in the Practical/Clinical Area	49

1. TENURE

1.1 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. Case examples are provided to illustrate how examples of evidence and the guidance criteria may be applied. The examples are not all-inclusive and generally do not reflect a judgment about impact of the work which is critical to assessment of a candidate's achievements. Additionally, all faculty are expected to adhere to high ethical and moral standards in the performance of professional duties, including adherence to the code of conduct and other university policies, and to model personal conduct that upholds the core values of the institution.

1.2 RESEARCH/SCHOLARSHIP/CREATIVE WORK

1.2.1 Milestones

1.2.1.1 Associate Professor

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.

1.2.1.2 Tenure

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.

1.2.1.3 Professor

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.

1.2.2 Tenure Evidence of Achievement in the Research/Scholarship/Creative Work

Examples of Evidence	Guidelines for meeting the Career Development Milestone
<p>Primary Evidence A sustained record of meaningful, focused research and scholarship that contributes substantially to the body of knowledge in one’s discipline.</p> <p>PUBLICATIONS – 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"> Peer-reviewed, PubMed indexed journal publications of original research. Book authorship contributing substantially to the body of knowledge in one’s discipline. Book chapter authorship that contributes substantially to the body of knowledge in one’s discipline. <p>FUNDING – Record of sustained, peer-reviewed, extramural research grant funding as a lead researcher (principally 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"> Federal grant funded research (NIH/DOD/NSF). Multi-year, substantial foundation grant-funded research. <p>PUBLIC PRESENTATION – Peer-reviewed presentations and invited lectures.</p> <ul style="list-style-type: none"> Podium (oral) presentations for refereed sessions at conferences as presenter or senior author. Invitations to lecture in one’s area of scholarship. Poster presentations of peer reviewed research at conferences as presenter or senior author. <p>INNOVATION — evidence of an innovation that materially impacts their discipline</p> <ul style="list-style-type: none"> such as a commercialized patent that has advanced the field. development of a novel therapeutic or clinical intervention. <p>TEAM SCIENCE – Contributions to team science and collaborative research are encouraged and valued. Faculty in the tenure track who participate in team science are expected to demonstrate a role in team science/collaborative research that leverages their prominence and expertise within their field and to contribute at the level of an independent investigator. Expectations for authorship and grant funding should be appropriately modified for contributions to team science (role/contribution to peer reviewed publications, funding through multiple PI RO-1, P or U grants, etc.).</p>	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR 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"> Multiple peer-reviewed publications of original research while Assistant Professor, including publications which have senior authorship. Sustained major, extramural funding as PI (or Multi-PI) acquired after post-doctoral training. <p>Please note that the expectation for achievement is typically higher than the minimum criteria for a successful review.</p>
<p>Optional Supplemental Evidence <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"> Service as a member of a 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. Journal reviewer or editor. Authorship of an issued patent awarded for innovative research and scholarship. 	<p>TENURE REVIEW (Tenure track only) 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"> Sustained contribution to scholarly research as evidenced by peer-reviewed manuscripts of original research as an Associate Professor in journals of medium to high impact, including publications which have senior authorship. Maintain sustained, major extramural peer reviewed funding as PI (or Multi-PI) as an Associate Professor. <p>Please note that the expectation for achievement is typically higher than the minimum criteria for a successful review.</p>
	<p>APPOINTMENT/PROMOTION TO PROFESSOR <u>Since last promotion:</u></p> <p>Candidate’s portfolio of research/scholarship demonstrates national and/or international reputation and leadership within one’s field. Candidate demonstrates persistent, significant, enduring, impactful scholarship as measured primarily by a significant publication record, and sustained, major extramural funding.</p> <ul style="list-style-type: none"> Multiple senior authored publications as an Associate Professor in journals of medium to high impact as supported by external reviewers in the candidate’s field. Maintain sustained, major extramural peer reviewed funding (typically from more than one source) as PI (or Multi-PI) as an Associate Professor.

1.3 COMBINED SERVICE CATEGORIES

1.3.1 Milestones

1.3.1.1 Institutional Service

1.3.1.1.1 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.

1.3.1.1.2 Tenure

The candidate demonstrates a strong commitment to institutional service as evidenced by active, effective contributions to program, college, and university committees, and a record of contributions that overall serve to improve the welfare of the University and its community.

1.3.1.1.3 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.

1.3.1.2 External Service/Performance

1.3.1.2.1 Associate Professor

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

1.3.1.2.2 Tenure

The candidate demonstrates strong commitment to service to the faculty member's profession as evidenced by activities that enhance the professional community (such as participation on regional or national professional committees, provision of peer review, contribution to national meetings, journals, or other priorities of the profession).

1.3.1.2.3 Professor

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

1.3.2 Tenure Evidence of Achievement in the Combined Services Categories

Examples of Evidence	Guidance for meeting the Career Development Milestone
<p>Primary Evidence Service to the institution is expected with increasing involvement and leadership at increasing ranks.</p> <p>Departmental</p> <ul style="list-style-type: none"> • Applicant interviews, admissions committees. • Organizing departmental conferences (grand rounds, M&M, tumor boards, journal club, research symposia). • Departmental Committee. • Mentoring of graduate students (medical or doctoral), post-doctoral trainees (residents and post-doctoral), or junior faculty. • Director of training program. • Departmental administrative role such as Vice Chair or Division Chief. <p>Institutional</p> <ul style="list-style-type: none"> • Participating on a medical college, graduate school, university or health system committee. • Serving in an administrative role such as Director of a core facility/service center. • Serving a Jefferson student organization or student program such as a pipeline program. <p>External Service/Prominence</p> <ul style="list-style-type: none"> • Serving as an organizer of a regional or national conference. • Serving as a session chair or moderator of a regional or national conference. • Serving as a reviewer for peer-reviewed journal. • Serving on an editorial board for a leading journal. • Serving as a committee member or leader in a regional or national society in one's field. • Serving as member of a NIH study section or other body which provides peer review for grants. • Invitations to present research findings at national or international academic forums. • Honors or Awards. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> • A record of multiple service contributions to the institution is expected. • A developing record of service in one's professional community. • Contributions to the local and regional community are valued.
	<p>TENURE REVIEW (Tenure track only)</p> <ul style="list-style-type: none"> • Sustained record of significant contributions to the institution. • Prominence established within professional discipline nationally.
	<p>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> • Sustained record of significant contributions within the institution in effectively mentoring trainees or junior faculty. • Departmental, college, university, health system leadership position. • Sustained record of contributions to the institution in accepting and actively participating in service opportunities. • Prominent/leadership positions in the discipline. • Invitations to present research at prominent professional meetings.

1.4 TEACHING

1.4.1 Milestones

1.4.1.1 Associate Professor

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.

1.4.1.2 Tenure

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

1.4.1.3 Professor

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.

1.4.2 Tenure Evidence of Achievement in the Teaching Area

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

1.5 PRACTICAL/CLINICAL MASTERY (IF APPLICABLE)

1.5.1 Milestones

1.5.1.1 Associate Professor

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

1.5.1.2 Professor

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

1.5.2 Tenure Evidence of Achievement in the Practical/Clinical Mastery (If applicable)

Examples of Evidence	Guidance Criteria for Career Development Milestone
<p>Primary Evidence</p> <ul style="list-style-type: none"> • Leadership of a clinical service. • Development or dissemination of a new treatment or technique. • Awards or other recognition for clinical excellence. • Organizing or directing regional or national clinical care conferences or workshops. • Recognition as a master clinician. • Invitations to speak on one’s clinical expertise. • Evidence of safe, high quality, evidence-based practice. • For faculty not currently active in clinical practice, a reputation of prior excellence in the field and ongoing continuing professional development activities for maintenance of licensure and board certification. 	<p>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</p> <p>Candidate should demonstrate developing clinical mastery with regional prominence in the categories of:</p> <ul style="list-style-type: none"> • Contributions to clinical practice. • Clinical reputation. • Professional development in clinical practice. <p>Demonstration of clinical mastery is expected in at least one of the above categories for consideration for promotion to Associate Professor.</p>
	<p>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</p> <p><u>Since last promotion:</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"> • Contributions to clinical practice. • Clinical reputation. • Professional development in clinical practice. <p>Demonstration of clinical mastery and reputation are expected in at least two of the above categories, for consideration of promotion to Professor.</p>

2. TEACHER SCHOLAR TRACK

2.1 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. Case examples are provided to illustrate how examples of evidence and the guidance criteria may be applied. The examples are not all-inclusive and generally do not reflect a judgment about impact of the work which is critical to assessment of a candidate's achievements. 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.

2.2 TEACHING/EDUCATION

2.2.1 Milestones

2.2.1.1 Associate Professor

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.

2.2.1.2 Professor

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.

2.2.2 Teacher Scholar Evidence of Achievement in the Teaching/Education Area

Examples of Evidence	Guidance Criteria for Career Development Milestone	Case Examples:
<p>Primary Evidence</p> <ul style="list-style-type: none"> The majority of the candidate's effort involves education, comprised of both direct student instruction (outside of the clinical/practice or research laboratory setting) and curricular design, administration, and assessment. The majority of the candidate's teaching is within the medical college. <u>Assessment</u>: Evaluation of trainee knowledge and competencies and assessment of content and quality of the curriculum. <u>Education</u>: Innovative courses, curricula, or simulation programs to improve teaching and learning, and the administration of educational programs. Evaluations that demonstrate excellence in teaching. Evidence of efforts to improve teaching effectiveness (pedagogy). Awards for excellence in education of students, residents, and trainees. Effective mentoring of students and residents/trainees. Creation of teaching/education materials in one's discipline. Leadership role in educational administration, a course, clerkship or other curricular offering. Participating in or leading faculty development activities related to teaching and learning. Serving as faculty for Continuing Professional Development activities. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> Demonstrated commitment to the <u>educational mission</u> of the department, medical college, and/or university and its training programs through significant and dedicated participation in educational or faculty development activities. Effective mentorship as demonstrated by products such as mentored publications or other scholarly work or advancement of mentees. Record of sustained professionalism in the teacher/learner relationship. 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate devotes 60% effort to direct student education in JeffMD including serving as director of a block in the JeffMD curriculum. Membership on several administrative committees and responsible for providing assessments for medical students. Candidate has received a Dean's Award for Excellence in Teaching. Candidate has a formal administrative role in education within the Dean's office. Candidate is involved in providing assessments of the medical students in one phase of the curriculum and provides analysis of assessment results. Collaborates with other faculty members to develop novel assessment methodologies that are used within the medical college. Candidate is a case-based learning facilitator. Membership on several administrative committees and responsible for providing assessments for medical students. Candidate has received a Dean's Award for Excellence in Teaching. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate devotes more than 50% effort to direct student education including serving as a phase or course director. Candidate chairs an educational administrative committee within the medical college or university. Candidate has a sustained record of mentoring faculty and block directors. Candidate serves on a national education committee. Candidate has a record of teaching awards. Candidate is an anatomy faculty member and serves as chair of a curricular assessment committee. Candidate has developed a unique assessment methodology that has been adopted as standard within the medical college curriculum. Candidate serves as the medical college representative to an accrediting body. Candidate maintains an active role in lecturing and curricular development. Candidate has an accomplished history of successful mentoring and teaching awards.
	<p>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> Evidence of leadership in the <u>educational mission</u> of the department, medical college, and/or university and its training programs through significant and dedicated leadership in educational activities. Sustained excellence in teaching effectiveness. Sustained productivity in mentorship. Recognition as a teacher and mentor. Record of sustained professionalism in the teacher/learner relationship. 	

2.3 RESEARCH/SCHOLARSHIP/CREATIVE WORK

2.3.1 Milestones

2.3.1.1 Associate Professor

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

2.3.1.2 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.

2.3.2 Teacher Scholar Evidence of Achievement in the Research/Scholarship/Creative Work Area

Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples:
<p>Primary Evidence The candidate's portfolio should be focused with an emphasis on one or more of the following areas: discovery, application, integration, and/or education.</p> <ul style="list-style-type: none"> Discovery: Peer reviewed, PubMed, MedEd Portal, or equivalent indexed publications of original research focused on pedagogy or education within one's discipline with a key authorship role. Integration: Development of curriculum, course teaching materials, simulation programs, education assessment materials, and guidelines at an institutional, regional, or national/international level. Application: Investigator role in research focused on education, pedagogy, or other similar projects at an institutional, regional, or national/international level. Dissemination: Authorship of textbook chapters. Editor of a textbook. Invited lectures at outside institutions. Invited presentations of original research or scholarship at national meetings. Invitations to serve on national panels. Invitations to design or direct regional or national Continuing Professional Development educational programs. Invitations to serve on as a peer reviewer for journals and other venues for the dissemination of scholarship. <p>Scholarship typically should be peer reviewed and published/presented so that it may serve as a platform for others to build upon.</p>	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> Evidence of a developing pattern of scholarship as outlined by primary evidence in discovery, application, integration, or dissemination in which the candidate has played a leading or substantive role. Scholarship should be meaningful and be deemed of excellent quality by peers outside of the institution. Typically, 8 peer reviewed scholarly products, or an average of two per year, is expected <u>during the candidate's time as Assistant Professor</u> for consideration for promotion. However, more than 10 total scholarly products are typical in successful portfolios. 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate has a focus on discovery with 5 peer reviewed indexed manuscripts, serves as co-PI on two IRB approved protocols, created a novel assessment for evaluation of a specific education competency tool that is used within the medical college, and has presented at two regional meetings. Candidate has a focus on integration and has developed 5 curricula and supportive course teaching materials that are used annually within the medical college and other colleges within the university, has two peer reviewed indexed manuscripts, 4 poster presentations, and collaborated on development of a simulation program.
	<p>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> Evidence of a sustained pattern of scholarly productivity in which the candidate has served in a leading or substantive role. Typically, a minimum of 10 peer reviewed scholarly products <u>while Associate Professor</u>, or an average of two per year with a total minimum of 20 peer reviewed scholarly products, is necessary for consideration for the rank of Professor. However, more than 20 scholarly products are typical in successful applications. The portfolio as a whole must show a clear and defined contribution to the discipline. 	<p>Examples of a Full Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate has a focus on discovery. <u>Since promotion to Associate Professor</u>, candidate has 6 peer reviewed indexed manuscripts, has served as a consultant to other institutions for curriculum development, has served on education review panels of an accrediting agency. Candidate serves as co-PI on two completed IRB approved protocols, one ongoing multi-institution IRB approved protocol, and PI on one institutional IRB approved protocol. Created a novel assessment for evaluation of a specific education competency tool that is used within the medical college and has been adopted nationally by other medical schools. Candidate has been invited to talk at two external institutions and three national meetings. Candidate has a focus on integration. <u>Since promotion to Associate Professor</u>, the candidate has developed novel pedagogy that is utilized in the medical college and other institutions. The candidate sits on an accrediting panel. The candidate has 4 peer reviewed, indexed manuscripts, and sits on the editorial board for a journal. Candidate has been invited to talk at two external institutions and two national meetings.

2.4 SERVICE, INSTITUTIONAL AND EXTERNAL

2.4.1 Milestones

2.4.1.1 Institutional Service

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

2.4.1.1.2 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.

2.4.1.2 External Service/Performance

2.4.1.2.1 Associate Professor

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).

2.4.1.2.2 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).

2.4.2 Teacher Scholar Evidence of Achievement in the Internal and External Service Area

Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples:
<p>Including but not limited to: Primary Evidence Institutional Service</p> <ul style="list-style-type: none"> • Departmental leadership roles in education, or administrative realms. • Leadership role in training or graduate programs. • Committee positions within the candidate’s department, college, healthcare system or university. • Significant service to student organizations. • Organizing departmental, college or university educational meetings or symposia. • Mentoring of students, trainees, and/or faculty. • Administrative leadership role in the medical college, health system, or university. <p>Primary Evidence External Service and Prominence</p> <ul style="list-style-type: none"> • Committee positions within professional organizations at a regional or national level. • Service for an accrediting organization. • Editorial role or reviewer for journals. • Peer review for national meetings • Organizing regional or national professional meetings. • Service awards from community or professional organizations. • Invitations to serve on regional or national task forces. • Invitations to speak at regional or national meetings or at peer institutions. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> • A record of multiple service contributions to the institution is expected. • A developing record of service in one’s professional community. • Consistent contributions to the local and regional or national community are expected including significant participation or leadership roles at regional or national forums and active contribution to one’s professional societies or activities at a regional and/or national level. • Sustained role in pipeline training programs. • Efforts to promote diversity in education and training of students and faculty. <p>APPOINTMENT/PROMOTION TO PROFESSOR <u>Since last promotion:</u></p> <ul style="list-style-type: none"> • Sustained record of significant contributions within the department in effective mentoring of trainees and junior faculty. • Sustained role in pipeline training programs. • Efforts to promote diversity in education and training of students and faculty. • Departmental, college, healthcare, or university leadership position. • Sustained record of contributions in accepting and actively participating in department, college, university or hospital appointed committees or similar contributions. • Prominent/leadership positions in professional societies, committees or similar peer professional activities such as editorial boards, accrediting organizations, task forces, or guideline development or test writing committees. • Multiple contributions to the local and regional or national community are expected Including significant participation or leadership roles, invitations to speak at regional or national forums and active contribution to one’s professional societies or activities at a regional and/or national level. 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate serves as a member of the department’s education committee and a standing committee within the medical college. Candidate serves as a peer reviewer for a journal in field and has served as a judge for a research competition at a regional meeting. • Candidate serves as an instructor and mentor in a pre-medical education pipeline program, serves as a scholarly inquiry mentor for medical students. Candidate serves on a standing committee within the medical college and as a member of a national committee with a focus on education. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate serves as chair of the department’s education committee and has served in a sustained capacity on a standing committee within the medical college. Candidate has served on a Dean’s Departmental Review Committee. Candidate holds a leadership role in the candidate’s professional society. Candidate has a record of national presentations in the candidate’s area of expertise. • Candidate has a sustained record of serving as a successful mentor for junior faculty and directs a pre-med mentoring pipeline program. Candidate serves in a senior educational administrative role within the medical college and has served in a leadership role within the candidate’s national society.

2.5 PRACTICAL/CLINICAL MASTERY (IF APPLICABLE)

2.5.1 Milestones

2.5.1.1 Associate Professor

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

2.5.1.2 Professor

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

2.5.2 Teacher Scholar Evidence of Achievement in the Practical/Clinical Area

Examples of Evidence	Guidance Criteria for Career Development Milestone	Case Examples:
<p><u>Primary Evidence</u></p> <ul style="list-style-type: none"> • Awards or other recognition for clinical excellence • Organizing or directing regional or national clinical care conferences or workshops • Recognition as a master clinician by peers • Invitations to speak on area of clinical expertise • Evidence of safe, high quality, evidence-based practice • For faculty not currently active in clinical practice, a reputation of prior excellence in the field and ongoing continuing professional development activities for maintenance of licensure and board certification 	<p>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</p> <p>Candidate may demonstrate developing clinical mastery with regional prominence in at least one of the following categories:</p> <ul style="list-style-type: none"> • Contributions to clinical practice • Clinical reputation • Professional development in clinical practice <hr/> <p>APPOINTMENT OR PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <p>Candidate may demonstrate sustained clinical mastery with national prominence and reputation in at least one of the following categories:</p> <ul style="list-style-type: none"> • Contributions to clinical practice • Clinical reputation • Professional development in clinical practice 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> • Clinical excellence if applicable <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> • Sustained clinical excellence, if applicable

3. CLINICAL SCHOLAR TRACK

3.1 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. Case examples are provided to illustrate how examples of evidence and the guidance criteria may be applied. The examples are not all-inclusive and generally do not reflect a judgment about impact of the work which is critical to assessment of a candidate's achievements. 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.

3.2 RESEARCH/SCHOLARSHIP/CREATIVE WORK

3.2.1 Milestones

3.2.1.1 Associate Professor

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

3.2.1.2 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.

3.2.2 Clinical Scholar Evidence of Achievement in the Research/Scholarship/Creative Work Area

Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples
<p>Primary Evidence The candidate's portfolio should be focused with an emphasis on one or more of the following areas: discovery, application, integration, and/or education.</p> <ul style="list-style-type: none"> Discovery: Peer-reviewed, PubMed indexed publications of original research with a key role. Contributions to collaborative or team science may also reflect valuable scholarship. Peer-reviewed research grants. Commercialized, innovative patents. Application: Investigator role in clinical trials, research related to quality and safety, improvement in access to and delivery of care, health disparities or other similar projects at an institutional, regional, or national level. Involvement in health policy or advocacy to improve health outcomes or health care delivery. Integration: Development of guidelines for clinical care or improvement of health outcomes at an institutional, regional, or national level. Publication of peer-reviewed systematic reviews that integrate existing data to promote improved care and outcomes. Education: Innovative courses, curricula, or simulation programs to improve teaching and learning. <p>Scholarship typically should be peer reviewed, and published so that it may serve as a platform for others to build upon.</p> <p>Case Reports are typically not considered as scholarship appropriate to this track.</p> <p>Additional evidence of the impact of a candidate's scholarship includes:</p> <ul style="list-style-type: none"> Dissemination: Invited lectures at outside institutions. Invited presentations of original research or scholarship at national meetings. Invitations to serve on national panels. Invitations to design or direct regional or national Continuing Professional Development educational programs. Invitations to serve as a peer reviewer for journals and other venues for the dissemination of scholarship. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> Evidence of a developing pattern of peer-reviewed, scholarly productivity in which the candidate has played a leading or substantive role. Scholarship should be meaningful and be deemed of excellent quality by peers. Typically, a minimum of eight peer-reviewed scholarly products, or an average of two per year, is expected <u>during the candidate's time as Assistant Professor</u> for consideration for promotion. However, more than 10 total scholarly products are typical in successful portfolios. <p>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> Evidence of a sustained pattern of scholarly productivity in which the candidate has served in a leading or substantive role. Typically, a minimum of 10 peer-reviewed scholarly products <u>while Associate Professor</u>, or an average of two per year with a total minimum of 20 peer-reviewed publications, is necessary for consideration for the rank of Professor. However, more than 20 scholarly products are typical in successful applications. The portfolio as a whole must show a clear and defined contribution to the discipline. 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate has 12 peer-reviewed publications to which they have made a substantive contribution and has presented abstracts at national meetings. Candidate has 10 peer-reviewed publications of original research with first or senior authorship on six, serves as PI on an IRB approved clinical trial, has two platform presentations at national meetings. Candidate demonstrates a focus on improving patient care, teaching, and learning in a clinical field and has significant roles in related scholarship including seven peer-reviewed publications, two MedEd Portal products, and four book chapters, as well as national presentations to education-focused and relevant clinical peer audiences. <p>Examples of a Full Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate has 22 peer-reviewed original research publications to which they have made a significant contribution, with 10 of those while Associate Professor. The candidate presents a coherent, focused portfolio that defines the candidate's area of expertise. The candidate has prominence nationally in this area of clinical scholarship as evidenced by invited lectures, invitations to serve on national panels, and invitations to serve as an expert moderator/discussant. Candidate has 25 peer-reviewed publications, with 12 while Associate Professor. The candidate is lead author on nine publications including two of high impact that resulted from the candidate's lead role as PI on a completed investigator initiated clinical trial. Additionally, the candidate has served as site PI on two multi-site clinical trials. Candidate has 30 peer-reviewed research publications, with 18 while Associate Professor. Candidate is an active reviewer for three journals and sits on the editorial board of a journal in the candidate's field of study.

3.3 SERVICE, INSTITUTIONAL AND EXTERNAL

3.3.1 Milestones

3.3.1.1 Institutional Service

3.3.1.1.1 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.

3.3.1.1.2 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.

3.3.1.2 External Service/Performance

3.3.1.2.1 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 profession (as manifested, for example, by service on local/regional committees, provision of peer-review, or other similar accomplishments as appropriate for the discipline).

3.3.1.2.2 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).

3.3.2 Clinical Scholar Evidence of Achievement in the Service, Institutional and External Area

Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples
<p>Including but not limited to: <u>Primary Evidence Institutional Service</u></p> <ul style="list-style-type: none"> • Departmental leadership roles in clinical, education, or administrative realms. • Leadership role in training or graduate programs. • Committee positions within the candidate's department, college, healthcare system or university • Significant service to student organizations. • Organizing departmental, college or university educational meetings or symposia. • Mentoring of students, trainees, and/or faculty. • Administrative leadership role in the medical college, health system, or university. <p><u>Primary Evidence External Service and Prominence</u></p> <ul style="list-style-type: none"> • Committee positions within professional organizations at a regional or national level. • Service on a NIH study section or professional board. • Editorial role or reviewer for journals. • Peer review for national meetings. • Organizing regional or national professional meetings. • Service awards from community or professional organizations. • Invitations to serve on regional or national task forces. • Invitations to speak at regional or national meetings or at peer institutions. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> • A record of multiple service contributions to the institution is expected. • A developing record of service in one's professional community. • Consistent contributions to the local and regional or national community are expected Including significant participation or leadership roles at regional or national forums and active contribution to one's professional societies or activities at a regional and/or national level. <p>APPOINTMENT/PROMOTION TO PROFESSOR Since last promotion:</p> <ul style="list-style-type: none"> • Sustained record of significant contributions within the department in effectively mentoring trainees and junior faculty. • Departmental, college, healthcare, or university leadership position. • Sustained record of contributions in accepting and actively participating in department, college, university or hospital appointed committees or similar contributions. • Prominent/leadership positions in professional societies, committees or similar peer professional activities such as editorial boards, study sections, task forces, or guideline development or test writing committees. • Multiple contributions to the local and regional or national community are expected, including significant participation or leadership roles, invitations to speak at regional or national forums and active contribution to one's professional societies or activities at a regional and/or national level. 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate serves as the department's Assistant Residency Program Director, is a member of the hospital cancer committee, and serves on a committee within the candidate's professional society. The candidate has presented at six regional and national forums and serves as a peer reviewer for two journals. • Candidate serves as the department's medical student clerkship director, as an <i>ad hoc</i> reviewer for two journals, as an examiner for the candidate's professional board, and as a mentor for an outreach program for pre-medical students. The candidate has presented research findings at three national meetings. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate serves as a department Vice Chair, has been a member of a Dean's department review committee, holds a leadership role in the candidate's professional society, serves as an examiner for the candidate's professional board and has frequently presented at medical schools and national meetings. • Candidate serves as chair of the department's quality and safety 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 15 invited presentations at national meetings. • Candidate serves as a departmental division chief, serves on the departmental residency review committee, has a sustained track record of successful mentoring of junior faculty and trainees, 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 20 invited presentations at national meetings.

3.4 TEACHING/EDUCATION

3.4.1 Milestones

3.4.1.1 Associate Professor

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.

3.4.1.2 Professor

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.

3.4.2 Clinical Scholar Evidence of Achievement in the Teaching/Education Area

Examples of Evidence	Guidance Criteria for Career Development Milestone	Case Examples
<p>Primary Evidence</p> <ul style="list-style-type: none"> Evaluations that demonstrate excellence in teaching. Evidence of efforts to improve teaching effectiveness (pedagogy). Awards for excellence in education of students or residents/trainees. Effective mentoring of students and residents/trainees. Creation of teaching/education materials in one's discipline. Significant contributions to the development, evaluation, revision or implementation of curriculum for medical or graduate students or trainees. Leadership role in a course, clerkship or other curricular offering. Participating in or leading faculty development activities related to teaching and learning. Serving as faculty for Continuing Professional Development activities. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> Demonstrated commitment to the educational mission of the department, medical college, and/or university and its training programs through significant and dedicated participation in educational or faculty development activities. Effective mentorship as demonstrated by products such as mentored publications or other scholarly work or advancement of mentees. Record of sustained professionalism in the teacher/learner relationship. 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate received an education award as recognition for outstanding evaluations in medical student and resident bedside teaching, teaches regularly in the department's clerkship lecture series, and served as a mentor for a medical student's scholarly inquiry project. Candidate serves as a preceptor for a sub-internship rotation, served as mentor and senior author for five resident first author journal publications and two medical student abstract presentations. Candidate serves as the assistant director of the medical student clerkship and has a substantial teaching role in the medical college curriculum. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate named to an "Education Honor Roll" for sustained outstanding medical student teaching evaluations, awarded a teaching honor by resident trainees, and serves as director of the medical student clerkship. Candidate has a track record of continuous productivity mentoring residents/students to research publications and national presentations and has received an education award. Candidate directs an annual CME course in current concepts using simulation training for other professionals in the discipline and participates regularly in the department's medical student clerkship.
	<p>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> Sustained commitment to the educational mission of the department, medical college, and/or university and its training programs through significant and dedicated participation in educational activities. Sustained excellence in teaching effectiveness. Sustained productivity in mentorship. Recognition as a teacher and mentor. Record of sustained professionalism in the teacher/learner relationship. 	

3.5 PRACTICAL/CLINICAL MASTERY

3.5.1 Milestones

3.5.1.1 Associate Professor

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

3.5.1.2 Professor

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

3.5.2 Clinical Scholar Evidence of Achievement in the Practical/Clinical Area

Examples of Evidence	Guidance Criteria for Career Development Milestone	Case Examples
<p>Primary Evidence</p> <ul style="list-style-type: none"> • Leadership of a clinical service. • Development or dissemination of a new treatment or technique. • Awards or other recognition for clinical excellence. • Organizing or directing regional or national clinical care conferences or workshops. • Recognition as a master clinician by peers. • Invitations to speak on area of clinical expertise. • Evidence of safe, high quality, evidence-based practice. • For faculty not currently active in clinical practice, a reputation of prior excellence in the field and ongoing continuing professional development activities for maintenance of licensure and board certification. 	<p>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</p> <p>Candidate should demonstrate developing clinical mastery with regional prominence in the categories of:</p> <ul style="list-style-type: none"> • Contributions to clinical practice. • Clinical reputation. • Professional development in clinical practice. <p>Demonstration of clinical mastery is expected in at least one of the above categories, for consideration for promotion to Associate Professor.</p>	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate has defined a clinical area of expertise and has developed a practice in caring for patients with this condition as well as invitations to speak regionally about the candidate’s expertise in the treatment of this condition. Candidate has received awards for clinical excellence. • Candidate serves as director of a section or assistant director of a division and plays an important role in the development of clinical guidelines of care within the division. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate serves as a co-director or director of an institutional clinical center of excellence and has been invited to speak nationally on the candidate’s area of expertise. Candidate has a sustained record of honors for clinical excellence. • Candidate participates as a significant member of a national committee that produces guidelines for practice in the candidate’s field. • Candidate has a major administrative role that limits current clinical practice though, based on prior practice, the candidate has achieved a reputation for excellence in the field and for providing high quality care.
	<p>APPOINTMENT OR PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</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"> • Contributions to clinical practice. • Clinical reputation. • Professional development in clinical practice. <p>Demonstration of clinical mastery and reputation are expected in at least two of the above categories for consideration of promotion to Professor.</p>	

4. RESEARCH EXCELLENCE

4.1 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. Case examples are provided to illustrate how examples of evidence and the guidance criteria may be applied. The examples are not all-inclusive and generally do not reflect a judgment about impact of the work which is critical to assessment of a candidate's achievements. 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.

4.2 RESEARCH/SCHOLARSHIP/CREATIVE WORK

4.2.1 Milestones

4.2.1.1 Associate Professor

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

4.2.1.2 Professor

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

4.2.2 Research Excellence Evidence of Achievement in the Research/Scholarship/Creative Work Area

Examples of Evidence	Guidelines for meeting the Career Development Milestone
<p>Primary Evidence A sustained record of meaningful, focused research and scholarship that demonstrates evidence of significant contributions to team and collaborative work as may be demonstrated by the following:</p> <p>PUBLICATIONS – 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"> • Peer-reviewed, PubMed indexed journal publications of original research • Book chapter authorship that contributes substantially to the body of knowledge in one’s discipline <p>FUNDING – Record of sustained, peer-reviewed, extramural research grant funding.</p> <ul style="list-style-type: none"> • Federal grant funded research (NIH/DOD/NSF) • Multi-year, substantial foundation grant funded research <p>PUBLIC PRESENTATION – Peer-reviewed presentations and invited lectures</p> <ul style="list-style-type: none"> • Podium (oral) presentations for refereed sessions at conferences • Invitations to lecture in one’s area of scholarship • Poster presentations of peer reviewed research at conferences <p>INNOVATION — evidence of a substantial role in innovation that materially impacts one’s discipline</p> <ul style="list-style-type: none"> • such as a commercialized patent that has advanced the field • development of a novel therapeutic or clinical intervention <p>TEAM SCIENCE – Contributions to team science and collaborative research are encouraged and valued. Expectations for authorship and grant funding should be appropriately modified for contributions to team science (role/contribution to peer reviewed publications, funding through co-investigator, PI, or multi-PI role on R01, P, or U grants, etc.)</p> <p>Optional Supplemental Evidence <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"> • Serving as an expert panelist or moderator at a professional meeting • Journal reviewer or editor • Authorship role on an issued patent awarded for innovative research and scholarship 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR Candidate provides significant contributions to a portfolio of research/scholarship/creative work within one’s field that demonstrates evidence of an increasing 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"> • Multiple peer-reviewed publications of original research while Assistant Professor • Sustained extramural funding as co-PI, PI, or multi-PI acquired after post-doctoral training. <p>Please note that the expectation for achievement is typically higher than the minimum criteria for a successful review.</p> <p>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <p>Candidate’s portfolio of research/scholarship/creative work demonstrates sustained focus, skill, and meaningful contributions to one’s field. The portfolio should demonstrate continued and increasing evidence of distinguished and substantive roles in addition to significant contributions to team science and collaborative work.</p> <ul style="list-style-type: none"> • Multiple publications as an Associate Professor in journals of medium to high impact as supported by external reviewers in the candidate’s field • Maintain sustained, extramural, peer-reviewed funding as PI, or Multi-PI, or co-PI maintained as an Associate Professor. Candidate typically has at least some funding as PI. <p>Please note that the expectation for achievement is typically higher than the minimum criteria for a successful review.</p>

4.3 COMBINED SERVICE CATEGORIES

4.3.1 Milestones

4.3.1.1 Institutional Service

4.3.1.1.1 Associate 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 on program, college and/or university committees and clear contributions to the well-being and advancement of the university.

4.3.1.1.2 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.

4.3.1.2 External Service/Performance

4.3.1.2.1 Associate Professor

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).

4.3.1.2.2 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).

4.3.2 Research Excellence Evidence of Achievement in the Combined Service Categories

Examples of Evidence	Guidance for meeting the Career Development Milestone
<p>Primary Evidence Service to the institution is expected with increasing involvement and leadership at increasing ranks.</p> <p>Departmental</p> <ul style="list-style-type: none"> • Applicant interviews, admissions committees. • Organizing departmental conferences (journal clubs, research symposia). • Departmental committee participation. • Mentoring of graduate students, post-doctoral trainees, or junior faculty. • Departmental administrative leadership role. <p>Institutional</p> <ul style="list-style-type: none"> • Participating on a medical college, graduate school, university, or health system committee. • Serving in an administrative role such as Director of a core facility/service center. • Serving a Jefferson student organization or student program such as a pipeline program. <p>External Service/Prominence</p> <ul style="list-style-type: none"> • Invitations to present research findings at regional, national, or international academic forums. • Serving as an organizer of a regional or national conference. • Serving as a session chair or moderator of a regional or national conference. • Serving as a reviewer for peer-reviewed journal. • Serving as a committee member or leader in a regional or national society in one's field. • Honors or Awards. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> • A record of service contributions to the institution is expected. • A developing record of service in one's professional community including invitations to speak and provide peer review related to areas of professional expertise. • Contributions to the local and regional community are valued. <p>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> • Sustained record of significant contributions within the institution in effectively mentoring trainees or junior faculty. • Sustained record of contributions to the institution in accepting and actively participating in service opportunities. • Sustained record of prominence and contributions at a national level including invitations to speak and provide peer review related to areas of professional expertise.

4.4 TEACHING

4.4.1 Milestones

4.4.1.1 Associate Professor

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

4.4.1.2 Professor

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

4.4.2 Research Excellence Evidence of Achievement in the Teaching Area

Examples of Evidence	Guidance for meeting the Career Development Milestone
<p><u>Primary Evidence</u></p> <ul style="list-style-type: none"> • Effective teaching of students and trainees. • Effective mentoring of students and trainees. • Participating in faculty development activities related to teaching and learning. • Serving as faculty for Continuing Professional Development activities. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> • Candidate’s portfolio must demonstrate a commitment to the educational mission of the department, medical college and/or university. • Effective mentorship may be demonstrated by products such as mentored publications, abstracts presented, or advancement of mentee. • Record of sustained professionalism in the teacher/learner relationship.
	<p>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> • Sustained commitment to the educational mission, including, as appropriate, participation in medical college and graduate educational programs and a record of teaching effectiveness. • Sustained productivity in mentorship. • Recognition as a teacher and/or mentor • Record of sustained professionalism in the teacher/learner relationship.

4.5 PRACTICAL/CLINICAL MASTERY (IF APPLICABLE)

4.5.1 Milestones

4.5.1.1 Associate Professor

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

4.5.1.2 Professor

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

4.5.2 Research Excellence Evidence of Achievement in the Practical/Clinical Area

Examples of Evidence	Guidance Criteria for Career Development Milestone
<p>Primary Evidence</p> <ul style="list-style-type: none"> • Development or dissemination of a new technique or skill. • Awards or other recognition for practical excellence. • Recognition as a master practitioner in one's discipline. • Invitations to speak on one's area of practical expertise. • Evidence of safe, high quality, evidence-based practice. 	<p>APPOINTMENT OR PROMOTION TO ASSOC. PROFESSOR</p> <p>Candidate should demonstrate developing practical mastery with regional prominence in the categories of:</p> <ul style="list-style-type: none"> • Substantive contributions to research products. • Reputation for practical skill. • Professional development in one's area of practice. <p>Demonstration of practical mastery is expected in at least one of the above categories, at a minimum, for consideration for promotion to Associate Professor.</p>
	<p>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</p> <p><u>Since last promotion:</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"> • Significant contributions to research products. • Reputation for practical skill and expertise. • Professional development in one's area of practice <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>

5. TEACHING EXCELLENCE

5.1 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. Case examples are provided to illustrate how examples of evidence and the guidance criteria may be applied. The examples are not all-inclusive and generally do not reflect a judgment about impact of the work which is critical to assessment of a candidate's achievements. 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.

5.2 TEACHING/EDUCATION

5.2.1 Milestones

5.2.1.1 Associate Professor

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.

5.2.1.2 Professor

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.

5.2.2 Teaching Excellence Evidence of Achievement in the Teaching/Education Area

Examples of Evidence	Guidance Criteria for Career Development Milestone	Case Examples:
<p>Primary Evidence</p> <ul style="list-style-type: none"> The majority of the candidate's effort involves education, comprised of both direct student instruction (outside of the clinical/practice or research laboratory setting) and curricular design, administration, and assessment. The majority of the candidate's teaching is within the medical college. <u>Assessment</u>: Evaluation of trainee knowledge and competencies and assessment of content and quality of the curriculum. <u>Education</u>: Innovative courses, curricula, or simulation programs to improve teaching and learning, and the administration of educational programs. Evaluations that demonstrate excellence in teaching. Evidence of efforts to improve teaching effectiveness (pedagogy). Awards for excellence in education of students, residents, and trainees. Effective mentoring of students and residents/trainees. Creation of teaching/education materials in one's discipline. Leadership role in a course, clerkship or other curricular offering. Participating in or leading faculty development activities related to teaching and learning. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> The <u>majority</u> of the candidate's effort should involve <u>direct contact hours with learners (in the non-clinical/practice or research laboratory setting)</u>. Demonstrated commitment to the educational mission of the department, medical college, and/or university and its training programs through significant and dedicated participation in educational or faculty development activities. Effective mentorship as demonstrated by products such as mentored publications or other scholarly work or advancement of mentees. Record of sustained professionalism in the teacher/learner relationship. 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate devotes 70% effort to direct contact hours with learners including teaching within several blocks in the JeffMD curriculum, and serves as a guest lecture within two other colleges within the university. Candidate is a member of an administrative committee and responsible for providing assessments for medical students. Candidate has received a Dean's Award for Excellence in Teaching. Candidate devotes 60% effort to direct contact hours with learners. Candidate is a champion of educational technologies within the medical college. Candidate provides analysis of assessment results and collaborates with other faculty members to develop novel assessment methodologies that are used within the medical college. Membership on several administrative committees and is responsible for providing assessments for medical students. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate devotes 50% effort to direct contact hours with learners and is a block or course director. Candidate chairs an educational administrative committee within the medical college or university. Candidate has a sustained record of mentoring faculty and block directors. Candidate serves on a national education committee. Candidate has a record of teaching awards. Candidate devotes 60% effort to direct contact hours with learners and is the chair of a curricular assessment committee. Candidate has developed a unique assessment methodology that has been adopted as standard within the medical college curriculum. Candidate serves as the medical college representative to an accrediting body. Candidate has an accomplished history of mentoring.
	<p>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> The <u>majority</u> of the candidate's effort should involve <u>direct contact hours with learners (in the non-clinical/practice or research laboratory setting)</u>. Evidence of leadership in the educational mission of the department, medical college, and/or university and its training programs through significant and dedicated leadership in educational activities. Sustained excellence in teaching effectiveness. Sustained productivity in mentorship. Recognition as a teacher and mentor. Record of sustained professionalism in the teacher/learner relationship. 	

5.3 RESEARCH/SCHOLARSHIP/CREATIVE WORK

5.3.1 Milestones

5.3.1.1 Associate Professor

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.

5.3.1.2 Professor

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.

5.3.2 Teaching Excellence Evidence of Achievement in the Research/Scholarship/Creative Work Area

Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples:
<p>Primary Evidence The candidate's portfolio should be focused with an emphasis on one or more of the following areas: integration, application, and/or education.</p> <ul style="list-style-type: none"> • Integration: Development of curriculum, course teaching materials, simulation programs, pedagogy based in educational technology, education assessment materials, and guidelines at an institutional, regional, or national/international level. • Application: Developing or contributing to creative materials focused on education, technology, pedagogy, or other similar projects at an institutional, regional, or national/international level. • Dissemination: Contributing author of publications. Authorship of textbook chapters. Editor of a textbook. Invited lectures at outside institutions. Invited presentations of original work or scholarship at national meetings. Invitations to serve on national panels. Invitations to design or direct regional or national Continuing Professional Development educational programs. Invitations to serve on as a peer reviewer for journals and other venues for the dissemination of scholarship. <p>Contributions typically should be peer reviewed so that they may serve as a platform for others to build upon.</p>	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> • Evidence of a developing pattern of creative work as outlined by primary evidence in the areas of application, integration, or dissemination in which the candidate has played a leading or substantive role. • Creative work should be meaningful and be deemed of excellent quality by peers and learners. • Candidate has a developing reputation as a resource for pedagogy and provides mentoring to learners and faculty within their department or college. 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate has a focus on application in which the candidate conducts workshops to educate colleagues in new education methods and technologies. Candidate created a novel assessment tool for evaluation of a specific education competency that is used within the medical college and presented at a regional meeting. • Candidate has a focus on integration and has developed 5 curricula and supportive course teaching materials that are used annually within the medical college and other colleges within the university, is a contributing author to 4 presentations, and collaborated on development of a simulation program. <p>Examples of a Full Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate has a focus on application. <u>Since promotion to Associate Professor</u>, candidate has served as a consultant to other institutions for curriculum development, has served on education review panels of an accrediting agency. Created a novel assessment for evaluation of a specific education competency tool that is used within the medical college and has been adopted nationally by other medical schools. Candidate has been invited to talk at several external institutions and national meetings. • Candidate has a focus on integration. <u>Since promotion to Associate Professor</u>, the candidate has developed novel pedagogy that is utilized in the medical college and other institutions. The candidate sits on an accrediting panel. The candidate demonstrates a record of collaboration on publications and presentations. Candidate has developed workshops that are used for faculty development across the university and is recognized as a champion for the development of novel teaching tools across the university. Candidate has a sustained record of presentations at external institutions and national meetings.
	<p>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> • Evidence of a sustained pattern of scholarly productivity in which the candidate has served in a leading or substantive role. • Candidate has sustained record as a resource for pedagogy and a track record of successful mentoring of learners and faculty within the university and outside of the university. 	

5.4 SERVICE, INSTITUTIONAL AND EXTERNAL

5.4.1 Milestones

5.4.1.1 Institutional Service

5.4.1.1.1 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.

5.4.1.1.2 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.

5.4.1.2 External Service/Performance

5.4.1.2.1 Associate Professor

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).

5.4.1.2.2 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 and 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).

5.4.2 Teaching Excellence Evidence of Achievement in the Service, Institutional and External Area

Examples of Evidence	Guidance for meeting the Career Development Milestone	Case Examples:
<p>Including but not limited to: Primary Evidence Institutional Service Departmental leadership roles in education, or administrative realms.</p> <ul style="list-style-type: none"> • Leadership role in training or graduate programs. • Committee positions within the candidate’s department, college, healthcare system or university. • Significant service to student organizations • Organizing departmental, college or university educational meetings or symposia. • Mentoring of students, trainees, and/or faculty. • Administrative leadership role in the medical college, health system, or university. <p>Primary Evidence External Service and Prominence</p> <ul style="list-style-type: none"> • Committee positions within professional organizations at a regional or national level. • Service for an accrediting organization. • Editorial role or reviewer for journals • Peer review for national meetings. • Organizing regional or national professional meetings. • Service awards from community or professional organizations. • Invitations to serve on regional or national task forces. • Invitations to speak at regional or national meetings or at peer institutions. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> • A record of multiple service contributions to the institution is expected. • A developing record of service in one’s professional community. • Consistent contributions to the local and regional or national community are expected including significant participation or leadership roles at regional or national forums and active contribution to one’s professional societies or activities at a regional and/or national level. • Sustained role in pipeline training programs. • Efforts to promote diversity in education and training of students and faculty. <p>APPOINTMENT/PROMOTION TO PROFESSOR Since last promotion:</p> <ul style="list-style-type: none"> • Sustained record of significant contributions within the department, college, or university. • Mentoring of trainees and junior faculty. • Sustained role in pipeline training programs. • Efforts to promote diversity in education and training of students and faculty. • Departmental, college, healthcare, or university leadership position. • Sustained record of contributions in accepting and actively participating in department, college, university or hospital appointed committees or similar contributions. • Prominent/leadership positions in professional societies, committees or similar peer professional activities such as editorial boards, accrediting organizations, task forces, or guideline development or test writing committees. • Multiple contributions to the local and regional or national community are expected Including significant participation or leadership roles, invitations to speak at regional or national forums and active contribution to one’s professional societies or activities at a regional and/or national level. 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate serves as a member of the department’s education committee and a standing committee within the medical college. Candidate serves as a peer reviewer for a journal in field and has served as a judge for a research competition at a regional meeting. • Candidate serves as an instructor and mentor in a pre-medical education pipeline program, serves as a scholarly inquiry mentor for medical students. Candidate serves on a standing committee within the medical college and on national committees with an educational focus. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate serves as chair of the department’s education committee and has served in a sustained capacity on a standing committee within the medical college. Candidate has served on a Dean’s Departmental Review Committee. Candidate holds a leadership role in the candidate’s professional society. Candidate has a record of national presentations in the candidate’s area of expertise. • Candidate has a sustained record of serving as a successful mentor for junior faculty and directs a pre-med mentoring pipeline program. Candidate serves as a chair of a standing committee within the medical college and has served in a leadership role within the candidate’s national society.

5.5 PRACTICAL/CLINICAL MASTERY

5.5.1 Milestones

5.5.1.1 Associate Professor

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

5.5.1.2 Professor

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

5.5.2 Teaching Excellence Evidence of Achievement in the Practical/Clinical Area

Examples of Evidence	Guidance Criteria for Career Development Milestone	Case Examples:
<p><u>Primary Evidence</u></p> <ul style="list-style-type: none"> • Awards or other recognition for clinical excellence. • Organizing or directing regional or national clinical care conferences or workshops. • Recognition as a master clinician by peers. • Invitations to speak on area of clinical expertise. • Evidence of safe, high quality, evidence-based practice. • For faculty not currently active in clinical practice, a reputation of prior excellence in the field and ongoing continuing professional development activities for maintenance of licensure and board certification. 	<p>APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR</p> <p>Candidate may demonstrate developing clinical mastery with regional prominence in at least one of the following categories:</p> <ul style="list-style-type: none"> • Contributions to clinical practice. • Clinical reputation. • Professional development in clinical practice. 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> • Clinical excellence if applicable. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> • Sustained clinical excellence, if applicable.
	<p>APPOINTMENT OR PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <p>Candidate may demonstrate sustained clinical mastery with national prominence and reputation in at least one of the following categories:</p> <ul style="list-style-type: none"> • Contributions to clinical practice. • Clinical reputation. • Professional development in clinical practice. 	

6. CLINICIAN EDUCATOR

6.1 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. Case examples are provided to illustrate how examples of evidence and the guidance criteria may be applied. The examples are not all-inclusive and generally do not reflect a judgment about impact of the work which is critical to assessment of a candidate's achievements. 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.

6.2 RESEARCH/SCHOLARSHIP/CREATIVE WORK

6.2.1 Milestones

6.2.1.1 Associate Professor

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.

6.2.1.2 Professor

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.

6.2.2 Clinician Educator Evidence of Achievement in the Research/Scholarship/Creative Work Area

Examples of Evidence	Guidance Criteria per Career Development Milestone	Case Examples
<p>Primary Evidence</p> <ul style="list-style-type: none"> Invited to lecture outside of one's primary institution. Developing, directing, or teaching in CME or other professional development activities. Leading adoption of best practice guidelines in the candidate's department or institution. Leading a Quality improvement (QI) project. PI or Co-PI of an ongoing IRB approved study or clinical trial. Development of a simulation program. Author or co-author of a published review, manuscript, or case report. Book chapter author or co-author. Published editorial or commentary. Podium abstract presentation outside of one's institution. Published abstract. Conference moderator outside of one's primary institution. Other multimedia presentations related to candidate's field of practice. Service as a peer reviewer for accreditation bodies, professional meetings, or journals. Serving as an expert in ones' field in a professional or public service capacity such as serving on an expert panel at a national meeting or serving on a city task force. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> Candidate should have evidence of scholarly activity in their portfolio. At a minimum, four scholarly activities are expected for consideration (average one per year). 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate is a contributing co-author to six published works (three manuscripts, two case reports, and one book chapter) in the candidate's field of clinical practice, presented two invited regional grand rounds lectures at regional institutions, and presented one abstract at a national meeting. Candidate has been an invited speaker to four regional institutions to present Grand Rounds. Candidate is a CME workshop faculty member giving a presentation annually for a CME workshop with a regional draw. Candidate developed an evidence based clinical guide that is used within their department and has led an IRB approved study which documented its effectiveness in practice. Candidate is a quality improvement project team leader and has presented an abstract of a QI project at a regional professional meeting. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate has delivered six invited lectures for grand rounds or other CME activities at regional and national institutions since becoming Associate Professor, has served as a moderator for sessions at two regional and two national conferences, as well as participated, by invitation, on a national expert panel. Candidate developed and directs a CME course designed to improve clinical practice effectiveness in the candidate's discipline. Candidate has developed a simulation program that is a part of the education of residents. Candidate has two national presentations on the simulation program and its effectiveness in education. Candidate has been an invited speaker at five medical schools. Candidate is a contributing co-author on six manuscripts and four published/presented abstracts since becoming Associate Professor. Candidate is the head of the QI committee and is the PI for an IRB approved QI study that has resulted in effective practice changes.
	<p>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> Sustained participation in scholarly activity. At a minimum, five substantive scholarly activities since promotion to Associate Professor are expected for consideration (average one per year). 	

6.3 SERVICE, INSTITUTIONAL AND EXTERNAL

6.3.1 Milestones

6.3.1.1 Institutional Service

6.3.1.1.1 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.

6.3.1.1.2 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.

6.3.1.2 External Service/Performance

6.3.1.2.1 Associate Professor

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 professional (as manifested, for example, by service on local/regional committees, provision of peer review, or other similar accomplishments as appropriate for the discipline).

6.3.1.2.2 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 and 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).

6.3.2 Clinician Educator Evidence of Achievement in the Service Institutional and External Area

Examples of Evidence	Guidance Criteria per Career Development Milestone	Case Examples
<p><u>Primary Evidence-Institutional Service</u></p> <ul style="list-style-type: none"> Leadership position within the candidate’s Department, for example, Vice Chair, Division Chief, or Program Director. Leadership position on departmental committee (Chair or co-Chair). Leadership position within the Medical College or University, such as a Dean’s office position. Member of a department committee, University committee, Health System committee, or College committee. Significant service to a student organization. Significant role in mentoring of students, trainees or faculty. Participation in recruitment and selection activities for departmental trainees. Developing new initiatives within the department, college or institution that further the patient care or academic mission of the institution. <p><u>Primary Evidence-External Service/Performance</u></p> <ul style="list-style-type: none"> Leadership position in a regional or national specialty organization. PI or Co-PI on an externally funded grant or clinical trial. Member of a study section or grant review panel. Peer Reviewer for a journal, professional meeting, accrediting body or similar academic professional activity. Editorial board of a journal. Service to local, state, or federal government advising in the candidate’s area of professional discipline. Selection as expert speaker, panelist or convener for CE accredited or similarly academic regional, or national programs. Receipt of a regional or national award. Invitations to speak at regional or national meetings or academic institutions. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> Significant service contributions to at least two activities in the candidate’s department, medical college, health system and/or university. At minimum, six substantive activities of academic service at the regional or national level, inclusive of extramural scholarly activities. In sum, a portfolio that 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 organizations, regional (or national) 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>APPOINTMENT/PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> Significant, sustained service contributions in a minimum of three activities at the candidate’s department, medical college, health system, and/or university. At minimum, 12 activities of academic service at the regional and/or national level, inclusive of extramural scholarly activities. Leadership levels of service are expected for both internal and external service. In sum, a portfolio that demonstrates evidence of national prominence as demonstrated by invitations to speak to academic audiences, serve on national academic or discipline specific 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>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate is an Assistant Residency Program Director, serves on the College Admissions Committee. Additionally, the candidate presents annually at a well-respected regional CME program and has five other invited presentations at regional medical schools. Candidate is a member of the department’s Q.I. committee, the hospital Cancer Committee, and holds a committee position in the candidate’s regional specialty society. Candidate has given six invited presentations regionally. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate is a department Division Chief, mentors both junior faculty and residents resulting in co-authorship of three abstracts and two manuscripts, has served on a Dean’s department review Committee. The candidate is on the executive board of the regional branch of the candidate’s national specialty society and serves as a committee member of the national society. The candidate has eight invited national presentations since becoming Associate Professor. Candidate serves as director of a center of excellence, serves as a faculty mentor to two junior faculty and two residents, and serves on the hospital’s O.R. committee. Candidate is a certifying examiner for the specialty board and is on the editorial board of a medium impact journal. Candidate has mentored junior faculty on four QI projects that have resulted in four abstracts with two national presentations, two poster presentations, and three published manuscripts. The candidate has six invited national presentations since becoming Associate Professor.

6.4 TEACHING/EDUCATION

6.4.1 Milestones

6.4.1.1 Associate Professor

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.

6.4.1.2 Professor

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.

6.4.2 Clinician Educator Evidence of Achievement in the Teaching/Education Area

Examples of Evidence	Guidance Criteria for Career Development Milestone	Case Examples
<p>Primary Evidence</p> <ul style="list-style-type: none"> Evaluations that demonstrate excellence in teaching. Evidence of efforts to improve teaching effectiveness (pedagogy). Awards for excellence in education of students or residents/trainees Effective mentoring of students and residents/trainees. Creation of teaching/education materials in one's discipline. Significant contributions to the development, evaluation, revision or implementation of curriculum for medical or graduate students or trainees. Leadership role in a course, clerkship, or other curricular offering. Participating in or leading faculty development activities related to teaching and learning. Serving as faculty for Continuing Professional Development activities. Key teaching role in interprofessional curriculum of an affiliated health field. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <ul style="list-style-type: none"> Demonstrated commitment to the educational mission of the department, medical college, and/or university and its training programs through significant and dedicated participation in educational activities. Effective mentorship as demonstrated by products such as mentored publications or other scholarly work or advancement of mentees. Participation in faculty development activities or other initiatives to improve teaching effectiveness. Record of sustained professionalism in the teacher/learner relationship. 	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate received an education award as recognition for outstanding evaluations in medical student and resident bedside teaching, teaches regularly in the department's clerkship lecture series, and served as a mentor for a medical student's scholarly inquiry project. Candidate serves as a preceptor for a sub-internship rotation, served as mentor and senior author for five resident first author journal publications and two medical student abstract presentations. Candidate serves as the assistant director of the medical student clerkship and has a substantial teaching role in the medical college curriculum. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> Candidate named to an "Education Honor Roll" for sustained outstanding medical student teaching evaluations, awarded a teaching honor by resident trainees, and serves as director of the medical student clerkship. Candidate has a track record of continuous productivity mentoring residents/students to research publications and national presentations and has received the Dean's Award for Excellence in Education. Candidate directs an annual CME course in current concepts using simulation training for other professionals in the discipline and participates regularly in the department's medical student clerkship.
	<p>APPOINTMENT OR PROMOTION TO PROFESSOR</p> <p><u>Since last promotion:</u></p> <ul style="list-style-type: none"> Sustained commitment to the educational mission of the department, medical college, and/or university and its training programs through significant and dedicated participation in educational activities. Sustained excellence in teaching effectiveness. Sustained productivity in mentorship. Recognition as a teacher and mentor. Record of sustained professionalism in the teacher/learner relationship. 	

6.5 PRACTICAL/CLINICAL MASTERY

6.5.1 Milestones

6.5.1.1 Associate Professor

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

6.5.1.2 Professor

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

6.5.2 Clinician Educator Evidence of Achievement in the Practical/Clinical Area

Examples of Evidence	Guidance Criteria for Career Development Milestone	Case Examples
<p>Primary Evidence</p> <ul style="list-style-type: none"> • Leadership of a clinical service. • Development or dissemination of a new treatment or technique. • Awards or other recognition for clinical excellence. • Organizing or directing regional or national clinical care conferences or workshops. • Recognition as a master clinician by peers. • Invitations to speak on area of clinical expertise. • Evidence of safe, high quality, evidence-based practice. • For faculty not currently active in clinical practice, a reputation of prior excellence in the field and ongoing continuing professional development activities for maintenance of licensure and board certification. 	<p>APPOINTMENT/PROMOTION TO ASSOCIATE PROFESSOR</p> <p>Candidate should demonstrate developing clinical mastery with regional prominence in the categories of:</p> <ul style="list-style-type: none"> • Contributions to clinical practice. • Clinical reputation. • Professional development in clinical practice. <p>Demonstration of clinical mastery is expected in at least one of the above categories, for consideration for promotion to Associate Professor.</p>	<p>Examples of an Associate Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate has defined a clinical area of expertise and has developed a practice in caring for patients with this condition as well as invitations to speak regionally about the candidate’s expertise in the treatment of this condition. Candidate has received awards for clinical excellence. • Candidate serves as director of a section or assistant director of a division and plays an important role in the development of clinical guidelines of care within the division. <p>Examples of a Professor Portfolio:</p> <ul style="list-style-type: none"> • Candidate serves as a co-director or director of an institutional clinical center of excellence and has been invited to speak nationally on the candidate’s area of expertise. Candidate has a sustained record of honors for clinical excellence. • Candidate participates as a significant member of a national committee that produces guidelines for practice in the candidate’s field. • Candidate has a major administrative role that limits current clinical practice though, based on prior practice, the candidate has achieved a reputation for excellence in the field and for providing high quality care.
	<p>APPOINTMENT OR PROMOTION TO FULL PROFESSOR</p> <p><u>Since last promotion:</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"> • Contributions to clinical practice. • Clinical reputation. • Professional development in clinical practice. <p>Demonstration of clinical mastery and reputation are expected in at least two of the above categories for consideration of promotion to Professor.</p>	