

# Academic Component Criteria for Periodic Performance Review and Promotion & Tenure

**Component Name: *Biology***

Periodic Performance Review (PPR) and Promotion & Tenure Reviews assess faculty performance and productivity in compliance with standards using criteria established by the university and each Academic Component (AC). In some cases, program-level criteria may also be developed. The additional criteria established by an AC (or program, if appropriate) will:

- include examples of performance appropriate to the discipline,
- be consistent with university criteria, and
- be at least as stringent as university standards.

AC or program criteria must be developed by regular, full-time faculty in the AC. The criteria must be reviewed and approved by the (1) AC administrator, (2) college dean, (3) Faculty Evaluation and Development Committee, (4) University Promotion and Tenure Committee, and (5) Provost/VPAA.

## Development Academic Component Criteria

For many of the criteria listed, it is appropriate for AC criteria to demonstrate a progression of rigor regarding the expected outputs or outcomes as a faculty member progresses in rank (e.g. from Assistant Professor to Associate Professor, etc.). This concept of progression is sometimes expressed as follows for various ranks:

| <b><u>Assistant Professor</u></b> | <b><u>Associate Professor</u></b> | <b><u>Professor</u></b>                                    |
|-----------------------------------|-----------------------------------|--|
| Perform                           | Role model                        | Mentor others  |
| Participate & contribute          | Contribute effectively            | Lead and/or make significant contribution                  |
| Establish & build                 | Actively engage                   | Lead and/or make significant contribution                  |
| Academic component service        | College service                   | University service   |
| Committee membership              | Committee leadership              | National or regional committee participation or leadership |

| <b><u>Assistant Professor</u></b>          | <b><u>Associate Professor</u></b>                | <b><u>Professor</u></b>                            |
|--|--|--|
| Local or state committees or presentations | Regional or national committees or presentations | National/International committees or presentations |

## **Development of Teaching Criteria**

The teaching role of university faculty is to promote the academic and professional growth of students. Teaching requires knowledge of the subject, ability to present information and materials clearly, and an ability to help motivate students to learn. The purpose of the review process for teaching is to recognize accomplishments and/or areas of deficiency and to aid the faculty member in professional development in the area of teaching.

While all faculty members may not have the opportunity to participate in each of the following, teaching effectiveness generally refers to the competence of the instructor in:

- classrooms (online, hybrid, or face-to-face),
- laboratories,
- studios,
- clinics,
- supervision of independent studies and/or internships,
- supervision of projects, research and fieldwork,
- guidance of student scholarly outputs (e.g., professional papers, artistic projects,
- capstone projects, thesis, and dissertation), and
- student mentoring.

The review of teaching effectiveness may include a discussion of factors such as evaluation of teaching methodology, course development, course materials, course management, classroom management, student achievement of learning outcomes, and content expertise. University and AC criteria will be the primary means of evaluating teaching. To provide a comprehensive set of inputs, each review of teaching at a minimum must include all four types of input:

- Faculty self-reflection and evaluation, including appropriate supporting evidence
- Student course evaluation feedback
- Observation and feedback from other faculty
- Observation and feedback from the AC administrator.

Faculty completing reviews in Years 1-5 must include input collected during the year under review. Faculty reviews after Year 6 of employment include observations from other faculty and the AC administrator collected at least once during the three-year period under review in addition to the required self-reflection/evaluation and student course evaluation feedback for the three-year period. Whenever possible, the input from any of the four sources listed above should include both quantitative and qualitative feedback. Faculty, however, are not required to include qualitative feedback from student course evaluations; but, should a faculty member choose to include any excerpt of the qualitative course evaluation report, the faculty member must include all of the qualitative course evaluation data for the review period to assure context for the selected excerpts.

## **Development of Scholarship Criteria**

“The scholarship role of the University is to expand the domain of human knowledge, imagination, and forms of expression; contribute to improvements in professional practice; and enhance teaching effectiveness. Scholarly pursuits include not only the diverse attributes that comprise inquiry, but also the forms of public statements of results that comprise inquiry, such as publications, performance, or presentation”(excerpt from *The Research Mission of the University*, Fall 1990).

Boyer’s (1990) teacher-scholar model underpins TWU’s faculty advancement standards. The components of the model are scholarship of discovery of new knowledge, scholarship of integration, scholarship of application, and scholarship of teaching. Sound scholarship may be individual or collaborative, within one discipline or interdisciplinary. The emphasis in evaluation is quality and impact rather than quantity. Scholarly outputs consist of original intellectual/creative/artistic expressions that enhance the knowledge of society. To expand public knowledge, a scholarly output must find public expression, such as peer-reviewed publications and presentations, performances, or juried exhibitions.

University and AC criteria for the domain of scholarship are appropriate for the University’s overall scholarship goals and consistent with the standards of the specific discipline. AC criteria will emphasize quality and impact and reflect disciplinary standards for the quantity and type of scholarly output. As appropriate for each discipline, criteria will also recognize the role of grants. Evaluation of scholarship will include feedback from external reviewers, as required for tenure and/or promotion.

## **Development of Service Criteria**

For the purpose of faculty performance review, service is the engagement of faculty related to their academic disciplines or expertise, which produces a benefit to another party. In a broad sense, institutional service is using a faculty's knowledge and skills to benefit the institution, professional organizations, and the community through active involvement and leadership. Professional service encompasses active participation in an organization by providing leadership or facilitating the goals of the organization. Therefore, appropriate documentation of service will emphasize both the activity undertaken and the benefit produced to the other party. Faculty members at all levels are expected to engage in meaningful service.

Service is generally grouped into two categories: internal and external to the University. Internal service is an extension of the commitment to shared governance, and the opportunity and responsibility of faculty members to participate in such governance (See Policy 5.02, *Faculty Responsibilities*, for a description of participation and leadership in the decision-making processes of the University.). External service is frequently grouped into one of two categories: service to the profession or service to the community. Although faculty members should not be discouraged from providing service in any field in which they have an interest, faculty service activities are evaluated as part of performance review when faculty members use their professional expertise to serve their academic, professional, and civic communities. External service is expected to be provided with little or no additional compensation to the faculty member rendering the service.

University and AC criteria for the domain of service must be appropriate for the University's overall mission and vision and related to the characteristics of the specific discipline. University and AC criteria should emphasize quality and impact of service rather than quantity. Evaluation of external service may include feedback from external reviewers, as required for tenure and/or promotion.

## **Criteria for Tenure**

In considering the award of tenure, Texas Woman's University seeks to recognize professional achievement in the areas of teaching, scholarship, and service. Each case is evaluated on its own merits in relation to the criteria and in the context of the needs and plans of the AC and the University. Faculty evaluation is the exercise of professional judgment at multiple levels regarding the quality of faculty work that is shaped by objective data. When making a recommendation for tenure, an AC affirms that the candidate meets the criteria for Associate Professor or Professor, as applicable, and has demonstrated the potential for sustained contributions. A recommendation to confer tenure must be supported by strong evidence of the high quality and distinctiveness of a candidate's work and degree of influence on the field. When tenure is awarded, the continuation of high-quality performance is expected. Exceptions to these criteria, while possible, will be rare. Tenure is never granted automatically to any candidate who enters or completes the probationary period.

**Table 2: Standards for Tenure-track Faculty Appointments and Promotions**

The following minimum standards for appointment or promotion to each academic rank are meant to provide equity and comparability across the university. Achievements of the candidate must be documented, and promotion evaluation must include external peer evaluations. Faculty being appointed or promoted are expected to continue to meet the criteria for each of the previous rank(s) as well as the rank currently held. Faculty members applying for promotion and/or tenure must also satisfy the applicable Academic Component criteria.

| <b><u>Assistant Professor</u></b><br><b>Appointment Criteria:</b>   | <b><u>Associate Professor</u></b><br><b>Appointment Criteria:</b>   | <b><u>Professor</u></b><br><b>Appointment Criteria:</b>  |
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| <ul style="list-style-type: none"> <li>• Completion of appropriate terminal degree or equivalent as defined by academic unit;<br/><br/><i>Must have completed a doctoral degree in a biological field.</i></li> <li>• Demonstrate current capability and desire for excellence in teaching, scholarship, and service as well as potential for significant accomplishment in these areas;<br/><br/><i>Demonstrate the capability for excellence in teaching, research, and service, as evidenced by application materials and references.</i></li> <li>• Additional Academic Component criteria.<br/><br/><i>As evidenced by application materials (e.g. cover letter, interviews, teaching and</i></li> </ul> | <ul style="list-style-type: none"> <li>• Normally will have served for a minimum of 6 years at rank of Assistant Professor at college or university level and have served full time at least 2 years at TWU at the rank of Assistant Professor;</li> <li>• Demonstrated significant contributions in teaching, advising, or other instructional activities; scholarship, research and/or other creative activities; and university, professional, and community service;</li> <li>• Additional Academic Component criteria.<br/><br/><i>Demonstrate attainment of state, regional, or broader level of recognition in research</i></li> </ul> | <ul style="list-style-type: none"> <li>• Highest academic rank awarded only in cases of clear and sustained records of exceptional quality. Rank is in recognition of attainment rather than length of service;</li> <li>• Normally will have completed 6 years as Associate Professor at college or university level and served full time at least 4 years at TWU at the rank of Associate Professor;</li> <li>• Demonstrated continuous and sustained meritorious achievements beyond the level of Associate Professor commensurate with assignments in areas of teaching, advising, or other instructional activities; scholarly research and/or other creative activities; and professional, university, and community service;</li> <li>• Additional Academic Component criteria.<br/><br/><i>Attain national recognition in research and demonstrate exceptional quality in</i></li> </ul> |

| <b><u>Assistant Professor</u></b><br><b>Appointment Criteria:</b>  | <b><u>Associate Professor</u></b><br><b>Appointment Criteria:</b>   | <b><u>Professor</u></b><br><b>Appointment Criteria:</b>   |
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| <p><i>research statements, CV) the successful candidate will demonstrate:</i></p> <p><i>Desire and/or capability for excellence in teaching and research in a biological field.</i></p> <p><i>Commitment to and/or capability in course development and course enhancement in one or more biological disciplines.</i></p> <p><i>Capability and interest in establishing collaborative relationships with colleagues, within and outside the department, to strengthen teaching and/or research.</i></p> <p><i>Commitment to fostering scholarly development of students.</i></p> <p><i>Capacity and desire for excellence in service to the department, university, and discipline.</i></p> <p><i>Desire and/or capability to participate in recruitment and mentoring/ advising of students.</i></p> <p><i>Capability for obtaining at least Assistant Graduate Faculty status.</i></p> | <p><i>and demonstrate excellence in teaching and service.</i></p> <p><i>Demonstrate attainment of state/ regional or higher recognition in research and demonstrate excellence in teaching and service.</i></p> <p><i>Demonstrate successful record of as evidenced by application materials:</i></p> <p><i>Demonstrate capability for excellence in teaching and research in a biological field</i></p> <p><i>Demonstrate capability in course development and/or course enhancement.</i></p> <p><i>Demonstrate capability and interest in establishing collaborative relationships with Colleagues to strengthen teaching and/or research.</i></p> <p><i>Demonstrate capability in fostering scholarly development of students.</i></p> <p><i>Demonstrate capability for excellence in service to a department, university, and discipline.</i></p> <p><i>Demonstrate capability to participate in recruitment and mentoring/ advising of students.</i></p> | <p><i>teaching, research, and service as evidenced by application materials.</i></p> <p><i>Demonstrate capability for obtaining Full Graduate Faculty status.</i></p> |

| <b><u>Assistant Professor</u></b><br>Appointment Criteria: | <b><u>Associate Professor</u></b><br>Appointment Criteria:                              | <b><u>Professor</u></b><br>Appointment Criteria: |
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|  | <i>Demonstrate capability for obtaining at least Associate Graduate Faculty status.</i> |  |

| <b><u>Assistant Professor</u></b><br>Teaching:   | <b><u>Associate Professor</u></b><br>Teaching:   | <b><u>Professor</u></b><br>Teaching: |
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| <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Show continual progression toward meeting the criteria for Associate Professor;</li> </ul> | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Demonstrate excellence in all aspects of teaching;</li> </ul> <p><i>Examples include, but are not limited to the following.</i></p> <p><i>Attain acceptable ratings in student evaluations of formal courses, peer assessments or observations, and chair's assessment.</i></p> <p><i>Show evidence of responding to student, peer and chair suggestions of improving teaching effectiveness in self-reflection document.</i></p> <p><i>Prepare clear and informative class syllabi that adhere to University criteria.</i></p> <p><i>Keep current in knowledge level in the discipline by continuing study and/or attending professional conferences, workshops, or symposia.</i></p> | <p>Candidate must:</p>               |

| <u><b>Assistant Professor</b></u><br><b>Teaching:</b> | <u><b>Associate Professor</b></u><br><b>Teaching:</b>   | <u><b>Professor</b></u><br><b>Teaching:</b>  |
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|   | <p><i>Demonstrate cooperative relationships, often interdisciplinary, to strengthen teaching, as evidenced by participation in pedagogical workshops and/or participation in mentoring new faculty.</i></p> <p><i>Participate in departmental or university programs that foster student excellence, where appropriate.</i></p> <ul style="list-style-type: none"> <li>• Participate effectively in course development and evaluation;</li> </ul> <p><i>Participate in departmental Institutional Improvement review, periodic departmental program review and response, and/or course development or modification.</i></p> | <ul style="list-style-type: none"> <li>• Demonstrate leadership in the development of academic programs;</li> </ul> <p><i>Actively lead in departmental Institutional Improvement and response, and/or periodic program review and response.</i></p> <p><i>Actively lead in the development of new courses or in modification of existing courses.</i></p> <p><i>Actively participate in programs that are directed toward enhancing student education outcomes and opportunities, such as: Federation programs, departmental graduate committees, department curriculum development, seminar organization, college speaker committees, Quality Enhancement Program, and/or TWU Herbarium.</i></p> |



| <u><b>Assistant Professor</b></u><br><b>Teaching:</b> | <u><b>Associate Professor</b></u><br><b>Teaching:</b>   | <u><b>Professor</b></u><br><b>Teaching:</b>   |
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|   | <ul style="list-style-type: none"> <li>• Obtain membership on the Graduate Faculty in Academic Components (AC) with graduate programs;</li> <li>• Participate in student mentoring;</li> </ul> <p><i>Promote timely progress by students in completion of professional papers, theses, and/or dissertations, as assessed by reaching milestones set by the department.</i></p> <p><i>Document assistance to students in the preparation of scholarly findings for local, regional, or state level (or higher) publications/presentations.</i></p> | <p><i>Actively participate in programs that are directed toward enhancing student educational outcomes.</i></p> <p><i>Promote student development by engaging in activities such as the following: (a) active participation in TWU student research symposium, either as a committee member or by sponsoring student presenters; (b) guidance of students in publication/presentation of research finding, or other scholarly activities; or (c) provision of academic and/or career mentoring.</i></p> <ul style="list-style-type: none"> <li>• Maintain full membership on the Graduate Faculty, in Academic Components (AC) with graduate programs;</li> <li>• Model effective teaching for other faculty;</li> </ul> <p><i>Attain consistently high ratings in student evaluations of formal courses, peer assessments, and chair's assessments. Document appropriate responses to such feedback in self-reflection.</i></p> <p><i>Demonstrate application of current knowledge in the course discipline by continuing study, attending professional conferences, workshops, or symposia.</i></p> |

| <b><u>Assistant Professor</u></b><br><b>Teaching:</b> | <b><u>Associate Professor</u></b><br><b>Teaching:</b>  | <b><u>Professor</u></b><br><b>Teaching:</b>  |
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|   | <p><i>Show competence as a mentor in 1 or more student settings (e.g., thesis, dissertation, honors thesis, research techniques, etc.). Will be assessed in comparison to established milestones, such as honors capstone projects, accepted abstracts (external to TWU), peer-reviewed publications, external internships, or job attainment in the discipline.</i></p> | <p><i>Document training of students in research and/or professional development by engaging in at least two of the following: (a) continuous service as graduate advisor/mentor, honors thesis advisor/mentor, or training undergraduate or high school students in research techniques; (b) active participation in departmental or university programs that foster student excellence; (c) competence in directing graduate students to allow completion of degrees within the time limits for the respective degree options; (d) guiding students doing original research through publication of research results.</i></p> <p><i>Actively participate in mentoring new faculty, and/or actively sharing pedagogical methods among all faculty.</i></p> <p><i>Serve as a resource and/or mentor to other faculty. Examples include, but are not limited to: active participation in department, college, or university mentoring programs; active participation in assisting new faculty in course development; and active sharing of teaching techniques and resources.</i></p> <p><i>Demonstrate success in fostering scholarly development of students, as evidenced by, but not limited to, activities such as</i></p> |

| <b><u>Assistant Professor</u></b><br>Teaching:  | <b><u>Associate Professor</u></b><br>Teaching:  | <b><u>Professor</u></b><br>Teaching:  |
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| <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <p><i>fostering timely completion by students of professional papers, theses, and/or dissertations; actively participating in training of Honors Scholars; encouraging undergraduate majors to attend professional activities such as seminars, workshops, or symposia; documenting success in student applications to graduate school and/ other professional education programs; documenting success in student preparation of scholarly findings for publication/presentation.</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> |

| <b><u>Assistant Professor</u></b><br>Scholarship and Other Creative Activities:  | <b><u>Associate Professor</u></b><br>Scholarship and Other Creative Activities:   | <b><u>Professor</u></b><br>Scholarship and Other Creative Activities:   |
|--|---|---|
| <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Show continual progression toward meeting the criteria for Associate Professor;</li> </ul> | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Demonstrate excellence in research and creative activities individually or as a member of a team;</li> </ul> <p><i>Demonstrate attainment of regional, state, or broader recognition as a scholar, as evidenced by presentation of papers/posters at national meetings, publication of articles in peer reviewed journals or other discipline appropriate</i></p> | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Document a sustained program of research and/or creative activities individually or as a member of a team;</li> </ul> <p><i>Demonstrate the attainment of national recognition as a scholar, as evidenced by one or more of the following: (a) publication of articles in peer-reviewed journals on a consistent basis; (b) presentations of lectures or papers/posters</i></p> |

| <b><u>Assistant Professor</u></b><br><b>Scholarship and Other Creative Activities:</b> | <b><u>Associate Professor</u></b><br><b>Scholarship and Other Creative Activities:</b>   | <b><u>Professor</u></b><br><b>Scholarship and Other Creative Activities:</b>   |
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|  | <p><i>settings (e.g., workshops, invited lectures, etc.).</i></p> <p><i>Demonstrate development of cooperative relationships, often interdisciplinary, to strengthen research or development of research collaborations within the university. Examples include hosting visiting scientists or scholars; exchange of scholarly visits, etc.</i></p> <p><i>Establish a defined area of research activity that shows the potential for consistent publication and funding success.</i></p> <ul style="list-style-type: none"> <li>• Disseminate the results of scholarly/creative work in peer-reviewed forums;</li> </ul> <p><i>As evidenced by publication of articles in peer-reviewed journals. Both the quantity and impact of publications will be considered.</i></p> <ul style="list-style-type: none"> <li>• Seek internal or external funding, as appropriate to the field;</li> </ul> <p><i>Secure internal and seek and/or secure local, regional, and state external funding to support research or other scholarly activities.</i></p> | <p><i>at national or international meetings on a consistent basis; (c) publication of books/book chapters that have acceptance outside the TWU community; (d) patent; (e) other appropriate and relevant scholarly outputs.</i></p> <p><i>Document a program of research, defined as a focused area of research developed over a period of time—indicated by coherency of research topic, titles of published manuscripts/presentations, and/or appropriate funding.</i></p> <ul style="list-style-type: none"> <li>• Disseminate the results of scholarly/creative work in peer-reviewed forums;</li> </ul> <p><i>As evidenced by publication in nationally and/or internationally recognized peer-reviewed journals or publication of books that have acceptance outside of the TWU community. Both the quantity and impact of publications will be considered.</i></p> <ul style="list-style-type: none"> <li>• Seek and/or secure internal or external funding, as appropriate to the field;</li> </ul> <p><i>Secure local, regional, state, or national external funding.</i></p> |

| <u><b>Assistant Professor</b></u><br><b>Scholarship and Other Creative Activities:</b>      | <u><b>Associate Professor</b></u><br><b>Scholarship and Other Creative Activities:</b>      | <u><b>Professor</b></u><br><b>Scholarship and Other Creative Activities:</b>   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <ul style="list-style-type: none"> <li>• Model research/creative mentorship for colleagues;</li> </ul> <p><i>Serve as a research mentor to faculty colleagues, graduate, and/or undergraduate students.</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <p><i>Demonstrate leadership in establishing cooperative relationships, often interdisciplinary, to strengthen research. Examples may include: (a) host seminar or symposia speakers; (b) present seminar, symposia, or workshop talks; (c) initiate networking activities, collaborations, and/or multi-project grant applications.</i></p> |

| <u><b>Assistant Professor</b></u><br><b>Service:</b>   | <u><b>Associate Professor</b></u><br><b>Service:</b>  | <u><b>Professor</b></u><br><b>Service:</b> |
|--|---|--|
| <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Show continual progression toward meeting the criteria for Associate Professor;</li> </ul> | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Contribute in a positive way to the mission of the AC, college and university;</li> </ul> | <p>Candidate must:</p>                     |

| <b><u>Assistant Professor</u></b><br>Service: | <b><u>Associate Professor</u></b><br>Service:   | <b><u>Professor</u></b><br>Service:  |
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|   | <p><i>Contribute to the effective outcomes of committees (such as departmental standing, search, or ad hoc committees; college committees and/or task forces)</i></p> <p><i>Contribute through service in outreach activities (e.g., judging in science fairs and other science outreach activities).</i></p> <ul style="list-style-type: none"> <li>• Demonstrate leadership within the AC and college;</li> </ul> <p><i>Contribute to the effective outcomes of AC or College committees that advance organizational goals.</i></p> <ul style="list-style-type: none"> <li>• Demonstrate active involvement in professional and/or community organizations;</li> </ul> <p><i>Provide service to the profession through contributions such as review of books, journal articles, and fellowship applications; and/or service in roles in professional or community organizations</i></p> | <ul style="list-style-type: none"> <li>• Demonstrate leadership within the university;</li> </ul> <p><i>Contribute to the effective outcomes of departmental, college, inter-college, or university-wide committees and/or task forces.</i></p> <p><i>Contribute in a positive way to the service mission of the department, college, and university (e.g., judging science fairs, presentations to the TWU community, science outreach programs, advisor for student organizations).</i></p> <ul style="list-style-type: none"> <li>• Demonstrate leadership within professional and/or community organizations;</li> </ul> <p><i>Provide service and/or leadership to the profession through contributions to review panels for manuscripts, fellowships, or grants, or editorial boards; and/or demonstrated service or leadership in professional and community organizations.</i></p> |

| <b><u>Assistant Professor</u></b><br>Service:   | <b><u>Associate Professor</u></b><br>Service:  | <b><u>Professor</u></b><br>Service:   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <p><i>using skills, knowledge and abilities related to faculty role to produce beneficial outcomes.</i></p> <ul style="list-style-type: none"> <li>• Participate in student recruitment and/or academic advising as appropriate to the AC;</li> <li>• Additional Academic Component criteria.</li> </ul> | <p><i>Develop collaborative relationships among colleagues that advance TWU goals at the local, state, national or international level.</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> |

**Table 3: Standards for Clinical Faculty Appointments and Promotions**

TWU supports numerous professional programs that prepare students to become clinicians at the doctoral, master’s, and baccalaureate levels. This level of professional preparation requires that some faculty be excellent clinicians and educators with a significant responsibility to both roles. The clinical designation may be used for faculty who are primarily engaged in clinical education, clinical practice, and/or supervision of clinical students. Scholarship and service commensurate with appointment rank are expected. Development of an independent research program is not essential; however, scholarship activities are expected to contribute to course content and relevancy, pedagogy, addressing professional issues, or program development including evidence-based practice.

The following definitions of clinical ranks represent the minimum university standards for appointment and promotion and are meant to provide equity and comparability across the university. Achievements of the candidate must be documented. Faculty being appointed or promoted are expected to continue to meet the criteria for each of the previous rank(s) as well as the rank currently held. Faculty members applying for promotion must also satisfy the applicable component requirements.

| <p><b><u>Clinical Instructor</u></b></p> <p><b>Appointment Criteria:</b></p>  | <p><b><u>Assistant Clinical Professor</u></b></p> <p><b>Appointment/Promotion Criteria:</b></p>   | <p><b><u>Associate Clinical Professor</u></b></p> <p><b>Appointment/Promotion Criteria:</b></p>   | <p><b><u>Clinical Professor</u></b></p> <p><b>Appointment/Promotion Criteria:</b></p>   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Initial appointment determined by candidate’s record of contributions commensurate with assignments in areas of teaching, mentoring, or other instructional activities; scholarship, research, and/or creative activities; and university, professional, and community service;</li> </ul> | <ul style="list-style-type: none"> <li>• Initial appointment or promotion to rank determined by candidate’s record of significant contributions commensurate with assignments in areas of teaching, mentoring, or other instructional activities; scholarship, research and/or creative activities; and university, professional, and community service;</li> </ul> | <ul style="list-style-type: none"> <li>• Initial appointment or promotion to rank determined by candidate’s record of significant contributions commensurate with assignments in areas of teaching, mentoring, or other instructional activities; scholarship, research and/or creative activities; and university, professional, and community service;</li> </ul> | <ul style="list-style-type: none"> <li>• Initial appointment or promotion to rank determined by candidate’s continuous and sustained meritorious performance commensurate with assignments in teaching, mentoring or other instructional activities; scholarly research or creative activities; and university, professional, and community service;</li> </ul> |



| <u><b>Clinical Instructor</b></u><br><b>Appointment Criteria:</b>  | <u><b>Assistant Clinical Professor</b></u><br><b>Appointment/Promotion Criteria:</b>  | <u><b>Associate Clinical Professor</b></u><br><b>Appointment/Promotion Criteria:</b>   | <u><b>Clinical Professor</b></u><br><b>Appointment/Promotion Criteria:</b>   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Completion of appropriate master's degree and/or licensure in the discipline;</li> <li>• Minimum of 2 years of clinical experience;</li> <li>• Minimum of 1 year of teaching experience in clinical area(s) of expertise preferred; **</li> </ul> | <ul style="list-style-type: none"> <li>• Completion of appropriate master's degree and/or licensure in the discipline;</li> <li>• Minimum of 4 years of clinical practice;</li> <li>• Minimum of 2 years of teaching experience in the clinical area(s) of expertise preferred; **</li> <li>• Normally candidate will have served full time a minimum of 2 years at the rank of Clinical Instructor and will have served at least 1 year at TWU;</li> </ul> | <ul style="list-style-type: none"> <li>• Completion of appropriate master's degree and/or licensure in the discipline;</li> <li>• Enrollment in or completion of appropriate terminal degree or equivalent criteria as defined by the AC preferred;</li> <li>• Minimum of 6 years of clinical practice and national certification in a specialty area as defined by AC;</li> <li>• <i>"Specialty area" may be demonstrated by national certification in a specialty area or by the focus of continuing education courses and/or workshops.</i></li> <li>• Minimum of 4 years of teaching experience in clinical area(s) of expertise preferred; **</li> <li>• Normally, candidate will have served full time minimum of 4 years at the rank of Assistant Clinical professor and will have</li> </ul> | <ul style="list-style-type: none"> <li>• Completion of appropriate master's degree and/or licensure in the discipline;</li> <li>• Completion of appropriate terminal degree or equivalent criteria as defined by the AC;</li> <li>• Minimum of 7 years of clinical practice and national certification in a clinical specialty area as defined by AC;</li> <li>• <i>"Specialty area" may be demonstrated by national certification in a specialty area or by the focus of continuing education courses and/or workshops.</i></li> <li>• Minimum of 6 years of teaching experience in clinical area(s) of expertise preferred; **</li> <li>• Normally, candidate will have served minimum of 6 years full-time at the rank of Associate Clinical Professor and</li> </ul> |

| <b><u>Clinical Instructor</u></b>   | <b><u>Assistant Clinical Professor</u></b>  | <b><u>Associate Clinical Professor</u></b>   | <b><u>Clinical Professor</u></b>   |
|---|---|--|--|
| <b>Appointment Criteria:</b>  | <b>Appointment/Promotion Criteria:</b>  | <b>Appointment/Promotion Criteria:</b>   | <b>Appointment/Promotion Criteria:</b>   |
| <ul style="list-style-type: none"> <li>Additional Academic Component criteria.</li> </ul> | <ul style="list-style-type: none"> <li>Additional Academic Component criteria.</li> </ul> | served full time a minimum of 2 years at TWU;<br><ul style="list-style-type: none"> <li>Additional Academic Component criteria.</li> </ul> | will have served full time a minimum of 4 years at TWU;<br><ul style="list-style-type: none"> <li>Additional Academic Component criteria.</li> </ul> |

| <b><u>Clinical Instructor</u></b> | <b><u>Assistant Clinical Professor</u></b>  | <b><u>Associate Clinical Professor</u></b>  | <b><u>Clinical Professor</u></b>   |
|-----------------------------------|---|---|--|
| <b>Teaching:</b>                  | <b>Teaching:</b>  | <b>Teaching:</b>  | <b>Teaching:</b>   |
|                                   | Candidate must: <ul style="list-style-type: none"> <li>Maintain current clinical expertise in teaching area(s);</li> </ul> <p><i>Evidence of outcome might include: Application of current information gained from participation in the average of at least one conference or workshop each year.</i></p> <ul style="list-style-type: none"> <li>Demonstrate excellence in all aspects of teaching;</li> </ul> <p><i>Evidence of outcome might include:</i></p> | Candidate must: <ul style="list-style-type: none"> <li>Obtain/maintain assistant/associate/full membership on Graduate Faculty, in ACs with graduate program;</li> </ul> <ul style="list-style-type: none"> <li>Model effective teaching for other faculty;</li> </ul> <p><i>Evidence of outcome might include:</i></p> | Candidate must: <ul style="list-style-type: none"> <li>Demonstrate leadership in development of academic programs;</li> </ul> <p><i>Evidence of outcome might include: Provided significant leadership in modifying methodology when needed in teaching laboratories.</i></p> <ul style="list-style-type: none"> <li>Mentor other faculty in effective teaching;</li> </ul> <p><i>Evidence of outcome might include:</i></p> |

| <b><u>Clinical Instructor</u></b><br>Teaching: | <b><u>Assistant Clinical Professor</u></b><br>Teaching:   | <b><u>Associate Clinical Professor</u></b><br>Teaching:  | <b><u>Clinical Professor</u></b><br>Teaching:  |
|--|---|--|--|
|  | <p><i>Documented utilization of efficacious teaching and/or supervisory methods, including regular, periodic assessments of supervisory and/or administrative performance by adjuncts, graduate students, or others assigned to courses under supervision.</i></p> <p><i>Positive feedback from ACA and peer teaching observations as well as student evaluations.</i></p> <ul style="list-style-type: none"> <li>• Participate effectively in course development and evaluation;</li> </ul> <p><i>Analyzed GA and GTA student course evaluations for areas of improvement.</i></p> <p><i>Developed effective course/laboratory materials to enhance student learning as evidenced by syllabi, LMS, and other course/laboratory tools.</i></p> <p><i>Contributed data to AC or core for the preparation of assessment reports on student learning outcomes.</i></p> | <p><i>Contributed course/laboratory materials as a resource for faculty in teaching/supervision.</i></p> <p><i>Modeled effective teaching through courses/laboratories taught as demonstrated by course/laboratory surveys, student course/laboratory evaluations, and/or observations.</i></p> <ul style="list-style-type: none"> <li>• Serve as content expert on professional papers/ projects, as appropriate;</li> </ul> <p><i>Not applicable for clinical/lab faculty.</i></p> | <p><i>Mentored other faculty in utilization of innovative and efficacious teaching/supervisory methods.</i></p> <p><i>Mentored other faculty to develop course/laboratory materials as a resource.</i></p> <ul style="list-style-type: none"> <li>• Serve as content expert on professional papers/projects and/or thesis/dissertation committees, as appropriate;</li> </ul> <p><i>Not applicable for clinical/lab faculty.</i></p> |

| <b><u>Clinical Instructor</u></b><br>Teaching:  | <b><u>Assistant Clinical Professor</u></b><br>Teaching:  | <b><u>Associate Clinical Professor</u></b><br>Teaching:   | <b><u>Clinical Professor</u></b><br>Teaching:   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <ul style="list-style-type: none"> <li>• Participate in mentoring of students;</li> </ul> <p><i>Mentored GA and GTA students in regards to teaching ability, scientific knowledge and skills as measured by student evaluations and teaching observations.</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <p><i>Obtained graduate faculty membership at the discretion of the AC.</i></p> <p><i>Contributed toward the development of the academic program.</i></p> | <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> |

| <b><u>Clinical Instructor</u></b><br><b>Scholarship and Other Creative Activities:</b> | <b><u>Assistant Clinical Professor</u></b><br><b>Scholarship and Other Creative Activities:</b>  | <b><u>Associate Clinical Professor</u></b><br><b>Scholarship and Other Creative Activities:</b>   | <b><u>Clinical Professor</u></b><br><b>Scholarship and Other Creative Activities:</b>  |
|--|--|---|--|
|  | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Share clinical expertise with colleagues and/or students in clinical settings;</li> </ul> <p><i>Shared course/laboratory expertise with GAs, GTAs, and other faculty.</i></p> <p><i>Shared course/laboratory expertise with students while teaching.</i></p> <ul style="list-style-type: none"> <li>• Demonstrate evidence of clinical expertise/evidence-based practice;</li> </ul> <p><i>Evidence of outcome might include:</i></p> <p><i>Utilized techniques developed from workshop/training opportunities in a course/laboratory.</i></p> | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Mentor UG/grad students in clinical area of expertise;</li> </ul> <p><i>Guided GAs and GTAs to develop and share their teaching techniques from courses/laboratories with colleagues.</i></p> <ul style="list-style-type: none"> <li>• Demonstrate evidence of clinical expertise/evidence-based practice;</li> </ul> <p><i>Served as a mentor/consultant in the area of clinical expertise with students' scholarly works</i></p> <ul style="list-style-type: none"> <li>• Disseminate results of scholarly/creative work;</li> </ul> <p><i>Evidence of outcome might include:</i></p> | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Mentor colleagues in area of scholarship/clinical expertise;</li> </ul> <p><i>Evidence of outcome might include:</i></p> <p><i>Mentor other faculty to develop teaching pedagogies or other tools of student engagement.</i></p> <ul style="list-style-type: none"> <li>• Disseminate results of scholarly/creative work in peer-reviewed forums.</li> </ul> |

| <b><u>Clinical Instructor</u></b><br><b>Scholarship and Other Creative Activities:</b>      | <b><u>Assistant Clinical Professor</u></b><br><b>Scholarship and Other Creative Activities:</b>   | <b><u>Associate Clinical Professor</u></b><br><b>Scholarship and Other Creative Activities:</b>  | <b><u>Clinical Professor</u></b><br><b>Scholarship and Other Creative Activities:</b>   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <p><i>Local poster presentation at least once every three years.</i></p> <p><i>Submitted one (1) article to a scientific or education journal once every three (3) years.</i></p> | <p><i>State or regional poster presentation at least twice every five (5) years.</i></p> <p><i>Authored or co-authored one (1) article in a scientific or education journal at least once in five (5) years.</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <p><i>Authorship or co-authorship of one (1) article in a scientific or education journal at least twice in five (5) years.</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> |

| <b><u>Clinical Instructor</u></b><br><b>Service:</b> | <b><u>Assistant Clinical Professor</u></b><br><b>Service:</b>  | <b><u>Associate Clinical Professor</u></b><br><b>Service:</b>   | <b><u>Clinical Professor</u></b><br><b>Service:</b>   |
|--|--|---|---|
|  | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Contribute in positive way to mission of the AC, college and university;</li> </ul> <p><i>Participated in AC committee that generates a positive outcome.</i></p> <ul style="list-style-type: none"> <li>• Demonstrate active involvement in professional and/or community organizations;</li> </ul> <p><i>Evidence of outcome might include: Participated in professional and/or community organizations.</i></p> | <p>Candidate must:</p> <p>Demonstrate involvement within AC and college, and/or university;</p> <p><i>Evidence of outcome might include:</i></p> <p><i>Significant contribution to AC or college committee that generated a positive outcome.</i></p> <p><i>Contributed to the preparation of assessment reports in the AC or core for student learning outcomes.</i></p> | <p>Candidate must:</p> <p>Demonstrate leadership within the AC, college and/or university;</p> <p><i>Evidence of outcome might include:</i></p> <p><i>Significant contributions to a college or university committee/task force/council/senate that generated a positive outcome for the university.</i></p> <p><i>Lead or contributed to analysis of data in the AC or core for student learning outcomes.</i></p> <ul style="list-style-type: none"> <li>• Demonstrate leadership within professional and/or community organizations;</li> </ul> <p><i>Evidence of outcome might include:</i></p> <p><i>Provided review on professional journal articles on teaching or field of expertise to other faculty or to publishers.</i></p> |

| <b><u>Clinical Instructor</u></b><br>Service:   | <b><u>Assistant Clinical Professor</u></b><br>Service:  | <b><u>Associate Clinical Professor</u></b><br>Service:  | <b><u>Clinical Professor</u></b><br>Service:  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>Additional Academic Component criteria.</li> </ul> | <ul style="list-style-type: none"> <li>Participate in recruitment of students;</li> </ul> <p><i>Evidence of outcome might include:</i></p> <p><i>Attended recruitment activities such as visiting student luncheons once every two (2) years.</i></p> <ul style="list-style-type: none"> <li>Additional Academic Component criteria.</li> </ul> | <ul style="list-style-type: none"> <li>Participate in student recruitment and/or academic advising as appropriate to the AC;</li> </ul> <p><i>Evidence of outcome might include:</i></p> <p><i>Served as a departmental representative for recruitment/orientation sessions /events once every two (2) years.</i></p> <ul style="list-style-type: none"> <li>Additional Academic Component criteria.</li> </ul> <p><i>Actively participated in professional and/or community organizations.</i></p> | <p><i>Provided leadership roles in professional and/or community organizations and/or contributed significantly to the projects of professional or community organizations.</i></p> <ul style="list-style-type: none"> <li>Additional Academic Component criteria.</li> </ul> |

\*\* Clinical practice may substitute for teaching experience for persons appointed as clinical faculty at the discretion of the dean.



**Table 4: Standards for Lecturer Appointments and Promotions**

The instructional function of the university requires lecturers who can effectively communicate the content of the current body of knowledge and latest research results in the classroom and other learning environments. In addition, some lecturer faculty may participate in undergraduate and graduate projects, and may serve as content experts on master’s and doctoral committees. Lecturers are not eligible for tenure.

Since teaching is an essential part of a lecturer faculty appointment, effectiveness in teaching is an essential criterion for appointment or promotion. Lecturers must demonstrate command of their subject matter, continuous growth in content area, continuous development in instructional delivery systems and approaches, ability to organize and convey material in a way that fosters learning, and ability to interact with students effectively. Development of an independent research program is not essential; however, scholarship activities are expected to contribute to course content and relevancy, pedagogy, addressing professional issues, or program development. The following definitions of lecturer rank represent the minimum standards for promotion and are meant to provide equity and comparability across the university. Achievements of the candidate must be documented. Faculty being appointed or promoted are expected to continue to meet the criteria for each of the previous rank(s) as well as the rank currently held. Faculty members applying for promotion must also satisfy the applicable AC requirements.

| <b><u>Lecturer I</u></b><br><b>Appointment Criteria</b>   | <b><u>Lecturer II</u></b><br><b>Appointment/Promotion Criteria</b>   | <b><u>Senior Lecturer</u></b><br><b>Appointment/Promotion Criteria</b>  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Initial appointment determined by candidate’s record of contributions commensurate with assignments in areas of teaching or other instructional activities; scholarship, research, and creative activities; and university, professional, and community service;</li> <li>• Ordinarily requires completion of a master’s degree and/or certification in discipline;</li> </ul> | <ul style="list-style-type: none"> <li>• Initial appointment or promotion determined by candidate’s record of contributions commensurate with assignments in areas of teaching or other instructional activities; scholarship, research, and/or other creative activities; and university, professional, community service;</li> <li>• Completion of a master’s degree and/or certification in the discipline;</li> <li>• Ordinarily have a minimum of 4 years of teaching experience at the rank of Lecturer I in the area of content expertise.</li> </ul> | <ul style="list-style-type: none"> <li>• Initial appointment or promotion determined by candidate’s record of contributions commensurate with assignments in the areas of teaching or other instructional activities; scholarship, research, and/or creative activities; and university, professional, and community service;</li> <li>• Completion of a master’s degree and/or certification in the discipline;</li> <li>• Ordinarily have minimum of 4 years of teaching experience at the rank of Lecturer II in the area of content expertise.</li> </ul> |

| <b><u>Lecturer I</u></b><br><b>Appointment Criteria</b>                                     | <b><u>Lecturer II</u></b><br><b>Appointment/Promotion Criteria</b>   | <b><u>Senior Lecturer</u></b><br><b>Appointment/Promotion Criteria</b>   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <p>Normally, will have at least 2 of the 4 years of teaching at the rank of Lecturer I at TWU;</p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <p>Normally will have completed at least 2 of the 4 years of teaching at the rank of Lecturer II at TWU;</p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> |

| <b><u>Lecturer I</u></b><br><b>Teaching:</b>  | <b><u>Lecturer II</u></b><br><b>Teaching:</b>   | <b><u>Senior Lecturer</u></b><br><b>Teaching:</b>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Demonstrate excellence in all aspects of teaching;</li> <li>• Participate effectively in course development and evaluation;</li> <li>• Obtain Assistant/Associate/Full membership on the Graduate Faculty, in ACs with graduate programs;</li> <li>• Share content expertise on professional paper/project committees, as appropriate;</li> </ul> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Maintain Assistant/Associate/Full membership on the Graduate Faculty, in ACs with graduate programs;</li> <li>• Share content expertise on professional paper/project and or thesis/dissertation committees, as appropriate;</li> <li>• Mentor students in content area(s) of expertise;</li> </ul> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> |

| <b><u>Lecturer I</u></b><br><b>Scholarship and Other Creative Activities:</b>               | <b><u>Lecturer II</u></b><br><b>Scholarship and Other Creative Activities:</b>  | <b><u>Senior Lecturer</u></b><br><b>Scholarship and Other Creative Activities:</b>   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Share content expertise with students;</li> <li>• Disseminate results of scholarly or creative works through professional presentations at local or state level and/or through scholarly or professional publications;</li> </ul> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Share content expertise with colleagues;</li> <li>• Disseminate results of scholarly or creative works through professional presentations at regional or national level and/or through scholarly or professional publications;</li> <li>• Obtain and maintain national certification in content area, as defined by the AC;</li> </ul> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> |

| <b><u>Lecturer I</u></b><br><b>Service:</b> | <b><u>Lecturer II</u></b><br><b>Service:</b>   | <b><u>Senior Lecturer</u></b><br><b>Service:</b>   |
|---|--|--|
|   | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Contribute in a positive way to the mission of the AC, college, and university;</li> <li>• Participate in AC, campus and/or college task forces or committees;</li> <li>• Participate in student recruitment and/or academic advising as appropriate to the AC;</li> </ul> | <p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Serve in a leadership role on department, AC, or college committees and/or task forces;</li> </ul> |

| <b><u>Lecturer I</u></b><br><b>Service:</b>   | <b><u>Lecturer II</u></b><br><b>Service:</b>   | <b><u>Senior Lecturer</u></b><br><b>Service:</b>   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate active involvement in professional/community organizations;</li> <li>• Additional Academic Component criteria.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate leadership in professional/community organizations;</li> <li>• Additional Academic Component criteria.</li> </ul> |