

Academic Component Criteria for Periodic Performance Review and Promotion & Tenure

Component Name: *College of Business*

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:

<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Professor</u>
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
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.

<u>Assistant Professor</u> Appointment Criteria:	<u>Associate Professor</u> Appointment Criteria:	<u>Professor</u> Appointment Criteria:
<ul style="list-style-type: none"> • Completion of appropriate terminal degree or equivalent as defined by academic unit; <p><i>A research-based Ph.D. or DBA in the fields of Business or Health Care is required. Related fields with significant content overlap may be approved after credentialing review and approval. Exceptions will be considered and approved by the search committee and the dean. A candidate in ABD status, with evidence of acceptable progress on dissertation may be considered.</i></p> <p><i>Candidates whose degrees are in a related field must still meet the minimum requirements for the position. Normally these would include a Doctorate with at least 18 graduate hours in the content area of the proposed teaching assignment. Practitioner-oriented doctorates may be considered if accompanied by an established line of research and meet the currency standards for the College of Business</i></p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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; • 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;

<u>Assistant Professor</u> Appointment Criteria:	<u>Associate Professor</u> Appointment Criteria:	<u>Professor</u> Appointment Criteria:
<ul style="list-style-type: none"> • Demonstrate current capability and desire for excellence in teaching, scholarship, and service as well as potential for significant accomplishment in these areas; • Additional Academic Component criteria. <p><i>A candidate with a recent Doctorate (within 5 years) or a candidate in ABD status, with evidence of acceptable progress on dissertation, meet the currency standards of the COB.</i></p> <p><i>Candidates who received the Doctorate more than five years ago, are expected to meet the currency standards</i></p>	<ul style="list-style-type: none"> • Demonstrated significant contributions in teaching, advising, or other instructional activities; scholarship, research and/or other creative activities; and university, professional, and community service; • Additional Academic Component criteria. <p><i>Appointment at the Associate Professor rank requires the same credentials as for Assistant Professor. In addition, the faculty must have met the criteria required for promotion from Assistant to Associate Professor.</i></p>	<ul style="list-style-type: none"> • 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; • Additional Academic Component criteria. <p><i>Appointment at the Professor rank requires the same credentials as for Assistant and Associate Professor. In addition, the faculty must have met the criteria required for promotion from Associate to Professor.</i></p>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
<p>Candidate must:</p> <ul style="list-style-type: none"> • Show continual progression toward meeting the criteria for Associate Professor; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; <p><i>College of Business faculty are expected to use acceptable teaching methods, create and deliver complete syllabi, effectively manage courses and classrooms, present and assess content to aid achievement of learning outcomes, respond to student questions in a timely manner, and work to</i></p>	<p>Candidate must:</p>

<u>Assistant Professor Teaching:</u>	<u>Associate Professor Teaching:</u>	<u>Professor Teaching:</u>
	<p><i>maintain and improve knowledge needed to sustain expertise in the discipline taught. Faculty must demonstrate regular and sustained effectiveness in teaching as evidenced by evaluations, currency in pedagogical methods, including implementing technology best practices, and regular and ongoing professional development in teaching.</i></p> <p><i>Faculty must demonstrate progress in pedagogy and expertise in course instruction in multiple formats. Demonstration of this progress may include a trend of sustained, effective course evaluations or improved peer review of teaching.</i></p> <ul style="list-style-type: none"> • Participate effectively in course development and evaluation; <p><i>Faculty must demonstrate active participation in departmental course and academic program reviews, participation in and support of the COB Assurance of Learning process including the collecting of data and making changes as necessary, and student mentoring by guiding students in research activities, or participating in thesis or dissertation research.</i></p> <ul style="list-style-type: none"> • Obtain membership on the Graduate Faculty in Academic Components (AC) with graduate programs; • Participate in student mentoring; 	<ul style="list-style-type: none"> • Demonstrate leadership in the development of academic programs; <p><i>In addition to the requirements for promotion to Associate Professor, for promotion to Professor, faculty must demonstrate active leadership in curriculum management, such as developing new courses, development of departmental course evaluations and/or degree plan evaluations, or in modifications of existing courses, especially related to technology.</i></p> <ul style="list-style-type: none"> • Maintain full membership on the Graduate Faculty, in Academic Components (AC) with graduate programs; • Model effective teaching for other faculty;

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>To maintain tenure-track status, the faculty must show progress in meeting the criteria required for promotion from Assistant to Associate Professor in teaching during their probationary period.</i></p>	<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>To provide a comprehensive set of inputs, the review of teaching at a minimum must include the following:</i></p> <ul style="list-style-type: none"> • Faculty self-reflection and evaluation. • Student course evaluations feedback. • Observation and feedback from other faculty. • Observation and feedback from the Dean (or other administrator appointed by the dean for that purpose). <p><i>Student course evaluations should show a trend of effective teaching. Faculty members are required to include peer, administrative, and dean observation reports in their periodic reviews or applications for promotion and/or tenure.</i></p>	<p><i>He/she must actively share pedagogical methods with other faculty, provide evidence of active participation in curriculum innovation and/or program development within the candidate's discipline and maintain full membership on the COB Graduate Faculty.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Candidates for the rank of Professor should demonstrate continuous and sustained meritorious achievements beyond the level of Associate Professor in teaching, advising and other teaching-related activities. He/she should show leadership in development and improvement of academic programs in his/her discipline and model effective teaching.</i></p>

<u>Assistant Professor</u> Scholarship and Other Creative Activities:	<u>Associate Professor</u> Scholarship and Other Creative Activities:	<u>Professor</u> Scholarship and Other Creative Activities:
<p>Candidate must:</p> <ul style="list-style-type: none"> • Show continual progression toward meeting the criteria for Associate Professor; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in research and creative activities individually or as a 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Document a sustained program of research and/or creative activities individually or as a member of a team;

<u>Assistant Professor</u> Scholarship and Other Creative Activities:	<u>Associate Professor</u> Scholarship and Other Creative Activities:	<u>Professor</u> Scholarship and Other Creative Activities:
	<p>member of a team;</p> <p><i>Faculty in the College of Business are expected to actively engage in scholarly activity. Successful candidates for Associate Professor are expected to have sufficient research to have been continually qualified.</i></p> <ul style="list-style-type: none"> • Disseminate the results of scholarly/creative work in peer-reviewed forums; <p><i>Research expectations are that the faculty member will have a minimum of three journal articles of demonstrable quality. Quality may be demonstrated by publishing in outlets on the approved COB journal lists (ABDC or CABELLS), or healthcare specific lists or journals with impact factors of one or greater. It is the responsibility of the candidate to make the</i></p>	<p><i>Appointment or promotion to the rank of Professor is recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in research. Therefore, to be qualified for promotion to Professor rank, a faculty member must accomplish the following research expectations since he or she was promoted to Associate Professor.</i></p> <p><i>The research expectations are that the faculty member will have a minimum of three peer-reviewed journal articles of demonstrable quality. Quality may be demonstrated by publishing in outlets on the COB journal lists or healthcare specific lists or journals with impact factors of one or greater. It is the responsibility of the applicant to make the case for quality. A peer reviewed (text)book or book chapter or external grant greater than \$30,000 may substitute for one journal article.</i></p> <ul style="list-style-type: none"> • Disseminate the results of scholarly/creative work in peer-reviewed forums;

<u>Assistant Professor</u> Scholarship and Other Creative Activities:	<u>Associate Professor</u> Scholarship and Other Creative Activities:	<u>Professor</u> Scholarship and Other Creative Activities:
<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>To maintain tenure-track status, the faculty must show progress in meeting the criteria required for promotion from Assistant to Associate Professor in scholarship during their probationary period.</i></p>	<p><i>case for quality. A peer reviewed (text)book or book chapter or external grant greater than \$30,000.00 may substitute for one journal article. For example, 2 PRJs and either one peer reviewed text(book), peer reviewed book chapter, or external grant greater than \$30,000.</i></p> <ul style="list-style-type: none"> • Seek internal or external funding, as appropriate to the field; <p><i>A significant externally funded grant (>\$30K) requiring basic research may substitute for one journal article.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>The faculty member is expected to demonstrate, through their published research, the ability to perform basic research in his or her discipline (teaching area) including conceptualization, building theory and appropriate methodology. Therefore, the published research should conform to the following:</i></p> <ul style="list-style-type: none"> • <i>The faculty member being sole or lead author on some of the research.</i> • <i>Ideally, no more than four authors.</i> • <i>The research may be basic, pedagogical or applied but must be directly related to his or her discipline or an application of the discipline to another discipline. Just</i> 	<ul style="list-style-type: none"> • Seek and/or secure internal or external funding, as appropriate to the field; <p><i>A significant externally funded grant requiring basic research may substitute for one journal article.</i></p> <ul style="list-style-type: none"> • Model research/creative mentorship for colleagues; <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Faculty members are expected to demonstrate, through their published research, the ability to perform basic research in the discipline (teaching area) including conceptualization, building theory and appropriate methodology. Therefore, the published research should conform to the following:</i></p> <ul style="list-style-type: none"> • <i>The faculty member being sole or lead author on some of the research.</i> • <i>Ideally, no more than four authors.</i> • <i>The research may be basic, pedagogical or applied but must be directly related to his or her discipline or an application of the discipline to another discipline.</i>

<u>Assistant Professor</u> Scholarship and Other Creative Activities:	<u>Associate Professor</u> Scholarship and Other Creative Activities:	<u>Professor</u> Scholarship and Other Creative Activities:
	<p><i>providing the methodology to another's research is generally not sufficient.</i></p> <ul style="list-style-type: none"> • <i>Evidence of a consistent pattern of ongoing research.</i> • <i>Beginning to establish a national reputation by a demonstrable stream of research</i> <p><i>In addition to the required publications, other significant scholarly activities are expected. These scholarly activities include:</i></p> <ul style="list-style-type: none"> • <i>Published books (scholarly or textbooks).</i> • <i>Presentations at national conferences</i> • <i>Book chapters.</i> • <i>Peer reviewed publications not on the COB journal list with an impact factor less than one do not count towards the three required peer reviewed journal publications, but can be listed as other scholarly activity.</i> • <i>Edited volumes.</i> • <i>Grants.</i> <p><i>These research expectations assume a faculty member with a six-year probationary period, and, thus, the research considered is work done while at TWU. In the case of a faculty member hired with credit towards tenure, research published prior to joining the COB may be considered along with the work done at TWU. Any such consideration must be approved by the Dean and articulated in writing in the offer letter or a separate agreement at the time of hire.</i></p>	<p><i>Just providing the methodology to another's research is generally not sufficient.</i></p> <ul style="list-style-type: none"> • <i>Evidence of a consistent pattern of ongoing research.</i> • <i>Established national reputation by a demonstrable stream of research and external peer review.</i> <p><i>In addition to the required publications, other significant scholarly activities are expected. The scholarly activities include:</i></p> <ul style="list-style-type: none"> • <i>Published books (scholarly or textbooks).</i> • <i>Presentations at national conferences</i> • <i>Book chapters.</i> • <i>Peer reviewed publications not on the COB journal list with an impact factor less than one do not count towards the three required peer reviewed journal publications but can be listed as other scholarly activity.</i> • <i>Edited volumes.</i> • <i>Grants.</i>

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
<p>1. <i>Internal Service to the University and the College.</i></p> <p>2. <i>External Service related to the teaching discipline or discipline-specific service to the community.</i></p> <p><i>It is not sufficient to simply be a member of a committee or member/officer of an organization. To be deemed acceptable service, the faculty member should report outcomes/impact of the service performed.</i></p> <p><i>Examples of internal outcomes/impact include:</i></p> <ul style="list-style-type: none"> • <i>Number of College or University committees and documentation of work produced.</i> • <i>Number of students impacted by service activities such as networking or professional events produced for students in a given discipline, or otherwise facilitating student interaction with industry professionals.</i> • <i>Value of service activities as described or measured by participants in events.</i> • <i>The types and number of student impacted by mentoring activities such as advising student organizations, etc.</i> <p><i>Examples of external outcomes/impact include:</i></p> <ul style="list-style-type: none"> • <i>Documenting the number of individuals affected by professional service activities, such as:</i> <ul style="list-style-type: none"> ○ <i>Serving as Editor or Associate Editor of a Journal</i> ○ <i>Serving on Editorial Review Boards</i> 	<p><i>internal and external service. He/she must demonstrate service to students, the College, the University, the community, or the profession and the impact of these service activities.</i></p>	<p><i>profession, and/or the community with discipline-specific service.</i></p> <p><i>The faculty member must document the impact of service activities through a self-reflection narrative.</i></p>

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
<ul style="list-style-type: none"> • <i>Receiving feedback on service activities that document the value or impact of those activities.</i> <p><i>In some cases, one form of service is so extensive that it is sufficient to meet the annual College of Business expectations for effective service (i.e. requires weekly meetings and extensive work for the entire year). This exception would be approved by the dean for the academic year.</i></p>		

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><u>Clinical Instructor</u></p> <p>Appointment Criteria:</p>	<p><u>Assistant Clinical Professor</u></p> <p>Appointment/Promotion Criteria:</p>	<p><u>Associate Clinical Professor</u></p> <p>Appointment/Promotion Criteria:</p>	<p><u>Clinical Professor</u></p> <p>Appointment/Promotion Criteria:</p>
<ul style="list-style-type: none"> • 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; • Completion of appropriate master’s degree and/or licensure in the discipline; 	<ul style="list-style-type: none"> • 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; • Completion of appropriate master’s degree and/or licensure in the discipline; 	<ul style="list-style-type: none"> • 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; • Completion of appropriate master’s degree and/or licensure in the discipline; 	<ul style="list-style-type: none"> • 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; • Completion of appropriate master’s degree and/or licensure in the discipline;

<p><u>Clinical Instructor</u></p> <p>Appointment Criteria:</p>	<p><u>Assistant Clinical Professor</u></p> <p>Appointment/Promotion Criteria:</p>	<p><u>Associate Clinical Professor</u></p> <p>Appointment/Promotion Criteria:</p>	<p><u>Clinical Professor</u></p> <p>Appointment/Promotion Criteria:</p>
<ul style="list-style-type: none"> • Minimum of 2 years of clinical experience; • Minimum of 1 year of teaching experience in clinical area(s) of expertise preferred; ** • Additional Academic Component criteria. <p><i>Clinical faculty must have the appropriate academic preparation normally evidenced by a master's degree in a discipline related to his or her field of teaching. Clinical faculty must meet COB currency standards. Their professional experience</i></p>	<ul style="list-style-type: none"> • Minimum of 4 years of clinical practice; • Minimum of 2 years of teaching experience in the clinical area(s) of expertise preferred; ** • 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; • Additional Academic Component criteria. <p><i>Clinical faculty must have the appropriate academic preparation normally evidenced by a master's degree in a discipline related to his or her field of teaching. Clinical faculty must meet COB currency standards. Their professional experience</i></p>	<ul style="list-style-type: none"> • Enrollment in or completion of appropriate terminal degree or equivalent criteria as defined by the AC preferred; • Minimum of 6 years of clinical practice and national certification in a specialty area as defined by AC; • Minimum of 4 years of teaching experience in clinical area(s) of expertise preferred; ** • Normally, candidate will have served full time minimum of 4 years at the rank of Assistant Clinical professor and will have served full time a minimum of 2 years at TWU; • Additional Academic Component criteria. <p><i>Practitioner-oriented doctorates may be considered if accompanied by an established line of research and current significant practitioner-related accomplishments that are sufficient to qualify as an expert practitioner in their field. Meeting this criteria can be</i></p>	<ul style="list-style-type: none"> • Completion of appropriate terminal degree or equivalent criteria as defined by the AC; • Minimum of 7 years of clinical practice and national certification in a clinical specialty area as defined by AC; • Minimum of 6 years of teaching experience in clinical area(s) of expertise preferred; ** • Normally, candidate will have served minimum of 6 years full-time at the rank of Associate Clinical Professor and will have served full time a minimum of 4 years at TWU; • Additional Academic Component criteria. <p><i>Faculty appointed in a Clinical Professor role are expected to meet the same qualifications as Professors. Qualification can be demonstrated with the types and scope of activities necessary to meet currency standards required by the COB.</i></p>

<u>Clinical Instructor</u> Appointment Criteria:	<u>Assistant Clinical Professor</u> Appointment/Promotion Criteria:	<u>Associate Clinical Professor</u> Appointment/Promotion Criteria:	<u>Clinical Professor</u> Appointment/Promotion Criteria:
<p><i>must be current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which they are expected to teach.</i></p>	<p><i>must be current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which they are expected to teach.</i></p>	<p><i>demonstrated with professional engagement activities.</i></p> <p><i>Faculty appointed in an Associate Clinical Professor role are expected to meet currency standards required by the COB. Evidence of currency includes multiple and varied and professional engagement activities sufficient to qualify the candidate as an expert practitioner in the field.</i></p> <p><i>Examples of an expert practitioner might include being a partner in a law or CPA firm, a credentialed expert in Digital Marketing, an expert witness in corporate corruption cases, recognized by the field as a regularly invited speaker at practitioner-related events.</i></p>	

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
	Candidate must:	Candidate must:	Candidate must:

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
	<ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s); <p><i>Clinical faculty are expected to use acceptable teaching methods, create and deliver complete syllabi, effectively manage courses and classrooms, present and assess content to aid achievement of learning outcomes, respond to student questions in a timely manner, and work to maintain and improve knowledge needed to sustain expertise in the discipline taught.</i></p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; <p><i>Evaluations from all groups (students, peers, and administrators) should show a trend of sustained, effective teaching.</i></p> <ul style="list-style-type: none"> • Participate effectively in course development and evaluation; • Participate in mentoring of students; 	<ul style="list-style-type: none"> • Obtain/maintain assistant/ associate/full membership on Graduate Faculty, in ACs with graduate program; <ul style="list-style-type: none"> • Model effective teaching for other faculty; • Serve as content expert on professional papers/ projects, as appropriate; 	<ul style="list-style-type: none"> • Demonstrate leadership in development of academic programs; <p><i>The faculty must demonstrate active leadership in curriculum management, such as developing new courses, development of departmental course evaluations and/or degree plan evaluations, or in modifications of existing courses, especially related to technology. They must also provide evidence of active participation in curriculum innovation and/or program development within the candidate's discipline.</i></p> <ul style="list-style-type: none"> • Mentor other faculty in effective teaching; • Serve as content expert on professional papers/projects and/or thesis/dissertation committees, as appropriate; <p><i>He/she must actively share pedagogical methods with other faculty.</i></p>

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Clinical faculty are expected to use acceptable teaching methods, create and deliver complete syllabi, effectively manage courses and classrooms, present and assess content to aid achievement of learning outcomes, respond to student questions in a timely manner, and work to maintain and improve knowledge needed to sustain expertise in the discipline taught.</i></p>	<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>To provide a comprehensive set of inputs, each review of teaching at a minimum must include the following:</i></p> <ul style="list-style-type: none"> • Faculty self-reflection and evaluation. • Student course evaluations feedback. • Observation and feedback from other faculty. • Observation and feedback from the Dean (or other administrator appointed by the dean for that purpose). 	<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Faculty must document ongoing, active participation in teaching-related activities, such as in course development and evaluation, assessment activities, mentoring students, in discipline-specific student organizations, or facilitating student interaction with industry professionals. He/she must demonstrate progress in pedagogy and expertise in course instruction in multiple formats. Demonstration of this progress may include improved course evaluations, or improved peer review of teaching. Additional evidence may include such activities as working with the TWU Center for Faculty Excellence, and taking continuing education and training courses.</i></p> <p><i>Faculty must actively participate in departmental course and academic program reviews, participate in and support the COB Assurance of Learning process including the collecting of data and making changes as necessary.</i></p>	<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>In addition to the requirement for promotion to Associate Clinical Professor, promotion to Clinical Professor, faculty must demonstrate active leadership in curriculum management, such as developing new courses, development of departmental course evaluations and/or degree plan evaluations, or in modifications of existing courses, especially related to technology. He/she must actively share pedagogical methods with other faculty, provide evidence of active participation in curriculum innovation and/or program development within the candidate's discipline.</i></p>

<u>Clinical Instructor</u> Scholarship and Other Creative Activities:	<u>Assistant Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Associate Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Clinical Professor</u> Scholarship and Other Creative Activities:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Share clinical expertise with colleagues and/or students in clinical settings; • Demonstrate evidence of clinical expertise/evidence-based practice; <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor UG/grad students in clinical area of expertise; • Demonstrate evidence of clinical expertise/evidence-based practice; • Disseminate results of scholarly/creative work; <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Promotion requires demonstration of currency in the discipline through scholarship or practice based on the COB currency standards. Applications will be evaluated by the COB Peer Review Committee, the component administrator and the dean as meeting the criteria.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor colleagues in area of scholarship/clinical expertise; • Disseminate results of scholarly/creative work in peer-reviewed forums; <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>The faculty member must continue to sustain currency.</i></p>

<u>Clinical Instructor</u> Service:	<u>Assistant Clinical Professor</u> Service:	<u>Associate Clinical Professor</u> Service:	<u>Clinical Professor</u> Service:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in positive way to mission of the AC, college and university; • Demonstrate active involvement in professional and/or community organizations; • Participate in recruitment of students; <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Faculty are expected to contribute in two forms of meaningful service each year in one of the following areas:</i></p> <ul style="list-style-type: none"> • <i>Internal Service to the University and College</i> • <i>External Service related to the teaching discipline or discipline-specific service to the community</i> <p><i>It is not sufficient to simply be a member of a committee. To be deemed acceptable service, the faculty member should report outcomes/impact of the service performed.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate involvement within AC and college, and/or university; <ul style="list-style-type: none"> • Participate in student recruitment and/or academic advising as appropriate to the AC; <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>For promotion to Associate Clinical Professor the faculty member must contribute in at least two meaningful ways in acceptable service each academic year, with a balance of internal and external service. He/she must demonstrate service to students, the College, the University, the community, or the profession and the impact of these service activities.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership within the AC, college and/or university; • Demonstrate leadership within professional and/or community organizations; <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>For promotion to Clinical Professor, the faculty must continue to meet COB service expectations outlined for Associate Clinical Professors by contributing in at least two meaningful ways of acceptable service each academic year, with focus more on university-wide service and/or higher-level service activity to the profession or the community. The faculty member must document the impact of service activities through a self-reflection narrative.</i></p>

<u>Clinical Instructor</u> Service:	<u>Assistant Clinical Professor</u> Service:	<u>Associate Clinical Professor</u> Service:	<u>Clinical Professor</u> Service:
	<p><i>Examples of internal outcomes/impact might be:</i></p> <ul style="list-style-type: none"> • <i>Number of College or University committees and documentation of work produced.</i> • <i>Number of students impacted by service activities such as networking or professional events produced for students in a given discipline, or otherwise facilitating student interaction with industry professionals.</i> • <i>Value of service activities as described or measured by participants in events.</i> <p><i>Examples of external outcomes/impact might be:</i></p> <ul style="list-style-type: none"> • <i>Documenting the number of individuals affected by professional service activities, such as:</i> <ul style="list-style-type: none"> ○ <i>Serving as Editor or Associate Editor of a Journal</i> ○ <i>Serving on Editorial Review Boards</i> • <i>Receiving feedback on service activities that document the value or impact of those activities.</i> <p><i>In some cases, one form of service is so extensive that it is</i></p>		

<u>Clinical Instructor</u> Service:	<u>Assistant Clinical Professor</u> Service:	<u>Associate Clinical Professor</u> Service:	<u>Clinical Professor</u> Service:
	<i>sufficient to meet the annual College of Business expectations for effective service (i.e. requires weekly meetings and extensive work for the entire year). This exception would be approved by the dean for the academic year.</i>		

** 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.

<u>Lecturer I</u> Appointment Criteria	<u>Lecturer II</u> Appointment/Promotion Criteria	<u>Senior Lecturer</u> Appointment/Promotion Criteria
<ul style="list-style-type: none"> • 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; • Ordinarily requires completion of a master’s degree and/or certification in discipline; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • 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; • Completion of a master’s degree and/or certification in the discipline; • Ordinarily have a minimum of 4 years of teaching experience at the rank of Lecturer I in the area of content expertise. Normally, will have at least 2 of the 4 years of teaching at the rank of Lecturer I at TWU; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • 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; • Completion of a master’s degree and/or certification in the discipline; • Ordinarily have minimum of 4 years of teaching experience at the rank of Lecturer II in the area of content expertise. Normally will have completed at least 2 of the 4 years of teaching at the rank of Lecturer II at TWU; • Additional Academic Component criteria.

<u>Lecturer I</u> Appointment Criteria	<u>Lecturer II</u> Appointment/Promotion Criteria	<u>Senior Lecturer</u> Appointment/Promotion Criteria
<p><i>Lecturers, regardless of level, must demonstrate currency within the COB scholarship policy. This requires, at the time of hire, the faculty member's professional experience to be current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach.</i></p>		

<u>Lecturer I</u> Teaching:	<u>Lecturer II</u> Teaching:	<u>Senior Lecturer</u> Teaching:
	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; <p><i>For promotion the faculty must demonstrate regular and sustained effectiveness in teaching as evidenced by student, peer, and administrator evaluations; currency in pedagogical methods, and regular and ongoing professional development in teaching.</i></p> <ul style="list-style-type: none"> • Participate effectively in course development and evaluation; <p><i>Faculty must document ongoing, active participation in teaching-related activities, such as course development and evaluation, assessment activities, mentoring students, in discipline-specific student organizations, or facilitating student interaction with industry</i></p>	<p>Candidate must:</p>

<u>Lecturer I</u> Teaching:	<u>Lecturer II</u> Teaching:	<u>Senior Lecturer</u> Teaching:
<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Lecturers are expected to use acceptable teaching methods, create and deliver complete syllabi, effectively manage courses and classrooms, present and assess content to aid achievement of learning outcomes, respond to student questions in a timely manner, and work to maintain and improve knowledge needed to sustain expertise in the discipline taught.</i></p>	<p><i>professionals. He/she must demonstrate progress in pedagogy and expertise in course instruction in multiple formats. Demonstration of this progress may include improved course evaluations, or improved peer review of teaching. Additional evidence may include such activities as working with the TWU Center for Faculty Excellence, and taking continuing education and training courses.</i></p> <ul style="list-style-type: none"> • Obtain Assistant/Associate/Full membership on the Graduate Faculty, in ACs with graduate programs; • Share content expertise on professional paper/project committees, as appropriate; <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Faculty must actively participate in departmental course and academic program reviews, participate in and support the COB Assurance of Learning process including the collecting of data and making changes as necessary.</i></p>	<ul style="list-style-type: none"> • Maintain Assistant/Associate/Full membership on the Graduate Faculty, in ACs with graduate programs; • Share content expertise on professional paper/project and or thesis/dissertation committees, as appropriate; • Mentor students in content area(s) of expertise; • Additional Academic Component criteria. <p><i>In addition to the requirement for promotion to Lecturer II, for promotion to Lecturer III, faculty must demonstrate active leadership in curriculum management, such as developing new courses, development of departmental course evaluations and/or degree plan evaluations, or in modifications of existing courses, especially related to technology. He/she must actively share pedagogical methods with other faculty, provide evidence of active participation in curriculum innovation and/or program development within the candidate's</i></p>

<u>Lecturer I</u> Teaching:	<u>Lecturer II</u> Teaching:	<u>Senior Lecturer</u> Teaching:
		<i>discipline and maintain full membership on the TWU Graduate Faculty.</i>

<u>Lecturer I</u> Scholarship and Other Creative Activities:	<u>Lecturer II</u> Scholarship and Other Creative Activities:	<u>Senior Lecturer</u> Scholarship and Other Creative Activities:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Share content expertise with students; • Disseminate results of scholarly or creative works through professional presentations at local or state level and/or through scholarly or professional publications; <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Promotion to Lecturer II or Lecturer III requires demonstration of currency in the discipline through scholarship or practice sufficient to maintain currency based on the COB qualifications. Lecturers applying for promotion must document how they meet the currency standard, and will be evaluated by the COB Peer Review Committee, the component administrator and the dean as meeting the criteria.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Share content expertise with colleagues; • Disseminate results of scholarly or creative works through professional presentations at regional or national level and/or through scholarly or professional publications; • Obtain and maintain national certification in content area, as defined by the AC; • Additional Academic Component criteria.

<u>Lecturer I</u> Service:	<u>Lecturer II</u> Service:	<u>Senior Lecturer</u> Service:
<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Faculty are expected to contribute in two forms of meaningful service each year in one of the following areas:</i></p> <ul style="list-style-type: none"> • <i>Internal Service to the University and College</i> • <i>External Service related to the teaching discipline or discipline-specific service to the community</i> <p><i>It is not sufficient to simply be a member of a committee. To be deemed acceptable service, the faculty member should report outcomes/impact of the service performed.</i></p> <p><i>Examples of internal outcomes/impact include:</i></p> <ul style="list-style-type: none"> • <i>Number of College or University committees and documentation of work produced.</i> • <i>Number of students impacted by service activities such as networking or</i> 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the AC, college, and university; • Participate in AC, campus and/or college task forces or committees; • Participate in student recruitment and/or academic advising as appropriate to the AC; • Demonstrate active involvement in professional/community organizations; • Additional Academic Component criteria. <p><i>For promotion to Lecturer II or Lecturer III the faculty member must contribute in at least two meaningful ways in acceptable service each academic year, with a balance of internal and external service. He/she must demonstrate service to students, the College, the University, the community, or the profession and the impact of these service activities. The faculty member must document the impact of service activities through a self-reflection narrative.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Serve in a leadership role on department, AC, or college committees and/or task forces; • Demonstrate leadership in professional/community organizations; • Additional Academic Component criteria. <p><i>For promotion to Lecturer III, the faculty member must continue to meet service expectations outlined for Lecturer II by contributing in at least two meaningful ways of acceptable service each academic year, with focus more on university-wide service and/or higher level service activity to the profession or the community. The faculty member must document the impact of service activities through a self-reflection narrative.</i></p>

<u>Lecturer I</u> Service:	<u>Lecturer II</u> Service:	<u>Senior Lecturer</u> Service:
<p><i>professional events produced for students in a given discipline, or otherwise facilitating student interaction with industry professionals.</i></p> <ul style="list-style-type: none"> <i>• Value of service activities as described or measured by participants in events.</i> <p><i>Examples of external outcomes/impact include:</i></p> <ul style="list-style-type: none"> <i>• Documenting the number of individuals affected by professional service activities.</i> <i>• Receiving feedback on service activities that document the value or impact of those activities.</i> <p><i>In some cases, one form of service is so extensive that it is sufficient to meet the annual College of Business expectations for effective service (i.e. requires weekly meetings and extensive work for the entire year). This exception would be approved by the dean for the academic year.</i></p>		