

Academic Component Criteria for Periodic Performance Review and Promotion & Tenure

Component Name: *Communication Sciences and Oral Health*

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> |
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| 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 |

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

| <p><u>Assistant Professor</u> Appointment Criteria:</p> | <p><u>Associate Professor</u> Appointment Criteria:</p> | <p><u>Professor</u> Appointment Criteria:</p> |
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| <ul style="list-style-type: none"> • Completion of appropriate terminal degree or equivalent as defined by academic unit; • 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>Faculty teaching in the Speech-Language Pathology program must be licensed by the state of Texas (or eligible to be licensed)</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; • 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>Faculty teaching in the Speech-Language Pathology program must be licensed by the state of Texas (or eligible to be licensed)</i></p> | <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; • 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>Faculty teaching in the Speech-Language Pathology program must be licensed by the state of Texas (or eligible to be licensed)</i></p> |

| <u>Assistant Professor</u> Appointment Criteria: | <u>Associate Professor</u> Appointment Criteria: | <u>Professor</u> Appointment Criteria: |
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| <p><i>and hold ASHA certification (CCC-SLP or CCC-A as appropriate).</i></p> <p><i>Faculty teaching in the Dental Hygiene program must be licensed by the Texas State Board of Dental Examiners</i></p> | <p><i>and hold ASHA certification (CCC-SLP or CCC-A as appropriate).</i></p> <p><i>Faculty teaching in the Dental Hygiene program must be licensed by the Texas State Board of Dental Examiners</i></p> | <p><i>and hold ASHA certification (CCC-SLP or CCC-A as appropriate).</i></p> <p><i>Faculty teaching in the Dental Hygiene program must be licensed by the Texas State Board of Dental Examiners</i></p> |

| <u>Assistant Professor</u> Teaching: | <u>Associate Professor</u> Teaching: | <u>Professor</u> Teaching: |
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| <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>In addition to the required faculty self-reflection and evaluation, student course evaluations, peer evaluation, and administrator evaluation, evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ <i>Letters of support from colleagues</i> ○ <i>Awards for excellence in teaching</i> ○ <i>Utilization of innovative and efficacious teaching methods</i> ○ <i>Other similar evidence of excellence in teaching</i> <ul style="list-style-type: none"> • Participate effectively in course development and evaluation; <p><i>Evidence of outcome might include:</i></p> | <p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership in the development of academic programs; <p><i>Evidence of outcome might include:</i></p> |

| <u>Assistant Professor</u> Teaching: | <u>Associate Professor</u> Teaching: | <u>Professor</u> Teaching: |
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| | <ul style="list-style-type: none"> ○ <i>Development and/or significant revision of courses</i> ○ <i>Course modifications based on current issues/trends in the field</i> ○ <i>Reflection on course experiences, experiential projects, and/or practicum/student teaching supervision</i> ○ <i>Student, peer, and/or administrator evaluations</i> ○ <i>Other similar evidence of effective course development and evaluation</i> <ul style="list-style-type: none"> ● Obtain membership on the Graduate Faculty in Academic Components (AC) with graduate programs; ● Participate in student mentoring; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ <i>Facilitating students in timely completion of professional projects (capstone), thesis, dissertation, special projects within coursework, etc.</i> ○ <i>Other similar student mentoring</i> | <ul style="list-style-type: none"> ○ <i>Leading a program review team</i> ○ <i>Providing significant leadership in the development of a new degree or certificate program</i> ○ <i>Providing significant leadership in modifying curriculum for an existing degree or certificate program</i> ○ <i>Leading in the preparation of assessment reports on student learning outcomes</i> ○ <i>Other similar leadership in the development/modification of academic programs</i> <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; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ <i>Mentoring junior faculty in teaching</i> ○ <i>Sharing effective teaching methodology (e.g., planning, specific pedagogies, classroom management) with other faculty</i> ○ <i>Conducting peer reviews of faculty teaching</i> ○ <i>Other similar modeling/mentoring contribution</i> |

| <u>Assistant Professor</u> Teaching: | <u>Associate Professor</u> Teaching: | <u>Professor</u> Teaching: |
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| • Additional Academic Component criteria. | • Additional Academic Component criteria. | • Additional Academic Component criteria. |

| <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: |
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| <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 member of a team; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ <i>Leading sessions at scholarly conferences</i> ○ <i>Citations of scholarly work by others</i> ○ <i>Scholarly papers at conferences</i> ○ <i>Awards in scholarship</i> ○ <i>Other similar demonstration of excellence</i> <ul style="list-style-type: none"> • Disseminate the results of scholarly/creative work in peer-reviewed forums; <p><i>Evidence of outcome must include all of the following:</i></p> | <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; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ <i>Citations accrued since publication of scholarly articles</i> ○ <i>Keynote speaker at conferences</i> ○ <i>Consultation projects (paid or unpaid) in area of scholarly expertise</i> ○ <i>Demonstration that scholarly activities have had a significant impact upon the profession and/or society as a whole</i> ○ <i>Awards in scholarship</i> ○ <i>Other similar evidence</i> <ul style="list-style-type: none"> • Disseminate the results of scholarly/creative work in peer-reviewed forums; <p><i>Evidence of outcome must include all of the following:</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: |
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| | <ul style="list-style-type: none"> ○ <i>Authorship of at least three (3) peer-reviewed manuscripts that have been accepted for publication or are published in refereed journals. The candidate should be the first author on at least two (2) of the manuscripts. (NOTE: The candidate may submit peer-reviewed publications other than manuscripts that demonstrate a significant impact on the profession or society as a whole that will be sustained across time.)</i> ○ <i>A consistent record of peer-reviewed local, state, regional, or national presentations.</i> <ul style="list-style-type: none"> • Seek internal or external funding, as appropriate to the field; <p><i>Evidence of outcome must include:</i></p> <ul style="list-style-type: none"> ○ <i>Submission of application for at least one (1) grant for external or internal funding.</i> | <ul style="list-style-type: none"> ○ <i>A consistent record of peer-reviewed or invited local, state, regional, national, or international presentations</i> ○ <i>Authorship of at least three (3) peer-reviewed manuscripts that have been accepted for publication or are published in refereed journals. The candidate should be first author on at least one of the manuscripts.</i> <ul style="list-style-type: none"> • Seek and/or secure internal or external funding, as appropriate to the field; <p><i>Evidence of outcome must include:</i></p> <ul style="list-style-type: none"> ○ <i>Submission of application for at least one (1) grant for external funding</i> <ul style="list-style-type: none"> • Model research/creative mentorship for colleagues; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ <i>Mentoring at least one faculty in research/scholarship</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: |
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| <ul style="list-style-type: none"> • Additional Academic Component criteria. | <ul style="list-style-type: none"> • Additional Academic Component criteria. | <ul style="list-style-type: none"> ○ <i>Mentoring colleagues outside the university on research projects</i> ○ <i>Other similar mentoring evidence</i> <ul style="list-style-type: none"> • Additional Academic Component criteria. |

| <u>Assistant Professor</u> Service: | <u>Associate Professor</u> Service: | <u>Professor</u> Service: |
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| <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"> • Contribute in a positive way to the mission of the AC, college and university; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ <i>Active and material contribution to an AC committee that generates a positive outcome for the AC</i> ○ <i>Effective and material contribution to a college or university committee/task force/council/senate that generates a positive outcome for the university</i> ○ <i>Other similar contribution</i> | <p>Candidate must:</p> |

| <u>Assistant Professor</u> Service: | <u>Associate Professor</u> Service: | <u>Professor</u> Service: |
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| | <ul style="list-style-type: none"> • Demonstrate leadership within the AC and college; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ Providing effective leadership, support, and/or guidance to a student organization that generates achievements consistent with its mission ○ Chairing an AC or college committee or serving as a liaison that generates a positive outcome for the AC or college ○ Providing leadership to the AC, its programs, or components of the programs ○ Other similar leadership <ul style="list-style-type: none"> • Demonstrate active involvement in professional and/or community organizations; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ Committee membership or leadership role in a local, state, regional, or national organization ○ Manuscript or grant reviewer ○ Editor of a journal ○ Active engagement with a communication organization related to faculty's expertise ○ Other similar active involvement | <ul style="list-style-type: none"> • Demonstrate leadership within the university; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ Serving on at least one college or university committee/task force/council/senate in a leadership position ○ Providing mentoring to other faculty (in the AC or across the university) to foster improved performance and/or professional development ○ Other similar leadership evidence <ul style="list-style-type: none"> • Demonstrate leadership within professional and/or community organizations; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ Providing leadership at local, state, regional, national, or international level which may include committee membership, board member, officer, manuscript or grant reviewer, or editorial responsibility, etc. ○ Leadership service in the community in ways that connect professional skills and expertise ○ Other similar leadership evidence |

| <u>Assistant Professor</u> Service: | <u>Associate Professor</u> Service: | <u>Professor</u> Service: |
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| <ul style="list-style-type: none"> • Additional Academic Component criteria. | <ul style="list-style-type: none"> • Participate in student recruitment and/or academic advising as appropriate to the AC; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ <i>Participation in activities designed to recruit or retain students within the department</i> ○ <i>Participation in academic advising for students</i> ○ <i>Other similar participation</i> <ul style="list-style-type: none"> • Additional Academic Component criteria. | <ul style="list-style-type: none"> • Additional Academic Component criteria. |

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> |
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| <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 | <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; | <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; | <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; |

| <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: |
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| <p>licensure in the discipline;</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. | <ul style="list-style-type: none"> • Completion of appropriate master's degree and/or licensure in the discipline; • 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. | <ul style="list-style-type: none"> • Completion of appropriate master's degree and/or licensure in the discipline; • 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. | <ul style="list-style-type: none"> • Completion of appropriate master's degree and/or licensure in the discipline; • 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. |

| <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: |
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| <p><i>Faculty teaching in the Speech-Language Pathology program must be licensed by the state of Texas (or eligible to be licensed) and hold ASHA certification (CCC-SLP or CCC-A as appropriate)</i></p> <p><i>Faculty teaching in the Dental Hygiene program must be licensed by the Texas State Board of Dental Examiners and have a minimum of 5 years of clinical experience</i></p> | <p><i>Faculty teaching in the Speech-Language Pathology program must be licensed by the state of Texas (or eligible to be licensed) and hold ASHA certification (CCC-SLP or CCC-A as appropriate)</i></p> <p><i>Faculty teaching in the Dental Hygiene program must be licensed by the Texas State Board of Dental Examiners and a minimum of 5 years of clinical practice</i></p> | <p><i>Faculty teaching in the Speech-Language Pathology program must be licensed by the state of Texas (or eligible to be licensed) and hold ASHA certification (CCC-SLP or CCC-A as appropriate)</i></p> <p><i>Faculty teaching in the Dental Hygiene program must be licensed by the Texas State Board of Dental Examiners</i></p> <p><i>"Equivalent criteria" for degree preference for all faculty: at least a master's degree and have been licensed for a minimum of 6 years</i></p> <p><i>"Specialty area" for all faculty may be demonstrated by national certification in a specialty area or by the focus of continuing education courses</i></p> | <p><i>Faculty teaching in the Speech-Language Pathology program must be licensed by the state of Texas (or eligible to be licensed) and hold ASHA certification (CCC-SLP or CCC-A as appropriate)</i></p> <p><i>Faculty teaching in the Dental Hygiene program must be licensed by the Texas State Board of Dental Examiners</i></p> <p><i>"Equivalent criteria" for degree requirement for all faculty: at least a master's degree, have been licensed for a minimum of 10 years.</i></p> <p><i>"Specialty area" for all faculty may be demonstrated by national certification in a specialty area or by the focus of continuing education courses</i></p> |

| <u>Clinical Instructor</u> Teaching: | <u>Assistant Clinical Professor</u> Teaching: | <u>Associate Clinical Professor</u> Teaching: | <u>Clinical Professor</u> Teaching: |
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| | <p>Candidate must:</p> <ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s); | <p>Candidate must:</p> <ul style="list-style-type: none"> • Obtain/maintain assistant/associate/full membership on Graduate Faculty, in ACs with graduate program; | <p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership in development of academic programs; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ <i>Leading a program review team</i> ○ <i>Providing significant leadership in the development of a new degree, certificate, or clinical training program</i> ○ <i>Providing significant leadership in modifying curriculum for an existing degree or certificate program</i> ○ <i>Providing significant leadership in modifying methodology in existing clinical training programs</i> ○ <i>Leading in the preparation of assessment reports on student learning outcomes</i> ○ <i>Other similar leadership in the development of academic or clinical programs</i> |

| <u>Clinical Instructor</u> Teaching: | <u>Assistant Clinical Professor</u> Teaching: | <u>Associate Clinical Professor</u> Teaching: | <u>Clinical Professor</u> Teaching: |
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| | <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; • Participate effectively in course development and evaluation; | <ul style="list-style-type: none"> • Model effective teaching for other faculty; <i>Evidence of outcome might include:</i> <ul style="list-style-type: none"> ○ Documented utilization of innovative and efficacious teaching/supervisory methods ○ Developing modules as a resource for faculty in teaching/supervision ○ Other similar evidence of modeling effective teaching • Serve as content expert on professional papers/ projects, as appropriate; | <ul style="list-style-type: none"> • Mentor other faculty in effective teaching; <i>Evidence of outcome might include:</i> <ul style="list-style-type: none"> ○ Mentoring faculty in teaching or clinical supervision ○ Sharing effective teaching/clinical supervision methodology (e.g., planning, specific pedagogies, classroom management, supervision strategies) with other faculty ○ Conducting peer reviews of faculty teaching/clinical supervision ○ Other similar mentoring contribution • Serve as content expert on professional papers/projects and/or thesis/dissertation committees, as appropriate; |

| <u>Clinical Instructor</u> Teaching: | <u>Assistant Clinical Professor</u> Teaching: | <u>Associate Clinical Professor</u> Teaching: | <u>Clinical Professor</u> Teaching: |
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| <ul style="list-style-type: none"> • Additional Academic Component criteria. | <ul style="list-style-type: none"> • Participate in mentoring of students; • Additional Academic Component criteria. | <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Demonstrate excellence in all aspects of teaching.</i></p> <p><i>In addition to the required faculty self-reflection and evaluation, student course evaluations, peer evaluation, and administrator evaluation, evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ <i>Letters of support from colleagues</i> ○ <i>Awards for excellence in teaching</i> ○ <i>Utilization of innovative and efficacious teaching methods</i> ○ <i>Other similar evidence of excellence in teaching</i> | <ul style="list-style-type: none"> • Additional Academic Component criteria. |

| <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: |
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| | <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; | <p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor UG/grad students in clinical area of expertise; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ Presenting clinical scholarship within area of expertise at student meetings or class lectures ○ Serving as a mentor/consultant in the area of expertise with students' scholarly works ○ Other similar student mentoring evidence <ul style="list-style-type: none"> • Demonstrate evidence of clinical expertise/evidence-based practice; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ Serving as a consultant or presenter to faculty and/or other professional colleagues in the area of clinical expertise | <p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor colleagues in area of scholarship/clinical expertise; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ Serving as a consultant/mentor to faculty and/or other professional colleagues in area of expertise in classroom, clinic, or scholarly activities ○ Other similar colleague mentoring evidence |

| <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: |
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| <ul style="list-style-type: none"> • Additional Academic Component criteria. | <ul style="list-style-type: none"> • Additional Academic Component criteria. | <ul style="list-style-type: none"> ○ <i>Other similar demonstration of clinical expertise/evidence-based practice</i> • Disseminate results of scholarly/creative work; <i>Evidence of outcome must include ONE of the following:</i> <ul style="list-style-type: none"> ○ <i>Authorship or co-authorship of at least one (1) peer-reviewed journal article, book chapter, or published manual, OR</i> ○ <i>At least three (3) scholarly presentations at local, state, regional, national, or international meetings. At least two (2) presentations must be peer-reviewed.</i> • Additional Academic Component criteria. | <ul style="list-style-type: none"> • Disseminate results of scholarly/creative work in peer-reviewed forums; <i>Evidence of outcome must include ONE of the following:</i> <ul style="list-style-type: none"> ○ <i>Authorship or co-authorship of at least one (1) peer-reviewed journal article, book chapter, or published manual, OR</i> ○ <i>At least three (3) scholarly presentations at peer-reviewed national or international conferences, with at least one (1) first-author presentation.</i> • Additional Academic Component criteria. |

| <u>Clinical Instructor</u> Service: | <u>Assistant Clinical Professor</u> Service: | <u>Associate Clinical Professor</u> Service: | <u>Clinical Professor</u> Service: |
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| <ul style="list-style-type: none"> • Additional Academic Component criteria. | <ul style="list-style-type: none"> • Participate in recruitment of students; <ul style="list-style-type: none"> • Additional Academic Component criteria. | <ul style="list-style-type: none"> • Participate in student recruitment and/or academic advising as appropriate to the AC; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> ○ <i>Participation in activities designed to recruit or retain students within the department</i> ○ <i>Participation in academic advising for students</i> ○ <i>Other similar participation</i> <ul style="list-style-type: none"> • Additional Academic Component criteria. | <ul style="list-style-type: none"> ○ <i>Providing leadership at local, state, regional, national, or international level which may include committee membership, board member, officer, etc.</i> ○ <i>Leadership service in the community in ways that connect professional skills and expertise</i> ○ <i>Other similar leadership evidence</i> <ul style="list-style-type: none"> • Additional Academic Component criteria. |

| <u>Clinical Instructor</u> Service: | <u>Assistant Clinical Professor</u> Service: | <u>Associate Clinical Professor</u> Service: | <u>Clinical Professor</u> Service: |
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** 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 |
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| <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; | <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. | <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. |

| <u>Lecturer I</u> Appointment Criteria | <u>Lecturer II</u> Appointment/Promotion Criteria | <u>Senior Lecturer</u> Appointment/Promotion Criteria |
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| <ul style="list-style-type: none"> • Additional Academic Component criteria. | <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"> • Additional Academic Component criteria. | <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"> • Additional Academic Component criteria. |

| <u>Lecturer I</u> Teaching: | <u>Lecturer II</u> Teaching: | <u>Senior Lecturer</u> Teaching: |
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| <ul style="list-style-type: none"> • Additional Academic Component criteria. | <p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; • Participate effectively in course development and evaluation; • 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>Candidate must:</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; <ul style="list-style-type: none"> • Additional Academic Component criteria. |

| <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: |
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| <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>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; <ul style="list-style-type: none"> • Additional Academic Component criteria. |

| <u>Lecturer I</u> Service: | <u>Lecturer II</u> Service: | <u>Senior Lecturer</u> Service: |
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| | <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; | <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; |

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