

Academic Component Criteria for Periodic Performance Review and Promotion & Tenure

Component Name: *Health Studies*

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

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

<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; • 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 membership on the Graduate Faculty in Academic Components (AC) with graduate programs; • Participate in student mentoring; • Additional Academic Component criteria. <p><i>Evidence of Effective Performance in classroom or online teaching during the interim rank of Assistant Professor must include:</i></p> <ol style="list-style-type: none"> 1. Scores at or above the midpoint of means on combined student evaluations for at least six of the eight attributes for each academic year of review; Student course evaluations should demonstrate evidence of effective teaching; 2. Clear and informative class syllabi for all courses taught during the review period. Syllabi must show new course development and/or application of innovative teaching strategies within 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership in the development of academic programs; • Maintain full membership on the Graduate Faculty, in Academic Components (AC) with graduate programs; • Model effective teaching for other faculty; • Additional Academic Component criteria. <p><i>Demonstrate leadership in development of academic programs through documented role and contribution in:</i></p> <ol style="list-style-type: none"> 1. Curriculum development; or 2. Assessment within a specialization or program area in the department; or 3. Leadership of a program review (internal or external); or 4. Leadership in developing and compiling component assessment reports on student learning outcomes <p><i>Model effective teaching for other faculty through documented role and contribution in:</i></p>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
	<p><i>existing courses; and include measurable student course evaluations</i></p> <ol style="list-style-type: none"> 3. <i>Faculty self-reflection and evaluation of teaching strategies and course development, including supporting evidence (e.g., lesson plans);</i> 4. <i>Positive peer evaluation of at least one course during the academic year of review. Review must indicate use of a variety of effective teaching methods and opportunities for student engagement;</i> 5. <i>Positive AC administrator evaluation of at least one course during the academic year of review. Review must indicate use of a variety of effective teaching methods and opportunities for student engagement.</i> <p><i>Evidence of Effective Performance in teaching during the interim rank of Assistant Professor may include:</i></p> <ol style="list-style-type: none"> 1. <i>Honors or special recognition for teaching;</i> 2. <i>Grants related to instruction;</i> 3. <i>Service learning and internships directed;</i> 4. <i>Significant advising responsibilities at the UG and/or Graduate level.</i> 5. <i>Student Mentoring –</i> <ol style="list-style-type: none"> a. <i>Served as faculty mentor of student professional papers, capstone</i> 	<ol style="list-style-type: none"> 1. <i>Leadership of professional development or training sessions focused on effective teaching strategies; or</i> 2. <i>Documenting quality mentorship of faculty, GAs, adjuncts, or instructors related to effective teaching; or</i> 3. <i>Refereed publications related to teaching strategies in the discipline; or</i> 4. <i>Refereed presentations at state, regional, national, or international venues related to best practices in college teaching; or</i> 5. <i>Mentoring faculty, graduate students, or other programs in curriculum development</i> <p><i>Faculty self-reflection and evaluation of teaching strategies and course development, including supporting evidence (e.g., lesson plans);</i></p> <ol style="list-style-type: none"> 1. <i>Self-reflection must include self-assessment of teaching strategies and documentation of continuous improvement and sustained excellence in teaching;</i> 2. <i>Evidence of sustained engagement in professional development or training related to online or classroom teaching</i> <p><i>Positive peer evaluation of at least one course during the academic year of review.</i></p>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
	<p><i>projects, experiential projects or research projects; or</i></p> <p><i>b. Served as major professor or committee member on thesis and dissertation committees; or</i></p> <p><i>c. Mentoring on co-authored publications with students; or</i></p> <p><i>d. Mentoring on co-authored presentations at state, regional, national, or international conferences with students; or</i></p> <p><i>e. Optional mentoring as faculty liaison or sponsor of student organization related to the discipline.</i></p> <p>6. Course Evaluations</p> <p><i>a. Optional instructor generated evaluations may demonstrate evidence of effective teaching and/or student perceptions regarding new or innovative teaching methods;</i></p> <p><i>b. Optional unsolicited student emails, course evaluation comments, or letters may also be used to demonstrate evidence of effective teaching or mentorship;</i></p> <p>7. Engagement in professional development activities directly related to effective teaching may be documented. Evidence of incorporation these effective teaching strategies should also be included.</p> <p>8. Course Development & Evaluation</p>	<p><i>Review must indicate use of a variety of effective teaching methods and opportunities for student engagement;</i></p> <p><i>Positive AC administrator evaluation of at least one course during the academic year of review. Review must indicate use of a variety of effective teaching methods and opportunities for student engagement.</i></p> <p>Student Mentoring</p> <ol style="list-style-type: none"> <i>1. Served as faculty mentor of student professional papers, capstone projects, experiential projects, or research projects; or</i> <i>2. Served as major professor on thesis and dissertation committees; or</i> <i>3. Mentoring of students on co-authored, refereed publications or presentations at state, regional, national or international conferences.</i>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
	<p><i>a. Evidence of course development;</i> <i>b. Evidence of engagement in program or curriculum review</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; • Additional Academic Component criteria. 	<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; • Disseminate the results of scholarly/creative work in peer-reviewed forums; • Seek internal or external funding, as appropriate to the field; • Additional Academic Component criteria. <p><i>Evidence of Effective Performance in scholarship during the interim rank of Assistant Professor must include:</i></p> <ol style="list-style-type: none"> 1. <i>Publication of at least one peer-reviewed article per academic year (or)</i> 	<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; • Disseminate the results of scholarly/creative work in peer-reviewed forums; • Seek and/or secure internal or external funding, as appropriate to the field; • Model research/creative mentorship for colleagues; • Additional Academic Component criteria. <p><i>Evidence of Effective Performance in scholarship during the rank of Associate Professor must include:</i></p> <ol style="list-style-type: none"> 1. <i>Publication of at least two peer-reviewed articles in a reputable</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>publication of at least four peer-reviewed articles in reputable journals during the review cycle. Faculty must be first or second author on at least two of the publications during the review cycle. All articles must be submitted for documentation of scholarly activity. Those publications 'in press' must be supported by a letter from the journal editor;</i></p> <p><i>2. Present at least one peer-reviewed scholarly presentation per academic year (or) present at least five peer-reviewed scholarly presentations during the review cycle. Evidence of presentation acceptance must be submitted for documentation of scholarly activity;</i></p> <p><i>3. Submission of at least one internal or external grant proposal per academic year (or) securing at least one externally funded project during the review period.</i></p>	<p><i>journal per academic year (or) publication of at least five peer-reviewed articles in during the review cycle. Faculty must be first or second author on at least four of the publications during the cycle. All articles must be submitted for documentation of scholarly activity. Those publications 'in press' must be supported by a letter from the editor;</i></p> <p><i>2. Present at least two peer-reviewed scholarly presentations per academic year in national or international disciplinary venues (or) present at least five peer-reviewed scholarly presentations during the review cycle in national or international disciplinary venues. Evidence of presentation acceptance must be submitted for documentation of scholarly activity;</i></p> <p><i>3. Submission of at least one external grant proposal per academic year (or) securing at least one externally funded project during the review period;</i></p> <p><i>4. Mentor at least one faculty in scholarly activity with substantial outcomes for protégé (mentor listed as contributor or consultant on external grant, mentor reflection on contribution to outcomes for protégé).</i></p>

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
	<p>1. <i>Serving as: (a) member on two or more department, college, or university committees; or (b) chair of one departmental committee <u>or</u></i></p> <p>2. <i>At least <u>one</u> of the following:</i></p> <ul style="list-style-type: none"> <i>a. Serving as reviewer or editor for a minimum of one scholarly publication (includes articles, books, and grants);</i> <i>b. Serving in a leadership position within a Health Studies related association;</i> <i>c. Serving as mentor or advisor to Eta Sigma Gamma or other health-related student organization;</i> <i>d. Participation in planning/development/implementation of a professional conference/workshop or serving as a reviewer CHES (or other certification or accreditation task).</i> <p><i>Evidence of excellence in service during the interim rank of Assistant Professor may include:</i></p> <ul style="list-style-type: none"> <i>1. Honors, awards, special recognitions for service.</i> <i>2. Serving on advisory boards of community health organizations.</i> 	<p><i>Reports, program review, or accreditation report or (c) Chairing at least one college or university committee.</i></p> <p>2. <i>At least <u>one</u> of the following:</i></p> <ul style="list-style-type: none"> <i>a. Serving as reviewer or editor for a minimum of two scholarly publications (includes articles, books, and grants) for a national or international organization;</i> <i>b. Serving in a leadership position within a Health Studies related association that receives regional, national, or international recognition;</i> <i>c. Serving as mentor or advisor to Eta Sigma Gamma or other health-related student organization;</i> <i>d. Organizing and leading planning/development/implementation of a professional conference/workshop or serving as a reviewer for CHES (or other certification or accreditation task).</i> <p>3. <i>Provide leadership to outcomes of committees, councils, or task forces established by the university.</i></p> <p><i>Evidence of excellence in service during the interim rank of Assistant Professor may include:</i></p>

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
		<ol style="list-style-type: none"> 1. <i>Honors, awards, special recognitions for service;</i> 2. <i>Serving on advisory boards of community health organizations.</i>

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 	<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:
<p>master's degree and/or 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> 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>Candidate must:</p> <ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s); • Demonstrate excellence in all aspects of teaching; • Participate effectively in course development and evaluation; • Participate in mentoring of students; • Additional Academic Component criteria. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Obtain/maintain assistant/associate/full membership on Graduate Faculty, in ACs with graduate program; • Model effective teaching for other faculty; • Serve as content expert on professional papers/ projects, as appropriate; • Additional Academic Component criteria. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership in development of academic programs; • Mentor other faculty in effective teaching; • Serve as content expert on professional papers/projects and/or thesis/dissertation committees, as appropriate; • 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:
	<p>Candidate must:</p>	<p>Candidate must:</p>	<p>Candidate must:</p>

<u>Clinical Instructor</u>	<u>Assistant Clinical Professor</u>	<u>Associate Clinical Professor</u>	<u>Clinical Professor</u>
Scholarship and Other Creative Activities:	Scholarship and Other Creative Activities:	Scholarship and Other Creative Activities:	Scholarship and Other Creative Activities:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<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; • Additional Academic Component criteria. 	<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; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Mentor colleagues in area of scholarship/clinical expertise; • Disseminate results of scholarly/creative work in peer-reviewed forums; • Additional Academic Component criteria.

<u>Clinical Instructor</u>	<u>Assistant Clinical Professor</u>	<u>Associate Clinical Professor</u>	<u>Clinical Professor</u>
Service:	Service:	Service:	Service:
	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in positive way to mission of the AC, college and university; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate involvement within AC and college, and/or university; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership within the AC, college and/or university;

<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. 	<ul style="list-style-type: none"> • Demonstrate active involvement in professional and/or community organizations; • Participate in recruitment of students; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Participate in student recruitment and/or academic advising as appropriate to the AC; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Demonstrate leadership within professional and/or community organizations; • Additional Academic Component criteria.

** 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; 	<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 	<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

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