

Academic Component Criteria for Periodic Performance Review and Promotion & Tenure

Component Name: *School of Occupational Therapy*

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.

| <u>Assistant Professor</u> Appointment Criteria: | <u>Associate Professor</u> Appointment Criteria: | <u>Professor</u> Appointment Criteria: |
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| <ul style="list-style-type: none"> • Completion of appropriate terminal degree or equivalent as defined by academic unit; <p><i>PhD in Occupational Therapy, Occupational Science, Rehabilitation Science, or related disciplines; or EdD in Higher Education or related discipline; Post-professional clinical doctorate in occupational therapy with research emphasis may be considered if accompanied by an established line of research</i></p> <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; <p><i>Graduate of ACOTE or WFOT accredited program in occupational therapy; Eligible for licensure as an Occupational Therapist in Texas. Some exceptions may apply when</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; <p>.</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; | <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; |

| <u>Assistant Professor</u> Appointment Criteria: | <u>Associate Professor</u> Appointment Criteria: | <u>Professor</u> Appointment Criteria: |
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| <p><i>alternative credentials meet the needs of the School and its curricula, and complement the credentials of its faculty.</i></p> <p> </p> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Minimum 2 years of clinical practice is highly valued, less than 2 years may be considered if alternative experience is complimentary and impressive.</i></p> <p> </p> <p><i>Eligible for membership on the Graduate Faculty in Academic Components (AC) with graduate programs;</i></p> <p><i>Personal statement of teaching philosophy as evidenced by: Written philosophy</i></p> <p><i>Demonstrate currency in discipline through attendance at conferences and workshops providing continuing education in content related to teaching and teaching andragogy;</i></p> <p><i>Demonstrate active involvement in professional and/or community organizations; as evidenced by active membership in professional organizations at the local, state, and national level</i> </p> | <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Continuing education focus on areas related to teaching and scholarship. Demonstrates participation in service to the profession of occupational therapy. Serves as a role model for faculty, staff, and students within the School of Occupational Therapy.</i></p> <p> </p> | <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Demonstrated leadership within the profession of occupational therapy by active participation on committee, task force, board, commission, or comparable service to the profession at local, regional, state, national, and/or international levels. Serves as a mentor for faculty, staff, students, and alumni of TWU.</i></p> <p> </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>As demonstrated through use of a variety of teaching methods reflecting andragogy and supportive of teaching philosophy, ongoing continuing education supporting course development and course instruction in multiple formats (face to face, online) as evidenced by: course evaluations, peer observation, administrator observation, and self-reflection.</i></p> <p> </p> <ul style="list-style-type: none"> • Participate effectively in course development and evaluation; <p><i>Through engagement in course and curricular reviews, institutional effectiveness activities, ACOTE reaccreditation self-study process, and other academic reports as evidenced by: Self-reflection and administrator review</i></p> <p> </p> <ul style="list-style-type: none"> • Obtain membership on the Graduate Faculty in Academic Components (AC) with graduate programs; • Participate in student mentoring; | <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; |

| <u>Assistant Professor</u> Teaching: | <u>Associate Professor</u> Teaching: | <u>Professor</u> Teaching: |
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| <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Participate in curriculum review as evidenced by self-reflection.</i></p> | <p><i>As committee member or chair in professional project, capstone, or dissertation as evidenced by: Peer review and student evaluation.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Show continual progression toward meeting the criteria for Professor;</i></p> <p><i>Prepare class syllabi that adhere to university and School of Occupational Therapy criteria as evidenced by: course syllabi that meet standards according to administrator and peer review evaluations;</i></p> <p><i>Demonstrate progress toward excellence in teaching and expertise in course instruction in multiple formats through working with University Faculty Development center and continuing education courses as evidenced by: CE attendance records, course evaluations, and peer review of teaching;</i></p> <p><i>Engage in continual course updating and evaluation to reflect best practice as evidenced by:</i></p> <ul style="list-style-type: none"> ○ <i>Course evaluations from students, peer review, and AC administrator review;</i> ○ <i>Work with course community and curriculum committee to update course content;</i> | <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Demonstrate excellence in teaching as a master teacher with recognition by AC, college, university, and other organizations for skill in teaching, mentoring students and faculty, course development, and curriculum contributions as evidenced by: Awards, student evaluations, and peer review;</i></p> <p><i>Progressive level of leadership roles in course reviews and other curricular initiatives (e.g. Academic Institutional Improvement Assessment plans, Graduate School Program Reviews, ACOTE accreditation self-study process/academic reports) as needed to meet School, college, and University goals;</i></p> <p><i>Demonstrate excellence in student mentoring through serving as committee chair and member on students' professional project, capstone, or dissertation as evidenced by: Timely student success, peer review, and student evaluation.</i></p> |

| <u>Assistant Professor</u> Teaching: | <u>Associate Professor</u> Teaching: | <u>Professor</u> Teaching: |
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| | <p><i>Collaboration with colleagues across campuses teaching related courses for develop of syllabi and sharing of expertise as evidenced by: peer review and AC administrator;</i></p> <p><i>Model effective teaching for other faculty through mentoring other faculty in area of expertise: sharing teaching philosophy (e.g. specific andragogy, classroom management, syllabi development, guest lecturing, consult on developing assignments and exams) as evidenced by: documentation and self-reflection, peer review;</i></p> <p><i>Provide course content aligned with ACOTE standards, practice guidelines, and current evidence as evidenced by: course evaluations, peer and administrator observation, and self-reflection;</i></p> <p><i>Participate effectively in course development through engagement in course and curricular reviews, institutional effectiveness activities, ACOTE reaccreditation self-study process, and other academic reports as evidenced by: Active participation, self-reflection, and administrator 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: |
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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>Demonstrate growth toward a clear line of research as evidenced by conducting pilot/feasibility studies, preparation and submission of grant proposals, peer-reviewed publications, and peer-reviewed presentations.</i></p> <p><i>As evidenced by recognition as a leader in area of expertise by peer review and AC administrator evaluation. (and/or, by officially documented internal or external recognition)</i></p> <ul style="list-style-type: none"> • Disseminate the results of scholarly/creative work in peer-reviewed forums; <p><i>As evidenced by leading presentations of scholarly papers at local or national/professional conferences; At least two manuscripts accepted for publication in peer-refereed professional journals as 1st or 2nd author in relevant area of scholarships in a three year review cycle.</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>As evidenced by steady progression in a sustained line of research or scholarly productivity with related peer reviewed presentations and publications, and an established history of grants and/or community-based supports for continued scholarly activity.</i></p> <ul style="list-style-type: none"> • Disseminate the results of scholarly/creative work in peer-reviewed forums; <p><i>As evidenced by 5 manuscripts accepted for publication in peer refereed professional journals relevant to area of scholarship in three year review cycle.</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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| <p>• Additional Academic Component criteria.</p> | <ul style="list-style-type: none"> • Seek internal or external funding, as appropriate to the field; <p><i>As evidenced by submission of internal and external proposals to fund line of research individually or with collaborative team within School priorities.</i></p> <p>• Additional Academic Component criteria.</p> | <ul style="list-style-type: none"> • Seek and/or secure internal or external funding, as appropriate to the field; <p><i>As evidenced by continued submission, and successfully obtaining, funding to support graduate student assistantships and faculty reassigned time for research/scholarly activities.</i></p> <ul style="list-style-type: none"> • Model research/creative mentorship for colleagues; <p><i>As evidenced by mentoring to colleague with substantial outcomes as evidenced by mentee obtaining external funding or significant publication with mentor noted as contributor;</i></p> <p><i>Serve as a mentor to students as evidenced by successful direction to students that results in their publishing in professional literature or presenting at state or national professional conferences;</i></p> <p><i>Mentoring other faculty members such as junior faculty and/or adjunct faculty.</i></p> <p>• Additional Academic Component criteria.</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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| | <p><i>Show continual progression toward meeting the criteria for Professor;</i></p> <p><i>Model research/creative mentorship for colleagues; as evidenced by collaborating with colleagues resulting in outcomes of submission of articles, presentations and applications for funding.</i></p> | |

| <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>Working collaboratively with colleagues; produce timely materials/reports in response to requests by School or College committees, Associate Director, School Director and/or Dean of the College as evidenced by reports, reflections on contributions, and effective documentation of impact.</i></p> | <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; <i>As evidenced by serving as chair on school committee and active membership on College and/or University committees</i> • Demonstrate active involvement in professional and/or community organizations; <i>As evidenced by sustained active membership in professional organizations at the local, state, and national level. Appointment/election to leadership in state or national association or committees; Appointments to licensure board, or other such activities. Evidenced by with reflection on role and contribution to the organization.</i> • Participate in student recruitment and/or academic advising as appropriate to the AC; | <ul style="list-style-type: none"> • Demonstrate leadership within the university; <i>As an administrator, coordinator, chair of major university committee, and/or chair/member of major ad hoc committee such as curriculum evaluation or accreditation</i> • Demonstrate leadership within professional and/or community organizations; <i>As evidenced by on-going active membership in professional organizations at the local, state, and national level;</i> <i>Leadership performance through appointment/election to national or state professional association positions;</i> <i>Active member in the community acting as consultant, board member, supporting the activities of the organization related to faculty expertise and in synergy with research and teaching areas, as evidenced by documentation of role/s and positive outcomes.</i> |

| <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. | <p><i>As evidenced by assisting with recruitment events.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Show continual progression toward meeting the criteria for Professor.</i></p> | <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> | <u>Assistant Clinical Professor</u> | <u>Associate Clinical Professor</u> | <u>Clinical Professor</u> |
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| Appointment Criteria: | Appointment/Promotion Criteria: | Appointment/Promotion Criteria: | Appointment/Promotion Criteria: |
| | <i>Adjunct teaching experience is preferred. In the School of OT service to TWU can be interpreted as 2 years of Clinical Instruction in practice (Level 1 and Level 2 Fieldwork supervision and instruction).</i> | | |

| <u>Clinical Instructor</u> | <u>Assistant Clinical Professor</u> | <u>Associate Clinical Professor</u> | <u>Clinical Professor</u> |
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| Teaching: | Teaching: | Teaching: | Teaching: |
| | <p>Candidate must:</p> <ul style="list-style-type: none"> Maintain current clinical expertise in teaching area(s); <p><i>Through attendance at conferences and workshops providing continuing education in content related to clinical expertise and maintain role in clinical area, and certifications as evidenced by: record of CEU, documentation of outside employment/ volunteer</i></p> | <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>Through continual growth in clinical expertise, leadership role in course reviews; and other curricular initiatives (e.g. Academic Institutional Improvement Assessment plans, Graduate School Program Reviews, ACOTE accreditation self-study</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><i>service, self-reflection and peer review.</i></p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; <p><i>Through engagement in continual course updating and evaluation to reflect best practice as evidenced by: course evaluations from students, peer review, and administrators</i></p> <ul style="list-style-type: none"> • Participate effectively in course development and evaluation; <ul style="list-style-type: none"> • Participate in mentoring of students; | <ul style="list-style-type: none"> • Model effective teaching for other faculty; <p><i>Through demonstration of excellence in most aspects of teaching; expertise in course instruction in multiple formats; and work with University Faculty Development center as evidenced by: course evaluations, peer review of teaching</i></p> <ul style="list-style-type: none"> • Serve as content expert on professional papers/ projects, as appropriate; <p><i>As a committee chair or member on Professional Projects, Capstone projects, and/or Dissertation committees.</i></p> | <p><i>process/academic reports as needed to meet School, college, and University goals.</i></p> <ul style="list-style-type: none"> • Mentor other faculty in effective teaching; <p><i>Documentation of recognition as a master teacher, and providing peer review for faculty as evidenced by: administer review, peer review, and self- reflection</i></p> <ul style="list-style-type: none"> • Serve as content expert on professional papers/projects and/or thesis/dissertation committees, as appropriate; <p><i>As committee chair and member on professional project and Capstone projects, and as chair or member of dissertation committees.</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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| <ul style="list-style-type: none"> • Additional Academic Component criteria. | <p><i>through supporting student organizations and activities as evidenced by: documented service, self-reflection and peer review.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Obtain membership on the Graduate Faculty in Academic Components (AC) with graduate programs;</i></p> <p><i>Show continual progression toward meeting the criteria for Associate Clinical Professor;</i></p> <p><i>Developing a statement of teaching philosophy as evidenced by: Written philosophy, self-reflection and peer review.</i></p> <p><i>Prepare class syllabi that adhere to university and School of Occupational Therapy criteria as evidenced by: course syllabi that meet standards according to peer review and administrator evaluations;</i></p> <p><i>Collaboration with colleagues across campuses teaching related courses for</i></p> | <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Show continual progression toward meeting the criteria for Clinical professor;</i></p> <p><i>Maintain clinical expertise through active participation in practice, certification, and continuing education in content area. Through practice relevant for proposed teaching assignments; attendance at conferences and workshops providing continuing education in clinical practice; award in the clinical discipline, certification in an area of clinical practice as evidenced by: documentation, self-reflection and peer review;</i></p> <p><i>Participate effectively in course development, presentation, and evaluation as evidenced by peer and administrator observations, course evaluations, and self-reflection;</i></p> | <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Obtain/maintain membership on the Graduate Faculty in Academic Components (AC) with graduate programs;</i></p> <p><i>Demonstrate excellence in teaching as a Master Teacher with recognition by AC, university and other organizations for skill in teaching, mentoring students and faculty, course development, and curriculum contributions as evidenced by: Student evaluations, documentation of participation in structured mentoring activities, and peer review;</i></p> <p><i>Lead in the AC in program review and/or assessment of student outcomes, reflection on leadership and outcomes of process.</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><i>development of syllabi and sharing of expertise as evidenced by: active participation in course communities, peer review and AC administrator evaluation;</i></p> <p><i>Provide course content aligned with ACOTE standards, practice guidelines, and current evidence as evidenced by: course evaluations, peer evaluations, and self-reflection;</i></p> <p><i>Promote positive learning environment through participating in community partnerships that provide students authentic learning experiences as evidenced by: course evaluations by students, administrator and peer observations, and self-reflection;</i></p> <p><i>Participate in curriculum review as evidenced by: active participation in course communities and cooperation with curriculum committees, self-reflection.</i></p> | <p><i>Serve as a resource to other faculty across the academic component- as evidenced by documented mentoring. Share effective teaching methodology (e.g. planning, specific pedagogies, classroom management) with other faculty in the academic component as evidenced by description of how teaching methods were shared and effectiveness of sharing.</i></p> <p><i>Promote positive learning environment through establishing and building community partnerships providing students authentic learning experiences as evidenced by: course evaluations by students and peer review;</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: |
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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; <p><i>As evidenced by presentations on clinical expertise in professional settings or at professional conferences (e.g. AOTA, TOTA)</i></p> <p> </p> <ul style="list-style-type: none"> • Demonstrate evidence of clinical expertise/evidence-based practice; <p><i>As evidenced by articulation of knowledge of research needs within areas of clinical practice; and peer-reviewed presentation of clinical expertise within professional publications or at professional events</i></p> <p> </p> | <p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor UG/grad students in clinical area of expertise; <p><i>As evidenced by presentations on clinical expertise at community-based practice settings or at professional conferences (e.g. AOTA, TOTA) and publications in professional OT literature.</i></p> <p> </p> <ul style="list-style-type: none"> • Demonstrate evidence of clinical expertise/evidence-based practice; <p><i>Obtain and/or maintain national certification in clinical specialty area, when applicable: as evidenced by continuous eligibility for and maintenance of Texas occupational therapy license and current certification from the National Board for Certification in Occupational Therapy and specialty certification as appropriate,</i></p> | <p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor colleagues in area of scholarship/clinical expertise; <p><i>As evidenced by collaboration with academic and/or practice colleagues on assessing/improving clinical practice through scholarly investigation of treatment interventions and outcomes; or at professional conferences (e.g. AOTA, TOTA)</i></p> |

| <p><u>Clinical Instructor</u></p> <p>Scholarship and Other Creative Activities:</p> | <p><u>Assistant Clinical Professor</u></p> <p>Scholarship and Other Creative Activities:</p> | <p><u>Associate Clinical Professor</u></p> <p>Scholarship and Other Creative Activities:</p> | <p><u>Clinical Professor</u></p> <p>Scholarship and Other Creative Activities:</p> |
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| <ul style="list-style-type: none"> • Additional Academic Component criteria. | <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Show continual progression toward meeting the criteria for Associate Clinical Professor.</i></p> | <p><i>e.g., hand therapy pediatrics, etc.</i></p> <ul style="list-style-type: none"> • Disseminate results of scholarly/creative work; <p><i>Present clinical scholarship in at least three peer-reviewed national or regional conferences on a three-year cycle;</i></p> <p><i>Publish at least one paper in national or regional publication in a three year cycle;</i></p> <p><i>Receive peer recognition as an expert in area of clinical expertise serving as consultant or lecturer.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Show continual progression toward meeting the criteria for clinical professor.</i></p> | <ul style="list-style-type: none"> • Disseminate results of scholarly/creative work in peer-reviewed forums; <p><i>Present clinical scholarship in at least four peer-reviewed national or regional conferences on a three-year cycle;</i></p> <p><i>Publish at least one paper in peer-review journal in three-year cycle.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Maintain national certification in clinical specialty area, when applicable – as evidenced by continuous eligibility for state licensure as an occupational therapist;</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: |
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| | | | <p><i>Receive peer recognition as an expert in a specific area of clinical practice – as evidenced by progressive development of a concentrated area of scholarly inquiry that has been presented/published within a variety of professional venues;</i></p> <p><i>Demonstrate potential to advance practice within the discipline as a result of his/her own clinical practice/research – as evidenced by presentation of scholarly work at peer-refereed state and national professional conferences;</i></p> <p><i>Receive recognition as an expert and mentor in area of clinical expertise as evidenced by serve as consultant in area of clinical expertise; invited lectures and chapters.</i></p> |

| <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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| | <p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in positive way to mission of the AC, college and university; <p><i>As evidenced by active participation on committees in the SOT, and college and/or university; and by providing academic advising.</i></p> <p> </p> <ul style="list-style-type: none"> • Demonstrate active involvement in professional and/or community organizations; <p><i>As evidenced by documentation of positive outcomes resulting from on-going active membership in professional organizations at the state and regional level that have direct relevance to clinical expertise; and active participation in organizational planning for professional events or</i></p> | <p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate involvement within AC and college, and/or university; <p><i>As evidenced by active membership and some leadership on school, college, and university committees;</i></p> <p><i>Advise or assist with student organizations, for example, SOTA or PTE, SGA, etc..</i></p> <p> </p> | <p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership within the AC, college and/or university; <p><i>As evidenced by significant leadership on school, college and university committees.</i></p> <p> </p> <ul style="list-style-type: none"> • Demonstrate leadership within professional and/or community organizations; <p><i>As evidenced by active membership and leadership with professional associations;</i></p> <p><i>Active member of the community acting as consultant, board member, supporting the activities of the organization related to faculty expertise and in synergy with research and teaching areas.</i></p> <p> </p> |

| <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. | <p><i>community collaborations advancing clinical expertise.</i></p> <ul style="list-style-type: none"> Participate in recruitment of students; <p><i>As evidenced by successful clinical supervision of students and/or participation in student training/instructional supervision</i></p> <ul style="list-style-type: none"> Additional Academic Component criteria. <p><i>Show continual progression toward meeting the criteria for Associate Clinical Professor.</i></p> | <ul style="list-style-type: none"> Participate in student recruitment and/or academic advising as appropriate to the AC; <p><i>As evidenced by fulfilling recruitment/advising expectations and serving as faculty adviser to SOTA or Pi Theta Epsilon;</i></p> <p><i>Assist with recruitment events.</i></p> <ul style="list-style-type: none"> Additional Academic Component criteria. <p><i>Show continual progression toward meeting the criteria for clinical professor;</i></p> <p><i>Participate in program review including curriculum and student outcomes as evidence by: active committee participation, peer review, and self-reflection;</i></p> <p><i>Documentation that demonstrates active involvement in professional and/or community</i></p> | <ul style="list-style-type: none"> Additional Academic Component criteria. <p><i>Participate in student recruitment and/or academic advising as appropriate to the AC; Serve as a leader in recruitment events and as a mentor to faculty on advising processes.</i></p> |

| <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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| | | <p><i>organizations at the state or national level that have direct relevance to clinical expertise; and active participation in organizational planning for professional events or community collaborations advancing clinical expertise.</i></p> | |

** 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. |