

Academic Component Criteria for Periodic Performance Review and Promotion & Tenure

Component Name: *Teacher Education*

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.

<p><u>Assistant Professor</u> Appointment Criteria:</p>	<p><u>Associate Professor</u> Appointment Criteria:</p>	<p><u>Professor</u> Appointment Criteria:</p>
<ul style="list-style-type: none"> • Completion of appropriate terminal degree or equivalent as defined by academic unit; <p><i>A Ph.D. or Ed.D. in education or education-related field (e.g. Bilingual, ESL, Elementary, Middle School, Secondary, Special Education; Educational Administration; Curriculum and Instruction).</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>Knowledge of overarching issues facing the discipline/profession; a record of effective teaching experience at the K-12 level; and a commitment to develop teaching</i></p>	<ul style="list-style-type: none"> • Normally will have served for a minimum of 6 years at rank of Assistant Professor at college or university level and have served full time at least 2 years at TWU at the rank of Assistant Professor; <ul style="list-style-type: none"> • 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:
<p><i>excellence in formats appropriate to the needs of the program (e.g. face-to-face, online course delivery, blended course delivery).</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • 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; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; <p><i>Evidence includes demonstrated ability to work in a respectful and equitable manner with students; ongoing professional development that directly supports teaching; expertise in course instruction in formats appropriate to the needs of the program (e.g. face-to-face, online course delivery, blended course delivery); effective contributions to long-term student projects (e.g. portfolios, papers, theses, dissertations, field experiences); and positive feedback from faculty observations, AC Administrator observations, and student course</i></p>	<p>Candidate must:</p>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
	<p><i>evaluations. This ability will be assessed through student evaluations, peer and ACA observations, and the faculty member's self-evaluation, which should document specific examples of teaching excellence.</i></p> <ul style="list-style-type: none"> • Participate effectively in course development and evaluation; <p><i>Examples of evidence supporting this effective participation may include: course alignment with national and state standards; participation in other curricular initiatives (e.g. institutional effectiveness, program reviews, accreditation self-study activities) to meet program, department, college and university goals; utilization of faculty and AC Administrator observation feedback and student course evaluation data to guide course content and instruction; and infusion of current best practices into coursework.</i></p> <ul style="list-style-type: none"> • Obtain membership on the Graduate Faculty in Academic Components (AC) with graduate programs; • Participate in student mentoring; 	<ul style="list-style-type: none"> • Demonstrate leadership in the development of academic programs; <p><i>Examples of evidence supporting this demonstrated leadership may include: coordinating and directing efforts related to course alignment with national and state standards; participation in other curricular initiatives (e.g., institutional effectiveness, program reviews, accreditation self-study activities) to meet program, department, college and university goals; utilization of faculty and AC Administrator observation feedback and student course evaluation data to guide course content and instruction; and infusion of current best practices into coursework.</i></p> <ul style="list-style-type: none"> • Maintain full membership on the Graduate Faculty, in Academic Components (AC) with graduate programs; • Model effective teaching for other faculty;

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p><i>Evidence may include co-teaching a course, or by observing teaching and providing feedback to other faculty members, engaging in work with the Center for Faculty Excellence, or serving as a Pioneer Teaching and Learning Academy (PTLA) mentor.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Serve as a resource to other faculty as evidenced by mentoring of tenure track faculty in the area of teaching;</i></p> <p><i>Demonstrate excellence in all aspects of teaching as evidenced by ongoing professional development (including both activities at TWU and outside of the university) that directly supports teaching and student learning; expertise in course instruction in multiple formats (face-to-face, online course delivery, blended course delivery); serving as both a chair and a committee member for students' projects (e.g., portfolios, papers, theses, dissertations); and maintaining positive course evaluations.</i></p>

<u>Assistant Professor</u> Scholarship and Other Creative Activities:	<u>Associate Professor</u> Scholarship and Other Creative Activities:	<u>Professor</u> Scholarship and Other Creative Activities:
<p>Candidate must:</p> <ul style="list-style-type: none"> • Show continual progression toward meeting the criteria for Associate Professor; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in research and creative activities individually or as a member of a team; <p><i>Evidence of demonstrated excellence includes ongoing, documented, progression toward a definitive line of research or scholarly productivity (i.e., publications, presentations, and research activities are well-articulated by the faculty member, related in terms of content and focus, and have a target audience).</i></p> <ul style="list-style-type: none"> • Disseminate the results of scholarly/creative work in peer-reviewed forums; <p><i>Evidence of dissemination includes presentation of scholarly papers at state, regional and/or national professional conferences and manuscripts published in peer-refereed/reviewed, professional, education-related journals. Other avenues for dissemination include books, book chapters, non-peer-reviewed publications, and conference presentations. Each year, an associate professor should demonstrate evidence of dissemination (i.e., an average of 1-2 items across the aforementioned avenues) of his or her work.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Document a sustained program of research and/or creative activities individually or as a member of a team; <p><i>Evidence of a sustained program of research includes an ongoing record of peer-reviewed publications and presentations that are related in terms of content, have a target audience, and include documented efforts of involving students in research activities.</i></p> <ul style="list-style-type: none"> • Disseminate the results of scholarly/creative work in peer-reviewed forums; <p><i>Evidence of dissemination includes presentation of scholarly papers at state, regional, and/or national professional conferences and manuscripts published in peer-refereed/reviewed, professional, education-related journals. Other avenues for dissemination include books, book chapters, non-peer-reviewed publications, and conference presentations. Each year, a full professor should demonstrate evidence of dissemination (i.e., an average of 2-3 items across the aforementioned avenues) of his or her work.</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:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Seek internal or external funding, as appropriate to the field; <p><i>Evidence includes submission of internal or external proposals to fund activities directly related to the faculty member's personal line of research or college funding priorities or by receipt of funding for an internal (e.g., REP) or external grant.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Seek and/or secure internal or external funding, as appropriate to the field; <p><i>Evidence includes submission of internal or external proposals to fund activities directly related to the faculty member's personal line of research or other college funding priorities or by receipt of funding for a substantial external grant. Other evidence includes collaboration with students and/or colleagues to write a proposal for grants that contribute to the mission of the department, college, or university.</i></p> <ul style="list-style-type: none"> • Model research/creative mentorship for colleagues; <p><i>Evidence includes advocacy and collaboration (with junior faculty, in particular) in scholarly presentations and publications.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria.

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
<p>Candidate must:</p> <ul style="list-style-type: none"> • Show continual progression toward meeting the criteria for Associate Professor; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the AC, college and university; <p><i>Evidence includes a demonstrated working in a respectful and collaborative manner with students, colleagues, administration and staff; produce and submit materials/reports in a timely manner.</i></p> <ul style="list-style-type: none"> • Demonstrate leadership within the AC and college; <p><i>Evidence of demonstrated leadership includes service on program/departmental committees and chair of at least one and service as a member on college and university committees. Outcomes include being a source of information for other department faculty (e.g., by sharing reports at meetings), shaping program and department policy, and building fluency with program, department, college, and university policies and procedures.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership within the university; <p><i>Evidence of demonstrated leadership includes both service and leadership (if possible and as appropriate) on university committees (e.g., faculty senate, curriculum committee, IRB, graduate council) and program, departmental, and college committees. Outcomes include being a source of information for other department faculty (e.g., by sharing reports at meetings), shaping program, department, college, and university policy, and representing the department across the university.</i></p>

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>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; <p><i>Evidence of active involvement includes appointment/election to international, national, or state professional association committees and documented service in community organizations.</i></p> <ul style="list-style-type: none"> • Participate in student recruitment and/or academic advising as appropriate to the AC; <p><i>Evidence includes participation in recruitment, retention and advising activities such as open houses, student organization meetings, graduate fairs; and serving as faculty adviser and/or sponsor of student organization activities.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Demonstrate leadership within professional and/or community organizations; <p><i>Evidence of demonstrating leadership includes appointment/election to leadership roles in international, national, or state professional association committees (e.g., advisory boards, appointed commissions, or elected offices); appointment/election to local, state, national, or international education-related committees; and documented service in community organizations.</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>
<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; 	<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:
<ul style="list-style-type: none"> • Completion of appropriate master's degree and/or licensure in the discipline; • Minimum of 2 years of clinical experience; • Minimum of 1 year of teaching experience in clinical area(s) of expertise preferred;** 	<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; 	<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; 	<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;

<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:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Completion of the appropriate master's degree in the discipline and/or licensure in the discipline, as well as a minimum of four years of clinical practice as evidenced by master's degree in education or education-related field (e.g. Bilingual, ESL, Elementary, Middle School, Secondary, Special Education; Educational Administration; Curriculum and Instruction) and a minimum of four years of professional practice in the field.</i></p>	<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Completion of the appropriate master's degree in the discipline and/or licensure in the discipline, as well as a minimum of six years of clinical practice as evidenced by master's degree in education or education-related field (e.g. Bilingual, ESL, Elementary, Middle School, Secondary, Special Education; Educational Administration; Curriculum and Instruction) and a minimum of six years of professional practice in the field.</i></p>	<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>The completion of a doctorate in a field related to the clinical specialty and the appropriate professional master's degree and/or licensure in the discipline. A minimum of seven years of clinical practice is required. These requirements are evidenced by doctoral degree in education or education-related field (e.g. Bilingual, ESL, Elementary, Middle School, Secondary, Special Education; Educational Administration; Curriculum and Instruction) and a minimum of seven years of professional practice in the field.</i></p>

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
	<p>Candidate must:</p> <ul style="list-style-type: none"> Maintain current clinical expertise in teaching area(s); <p><i>Evidence includes documented, current expertise relevant for proposed teaching assignments.</i></p> <ul style="list-style-type: none"> Demonstrate excellence in all aspects of teaching; <p><i>Evidence includes demonstrated potential for excellence in teaching, documented through the faculty member's self-reflection, student observations, peer observations, and ACA observations.</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; <ul style="list-style-type: none"> Model effective teaching for other faculty; <p><i>Evidence includes ongoing continuing education that directly supports teaching areas; expertise in course instruction in multiple formats (face-to-face, online course delivery, blended course delivery); effective contributions toward students' scholarly activities; and</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> Demonstrate leadership in development of academic programs; <p><i>Evidence includes obtaining and maintaining a progressive level of leadership role as appropriate in such activities (e.g., course reviews; institutional effectiveness, self-study process and other academic reports as needed to meet program, department, college & university goals).</i></p> <ul style="list-style-type: none"> Mentor other faculty in effective teaching; <p><i>Evidence includes maintaining current clinical expertise in teaching area(s) as evidenced by current, documented expertise relevant for proposed teaching assignments and serving as a resource to other faculty as evidenced by documented mentoring of clinical track faculty.</i></p>

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Participate effectively in course development and evaluation; <i>Evidence includes participating in teaching/training activities related to effective course development/evaluation.</i> • Participate in mentoring of students; • Additional Academic Component criteria. 	<p><i>positive evaluations on teaching effectiveness from students, peers, and administrator(s).</i></p> <ul style="list-style-type: none"> • Serve as content expert on professional papers/ projects, as appropriate; <i>Evidence includes taking an active role as appropriate in such activities (e.g., course reviews; institutional effectiveness, self-study process and other academic reports as needed to meet program, department, college and university goals).</i> • Additional Academic Component criteria. <i>Maintain current clinical expertise in teaching area(s) as evidenced by currency of practice expertise relevant for</i> 	<ul style="list-style-type: none"> • Serve as content expert on professional papers/projects and/or thesis/dissertation committees, as appropriate; • Additional Academic Component criteria. <i>Obtain/maintain associate/full membership on the Graduate Faculty, as appropriate;</i>

<u>Clinical Instructor</u>	<u>Assistant Clinical Professor</u>	<u>Associate Clinical Professor</u>	<u>Clinical Professor</u>
Teaching:	Teaching:	Teaching:	Teaching:
		<p><i>proposed teaching assignments;</i></p> <p><i>Obtain assistant/associate/full membership on the Graduate Faculty, as appropriate.</i></p>	<p><i>Demonstrate excellence in all aspects of teaching as evidenced by ongoing continuing education that directly supports teaching areas; and expertise in course instruction in multiple formats (face-to-face, online course delivery, blended course delivery); significant contributions toward students' scholarly activities; and positive evaluations on teaching effectiveness from students and administrator(s).</i></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:
	<p>Candidate must:</p> <ul style="list-style-type: none"> • Share clinical expertise with colleagues and/or students in clinical settings; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor UG/grad students in clinical area of expertise; <p><i>Evidence includes presentations related to clinical</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor colleagues in area of scholarship/clinical expertise; <p><i>Evidence includes documented collaboration with academic</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:
	<p><i>Evidence includes presentations related to clinical expertise in professional settings or at professional events.</i></p> <ul style="list-style-type: none"> • Demonstrate evidence of clinical expertise/evidence-based practice; <p><i>Evidence includes documented, grounded knowledge of research needs within area of clinical practice and presentations or publications related to clinical expertise.</i></p>	<p><i>expertise in community-based, academic, or applied settings.</i></p> <ul style="list-style-type: none"> • Demonstrate evidence of clinical expertise/evidence-based practice; <p><i>Evidence includes documented, continuous eligibility for state education-related certifications, as appropriate.</i></p> <ul style="list-style-type: none"> • Disseminate results of scholarly/creative work; <p><i>Evidence includes progressive development of a concentrated area of scholarly inquiry that has been presented/published within a variety of professional venues.</i></p>	<p><i>and/or practice colleagues on assessing/improving clinical practice through scholarly investigation of interventions and outcomes.</i></p> <ul style="list-style-type: none"> • Disseminate results of scholarly/creative work in peer-reviewed forums; <p><i>Evidence includes acceptance of manuscripts for publication in peer-refereed professional publications.</i></p>

<u>Clinical Instructor</u> Scholarship and Other Creative Activities:	<u>Assistant Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Associate Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Clinical Professor</u> Scholarship and Other Creative Activities:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Maintain national certification in clinical specialty area, when applicable as evidenced by continuous eligibility for state education-related certifications as appropriate;</i></p> <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>

<u>Clinical Instructor</u> Service:	<u>Assistant Clinical Professor</u> Service:	<u>Associate Clinical Professor</u> Service:	<u>Clinical Professor</u> Service:
	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in positive way to mission of the AC, college and university; <p><i>Evidence includes documented participation in activities/roles which demonstrate the ability to function effectively in a collaborative, mutually rewarding manner with colleagues.</i></p> <ul style="list-style-type: none"> • Demonstrate active involvement in professional and/or community organizations; <p><i>Evidence includes ongoing membership in professional organizations that have direct relevance to clinical expertise; and participation in organizational planning for professional or community-based events.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate involvement within AC and college, and/or university; <p><i>Evidence includes documented maintenance of professional association memberships; appointment/election to national or state professional association committees; maintaining professional association memberships.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership within the AC, college and/or university; <p><i>Evidence includes documented service on university committees and active ongoing participation on college committees.</i></p> <ul style="list-style-type: none"> • Demonstrate leadership within professional and/or community organizations; <p><i>Evidence includes maintaining professional association memberships; appointment/election to national or state professional association committees; appointment/election to local, state or national education-related committees.</i></p>

<u>Clinical Instructor</u> Service:	<u>Assistant Clinical Professor</u> Service:	<u>Associate Clinical Professor</u> Service:	<u>Clinical Professor</u> Service:
<ul style="list-style-type: none"> Additional Academic Component criteria. 	<ul style="list-style-type: none"> Participate in recruitment of students; <i>Evidence includes serving as a clinical supervisor for students and/or participation in student training/instructional supervision</i> Additional Academic Component criteria. 	<ul style="list-style-type: none"> Participate in student recruitment and/or academic advising as appropriate to the AC; <i>As evidenced by participation in recruitment, retention and advising activities such as open houses, student organization meetings, graduate fairs; and serving as faculty adviser and/or sponsor of student organization activities.</i> Additional Academic Component criteria. <i>Contribute in a positive way to the mission of the component, college and university as evidenced by demonstrated ability to work in a respectful and collaborative manner with students, colleagues, administration and staff; produce materials/reports in a timely manner;</i> 	<ul style="list-style-type: none"> Additional Academic Component criteria. <i>Serve as a mentor to students/student organizations as evidenced by on-going participation in recruitment, retention and advising activities such as open houses, student organization meetings, graduate fairs; and serving as faculty adviser and/or supporter of student organization activities.</i>

<u>Clinical Instructor</u> Service:	<u>Assistant Clinical Professor</u> Service:	<u>Associate Clinical Professor</u> Service:	<u>Clinical Professor</u> Service:
		<i>Demonstrate leadership within the component and college as evidenced by playing an active role on program/departmental committees and participation on a college or university Committee.</i>	

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

Table 4: Standards for Lecturer Appointments and Promotions

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

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

<u>Lecturer I</u> Appointment Criteria	<u>Lecturer II</u> Appointment/Promotion Criteria	<u>Senior Lecturer</u> Appointment/Promotion Criteria
<ul style="list-style-type: none"> • Initial appointment determined by candidate’s record of contributions commensurate with assignments in areas of teaching or other instructional activities; scholarship, research, and creative activities; and university, professional, and community service; • Ordinarily requires completion of a master’s degree and/or certification in discipline; 	<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.