

TEXAS WOMAN'S UNIVERSITY

PROGRAM IN HEALTH CARE ADMINISTRATION

HOUSTON CENTER

PROMOTION AND TENURE GUIDELINES

Effective

September 1, 2008

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Introduction

The following guidelines for tenure and promotion are designed to be supportive of and consistent with the TWU Faculty Promotion and Tenure guidelines as approved by the Board of Regents on August 25, 2006. These guidelines are effective for all faculty seeking promotion and/or tenure after September 1, 2008. The HCA guidelines follow the University guidelines. Where appropriate the University definitions and evidence are incorporated into the HCA guidelines. Please refer to the University guidelines for reference.

The HCA program has developed guidelines, and criteria in compliance with the University and College of Health Sciences' standards. These departmental standards have been reviewed and approved by the required levels of the University responsible for this process.

Program Mission

The Master's degree program is designed to provide the highest quality educational preparation in Health Care Administration. Our purpose is to prepare graduates who are capable of performing entry-level management roles and successfully advancing to roles of middle and upper level managers in the variety of firms and organizations that comprise the health care services industry. The industry is undergoing rapid and dramatic change. Therefore the faculty seeks to prepare managers who possess the tools and knowledge that will enable them to analyze problems, formulate solutions and implement decisions to guide their organizations through dynamic times.

The program achieves its goals by:

1. Offering part-time educational opportunities to working students, with particular awareness of the needs of women and minority students.
2. Encouraging development of the student's personal and leadership potential by fostering attitudes of life long learning, social and ethical responsibility.
3. Contributing to the effectiveness of the health care delivery process through

faculty and student research and technical consultation.

4. Enhancing the profession of health services through active participation of faculty and students in and support of professional health service management associations.

Faculty Responsibility

The recommendation for promotion and tenure will be based on faculty performance in three basic areas of responsibility: teaching, scholarly activity and service. The emphasis of responsibility may vary by faculty member and will depend upon the interests and abilities of the individual. There is no requirement that balanced division of effort exist among the three areas of responsibility. In fact a faculty member may emphasize productivity in two of the areas. It is understood and accepted that an unusual commitment of time and effort in one area may preclude productivity in another area. However, it should be clear that in order to qualify for promotion and/or tenure an applicant must demonstrate high quality achievement in teaching, scholarship and service according to the departmental guidelines discussed below.

HCA Standards for Promotion and Tenure (Tenure Track)

The Health Care Administration Program has applied the university standards to create specific expectations for the HCA program. The following tables identify the criteria to be used for promotion decisions related to Tenure track faculty. Following this discussion is a presentation of promotion criteria related to Clinical track faculty appointments.

Summary of HCA Criteria for Promotion Tenure Track

A. General Criteria

Appointment or promotion to Assistant Professor	Appointment or promotion to Associate Professor	Appointment or promotion to Full Professor
1. Completion of appropriate terminal degree related to health Administration such as Health Administration, Management, Law Accounting, Economics, Public Health or equivalent depending on the needs of the program.	1. Possess appropriate terminal degree as described in criteria for Assistant Professor	1. Same as Associate
2. Qualify to be a member of the graduate faculty.	2. Qualify to be a member of Graduate faculty	2. Same as Associate
	3. Served at least 6 years as an Assistant Professor and 2 years in program at time promotion will take effect.	3. Same as Associate

B. Criteria by Rank for Teaching

Appointment or promotion to Assistant Professor	Appointment or promotion to Associate Professor	Appointment or promotion to Full Professor
1. Evidence of successful teaching experience at the graduate or undergraduate level.	1. Courses taught are supportive of Program mission	1. Same as associate

Appointment or promotion to Assistant Professor	Appointment or promotion to Associate Professor	Appointment or promotion to Full Professor
2. Course syllabi demonstrate organization and currency.	2. Course syllabi demonstrate organization, routine updating and use of innovative teaching and assessment methods.	2.Plus provides leadership and guidance to junior faculty in course development
	3. Demonstrates involvement in curriculum improvement activities	3.Plus provides leadership in curriculum improvement
	4. Student evaluations of teaching demonstrate excellence.	4.Plus shows sustained teaching excellence
	5. Demonstrates an active role in student advising and mentoring	5.Plus takes a leadership role in mentoring both faculty and students

C. Criteria by Rank for Scholarship

Appointment or promotion to Assistant Professor	Appointment or promotion to Associate Professor	Appointment or promotion to Full Professor
1. Demonstrates basic capability and strong potential for successful scholarship	1. Demonstrates a sustained scholarship effort.	1. Same as associate
2. Evidence of professional presentations and publications	2. Completion of at least 2 peer reviewed publications.	2. Plus serve as a mentor, lead author.
	3. Completion of at least 2 peer reviewed presentations	3. Completion of at least 4 per reviewed presentations
	4. Applied for at least one grant or contract.	4. Plus show a consistent pattern of submission of proposals for funding and serve as PI, Co-PI and mentor to other faculty.

D. Criteria by Rank for Service

Appointment or promotion to Assistant Professor	Appointment or promotion to Associate Professor	Appointment or promotion to Full Professor
1. Evidence of membership in professional associations	1. Serve an active role in professional associations.	1. Serve leadership role in professional associations
2. Evidence of community and university service as appropriate.	2. Serve as a member of both university and community organizations.	2. Serve a leadership role in community and university service activities

E. Criteria by Rank for Collegiality

Appointment or promotion to Assistant Professor	Appointment or promotion to Associate Professor	Appointment or promotion to Full Professor
1. Evidence of cooperation and team building with peers.	1.same	1.same
2. Cooperates and respects faculty, staff and students.	2.Plus interacts positively and cooperatively with others external to the program.	2.Plus builds productive working relationships professionally outside of the university

Discussion of Standards – Tenure Track

Appointment to Assistant Professor

Initial appointment or promotion to the rank of Assistant Professor requires completion of a relevant terminal academic degree. For HCA faculty, relevant disciplines include: management, accounting/finance and public health, law, economics or related disciplines appropriate to the needs of the Program. The candidate should also demonstrate a current capability and desire for excellence in teaching, scholarship, and service as well as potential for significant accomplishments in these areas.

Appointment or promotion to Associate Professor

In order to qualify for Promotion to Associate Professor within the program in Health Care Administration, the candidate will demonstrate the following levels of performance:

- Possess an earned doctoral/terminal degree in a discipline appropriate to the program. This may vary over time depending on Program needs but include management, accounting/finance and public health.
- Be a member of the Graduate Faculty in good standing.
- Served at least 6 years as an Assistant Professor and 2 years within the program at the time the promotion will take effect.
- Fulfill the teaching, scholarship and service requirements listed below.

Teaching

The HCA program has identified the critical criteria of teaching as listed below. A successful applicant for promotion from Assistant to Associate Professor is expected to achieve excellence in the area of teaching according to the following criteria.

Teaching Activity - Demonstrates that teaching activity is supportive of Program mission.

Course Management and Innovation - Demonstrates organized and specific syllabi, systematic efforts related to updating and modifying course content, methods and instruction

Curriculum Improvement Activities - Participates in curriculum review, and external accreditation analysis, and collaborates with other faculty in curriculum

integration and refinement

Student Evaluation of Teaching - Student assessments of teaching are positive and indicate that the applicant is organized, provides guidance and feedback, relates class assignment to course objectives, and requires critical thinking in classes.

Advising – The applicant should be active in the program advising process and be involved in student orientation, applicant interviewing, course advising each semester, and career advising of students

Documentation of Teaching

Teaching Activity

Provide evidence of the number of separate organized courses taught annually. Evidence is available in the faculty workload reports. The applicant should provide a summary of workload activity which significantly contributes to the mission of the Program.

Course Management and Innovation

Provide evidence of on-going course organization and management. Such evidence will include current readings, incorporation of relevant research into the course and competency-based course objectives.

Additional evidence can include new course development as well as the incorporation of innovative teaching approaches and a focus on higher retention learning methods and comprehensive assessment techniques. Examples of these approaches include the use of cases, projects, and student-centered activities in contrast to traditional lecture and test formats and approaches appropriate to adult learners.

Curriculum Improvement Activities

Provide evidence of an ongoing commitment and involvement in curriculum improvement, which implies a broader contribution than individual course management. This activity includes specific tasks such as taking initiative in analyzing, planning and implementing curriculum changes.

Student Evaluation of Teaching

Provide evidence that student assessments of teaching are positive and indicate that the applicant is organized, provides guidance and feedback, relates class assignment to course objectives, and requires critical thinking in classes. Documentation is available from student assessments.

Advising

Provide evidence of the number of advisees and type of advising activities undertaken. Advising can encompass a variety of tasks. An applicant should be active in the program advising process and be involved in student orientation, applicant interviewing, course advising each semester, and career advising of

students.

Student Achievement

Evidence of exceptional achievement by an applicant's advisees or students is not expected from each applicant. However evidence of such success is important to the program and the university. An applicant may provide evidence of exceptional student achievement as documentation of teaching excellence. Examples include recognition for excellent student performance, selection for highly competitive fellowships, participation in local, regional and national competitions, and student selection for scholarships. The applicant should demonstrate his/her role in assisting the student in achieving the specific award or honor documented.

Grants, awards and honors

Grants, awards and honors related to instruction and teaching are not necessarily expected of each applicant for promotion. However evidence of such effort is considered a bonus for the program and the university. An applicant may provide evidence of such accomplishments. Such evidence will be considered as supportive of teaching excellence.

Scholarship and other Creative Activities

Scholarship is an integral activity for faculty in Health Care Administration. Scholarship includes a variety of efforts targeted at acquiring new knowledge, questioning existing knowledge, and applying knowledge to the solution of health services management problems. Evidence of scholarly activity includes publications, presentations and dissemination of the results of scholarly inquiry as well as activity related to acquisition of funds for research. Faculty will be rated in four areas - Publications, Presentations, Projects, and Building research capacity/Grantsmanship. The complexity, level of effort and responsibility of the faculty member's role in the scholarship activity will be considered in assessment of the candidate.

It is recognized that in the early years a new assistant professor will be expected to focus on teaching and the development of a scholarship agenda. By year three this agenda should be defined and evidence of scholarly activity should be present.

A successful applicant for promotion from Assistant to Associate Professor is expected to be judged excellent in scholarship. Criteria include:

Demonstration of a sustained scholarship effort
Completion of at least 2 peer reviewed publications
Completion of at least 2 peer reviewed presentations
Applied for internal and external grants and contracts

Documentation of Scholarship

Publications

The peer review committee and program director will assess the performance of the applicant in relation to other faculty at a similar level of experience. In line with the definitions and documentation discussion in the university tenure and promotion guidelines related to the Boyer model of assessment, publications can also consist of consultation and technical assistance reports that support organizations and communities in addressing health services management problems. The applicant for Associate Professor should demonstrate completion of at least two qualified peer reviewed publications by the time they apply for promotion.

Qualified publications which are appropriate to include as evidence of scholarship:

National and/or Internationally peer reviewed publications

Books,

Book chapters

Regional, State or Local peer reviewed publications

Technical assistance and consulting projects that impact the community or health care organizations

Peer reviewed case studies

Publications that will not be counted as meeting this standard: include materials that are not peer reviewed such as newsletters, letters to the editor and internal reports. To the extent these items relate to the professional life of the applicant these types of publications are more appropriately evidence of service and should be addressed in that area of evaluation.

In recognition of the variability between projects related to effort, significance and time commitment the HCA promotion review process is required to take into consideration the following issue in judging publications. All publications are not necessarily equal in importance or significance. The reviewers will determine the extent to which the applicant's scholarship productivity and variety has met the requirement. An applicant is not expected to demonstrate activity in all the example areas.

Presentations

Presentations can be oral or poster submissions. These presentations should relate to Health Services Administration and be conducted in a professional meeting context and be peer reviewed or invited. An applicant is expected to have completed at least 2 peer reviewed professional presentations by the time of application for promotion. In recognition of the variability between presentations related to effort, time commitment, and significance the HCA tenure and promotion process will consider the relative weight and significance of individual presentations. Examples of qualified presentations include:

National professional meeting presentations

Regional and statewide professional presentations

Local professional presentations

Invited presentations

Projects

This category includes completion of technical assistance activities or professional projects that display the application of health services management knowledge to the solution of problems in the health services industry. (Scholarship of Application). This category can also include projects related to development of educational materials (Scholarship of Teaching) or development and conduct of professional external seminars and workshops. However they must have a peer review component and the results available for evaluation by experts such as faculty peers or practitioner peers. In other words, to qualify as a scholarly product the project must have the characteristic of being open to scrutiny by qualified reviewers. In recognition of the variability between projects related to effort, time commitment, and significance the HCA review process will consider the importance, significance and impact of such projects.

Building research capacity and grantsmanship

The applicant will be involved in efforts that develop scholarship expertise and are judged worthy of financial assistance. The applicant will provide evidence that focused research efforts are being pursued and that expertise is being developed through development of research proposals. Examples include submission of proposals for external funding indicating participation as a principal or co-principal investigator on a proposed research project. An applicant who has been successful in acquiring external grants or contracts will be judged as having demonstrated excellence in this category.

Service

The candidate for promotion to Associate Professor must:

- Contribute in a positive way to the mission of the component, college, and university;
- Demonstrate leadership within the component and college;
- Participate in recruitment and program development;
- Demonstrate active involvement in professional and/or community organizations.

Service consists of university, community and professional activities. Service to the University is evidenced by active faculty participation in the decision making processes of the department and the larger University community of which we are a part. Service to the community or profession consists of providing expertise for the benefit of our external constituents by serving on advisory boards for example. In conformance with the university guidelines an applicant for promotion should demonstrate active participation in service. Examples of evidence of service include:

University Service

Service to the University includes participation in committees, projects and activities that promote and support the mission of TWU. Such service also includes similar activities for the College and Program in Health Care Administration. An applicant for promotion to Associate Professor should provide evidence of collaboration and leadership in university service. The reviewers will consider both the quality and quantity of the service evidence. It is recognized that certain types of university committee work and service requires substantially more time and effort than other types.

Professional Service

Service to the profession consists of providing leadership for the Health Administration profession. The candidate is expected to provide evidence of such service in terms of identifying offices held, professional awards and honors, and participation and involvement. Examples can include committee activities, positions held, accreditation fellowships, and special recognition, and organizing professional meetings.

Community Service

Service to the community relates to sharing professional expertise to benefit society. Examples include serving on advisory boards, and involvement in community or non profit agencies.

Collaboration and contribution

The candidate is judged by peers and administrators as a team player and has consistently made positive contributions to the program and university

Overall Evaluation

The overall evaluation of the candidate combines the assessments of the three major areas of Teaching, Scholarship and Service as well as collaboration and contribution. In order to qualify for promotion to Associate Professor the applicant must be judged excellent in both Teaching and Scholarship. While the guidelines do not mandate an excellent assessment for service it is clear that evidence of a sustained service contribution is required.

Appointment or Promotion to Professor

An applicant for promotion from Associate Professor to Professor will be evaluated on the same basic criteria as those described above for promotion to Associate Professor and in accordance with University guidelines related to eligibility and performance. The primary distinctions between standards for Associate Professor and Professor relate to the level, and type of involvement. For example the Associate Professor is expected to produce publications, presentations, projects and apply for at least one funded project. The candidate for Professor is expected to demonstrate a record of contribution in these areas as well as provide leadership in scholarly activity within the department by coordinating faculty scholarly efforts. In teaching, the Associate Professor is expected to be an excellent teacher. The candidate for Professor must be an excellent teacher and also lead and mentor others in enhancing the curriculum. Finally, in service the candidate for Professor must not only actively participate in the service function but is expected to lead and influence university, professional or community activities in which he/she participates. Specific examples include:

Teaching

The applicant for Professor will maintain teaching excellence as described in the standards for promotion to Associate Professor, but in addition will provide leadership in curriculum development and assist other faculty in assessing teaching methods and approaches. Examples of these advanced activities include leading accreditation efforts, developing new programs, modifying existing curriculum, and mentoring other faculty in course development.

Scholarship

The applicant for Professor will have a sustained record of research, projects and applications for funding. There will be evidence of a continuous pattern of presentations, publications, projects and applications for funding. In addition the individual will regularly participate as a leader, principal or co-principal investigator and mentor for other faculty and collaborate in scholarly activities. The candidate may also provide technical assistance and expertise to organizations that have national, regional or local public policy impact. The candidate must have completed at least two peer reviewed publications, four peer reviewed presentations and served as a primary investigator on grant or contract proposals.

Service

The candidate for Professor will not only participate in service to the university, profession and community but serve in a leadership capacity in these service endeavors. Such service efforts will show a continuous commitment and contribution to constituents. Examples of this leadership will be chairing or serving as an officer of committees, councils and boards, as well as participating in national, regional, and local organizations that impact public policy and

community well being.

Evaluating the applicant for promotion to Professor

A slightly modified assessment will be applied similar to the one used to evaluate individuals for promotion to Associate Professor. The applicant will be assessed on teaching, scholarship and service and given an overall evaluation as described in the above Associate Professor assessment. In addition to the assessment of a candidate's teaching, scholarship, and service performance, promotion to Professor must take into account the additional expectations suggested by the University guidelines. These additional expectations represent aspects of sustainability and leadership. Therefore the review process is expected to examine the candidate's record to determine whether sufficient evidence exists to determine the following.

- Does the candidate show evidence of leadership in teaching, scholarship and service?
- Is there a continuous sustained record of scholarship activity and productivity?

Overall Evaluation

The overall evaluation of the candidate combines the assessment for the three major areas of teaching, scholarship and service as well as the additional requirements for leadership and continued scholarship.

Criteria for Tenure

HCA Specific Criteria

It is the judgment of the HCA faculty that a candidate for tenure must first meet the standards required for promotion to Associate Professor within the HCA program. In addition the candidate will be assessed based on:

- Potential for continued high quality performance,
- Leadership
- Evidence of collaboration and positive contribution to the HCA program
- Needs of the program

Examples of evidence and documentation required in the above categories include:

If the candidate receives a positive recommendation for promotion the following elements will be employed in evaluation of the tenure application.

Meets eligibility for promotion - The applicant has been evaluated according to the standards for promotion to Associate or Full Professor and is judged as qualified for promotion based on those criteria.

Potential – The applicant has demonstrated a sustained record of high performance in teaching, scholarship and service. There is also clear evidence in the portfolio that the candidate has plans and goals for future achievements in these areas. Since a candidate for promotion to Professor must also demonstrate potential, this criterion is judged met if the applicant has been evaluated as meeting the requirement for promotion to Professor.

Leadership – The applicant has served routinely in a leadership capacity within the university, program and profession. Similarly, a candidate for promotion to Professor must also demonstrate leadership.

Collaboration and contribution – The applicant is judged by peers and administrators as a team player and has consistently made positive contributions to the Program and University.

Program needs – The applicant's qualifications, experience and contribution are consistent with the mission and the teaching and scholarship needs of the program. The candidate's credentials are consistent with and supportive of CAHME accreditation criteria.

HCA Standards for Promotion (Clinical Track)

The Health Care Administration Program has applied the university standards to create specific expectations for the HCA program. The following tables identify the criteria to be used for promotion decisions related to clinical track faculty appointments. It is the opinion of the HCA faculty that both teaching and service expectations are similar for tenure track and clinical track faculty. The primary distinction between these tracks is in the area of scholarly activity. Criteria for promotion of clinical track faculty in the area of scholarly endeavor is less rigorous than criteria applied to tenure track faculty. In addition clinical track faculty do not qualify for tenure.

Summary of HCA Criteria for Promotion Clinical Track

A. General Criteria

Appointment as Assistant Clinical Professor	Appointment or promotion to Associate Clinical Professor	Appointment or promotion to clinical Professor
1. Completion of at a minimum an MHA, MBA or JD degree	1. Same	1. Completion of a doctoral degree in related field and certification if applicable.
2. Has at least 2 years of graduate or undergraduate level teaching experience in the discipline	2. Served at least 4 years as a Clinical Assistant Professor or adjunct.	2. Six years of full time teaching experience in the discipline, 4 years at TWU.
3. Has relevant health care work experience.		3. Seven years of experience in the discipline
		4. Qualify for graduate faculty membership

B. Criteria by Rank for Teaching

Appointment as Assistant Clinical Professor	Appointment or promotion to Associate Clinical Professor	Appointment or promotion to Clinical Professor
1. Evidence of successful teaching experience at the graduate or undergraduate level.	1. Courses taught are supportive of Program mission	1. Same as associate

Appointment as Assistant Clinical Professor	Appointment or promotion to Associate Clinical Professor	Appointment or promotion to Clinical Professor
2. Course syllabi demonstrate organization and currency.	2. Course syllabi demonstrate organization, routine updating and use of innovative teaching and assessment methods.	2.Plus provides leadership and guidance to junior faculty in course development
	3. Demonstrates involvement in curriculum improvement activities	3.Plus provides leadership in curriculum improvement
	4. Student evaluations of teaching demonstrate excellence.	4.Plus shows sustained teaching excellence
	5. Demonstrates an active role in student advising and mentoring	5.Plus takes a leadership role in mentoring both faculty and students

C. Criteria by Rank for Scholarship

Appointment or promotion to Assistant Clinical Professor	Appointment or promotion to Associate Clinical Professor	Appointment or promotion to Clinical Professor
1. Demonstrates basic capability to translate theory to practice	1. Demonstrates a sustained effort in developing practice expertise.	1. Demonstrates potential to expand practice knowledge.
2. Evidence of professional certification as appropriate.	2. Obtain or maintain appropriate certification in the area of expertise	2. Same as Associate
	3. Receive peer recognition as an expert in the area of practice	3. Same as Associate
	4. Mentor colleagues in area of expertise.	4. Same as Associate
		5. Present scholarly work in peer reviewed forums

D. Criteria by Rank for Service

Appointment or promotion to Assistant Clinical Professor	Appointment or promotion to Associate Clinical Professor	Appointment or promotion to clinical Professor
1. Evidence of membership in professional associations	1. Serve an active role in professional associations.	1. Serve leadership role in professional associations
2. Evidence of community and university service as appropriate.	2. Serve as a member of both university and community organizations.	2. Serve a leadership role in community and university service activities
3. Participate in student recruitment and advising.	3. Plus serve as a mentor and career advisor.	3. Provide leadership role in student organization.

E. Criteria by Rank for Collegiality

Appointment or promotion to Assistant Clinical Professor	Appointment or promotion to Associate Clinical Professor	Appointment or promotion to Clinical Professor
1. Evidence of cooperation and team building with peers.	1.same	1.same
2. Cooperates and respects faculty, staff and students.	2.Plus interacts positively and cooperatively with others external to the program.	2.Plus builds productive working relationships professionally outside of the university

Discussion of Standards – Clinical Track

Appointment to Assistant Clinical Professor

Initial appointment or promotion to the rank of Assistant Clinical Professor requires completion of the appropriate master's degree or its equivalent. For HCA faculty, relevant disciplines include: management, accounting/finance, law, and public health. The candidate should also demonstrate a current capability and desire for excellence in teaching, clinical practice and service as well as potential for significant accomplishments in these areas. The applicant will have a minimum of 2 years graduate teaching experience and relevant health care work experience.

Appointment or promotion to Associate Clinical Professor

In order to qualify for promotion to Associate Clinical Professor within the program in Health Care Administration, the candidate will demonstrate the following levels of performance:

- Possess an earned master's degree in a discipline appropriate to the program. This may vary over time depending on program needs but include management, accounting/finance, law and public health.
- Be a member of the Graduate Faculty in good standing.
- Served at least 4 years as an Assistant Clinical Professor and 2 years within the program.
- Fulfill the teaching, scholarship and service requirements listed below.

Teaching

The HCA program has identified the critical criteria of teaching as listed below. A successful applicant for promotion from Assistant to Associate Clinical Professor is expected to achieve excellence in the area of teaching according to the following criteria.

Teaching Activity - Demonstrates that teaching activity is supportive of Program mission.

Course Management and Innovation - Demonstrates organized and specific syllabi, systematic efforts related to updating and modifying course content, methods and instruction

Curriculum Improvement Activities - Participates in curriculum review, and external accreditation analysis, and collaborates with other faculty in curriculum integration and refinement

Student Evaluation of Teaching - Student assessments of teaching are positive and indicate that the applicant is organized, provides guidance and feedback, relates class assignment to course objectives, and requires critical thinking in classes.

Advising – The applicant should be active in the program advising process and be involved in student orientation, applicant interviewing, course advising each semester, and career advising of students

Documentation of Teaching

The peer review committee and component administrator will independently assess the applicant and determine whether the individual meets the excellence criterion for teaching.

Teaching Activity

Provide evidence of the number of separate organized courses taught annually. Evidence is available in the faculty workload reports. The applicant should provide a summary of workload activity which significantly contributes to the mission of the Program.

Course Management and Innovation

Provide evidence of on-going course organization and management. Such evidence will include current readings, incorporation of relevant research into the course and competency-based course objectives.

Additional evidence can include new course development as well as the incorporation of innovative teaching approaches and a focus on higher retention learning methods and comprehensive assessment techniques. Examples of these approaches include the use of cases, projects, and student-centered activities in contrast to traditional lecture and test formats and approaches appropriate to adult learners.

Curriculum Improvement Activities

Provide evidence of an ongoing commitment and involvement in curriculum improvement, which implies a broader contribution than individual course management. This activity includes specific tasks such as taking initiative in analyzing, planning and implementing curriculum changes.

Student Evaluation of Teaching

Provide evidence that student assessments of teaching are positive and indicate that the applicant is organized, provides guidance and feedback, relates class assignment to course objectives, and requires critical thinking in classes. Documentation is available from student assessments.

Advising

Provide evidence of the number of advisees and type of advising activities undertaken. Advising can encompass a variety of tasks. An applicant should be active in the program advising process and be involved in student orientation, applicant interviewing, course advising each semester, and career advising of students.

Student Achievement

Evidence of exceptional achievement by an applicant's advisees or students is not expected from each applicant. However evidence of such success is important to the program and the university. An applicant may provide evidence of exceptional student achievement as documentation of teaching excellence. Examples include recognition for excellent student performance, selection for highly competitive fellowships, participation in local, regional and national competitions, and student selection for scholarships. The applicant should demonstrate his/her role in assisting the student in achieving the specific award or honor documented.

Grants, awards and honors

Grants, awards and honors related to instruction and teaching are not expected of an applicant for promotion. However evidence of such effort is considered a bonus for the program and the university. An applicant may provide evidence of such accomplishments. Such evidence will be considered as supportive of teaching excellence.

Scholarship and other Creative Activities

The applicant for Associate Clinical Professor should demonstrate:

A sustained effort in developing practice expertise
Obtain or maintain appropriate certification in the area of expertise
Receive peer recognition as an expert in the area of practice
Mentor colleagues in area of expertise

Publications and presentations are not required of an applicant for promotion to Associate Clinical Professor. However to the extent that an applicant has undertaken such activities they can be used as evidence of scholarly activity.

Service

The candidate for promotion to Associate Clinical Professor must:

- Contribute in a positive way to the mission of the component, college, and university;
- Demonstrate leadership within the component and college;

- Participate in recruitment and program development;
- Demonstrate active involvement in professional and/or community organizations.

Service consists of university, community and professional activities. Service to the University is evidenced by active faculty participation in the decision making processes of the department and the larger University community of which we are a part. Service to the community or profession consists of providing expertise for the benefit of our external constituents by serving on advisory boards for example. In conformance with the university guidelines an applicant for promotion should demonstrate active participation in service. Examples of evidence of service include:

University Service

Service to the university includes participation in committees, projects and activities that promote and support the mission of TWU. Such service also includes similar activities for the college and program in Health Care Administration. An applicant for promotion to Associate Professor should provide evidence of collaboration and leadership in university service. The reviewers will consider both the quality and quantity of the service evidence. It is recognized that certain types of university committee work and service requires substantially more time and effort than other types.

Professional Service

Service to the profession consists of providing leadership for the Health Administration profession. The candidate is expected to provide evidence of such service in terms of identifying offices held, professional awards and honors, and participation and involvement. Examples can include committee activities, positions held, accreditation fellowships, and special recognition, and organizing professional meetings.

Community Service

Service to the community relates to sharing professional expertise to benefit society. Examples include serving on advisory boards, and involvement in community or non profit agencies.

Collaboration and contribution

The candidate is judged by peers and administrators as a team player and has consistently made positive contributions to the program and university

Overall Evaluation

The overall evaluation of the candidate combines the assessments of the three major areas of teaching, scholarship and service as well as collaboration and contribution. In order to qualify for promotion to Associate Clinical Professor the applicant must be judged excellent in both teaching and scholarship. While the

guidelines do not mandate an excellent assessment for service it is clear that evidence of a sustained service contribution is required.

Appointment or promotion to Clinical Professor

An applicant for promotion from Associate Clinical Professor to Clinical Professor will be evaluated on the teaching, scholarship and service criteria as those described above for promotion to Associate Clinical Professor and in accordance with University guidelines related to eligibility and performance. The primary distinctions between standards for Associate Clinical Professor and Clinical Professor relate to the level, and type of involvement. In addition, promotion to Clinical Professor requires completion of an appropriate terminal degree in management, accounting/finance or public health. The candidate must hold certification in the field of expertise, if applicable. The applicant must also possess 6 years of full time teaching experience in the discipline and 4 years at TWU as well as seven years of health care experience. The applicant should also qualify for graduate faculty membership.

The candidate for Clinical Professor is expected to demonstrate a record of contribution in the area of scholarship in terms of developing practice expertise as well as provide leadership in scholarly activity within the department by coordinating faculty scholarly efforts. In teaching, the Associate Clinical Professor is expected to be an excellent teacher. The candidate for Clinical Professor must be an excellent teacher and also lead and mentor others in enhancing the curriculum. Finally, in service the candidate for Clinical Professor must not only actively participate in the service function but is expected to lead and influence university, professional or community activities in which he/she participates. Specific examples include:

Teaching

The applicant for Clinical Professor will maintain teaching excellence as described in the standards for promotion to Associate Clinical Professor, but in addition will provide leadership in curriculum development and assist other faculty in assessing teaching methods and approaches. Examples of these advanced activities include leading accreditation efforts, developing new programs, modifying existing curriculum, and mentoring other faculty in course development.

Scholarship

The applicant for Clinical Professor will have a sustained record of development in the area of expertise as well as the potential to expand practice knowledge. There will be evidence of a continuous pattern of presentations, publications, and projects in peer reviewed forums. In addition the individual will regularly participate as a leader, principal or co-principal investigator and mentor for other faculty and collaborate in scholarly activities. The candidate may also provide technical assistance and expertise to organizations that have national, regional or local public policy impact.

Service

The candidate for Clinical Professor will not only participate in service to the university, profession and community but serve in a leadership capacity in these service endeavors. Such service efforts will show a continuous commitment and contribution to constituents. Examples of this leadership will be chairing or serving as an officer of committees, councils and boards, as well as participating in national, regional, and local organizations that impact public policy and community well being.

Evaluating the applicant for promotion to Clinical Professor

A slightly modified assessment will be applied similar to the one used to evaluate individuals for promotion to Associate Clinical Professor. The applicant will be assessed on teaching, scholarship and service and given an overall evaluation as described in the above Associate Clinical Professor assessment. In addition to the assessment of a candidate's teaching, scholarship, and service performance, promotion to Clinical Professor must take into account the additional expectations suggested by the University guidelines. These additional expectations represent aspects of sustainability and leadership. Therefore the review process is expected to examine the candidate's record to determine whether sufficient evidence exists to determine the following.

- Does the candidate show evidence of leadership in teaching, scholarship and service?
- Is there a continuous sustained record of scholarship activity and productivity?
- Does the candidate exhibit a positive contribution to the Program and show evidence of collaboration with peers, staff and external organizations?

Overall Evaluation

The overall evaluation of the candidate combines the assessment for the three major areas of Teaching, Scholarship and Service as well as the additional requirements for leadership, continued scholarship and collaboration and contribution.