

Academic Component Criteria for Periodic Performance Review and Promotion & Tenure

Component Name: *English, Speech, and Foreign Languages*

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
Committee membership	Committee leadership	National or regional committee participation or leadership

<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Professor</u>
Local or state committees or presentations	Regional or national committees or presentations	National/International committees or presentations

Development of Teaching Criteria

The teaching role of university faculty is to promote the academic and professional growth of students. Teaching requires knowledge of the subject, ability to present information and materials clearly, and an ability to help motivate students to learn. The purpose of the review process for teaching is to recognize accomplishments and/or areas of deficiency and to aid the faculty member in professional development in the area of teaching.

While all faculty members may not have the opportunity to participate in each of the following, teaching effectiveness generally refers to the competence of the instructor in:

- classrooms (online, hybrid, or face-to-face),
- laboratories,
- studios,
- clinics,
- supervision of independent studies and/or internships,
- supervision of projects, research and fieldwork,
- guidance of student scholarly outputs (e.g., professional papers, artistic projects,
- capstone projects, thesis, and dissertation), and
- student mentoring.

The review of teaching effectiveness may include a discussion of factors such as evaluation of teaching methodology, course development, course materials, course management, classroom management, student achievement of learning outcomes, and content expertise. University and AC criteria will be the primary means of evaluating teaching. To provide a comprehensive set of inputs, each review of teaching at a minimum must include all four types of input:

- Faculty self-reflection and evaluation, including appropriate supporting evidence
- Student course evaluation feedback
- Observation and feedback from other faculty
- Observation and feedback from the AC administrator.

Faculty completing reviews in Years 1-5 must include input collected during the year under review. Faculty reviews after Year 6 of employment include observations from other faculty and the AC administrator collected at least once during the three-year period under review in addition to the required self-reflection/evaluation and student course evaluation feedback for the three-year period. Whenever possible, the input from any of the four sources listed above should include both quantitative and qualitative feedback. Faculty, however, are not required to include qualitative feedback from student course evaluations; but, should a faculty member choose to include any excerpt of the qualitative course evaluation report, the faculty member must include all of the qualitative course evaluation data for the review period to assure context for the selected excerpts.

Development of Scholarship Criteria

“The scholarship role of the University is to expand the domain of human knowledge, imagination, and forms of expression; contribute to improvements in professional practice; and enhance teaching effectiveness. Scholarly pursuits include not only the diverse attributes that comprise inquiry, but also the forms of public statements of results that comprise inquiry, such as publications, performance, or presentation”(excerpt from *The Research Mission of the University*, Fall 1990).

Boyer’s (1990) teacher-scholar model underpins TWU’s faculty advancement standards. The components of the model are scholarship of discovery of new knowledge, scholarship of integration, scholarship of application, and scholarship of teaching. Sound scholarship may be individual or collaborative, within one discipline or interdisciplinary. The emphasis in evaluation is quality and impact rather than quantity. Scholarly outputs consist of original intellectual/creative/artistic expressions that enhance the knowledge of society. To expand public knowledge, a scholarly output must find public expression, such as peer-reviewed publications and presentations, performances, or juried exhibitions.

University and AC criteria for the domain of scholarship are appropriate for the University’s overall scholarship goals and consistent with the standards of the specific discipline. AC criteria will emphasize quality and impact and reflect disciplinary standards for the quantity and type of scholarly output. As appropriate for each discipline, criteria will also recognize the role of grants. Evaluation of scholarship will include feedback from external reviewers, as required for tenure and/or promotion.

Development of Service Criteria

For the purpose of faculty performance review, service is the engagement of faculty related to their academic disciplines or expertise, which produces a benefit to another party. In a broad sense, institutional service is using a faculty's knowledge and skills to benefit the institution, professional organizations, and the community through active involvement and leadership. Professional service encompasses active participation in an organization by providing leadership or facilitating the goals of the organization. Therefore, appropriate documentation of service will emphasize both the activity undertaken and the benefit produced to the other party. Faculty members at all levels are expected to engage in meaningful service.

Service is generally grouped into two categories: internal and external to the University. Internal service is an extension of the commitment to shared governance, and the opportunity and responsibility of faculty members to participate in such governance (See Policy 5.02, *Faculty Responsibilities*, for a description of participation and leadership in the decision-making processes of the University.). External service is frequently grouped into one of two categories: service to the profession or service to the community. Although faculty members should not be discouraged from providing service in any field in which they have an interest, faculty service activities are evaluated as part of performance review when faculty members use their professional expertise to serve their academic, professional, and civic communities. External service is expected to be provided with little or no additional compensation to the faculty member rendering the service.

University and AC criteria for the domain of service must be appropriate for the University's overall mission and vision and related to the characteristics of the specific discipline. University and AC criteria should emphasize quality and impact of service rather than quantity. Evaluation of external service may include feedback from external reviewers, as required for tenure and/or promotion.

Criteria for Tenure

In considering the award of tenure, Texas Woman's University seeks to recognize professional achievement in the areas of teaching, scholarship, and service. Each case is evaluated on its own merits in relation to the criteria and in the context of the needs and plans of the AC and the University. Faculty evaluation is the exercise of professional judgment at multiple levels regarding the quality of faculty work that is shaped by objective data. When making a recommendation for tenure, an AC affirms that the candidate meets the criteria for Associate Professor or Professor, as applicable, and has demonstrated the potential for sustained contributions. A recommendation to confer tenure must be supported by strong evidence of the high quality and distinctiveness of a candidate's work and degree of influence on the field. When tenure is awarded, the continuation of high-quality performance is expected. Exceptions to these criteria, while possible, will be rare. Tenure is never granted automatically to any candidate who enters or completes the probationary period.

Table 2: Standards for Tenure-track Faculty Appointments and Promotions

The following minimum standards for appointment or promotion to each academic rank are meant to provide equity and comparability across the university. Achievements of the candidate must be documented, and promotion evaluation must include external peer evaluations. Faculty being appointed or promoted are expected to continue to meet the criteria for each of the previous rank(s) as well as the rank currently held. Faculty members applying for promotion and/or tenure must also satisfy the applicable Academic Component criteria.

<u>Assistant Professor</u> Appointment Criteria:	<u>Associate Professor</u> Appointment Criteria:	<u>Professor</u> Appointment Criteria:
<ul style="list-style-type: none"> • Completion of appropriate terminal degree or equivalent as defined by academic unit; <i>PhD in English, Rhetoric, or other appropriate area; or equivalent terminal degree.</i> • Demonstrate current capability and desire for excellence in teaching, scholarship, and service as well as potential for significant accomplishment in these areas; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Normally will have served for a minimum of 6 years at rank of Assistant Professor at college or university level and have served full time at least 2 years at TWU at the rank of Assistant Professor; • Demonstrated significant contributions in teaching, advising, or other instructional activities; scholarship, research and/or other creative activities; and university, professional, and community service; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Highest academic rank awarded only in cases of clear and sustained records of exceptional quality. Rank is in recognition of attainment rather than length of service; • Normally will have completed 6 years as Associate Professor at college or university level and served full time at least 4 years at TWU at the rank of Associate Professor; • Demonstrated continuous and sustained meritorious achievements beyond the level of Associate Professor commensurate with assignments in areas of teaching, advising, or other instructional activities; scholarly research and/or other creative activities; and professional, university, and community service; • Additional Academic Component criteria.

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
<p>Candidate must:</p> <ul style="list-style-type: none"> • Show continual progression toward meeting the criteria for Associate Professor; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; <p><i>Objective #1: Employ effective teaching methods appropriate for the content and students.</i></p> <p><i>Attainment of outcomes should be evident in peer observations, the Chair’s observation, student course evaluations, and the faculty member’s reflection. Additional evidence might be presented, such as but not limited to, course syllabi and course materials, class plans, or student artifacts.</i></p> <p><i>Objective #2: Engage students with the content, with each other, and with the faculty member.</i></p> <p><i>Attainment of outcomes should be evident in peer observations, the Chair’s observation, student course evaluations, the faculty member’s reflection. Additional evidence might be presented, such as course syllabi and course materials, class plans, or student artifacts.</i></p> <ul style="list-style-type: none"> • Participate effectively in course 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; <p><i>Objective #1: Employ effective teaching methods appropriate for the content and students in a variety of courses at different levels within the AC</i></p> <p><i>Attainment of outcomes should be evident in peer observations, the Chair’s observation, student course evaluations, and the faculty member’s reflection. Additional evidence might be presented, such as course syllabi and course materials, class plans, or student artifacts.</i></p> <p><i>Objective #2: Engage students with the content, with each other, and with the faculty member. Engage students outside the classroom.</i></p> <p><i>Attainment of outcomes should be evident in peer observations, the Chair’s observation, student course evaluations, the faculty member’s reflection. Additional evidence might be presented, such as course syllabi and course materials, class plans, or student artifacts.</i></p> <ul style="list-style-type: none"> • Demonstrate leadership in the

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
	<p>development and evaluation;</p> <p><i>Objective #1: Prepare clear and informative class syllabi and course materials that adhere to university criteria.</i></p> <p><i>Attainment of outcomes might be evident in student course evaluations, course syllabi and course materials, or observations.</i></p> <p><i>Objective #2: Demonstrate that currency in the discipline and in the scholarship of teaching and learning informs teaching practices.</i></p> <p><i>Evidence of outcomes might include: Award in the discipline, attendance at conferences and workshops providing continuing education, course materials and other artifacts that demonstrate currency communicated to students. Faculty must indicate the ways in which they apply new information and skills (garnered through workshops and conferences) to their teaching.</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; 	<p>development of academic programs;</p> <p><i>Objective #1: Facilitate progress at the program level by assuming leadership roles in curriculum development, programmatic or curricular revision, program supervision/leadership, and/or recruitment.</i></p> <p><i>Attainment of outcomes might be evident in completed program review; assessment reports; materials; curriculum development; or written reflection on contributions to First-Year Composition Program, advising, or BA, MA, or PhD programs.</i></p> <p>[]</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. 	<p><i>Objective: Assist students in the timely completion of professional projects, theses, dissertations, Honors contracts and capstones, grant and fellowship applications, publications, conferences, professional development, and/or job applications.</i></p> <p><i>Attainment of outcomes might be evident in documentation of successful completion or mentoring in progress.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p><i>Objective: Share effective teaching methodologies (e.g., planning, specific pedagogies, classroom management) with other faculty in the academic component and/or across the university.</i></p> <p><i>Attainment of outcomes might be evident in description of how teaching methods were shared with faculty and the effectiveness of the sharing, or written reflection on mentorship of new faculty in the academic component and/or across the university.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria.

<u>Assistant Professor</u> Scholarship and Other Creative Activities:	<u>Associate Professor</u> Scholarship and Other Creative Activities:	<u>Professor</u> Scholarship and Other Creative Activities:
<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>Objective: Advance toward national recognition as a scholar.</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>Objective: Achieve national recognition as a scholar. Significant scholarly work beyond that completed for application to</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><i>Attainment of outcomes might be evident in leading sessions at state or regional scholarly conferences; citations of scholarly work by others; presenting scholarly papers at conferences such as the Modern Language Association, CCCCs, Rhetoric Society of America (but not limited to these); publication of public scholarship such as op-eds or editorials; publications such as textbooks, recordings, videos, data sets, works in electronic media, creative writing, academic blogs; or editorial work such as serving as a reviewer for a journal, editing collections or anthologies, or contributing to textbooks. For guidance on quality and quantity, see the ESFL Addendum for Promotion and Tenure.</i></p> <p> </p> <ul style="list-style-type: none"> • Disseminate the results of scholarly/creative work in peer-reviewed forums; <p><i>Objective #1: Disseminate the results of scholarly or creative work in appropriate forums. Scholarly and creative work should appear in editorial or peer-reviewed outlets. Public scholarship should appear in reputable periodicals or web sites. Additional information on quantity and quality can be found in the ESFL Addendum on Promotion and Tenure.</i></p>	<p><i>associate professor required.</i></p> <p><i>Attainment of outcomes might be evident in serving as a chair/moderator/respondent at a national or international conferences, consultation projects (paid or unpaid) in area of scholarly expertise, serving as keynote speaker at conferences, providing number of mentions in mass or popular media; national awards and/or honors; invitations as a guest lecturer; or public scholarship in national venues (e.g. TED talks, op-eds, white papers, public policy). For guidance on quality and quantity, see the ESFL Addendum for Promotion and Tenure</i></p> <p> </p> <ul style="list-style-type: none"> • Disseminate the results of scholarly/creative work in peer-reviewed forums; <p><i>Objective #1: Disseminate the results of scholarly or creative work in appropriate forums. Scholarly and creative work should appear in high quality, editorial or peer-reviewed outlets. Public scholarship should appear in reputable periodicals or web sites. Additional information on quantity and quality can be found in the ESFL Addendum on Promotion and Tenure.</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><i>Attainment of outcomes might be evident in off-prints or copies of published works (including electronic versions), peer-reviewed or editorial board- reviewed articles in reputable print or electronic journals, monographs with a reputable publisher, important contributions to critical or creative books, editions in peer-reviewed and/or respected presses, or scholarly projects that meet the standards of an appropriate professional association (which may include assessment) in non-juried settings of high quality as appropriate for the discipline.</i></p> <p><i>Objective #2: Present in juried settings.</i></p> <p><i>Attainment of outcomes might be evident in counts and documentation, or written reflection on or analysis of the significance of the venue or the contribution to the field. Additional information on quantity and quality of work expected is available in the ESFL Addendum to Promotion and Tenure.</i></p> <ul style="list-style-type: none"> • Seek internal or external funding, as appropriate to the field; 	<p><i>Attainment of outcomes might be evident in off-prints or copies of published works (including electronic versions), peer-reviewed or editorial board-reviewed articles in reputable print or electronic journals, monographs with a reputable publisher, important contributions to critical or creative books, editions in editorial or peer-reviewed and/or respected presses, or scholarly projects that meet the standards of an appropriate professional association (which may include assessment) in non-juried settings of high quality as appropriate for the discipline.</i></p> <p><i>Objective #2: Present in high quality national and international juried settings.</i></p> <p><i>Attainment of outcomes might be evident in counts and documentation, or written reflection on or analysis of the significance of the venue or the contribution to the field. Additional information on quantity and quality of work expected is available in the ESFL Addendum to Promotion and Tenure.</i></p> <ul style="list-style-type: none"> • Seek and/or secure internal or external funding, as appropriate to the field;

<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>• Additional Academic Component criteria.</p>	<p><i>Objective: Apply for internal or external funding.</i></p> <p><i>Attainment of outcomes might be evident in application documentation, letter from the funding agency, or written reflection.</i></p> <p>• Additional Academic Component criteria.</p>	<p><i>Objective: Receive internal or external funding.</i></p> <p><i>Attainment of outcomes might be evident in evidence of internal or external funding for research, letter from the funding agency, scholarship, or programmatic needs.</i></p> <p>• Model research/creative mentorship for colleagues;</p> <p><i>Objective: Mentor associates or colleagues in research, scholarship, and/or creative output.</i></p> <p><i>Attainment of outcomes might be evident in written reflection on modeling, mentorship, consultation, or collaboration.</i></p> <p>• Additional Academic Component criteria.</p>

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
Candidate must:	Candidate must:	Candidate must:

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
<ul style="list-style-type: none"> • Show continual progression toward meeting the criteria for Associate Professor; 	<ul style="list-style-type: none"> • Contribute in a positive way to the mission of the AC, college and university; <p><i>Objective #1: Contribute effectively and materially to the AC.</i></p> <p><i>Attainment of outcomes might be evident in names of committees, organizations, or service; outcomes generated (report, recommendations, etc.), and benefits produced (enrollment, retention, scholarly outputs, curricular improvements, etc.); written reflection on faculty member's contribution; sponsoring a student organization, special projects, etc.; individual service to AC such as library liaison, safety officer, etc.; or serving as a judge in student exhibits or competitions.</i></p> <p><i>Objective #2: Contribute effectively and materially to a college or university committee, council, or task force.</i></p> <p><i>Evidence of outcomes might include: Names of committees, organizations, or service; outcomes generated (report, recommendations, etc.), and benefits produced (enrollment, retention, scholarly outputs, curricular improvements, etc.);</i></p>	<ul style="list-style-type: none"> • Contribute in a positive way to the mission of the AC, college and university; <p><i>Objective #1: Assume leadership roles and contribute effectively and materially to the AC.</i></p> <p><i>Attainment of outcomes might be evident in names of committees, organizations, or service; outcomes generated (report, recommendations, etc.); and benefits produced (enrollment, retention, scholarly outputs, curricular improvements, etc.); written reflection on faculty member's contribution; sponsoring a student organization, special projects, etc.; individual service to AC such as library liaison, safety officer, etc.; or serving as a judge in student exhibits or competitions.</i></p> <p><i>Objective #2: Assume leadership roles that contribute effectively and materially to a college or university committee, council, or task force</i></p> <p><i>Attainment of outcomes might be evident in names of committees, organizations, or service; outcomes generated (report, recommendations, etc.); and benefits</i></p>

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
	<p><i>written reflection on faculty member's contributions; sponsoring a student organization, special projects, etc.; or serving as a judge in student exhibits or competitions.</i></p> <ul style="list-style-type: none"> • Demonstrate leadership within the AC and college; <p><i>Objective #1: Provide leadership in academic component or college that produces significant outcomes.</i></p> <p><i>Attainment of outcomes might be evident in outcomes generated (report, recommendations, etc.) and benefits produced (enrollment, retention, scholarly outputs, curricular improvements, etc.), or written reflection on faculty member's role and contributions.</i></p> <ul style="list-style-type: none"> • Demonstrate active involvement in professional and/or community organizations; <p><i>Objective #1: Demonstrate active engagement with appropriate professional</i></p>	<p><i>produced (enrollment, retention, scholarly outputs, curricular improvements, etc.); written reflection on faculty member's contributions; sponsoring a student organization, special projects, etc.; or serving as a judge in student exhibits or competitions.</i></p> <ul style="list-style-type: none"> • Demonstrate leadership within the university; <p><i>Objective #1: Provide leadership at the university level that produces significant outcomes.</i></p> <p><i>Attainment of outcomes might be evident in outcomes generated (report, recommendations, etc.) and benefits produced (enrollment, retention, scholarly outputs, curricular improvements, etc.), written reflection on faculty member's role and contributions, or documentation of mentoring of faculty in AC or across the university.</i></p> <ul style="list-style-type: none"> • Demonstrate leadership within professional and/or community organizations; <p><i>Objective #1: Provide leadership to appropriate professional organization(s)</i></p>

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
<p>• Additional Academic Component criteria.</p>	<p><i>organization(s) and/or community organizations related to faculty expertise.</i></p> <p><i>Attainment of outcomes might be evident in written reflection on active involvement in organizations; documentation of service as referee for journal articles or other publications, book reviewer, grant reviewer, etc.; committee leadership; meaningful contributions to task forces; or description of outcomes generated.</i></p> <ul style="list-style-type: none"> • Participate in student recruitment and/or academic advising as appropriate to the AC; <p><i>Objective: Demonstrate active engagement in recruiting and/or retention efforts.</i></p> <p><i>Attainment of outcomes might be evident in descriptions of events, role, and written reflection on the outcomes; or feedback from participants.</i></p> <p>• Additional Academic Component criteria.</p>	<p><i>and/or community organizations related to faculty expertise.</i></p> <p><i>Attainment of outcomes might be evident in description of leadership role, description of outcomes generated and benefits to organization, or written reflection on faculty member's contribution to outcomes.</i></p> <ul style="list-style-type: none"> • Participate in student recruitment, retention efforts and/or academic advising as appropriate to the AC; <p>• Additional Academic Component criteria.</p>

Table 3: Standards for Clinical Faculty Appointments and Promotions

TWU supports numerous professional programs that prepare students to become clinicians at the doctoral, master's, and baccalaureate levels. This level of professional preparation requires that some faculty be excellent clinicians and educators with a significant responsibility to both roles. The clinical designation may be used for faculty who are primarily engaged in clinical education, clinical practice, and/or supervision of clinical students. Scholarship and service commensurate with appointment rank are expected. Development of an independent research program is not essential; however, scholarship activities are expected to contribute to course content and relevancy, pedagogy, addressing professional issues, or program development including evidence-based practice.

The following definitions of clinical ranks represent the minimum university standards for appointment and promotion and are meant to provide equity and comparability across the university. Achievements of the candidate must be documented. Faculty being appointed or promoted are expected to continue to meet the criteria for each of the previous rank(s) as well as the rank currently held. Faculty members applying for promotion must also satisfy the applicable component requirements.

<p><u>Clinical Instructor</u></p> <p>Appointment Criteria:</p>	<p><u>Assistant Clinical Professor</u></p> <p>Appointment/Promotion Criteria:</p>	<p><u>Associate Clinical Professor</u></p> <p>Appointment/Promotion Criteria:</p>	<p><u>Clinical Professor</u></p> <p>Appointment/Promotion Criteria:</p>
<ul style="list-style-type: none"> • Initial appointment determined by candidate's record of contributions commensurate with assignments in areas of teaching, mentoring, or other instructional activities; scholarship, research, and/or creative activities; and university, professional, and community service; • Completion of appropriate master's degree and/or licensure in the discipline; 	<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; • Completion of appropriate master's degree and/or licensure in the discipline; 	<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; • Completion of appropriate master's degree and/or licensure in the discipline; 	<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; • Completion of appropriate master's degree and/or licensure in the discipline;

<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"> • Minimum of 2 years of clinical experience; • Minimum of 1 year of teaching experience in clinical area(s) of expertise preferred;** • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Minimum of 4 years of clinical practice; • Minimum of 2 years of teaching experience in the clinical area(s) of expertise preferred; ** • Normally candidate will have served full time a minimum of 2 years at the rank of Clinical Instructor and will have served at least 1 year at TWU; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Enrollment in or completion of appropriate terminal degree or equivalent criteria as defined by the AC preferred; • Minimum of 6 years of clinical practice and national certification in a specialty area as defined by AC; • Minimum of 4 years of teaching experience in clinical area(s) of expertise preferred; ** • Normally, candidate will have served full time minimum of 4 years at the rank of Assistant Clinical professor and will have served full time a minimum of 2 years at TWU; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Completion of appropriate terminal degree or equivalent criteria as defined by the AC; • Minimum of 7 years of clinical practice and national certification in a clinical specialty area as defined by AC; • Minimum of 6 years of teaching experience in clinical area(s) of expertise preferred;** • Normally, candidate will have served minimum of 6 years full-time at the rank of Associate Clinical Professor and will have served full time a minimum of 4 years at TWU; • Additional Academic Component criteria.

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:

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

<u>Clinical Instructor</u>	<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 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor UG/grad students in clinical area of expertise; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor colleagues in area of scholarship/clinical expertise;

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

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

<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; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Participate in student recruitment and/or academic advising as appropriate to the AC; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria.

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

Table 4: Standards for Lecturer Appointments and Promotions

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

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

<u>Lecturer I</u> Appointment Criteria	<u>Lecturer II</u> Appointment/Promotion Criteria	<u>Senior Lecturer</u> Appointment/Promotion Criteria
<ul style="list-style-type: none"> • Initial appointment determined by candidate’s record of contributions commensurate with assignments in areas of teaching or other instructional activities; scholarship, research, and creative activities; and university, professional, and community service; • Ordinarily requires completion of a master’s degree and/or certification in discipline; 	<ul style="list-style-type: none"> • Initial appointment or promotion determined by candidate’s record of contributions commensurate with assignments in areas of teaching or other instructional activities; scholarship, research, and/or other creative activities; and university, professional, community service; • Completion of a master’s degree and/or certification in the discipline; • Ordinarily have a minimum of 4 years of teaching experience at the rank of Lecturer I in the area of content expertise. 	<ul style="list-style-type: none"> • Initial appointment or promotion determined by candidate’s record of contributions commensurate with assignments in the areas of teaching or other instructional activities; scholarship, research, and/or creative activities; and university, professional, and community service; • Completion of a master’s degree and/or certification in the discipline; • Ordinarily have minimum of 4 years of teaching experience at the rank of Lecturer II in the area of content expertise.

<u>Lecturer I</u> Appointment Criteria	<u>Lecturer II</u> Appointment/Promotion Criteria	<u>Senior Lecturer</u> Appointment/Promotion Criteria
<ul style="list-style-type: none"> Additional Academic Component criteria. <p><i>MFA or MA in English, Writing, Rhetoric, Speech, or other appropriate, closely-related field. Clear and ongoing commitment to high quality teaching.</i></p>	<p>Normally, will have at least 2 of the 4 years of teaching at the rank of Lecturer I at TWU;</p> <ul style="list-style-type: none"> Additional Academic Component criteria. <p><i>MFA in Creative Writing or PhD in English, Writing, Rhetoric, or other appropriate, closely-related field required for appointment. Clear, documented, ongoing commitment to high quality teaching and ongoing professional development.</i></p> <p><i>Promotion to Lecturer II with MA degree normally requires a minimum of five years of full-time teaching experience as a lecturer/instructor or equivalent.</i></p>	<p>Normally will have completed at least 2 of the 4 years of teaching at the rank of Lecturer II at TWU;</p> <ul style="list-style-type: none"> Additional Academic Component criteria. <p><i>MFA in Creative Writing or PhD in English, Writing, Rhetoric, or other appropriate closely related field. Clear, documented, ongoing commitment to high quality teaching and ongoing professional development.</i></p> <p><i>Promotion to Senior Lecturer with MA degree normally requires a minimum of ten years of full-time teaching experience as a lecturer/instructor or equivalent.</i></p>

<u>Lecturer I</u> Teaching:	<u>Lecturer II</u> Teaching:	<u>Senior Lecturer</u> Teaching:
	<p>Candidate must:</p> <ul style="list-style-type: none"> Demonstrate excellence in all aspects of teaching; <p><i>Objective #1: Employ effective teaching methods appropriate for the content and students.</i></p> <p><i>Attainment of outcomes must be evident</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> Demonstrate ongoing excellence in all aspects of teaching; Must teach a range of courses in diverse delivery methods as appropriate for the AC. <p><i>Objective #1: Employ effective teaching methods appropriate for the content and students.</i></p>

<u>Lecturer I</u> Teaching:	<u>Lecturer II</u> Teaching:	<u>Senior Lecturer</u> Teaching:
	<p><i>in peer observation, Chair observation, student course evaluations, and faculty reflection. Evidence might also come from sources such as: course syllabi and course materials, class plans, or student artifacts.</i></p> <p><i>Objective #2: Engage students with their content, with each other, and with the faculty member.</i></p> <p><i>Attainment of outcomes must be evident in the faculty reflection, peer observation, chair observation, and student course evaluations. Additional sources might include course syllabi and course materials, or classroom and student artifacts.</i></p> <ul style="list-style-type: none"> • Participate effectively in course development and evaluation; <p><i>Objective #1: Prepare clear and informative class syllabi and course materials that adhere to university criteria.</i></p> <p><i>Attainment of outcomes might be evident in student course evaluations, course syllabi and course materials, or observations.</i></p>	<p><i>Attainment of outcomes must be evident in peer observation, Chair observation, student course evaluations, and faculty reflection. Evidence might also come from sources such as: course syllabi and course materials, class plans, or student artifacts.</i></p> <p><i>Objective #2: Engage students with their content, with each other, and with the faculty member.</i></p> <p><i>Attainment of outcomes must be evident in faculty reflection, peer observation, chair observation, and student course evaluations. Additional sources might include course syllabi and course materials, or classroom and student artifacts</i></p> <ul style="list-style-type: none"> • Contribute substantially in course development, evaluation and/or assessment; <p><i>Objective #1: Prepare clear and informative class syllabi and course materials that adhere to university criteria. Attainment of outcomes might be evident in taking on new preparations and/or delivery methods, student course evaluations, course syllabi and course materials, or observations.</i></p>

<u>Lecturer I</u> Teaching:	<u>Lecturer II</u> Teaching:	<u>Senior Lecturer</u> Teaching:
	<p data-bbox="751 266 1312 407"><i>Objective #2: Demonstrate that currency in the discipline and in the scholarship of teaching and learning informs teaching practices.</i></p> <p data-bbox="751 451 1333 816"><i>Attainment of outcomes must be evident in award in the discipline, attendance at conferences and workshops providing continuing education, course materials and other artifacts that demonstrate currency communicated to students. Faculty must indicate the ways in which they apply new information and skills (garnered through workshops and conferences) to their teaching]</i></p> <ul data-bbox="724 850 1318 1057" style="list-style-type: none"> • Obtain Assistant/Associate/Full membership on the Graduate Faculty, in ACs with graduate programs; • Share content expertise on professional paper/project committees, as appropriate; <p data-bbox="751 1101 1291 1354"><i>Objective: Assist students in the timely completion of professional projects, theses, dissertations, Honors contracts and capstones, grant and fellowship applications, publications, conferences, professional development, and/or job applications.</i></p> <p data-bbox="751 1398 1312 1425"><i>Attainment of outcomes might be evident</i></p>	<ul data-bbox="1354 850 1921 1094" 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; <p data-bbox="1381 1138 1921 1391"><i>Objective: Assist students in the timely completion of professional projects, theses, dissertations, Honors contracts and capstones, grant and fellowship applications, publications, conferences, professional development, and/or job applications.</i></p>

<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><i>in documentation of successful completion or mentoring in progress.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p><i>Attainment of outcomes might be evident in documentation of successful completion or mentoring in progress.</i></p> <ul style="list-style-type: none"> • Mentor students in content area(s) of expertise; <p><i>Objective: Assist graduate students in timely completion of professional projects, theses, dissertations, Honors Contracts and Capstones, Grant and Fellowship Applications, Publications and Conferences, Professional Development, Job Applications, and Graduate School Applications.</i></p> <p><i>Attainment of outcomes might be evident in documentation of successful completion of or mentoring in progress.</i></p> <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:
	<p>Candidate must:</p> <ul style="list-style-type: none"> • Share content expertise with students; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Share content expertise with colleagues;

<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:
	<p><i>Objective 1: Demonstrate that scholarship informs the course objectives or design.</i></p> <p><i>Attainment of outcomes might be evident in course materials, written reflection, or student artifacts.</i></p> <p> </p> <ul style="list-style-type: none"> • Disseminate results of scholarly or creative work through professional presentations at local or state level or through scholarly or professional publications; <p><i>Objective 1: Participate actively in ongoing professional development, both in the content area and in the scholarship on teaching and learning.</i></p> <p><i>Attainment of outcomes might be evident in documentation of workshop, seminar, or conference participation related to professional development; artifacts; reflection on participation in these forums; or off-prints of publications related to professional development.</i></p>	<p><i>Objective 1: Participate actively in ongoing professional development, both in the content area and in the scholarship on teaching and learning, and share that experience within the appropriate TWU contexts (FYC Focus Fridays, workshops, through CFE, etc.)</i></p> <p><i>Attainment of outcomes might be evident in documentation of presentation, written reflection on participation, or artifacts.</i></p> <p> </p> <ul style="list-style-type: none"> • Disseminate results of scholarly or creative work through professional presentations at the regional or national level or through scholarly or professional publications; <p><i>Objective 1: Participate actively in ongoing professional development, both in the content area and in the scholarship on teaching and learning.</i></p> <p><i>Attainment of outcomes might be evident in documentation of workshop, seminar, or conference participation related to professional development; artifacts; reflection on participation in these forums; or off-prints of publications related to professional development.</i></p>

<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:
<p>• Additional Academic Component criteria.</p>	<p><i>Objective #2: Present in juried settings at the local and regional levels.</i></p> <p><i>Attainment of outcomes might be evident in reflections on contributions to teaching and learning, written reflections on contributions to teaching and learning, reflections on implementation of findings, contributions to critical or creative books, editions in peer-reviewed and/or respected presses, or scholarly projects that meet the standards of an appropriate professional association (which may include assessment) in non-juried settings of high quality as appropriate for the discipline.</i></p> <p>• Additional Academic Component criteria.</p>	<p><i>Objective #2: Present in juried settings at the regional and/or national level.</i></p> <p><i>Attainment of outcomes might be evident in written reflections on contributions to teaching and learning, reflections on implementation of findings, contributions to critical or creative books, editions in peer-reviewed and/or respected presses, or scholarly projects that meet the standards of an appropriate professional association (which may include assessment) in non-juried settings of high quality as appropriate for the.</i></p> <p>• Obtain and maintain national certification in content area, as defined by the AC;</p> <p><i>This criterion applies only to lecturers whose area of expertise (e.g., TESOL) requires certification.</i></p> <p>• Additional Academic Component criteria.</p>

<u>Lecturer I</u> Service:	<u>Lecturer II</u> Service:	<u>Senior Lecturer</u> Service:
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<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; <p><i>Objective #1: Contribute effectively and materially to the AC, college, and university.</i></p> <p><i>Attainment of outcomes might be evident in name of committee, organization, or service; outcomes generated (report, recommendations, etc.), and benefits produced (enrollment, retention, scholarly outputs, curricular improvements, etc.); written reflection on faculty member's contribution; sponsoring a student organization, special projects, etc.; individual service to AC such as library liaison, safety officer, etc.; or serving as a judge in student exhibits or competitions.</i></p> <ul style="list-style-type: none"> • Participate in AC, campus and/or college task forces or committees; <p><i>Objective #1: Contribute effectively and materially to a college or university committee, council, or task force.</i></p> <p><i>Attainment of outcomes might be evident in name of committee, organization, or service; outcomes generated (report,</i></p>	<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; <p><i>Objective #1: Provide leadership in department, academic component, college, or task forces that produces significant outcomes.</i></p> <p><i>Attainment of outcomes might be evident in outcomes generated (report, recommendations, etc.) and benefits produced (enrollment, retention, scholarly outputs, curricular improvements, etc.); or written reflection on faculty member's role and contributions.</i></p> <ul style="list-style-type: none"> • Lead AC, campus and/or college task forces or committees; <p><i>Objective #1: Contribute effectively and materially to a college or university committee, council, or task force.</i></p> <p><i>Attainment of outcomes might be evident in name of committee, organization, or service; outcomes generated (report,</i></p>

<u>Lecturer I</u> Service:	<u>Lecturer II</u> Service:	<u>Senior Lecturer</u> Service:
	<p><i>recommendations, etc.), and benefits produced (enrollment, retention, scholarly outputs, curricular improvements, etc.); written reflection on faculty member's contributions; sponsoring a student organization, special projects, etc.; or serving as a judge in student exhibits or competitions.</i></p> <p> </p> <ul style="list-style-type: none"> • Participate in student recruitment and/or academic advising as appropriate to the AC; <p><i>Objective #1: Active engagement in recruiting and/or retention.</i></p> <p><i>Attainment of outcomes might be evident in descriptions of events, role, and written reflection on the outcomes; or feedback from participants.</i></p> <p> </p> <ul style="list-style-type: none"> • Demonstrate active involvement in professional/community organizations; 	<p><i>recommendations, etc.), and benefits produced (enrollment, retention, scholarly outputs, curricular improvements, etc.); written reflection on faculty member's contributions; sponsoring a student organization, special projects, etc.; or serving as a judge in student exhibits or competitions.</i></p> <ul style="list-style-type: none"> • Participate in student recruitment and/or academic advising as appropriate to the AC; <p><i>Objective #1: Regular, active engagement in recruiting and/or retention efforts.</i></p> <p><i>Attainment of outcomes might be evident in descriptions of events, role, and written reflection on the outcomes; or feedback from participants.</i></p> <ul style="list-style-type: none"> • Demonstrate leadership in professional/community organizations; <p><i>Objective #1: Demonstrate active engagement with appropriate professional organization(s) and/or community organizations related to faculty expertise.</i></p> <p><i>Attainment of outcomes might be evident</i></p>

<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"> • Additional Academic Component criteria. 	<p><i>in written reflection on active involvement in organizations, or other evidence of professional engagement.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Objective: Actively engage in and lead, when appropriate, student recruitment for the University. Actively engage in retention efforts through the Early Warning System, through individual mentoring of students, or through retention projects in the AC or University.</i></p> <p><i>Attainment of outcomes might be evident in descriptions of events, role, and written reflection on the outcomes; or feedback from participants.</i></p>