

# Academic Component Criteria for Periodic Performance Review and Promotion & Tenure

**Component Name: *Kinesiology***

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:

<b><u>Assistant Professor</u></b>	<b><u>Associate Professor</u></b>	<b><u>Professor</u></b>
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

<b><u>Assistant Professor</u></b>	<b><u>Associate Professor</u></b>	<b><u>Professor</u></b>
Committee membership	Committee leadership	National or regional committee participation or leadership
Local or state committees or presentations	Regional or national committees or presentations	National/International committees or presentations

## **Development of Teaching Criteria**

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

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

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

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

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

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

## **Development of Scholarship Criteria**

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

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

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

## **Development of Service Criteria**

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

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

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

## **Criteria for Tenure**

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

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

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

<b><u>Assistant Professor</u></b> <b>Appointment Criteria:</b>	<b><u>Associate Professor</u></b> <b>Appointment Criteria:</b>	<b><u>Professor</u></b> <b>Appointment Criteria:</b>
<ul style="list-style-type: none"> <li>• Completion of appropriate terminal degree or equivalent as defined by academic unit;</li>   <li>• Demonstrate current capability and desire for excellence in teaching, scholarship, and service as well as potential for significant accomplishment in these areas;</li> </ul> <p style="color: red; margin-left: 20px;"><i>Demonstrated competence through written statements by academic professionals which document his/her understanding in the field or specialization, as well as, his/her ability to present material.</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <p style="color: red; margin-left: 20px;"><i>Two activities equivalent with the following:</i></p>	<ul style="list-style-type: none"> <li>• 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;</li>   <li>• Demonstrated significant contributions in teaching, advising, or other instructional activities; scholarship, research and/or other creative activities; and university, professional, and community service;</li> </ul> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• 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;</li>   <li>• 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;</li>   <li>• 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;</li> </ul> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>

<u><b>Assistant Professor</b></u> <b>Appointment Criteria:</b>	<u><b>Associate Professor</b></u> <b>Appointment Criteria:</b>	<u><b>Professor</b></u> <b>Appointment Criteria:</b>
<ul style="list-style-type: none"> <li>○ <i>Evidence of good teaching in recommendations</i></li> <li>○ <i>Teaching experience (e.g., public school, guest lecturer, GTA)</i></li> <li>○ <i>Demonstrate teaching ability during the interview</i></li> </ul> <p><i>Demonstrated capability in scholarship through:</i></p> <ul style="list-style-type: none"> <li>○ <i>Two or more presentations at professional meetings at state, national, or international level or</i></li> <li>○ <i>One or more publications in professional journal at state, national, or international level</i></li> </ul> <p><i>One activity equivalent with the following:</i></p> <ul style="list-style-type: none"> <li>○ <i>Established laboratories and/or designed Equipment/computer programs</i></li> <li>○ <i>Provided focus on a future scholarly agenda</i></li> <li>○ <i>Post-doctoral fellowship</i></li> <li>○ <i>Participated in a research laboratory or setting (e.g., Graduate Research Assistant)</i></li> </ul> <p><i>Membership in state or national professional organizations.</i></p> <p><i>One or more activities equivalent with the following or from a higher rank:</i></p>		

<b><u>Assistant Professor</u></b> <b>Appointment Criteria:</b>	<b><u>Associate Professor</u></b> <b>Appointment Criteria:</b>	<b><u>Professor</u></b> <b>Appointment Criteria:</b>
<ul style="list-style-type: none"> <li>○ <i>Gave invited lecturers within or outside the university</i></li> <li>○ <i>Received a service award or service citation</i></li> <li>○ <i>Active in the community</i></li> <li>○ <i>Participation in professional organizations</i></li> <li>○ <i>Participation in department, college, or university committees</i></li> </ul>		

<b><u>Assistant Professor</u></b> <b>Teaching:</b>	<b><u>Associate Professor</u></b> <b>Teaching:</b>	<b><u>Professor</u></b> <b>Teaching:</b>
<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Show continual progression toward meeting the criteria for Associate Professor;</li> </ul>	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Demonstrate excellence in all aspects of teaching;</li> </ul> <p><i>Evidence of excellence in teaching by:</i></p> <p><i>Positive peer evaluations. Peer evaluation should address teaching performance and student engagement.</i></p> <p><i>Student evaluations:</i></p> <ul style="list-style-type: none"> <li>○ <i>University student evaluations</i></li> <li>○ <i>Optional instructor generated evaluations</i></li> </ul>	<p>Candidate must:</p>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
	<p><i>Optional open-ended comments on student course evaluations or optional unsolicited student letter. Unsolicited student letters may only be included when the open-ended comments section on student course evaluations is presented as evidence.</i></p> <p><i>Positive AC administrator evaluation. Evaluation should address teaching performance and student engagement.</i></p> <p><i>Faculty self-reflection and evaluation of teaching strategies and course development, including supporting evidence (i.e. implemented teaching strategies, assignments, course design, etc.)</i></p> <p><i>Demonstrated excellence in depth of understanding in the field of specialization, as well as, his/her ability to present material as evidenced by written statements by professional peers outside the Department. Additional support could be demonstrated by college/ university teaching awards.</i></p> <ul style="list-style-type: none"> <li>• Participate effectively in course development and evaluation;</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate leadership in the development of academic programs</li> </ul>



<u><b>Assistant Professor</b></u> <b>Teaching:</b>	<u><b>Associate Professor</b></u> <b>Teaching:</b>	<u><b>Professor</b></u> <b>Teaching:</b>
	<p><i>Prepare class syllabi that adhere to university criteria</i></p> <p> </p> <ul style="list-style-type: none"> <li>• Obtain membership on the Graduate Faculty in Academic Components (AC) with graduate programs;</li> <li>• Participate in student mentoring;</li> </ul> <p><i>Chaired/co-chaired to completion at least two professional papers, theses, or dissertations and served as a member of professional papers, thesis, or dissertation committees or mentoring of student on co-authored publications or presentations at state, regional, national, or international conferences.</i></p>	<p><i>Which may be documented through significant contributions in:</i></p> <p><i>Curriculum development;</i></p> <p><i>Assessment within a specialization or program area in the department;</i></p> <p><i>Leadership of a program review (internal or external); or</i></p> <p><i>Leadership in developing and compiling component assessment reports on student learning outcomes or</i></p> <p><i>other significant curricular or programmatic contribution[s].</i></p> <ul style="list-style-type: none"> <li>• Maintain full membership on the Graduate Faculty, in Academic Components (AC) with graduate programs;</li> <li>• Model effective teaching for other faculty</li> </ul> <p><i>Through documented role and contribution in:</i></p> <p><i>Leadership of professional development or training sessions focused on effective teaching strategies; or</i></p>

<u><b>Assistant Professor</b></u> <b>Teaching:</b>	<u><b>Associate Professor</b></u> <b>Teaching:</b>	<u><b>Professor</b></u> <b>Teaching:</b>
<p>• Additional Academic Component criteria.</p>	<p>• Additional Academic Component criteria.</p>	<p><i>Documenting quality mentorship of faculty, GAs, adjuncts, or instructors related to effective teaching strategies in the discipline; or</i></p> <p><i>Refereed publications related to teaching strategies in the discipline; or</i></p> <p><i>Refereed presentations related to best practices in college teachings;</i></p> <p><i>Mentoring faculty, graduate students, or other programs in curriculum development</i></p> <p>• Additional Academic Component criteria.</p> <p><i>Demonstrated continued and sustained excellence in classroom teaching by</i></p> <p><i>Peer evaluations which address teaching performance and student engagement;</i></p> <p><i>Student Evaluations</i></p> <ul style="list-style-type: none"> <li>○ <i>University student evaluations</i></li> <li>○ <i>Optional instructor generated evaluations</i></li> <li>○ <i>Optional student comments from course evaluations or optional unsolicited student letter. Optional unsolicited student letter may only be included as evidence when student</i></li> </ul>

<b><u>Assistant Professor</u></b> Teaching:	<b><u>Associate Professor</u></b> Teaching:	<b><u>Professor</u></b> Teaching:
		<p><i>course evaluation comments are also included.</i></p> <p><i>Demonstrated continued and sustained excellence in depth of understanding in the field of specialization, as well as, his/her ability to present material as evidenced by written statements by professional peers outside the Department. Additional support could be demonstrated by college/ university teaching awards.</i></p> <p><i>Chaired/co-chaired to completion at least four theses, dissertations and served as a member of professional papers, thesis, or dissertation committees and mentoring of student on co-authored publications or presentations at state, regional, national, or international conferences.[]</i></p>

<b><u>Assistant Professor</u></b> Scholarship and Other Creative Activities:	<b><u>Associate Professor</u></b> Scholarship and Other Creative Activities:	<b><u>Professor</u></b> Scholarship and Other Creative Activities:
<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Show continual progression toward meeting the criteria for Associate Professor;</li> </ul>	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Demonstrate excellence in research and creative activities individually or as a member of a team;</li> </ul>	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Document a sustained program of research and/or creative activities individually or as a member of a team;</li> </ul>

<u><b>Assistant Professor</b></u> <b>Scholarship and Other Creative Activities:</b>	<u><b>Associate Professor</b></u> <b>Scholarship and Other Creative Activities:</b>	<u><b>Professor</b></u> <b>Scholarship and Other Creative Activities:</b>
	<p><i>Show evidence and documentation of a focused and consistent program of research and/or creative activities individually or as a member of a team;</i></p> <ul style="list-style-type: none"> <li>• Disseminate the results of scholarly/creative work in peer-reviewed forums;</li> </ul> <p><i>Demonstrated excellence in scholarship and dissemination of the results of the scholarly work:</i></p> <ul style="list-style-type: none"> <li>○ <i>Five or more presentations at professional meetings at state, national, or international level with at least two above the state level</i></li> <li>○ <i>Three or more peer-reviewed publications such as journal articles, books, and book chapters with at least one of those as first author. At least one of the publications must be original research in a peer-reviewed journal</i></li> </ul> <ul style="list-style-type: none"> <li>• Seek internal or external funding, as appropriate to the field;</li> </ul> <p><i>Two or more submitted internal or external proposals for funding of scholarly activities or obtaining contract services related to his/her scholarly activities. At least one</i></p>	<p><i>Maintain and document consistent, focused, and sustained research program and scholarship record.</i></p> <ul style="list-style-type: none"> <li>• Disseminate the results of scholarly/creative work in peer-reviewed forums ;</li> </ul> <p><i>Eight or more presentations at professional meetings at state, national, or international level with at least two above the state level</i></p> <p><i>Six or more peer-reviewed publications such as journal articles, books, and book chapters with at least two of those as first author. At least two of the publications must be original research in peer-reviewed journals.</i></p> <ul style="list-style-type: none"> <li>• Seek and/or secure internal or external funding, as appropriate to the field;</li> </ul> <p><i>Three or more submitted internal or external proposals for funding of scholarly activities or obtaining contract services related to his/her scholarly activities. At</i></p>

<u><b>Assistant Professor</b></u> <b>Scholarship and Other Creative Activities:</b>	<u><b>Associate Professor</b></u> <b>Scholarship and Other Creative Activities:</b>	<u><b>Professor</b></u> <b>Scholarship and Other Creative Activities:</b>
<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<p><i>must be a funded research or training grant.</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<p><i>least two must be a funded research or training grant</i></p> <ul style="list-style-type: none"> <li>• Model research/creative mentorship for colleagues;</li> </ul> <p><i>Served as a mentor to other faculty and graduate students in research and grant writing or serving as co-author on peer-reviewed publications or presentations with faculty colleagues or students.</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>

<u><b>Assistant Professor</b></u> <b>Service:</b>	<u><b>Associate Professor</b></u> <b>Service:</b>	<u><b>Professor</b></u> <b>Service:</b>
<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Show continual progression toward meeting the criteria for Associate Professor;</li> </ul>	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Contribute in a positive way to the mission of the AC, college and university;</li> </ul> <p><i>Evidence of participation in Departmental, College, or University functions.</i></p>	<p>Candidate must:</p>

<b><u>Assistant Professor</u></b> Service:	<b><u>Associate Professor</u></b> Service:	<b><u>Professor</u></b> Service:
	<ul style="list-style-type: none"> <li>• Demonstrate leadership within the AC, and college;</li> </ul> <p><i>Evidence of contribution in service to departmental, college, or university committees. Examples may include but are not limited to curricular development or review; search committees; special task forces; special assignments, etc.</i></p> <p> </p> <ul style="list-style-type: none"> <li>• Demonstrate active involvement in professional and/or community organizations;</li> </ul> <p><i>Membership in state or regional, and national or international professional organizations.</i></p> <p> </p>	<ul style="list-style-type: none"> <li>• Demonstrate leadership within the university;</li> </ul> <p><i>Participated in Departmental, College, or University functions.</i></p> <p><i>Participated in recruitment of students (e.g., state and national booths, University open houses; communications with prospective students; development of recruitment materials, etc. ).</i></p> <p><i>Served as an integral member and chair of departmental committees.</i></p> <p><i>Served on two or more University level committees.</i></p> <p><i>Chaired one or more Departmental, College, University, or Faculty Senate Committees with documentation of role and scope of service.</i></p> <p> </p> <ul style="list-style-type: none"> <li>• Demonstrate leadership within professional and/or community organizations;</li> </ul> <p><i>Documented contribution or service in an executive or special assignment role for a state, regional, or national or international professional organization</i></p> <p> </p>

<b><u>Assistant Professor</u></b> Service:	<b><u>Associate Professor</u></b> Service:	<b><u>Professor</u></b> Service:
<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in student recruitment and/or academic advising as appropriate to the AC;</li> </ul> <p><i>Participated in recruitment of students (e.g., state and national booths, University open houses; communications with prospective students; development of recruitment materials, etc.).</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <p><i>Two or more activities equivalent with the following:</i></p> <ul style="list-style-type: none"> <li>○ <i>Received a service award or service citation related to Kinesiology</i></li> <li>○ <i>Been a consultant to local community organizations related to Kinesiology and specialization areas in the department</i></li> <li>○ <i>Serve on a committee or board of directors for a professional organization related to Kinesiology and specialization areas in the department</i></li> <li>○ <i>Promoted or engaged in alumni relations</i></li> <li>○ <i>Performed Department, College, or University administrative work</i></li> </ul>	<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <ul style="list-style-type: none"> <li>○ <i>Three or more activities equivalent with the following:</i></li> <li>○ <i>Received a service award or service citation related to Kinesiology</i></li> <li>○ <i>Served as a board member to local community organizations related to Kinesiology and specialization areas in the department</i></li> <li>○ <i>Served as a member or officer of a committee or board of directors for professional organizations related to Kinesiology and specialization areas within the department</i></li> <li>○ <i>Promoted or engaged in alumni relations</i></li> <li>○ <i>Performed Department, College, or University administrative work</i></li> </ul>

<b><u>Assistant Professor</u></b> Service:	<b><u>Associate Professor</u></b> Service:	<b><u>Professor</u></b> Service:
	<ul style="list-style-type: none"> <li>○ <i>Involved students in activities outside of class that contribute to professional growth of students</i></li> <li>○ <i>Served on a Program evaluation team</i></li> <li>○ <i>Participated in public service and/or publicity (radio talks, television appearances, etc)</i></li> <li>○ <i>Served on a state or national editorial board</i></li> <li>○ <i>Reviewed scholarly publications</i></li> <li>○ <i>Reviewed state or national research abstracts</i></li> <li>○ <i>Served on at least one University committee</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Involved students in activities outside of class that contribute to personal and professional growth of students</i></li> <li>○ <i>Served on a Program evaluation team</i></li> <li>○ <i>Participated in public service and/or publicity (radio talks, television appearances, etc)</i></li> <li>○ <i>Served on a state, national , or international editorial board</i></li> <li>○ <i>Reviewed peer-reviewed publications</i></li> <li>○ <i>Reviewed national or international research abstracts</i></li> </ul>

**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.



<b><u>Clinical Instructor</u></b> <b>Appointment Criteria:</b>	<b><u>Assistant Clinical Professor</u></b> <b>Appointment/Promotion Criteria:</b>	<b><u>Associate Clinical Professor</u></b> <b>Appointment/Promotion Criteria:</b>	<b><u>Clinical Professor</u></b> <b>Appointment/Promotion Criteria:</b>
<ul style="list-style-type: none"> <li>• 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;</li>   <li>• Completion of appropriate master’s degree and/or licensure in the discipline;</li>   <li>• Minimum of 2 years of clinical experience;</li> </ul>	<ul style="list-style-type: none"> <li>• 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;</li>   <li>• Completion of appropriate master’s degree and/or licensure in the discipline;</li>   <li>• Minimum of 4 years of clinical practice;</li> </ul>	<ul style="list-style-type: none"> <li>• 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;</li>   <li>• Completion of appropriate master’s degree and/or licensure in the discipline;</li>   <li>• Enrollment in or completion of appropriate terminal degree or equivalent criteria as defined by the AC preferred;</li>   <li>• Minimum of 6 years of clinical practice and national certification in a specialty area as defined by AC;</li> </ul>	<ul style="list-style-type: none"> <li>• 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;</li>   <li>• Completion of appropriate master’s degree and/or licensure in the discipline;</li>   <li>• Completion of appropriate terminal degree or equivalent criteria as defined by the AC;</li>   <li>• Minimum of 7 years of clinical practice and national certification in a clinical specialty area as defined by AC;</li> </ul>

<b><u>Clinical Instructor</u></b>	<b><u>Assistant Clinical Professor</u></b>	<b><u>Associate Clinical Professor</u></b>	<b><u>Clinical Professor</u></b>
<b>Appointment Criteria:</b>	<b>Appointment/Promotion Criteria:</b>	<b>Appointment/Promotion Criteria:</b>	<b>Appointment/Promotion Criteria:</b>
<ul style="list-style-type: none"> <li>• Minimum of 1 year of teaching experience in clinical area(s) of expertise preferred; **</li> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 2 years of teaching experience in the clinical area(s) of expertise preferred; **</li> <li>• 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;</li> <li>• Additional Academic Component criteria.</li> </ul> <p><i>Demonstrate teaching ability during the interview.</i></p>	<ul style="list-style-type: none"> <li>• Minimum of 4 years of teaching experience in clinical area(s) of expertise preferred; **</li> <li>• 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;</li> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 6 years of teaching experience in clinical area(s) of expertise preferred; **</li> <li>• 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;</li> <li>• Additional Academic Component criteria.</li> </ul>

<b><u>Clinical Instructor</u></b>	<b><u>Assistant Clinical Professor</u></b>	<b><u>Associate Clinical Professor</u></b>	<b><u>Clinical Professor</u></b>
<b>Teaching:</b>	<b>Teaching:</b>	<b>Teaching:</b>	<b>Teaching:</b>
	Candidate must:	Candidate must:	Candidate must:

<b><u>Clinical Instructor</u></b> Teaching:	<b><u>Assistant Clinical Professor</u></b> Teaching:	<b><u>Associate Clinical Professor</u></b> Teaching:	<b><u>Clinical Professor</u></b> Teaching:
<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain current clinical expertise in teaching area(s);</li> <li>• Demonstrate excellence in all aspects of teaching;</li> <li><i>Demonstrated competence in his/her understanding and ability to present materials in the field of specialization as documented by professionals.</i></li> <li>• Participate effectively in course development and evaluation;</li> <li>• Participate in mentoring of students;</li> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain/maintain assistant/associate/full membership on Graduate Faculty, in ACs with graduate program;</li> <li>• Model effective teaching for other faculty;</li> <li><i>Participate effectively in course development and evaluation.</i></li> <li><i>Demonstrate excellence in all aspects of teaching</i></li> <li>• Serve as content expert on professional papers/ projects, as appropriate;</li> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate leadership in development of academic programs;</li> <li>• Mentor other faculty in effective teaching;</li> <li><i>Serve as a resource to colleagues in content area of expertise.</i></li> <li><i>Obtain and/or maintain national certification in content area, when applicable.</i></li> <li>• Serve as content expert on professional papers/projects and/or thesis/dissertation committees, as appropriate;</li> <li>• Additional Academic Component criteria.</li> </ul>

<u><b>Clinical Instructor</b></u> <b>Teaching:</b>	<u><b>Assistant Clinical Professor</b></u> <b>Teaching:</b>	<u><b>Associate Clinical Professor</b></u> <b>Teaching:</b>	<u><b>Clinical Professor</b></u> <b>Teaching:</b>
	<p><i>TWO activities equivalent with the following or from a higher rank with quality judged by Department PRC:</i></p> <ul style="list-style-type: none"> <li><i>o Evidence of good teaching in recommendations</i></li> <li><i>o Teaching experience (e.g., public school, guest lecturer, GTA)</i></li> </ul>	<p><i>Demonstrate in depth understanding in the field of specialization, as well as, excellence in his/her ability to present material as documented by written statements by professional peers (both inside and/or outside of the College of Health Sciences).</i></p> <p><i>Demonstrate excellence in teaching as judged based on course outlines, examinations, reference lists, and other teaching materials.</i></p> <p><i>Positive peer-evaluations of teaching</i></p> <p><i>Positive AC administrator evaluations of teaching</i></p> <p><i>Teaching philosophy and reflection statement with evidence of continuous improvement</i></p> <p><i>Indicate excellence in classroom and in student</i></p>	

<b><u>Clinical Instructor</u></b>	<b><u>Assistant Clinical Professor</u></b>	<b><u>Associate Clinical Professor</u></b>	<b><u>Clinical Professor</u></b>
<b>Teaching:</b>	<b>Teaching:</b>	<b>Teaching:</b>	<b>Teaching:</b>
		<p><i>conferences- as evidenced by student information used in evaluating teaching performance such as:</i></p> <ul style="list-style-type: none"> <li><i>o University student evaluation</i></li> <li><i>o Instructor generated evaluation</i></li> <li><i>o Unsolicited student letters</i></li> </ul>	

<b><u>Clinical Instructor</u></b>	<b><u>Assistant Clinical Professor</u></b>	<b><u>Associate Clinical Professor</u></b>	<b><u>Clinical Professor</u></b>
<b>Scholarship and Other Creative Activities:</b>	<b>Scholarship and Other Creative Activities:</b>	<b>Scholarship and Other Creative Activities:</b>	<b>Scholarship and Other Creative Activities:</b>
	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Share clinical expertise with colleagues and/or students in clinical settings;</li> <li>• Demonstrate evidence of clinical expertise/evidence-based practice;</li> </ul>	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Mentor UG/grad students in clinical area of expertise;</li> <li>• Demonstrate evidence of clinical expertise/evidence-based practice;</li> </ul>	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Mentor colleagues in area of scholarship/clinical expertise;</li> </ul>

<b><u>Clinical Instructor</u></b> <b>Scholarship and Other Creative Activities:</b>	<b><u>Assistant Clinical Professor</u></b> <b>Scholarship and Other Creative Activities:</b>	<b><u>Associate Clinical Professor</u></b> <b>Scholarship and Other Creative Activities:</b>	<b><u>Clinical Professor</u></b> <b>Scholarship and Other Creative Activities:</b>
<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <p><i>Discuss and seek active involvement in scholarly activities with others and share ideas.</i></p>	<ul style="list-style-type: none"> <li>• Disseminate results of scholarly/creative work;</li> </ul> <p><i>Share content expertise with colleagues.</i></p> <p><i>Receive recognition as an expert in a content area through scholarly or professional presentations at local or state level and/or through scholarly or professional publications.</i></p> <p><i>Demonstrate dissemination of scholarly work as evidenced by two or more presentations at professional meetings at local, regional, state, national, or international level.</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminate results of scholarly/creative work in peer-reviewed forums;</li> </ul> <p><i>Receive peer recognition as an expert in content area through scholarly or professional presentations at regional or national level or through scholarly or professional publications</i></p> <p><i>Demonstrate dissemination of scholarly work as evidenced by two or more presentations at professional meetings at regional, state, national, or international level.</i></p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>



<b><u>Clinical Instructor</u></b> Service:	<b><u>Assistant Clinical Professor</u></b> Service:	<b><u>Associate Clinical Professor</u></b> Service:	<b><u>Clinical Professor</u></b> Service:
<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<p><i>Seek membership in local, state, or national professional organizations.</i></p> <p> </p> <ul style="list-style-type: none"> <li>• Participate in recruitment of students;</li> </ul> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in student recruitment and/or academic advising as appropriate to the AC;</li> </ul> <p><i>Participate in recruitment of students (e.g., state and national booths, University open houses; communications with prospective students; development of recruitment materials, etc.).</i></p> <p> </p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <p><i>Maintain membership and appropriate clinical certifications from local,</i></p>	<p><i>Maintain membership and professional certifications from regional, state, or national professional organizations. May also serve in a leadership role within professional associations that document clinical expertise.</i></p> <p> </p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <p><i>Participate in recruitment of students.</i></p>



<b><u>Clinical Instructor</u></b> Service:	<b><u>Assistant Clinical Professor</u></b> Service:	<b><u>Associate Clinical Professor</u></b> Service:	<b><u>Clinical Professor</u></b> Service:
		<p><i>regional, state, or national professional organizations.</i></p> <p><i>Have TWO activities equivalent with the following:</i></p> <ul style="list-style-type: none"> <li><i>o Invited lecturers within and outside the university</i></li> <li><i>o Received a service award and/or citation</i></li> <li><i>o Been a consultant to local community organizations related to expertise</i></li> <li><i>o Served as officer or on board of directors for professional organizations related to Kinesiology</i></li> <li><i>o Promoted alumni relations</i></li> <li><i>o Documentation of efforts to recruit students</i></li> <li><i>o Department and College administrative work</i></li> <li><i>o Involved students in activities outside of class that contribute to their professional growth</i></li> <li><i>o Member or chair of a school or program evaluation team</i></li> <li><i>o Participated in public service and/or publicity (radio talks, television appearances, etc.)</i></li> </ul>	<p><i>Have THREE activities equivalent with the following:</i></p> <ul style="list-style-type: none"> <li><i>o Invited lecturers within and outside the university</i></li> <li><i>o Received a service award and/or citation</i></li> <li><i>o Been a consultant to local community organizations related to expertise</i></li> <li><i>o Served as officer or on board of directors for professional organizations related to Kinesiology</i></li> <li><i>o Promoted alumni relations</i></li> <li><i>o Documentation of efforts to recruit students</i></li> <li><i>o Department and College administrative work</i></li> <li><i>o Involved students in activities outside of class that contribute to their personal and professional growth</i></li> <li><i>o Member or chair of a school or program evaluation team</i></li> <li><i>o Participated in public service and/or publicity (radio talks, television appearances, etc.)</i></li> </ul>

<b><u>Clinical Instructor</u></b> Service:	<b><u>Assistant Clinical Professor</u></b> Service:	<b><u>Associate Clinical Professor</u></b> Service:	<b><u>Clinical Professor</u></b> Service:

\*\* 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.

<b><u>Lecturer I</u></b> <b>Appointment Criteria</b>	<b><u>Lecturer II</u></b> <b>Appointment/Promotion Criteria</b>	<b><u>Senior Lecturer</u></b> <b>Appointment/Promotion Criteria</b>
<ul style="list-style-type: none"> <li>• 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;</li> <li>• Ordinarily requires completion of a master’s degree and/or certification in discipline;</li> </ul>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• Completion of a master’s degree and/or certification in the discipline;</li> <li>• Ordinarily have a minimum of 4 years of teaching experience at the rank of Lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• Completion of a master’s degree and/or certification in the discipline;</li> <li>• Ordinarily have minimum of 4 years of teaching experience at the rank of Lecturer</li> </ul>

<b><u>Lecturer I</u></b> <b>Appointment Criteria</b>	<b><u>Lecturer II</u></b> <b>Appointment/Promotion Criteria</b>	<b><u>Senior Lecturer</u></b> <b>Appointment/Promotion Criteria</b>
<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<p>I in the area of content expertise. Normally, will have at least 2 of the 4 years of teaching at the rank of Lecturer I at TWU;</p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<p>II in the area of content expertise. Normally will have completed at least 2 of the 4 years of teaching at the rank of Lecturer II at TWU;</p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>

<b><u>Lecturer I</u></b> <b>Teaching:</b>	<b><u>Lecturer II</u></b> <b>Teaching:</b>	<b><u>Senior Lecturer</u></b> <b>Teaching:</b>
	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Demonstrate excellence in all aspects of teaching;</li> </ul> <p>Demonstrate in depth understanding in the field of specialization, as well as, excellence in his/her ability to present material as documented by written statements by professional peers (both inside and/or outside of the College of Health Sciences).</p> <p>Demonstrate excellence in teaching as judged based on course outlines, examinations, reference lists, and other teaching materials.</p> <p>Indicate excellence in classroom and in student conferences- as evidenced by</p>	<p>Candidate must:</p>

<b><u>Lecturer I</u></b> Teaching:	<b><u>Lecturer II</u></b> Teaching:	<b><u>Senior Lecturer</u></b> Teaching:
<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<p>student information used in evaluating teaching performance such as:</p> <ul style="list-style-type: none"> <li>○ University student evaluation</li> <li>○ Instructor generated evaluation</li> <li>○ Unsolicited student letters</li> </ul> <ul style="list-style-type: none"> <li>• Participate effectively in course development and evaluation;</li> <li>• Obtain Assistant/Associate/Full membership on the Graduate Faculty, in ACs with graduate programs;</li> <li>• Share content expertise on professional paper/project committees, as appropriate;</li> </ul> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain Assistant/Associate/Full membership on the Graduate Faculty, in ACs with graduate programs;</li> <li>• Share content expertise on professional paper/project and or thesis/dissertation committees, as appropriate;</li> <li>• Mentor students in content area(s) of expertise;</li> </ul> <p>Continued competence in academic advising of undergraduate majors.</p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <p>Demonstrate in depth understanding in the field of specialization as well as continuous and sustained excellence in his/her ability to present material as documented by written statements by professional peers</p>

<b><u>Lecturer I</u></b> Teaching:	<b><u>Lecturer II</u></b> Teaching:	<b><u>Senior Lecturer</u></b> Teaching:
		<p>(both inside and/or outside of the College of Health Sciences).</p> <p>Demonstrate continuous and sustained excellence in teaching as judged based on course outlines, examinations, reference lists, and other teaching materials.</p> <p>Indicate continuous and sustained excellence in classroom and in student conferences- as evidenced by student information used in evaluating teaching performance such as:</p> <ul style="list-style-type: none"> <li>○ University student evaluation forms</li> <li>○ Instructor generated evaluation</li> <li>○ Unsolicited student letters</li> </ul>

<b><u>Lecturer I</u></b> Scholarship and Other Creative Activities:	<b><u>Lecturer II</u></b> Scholarship and Other Creative Activities:	<b><u>Senior Lecturer</u></b> Scholarship and Other Creative Activities:
	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Share content expertise with students;</li> </ul> <p><i>Receive recognition as an expert in a content area through scholarly or professional presentations at local or state level or through scholarly or professional publications.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Share content expertise with colleagues;</li> </ul> <p><i>Serve as a resource to colleagues in content area of expertise.</i></p>

<b><u>Lecturer I</u></b> <b>Scholarship and Other Creative Activities:</b>	<b><u>Lecturer II</u></b> <b>Scholarship and Other Creative Activities:</b>	<b><u>Senior Lecturer</u></b> <b>Scholarship and Other Creative Activities:</b>
<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<p> </p> <ul style="list-style-type: none"> <li>• Disseminate results of scholarly or creative works through professional presentations at local or state level and/or through scholarly or professional publications;</li> </ul> <p><i>Demonstrate dissemination of scholarly work as evidenced by two or more presentations at professional meetings at local, regional, state, national, or international level.</i></p> <p> </p> <ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<p><i>Obtain and/or maintain national certification in content area, when applicable.</i></p> <p><i>Receive peer recognition as an expert in content area through scholarly and/or professional presentations at regional or national level or through scholarly or professional publications.</i></p> <p> </p> <ul style="list-style-type: none"> <li>• Disseminate results of scholarly or creative works through professional presentations at regional or national level and/or through scholarly or professional publications;</li> </ul> <p><i>Demonstrate dissemination of scholarly work as evidenced by two or more presentations at professional meetings at regional, state, national, or international level.</i></p> <p> </p> <ul style="list-style-type: none"> <li>• Obtain and maintain national certification in content area, as defined by the AC;</li> <li>• Additional Academic Component criteria.</li> </ul>

<b><u>Lecturer I</u></b> <b>Service:</b>	<b><u>Lecturer II</u></b> <b>Service:</b>	<b><u>Senior Lecturer</u></b> <b>Service:</b>
	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Contribute in a positive way to the mission of the AC, college, and university;</li> </ul> <p><i>Attend and provide active input at departmental, college, and/or university functions.</i></p> <p><i>Be an active contributing member of departmental committees.</i></p> <p><i>Serve on departmental committees.</i></p> <p> </p> <ul style="list-style-type: none"> <li>• Participate in AC, campus and/or college task forces or committees;</li> <li>• Participate in student recruitment and/or academic advising as appropriate to the AC;</li> <li>• Demonstrate active involvement in professional/community organizations;</li> </ul> <p><i>Obtain membership in local, regional, state, or national professional organizations.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> <li>• Serve in a leadership role on department, AC, or college committees and/or task forces;</li> </ul> <p><i>Attend and provide active input at departmental, college, university functions including leadership and mentoring.</i></p> <p><i>Be an active contributing member of departmental committees including leadership and mentoring.</i></p> <p><i>Chair departmental committees, as well as, be a member of one or more university committees.</i></p> <p> </p> <ul style="list-style-type: none"> <li>• Demonstrate leadership in professional/community organizations;</li> </ul> <p><i>Maintain membership in regional, state, or national professional organizations.</i></p> <p> </p>



<b><u>Lecturer I</u></b> Service:	<b><u>Lecturer II</u></b> Service:	<b><u>Senior Lecturer</u></b> Service:
<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <p><i>Have TWO activities equivalent with the following:</i></p> <ul style="list-style-type: none"> <li>○ <i>Invited lecturers within and outside the university</i></li> <li>○ <i>Received a service award and/or citation</i></li> <li>○ <i>Been a consultant to local community organizations related to expertise</i></li> <li>○ <i>Served as officer or on board of directors for professional organizations related to Kinesiology</i></li> <li>○ <i>Promoted alumni relations</i></li> <li>○ <i>Department and College administrative work</i></li> <li>○ <i>Involved students in activities outside of class that contribute to their personal and professional growth</i></li> <li>○ <i>Member or chair of a school or program evaluation team</i></li> <li>○ <i>Participated in public service and/or publicity (radio talks, television appearances, etc.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Additional Academic Component criteria.</li> </ul> <p><i>Participate in recruitment of students.</i></p> <p><i>Have TWO activities equivalent with the following:</i></p> <ul style="list-style-type: none"> <li>○ <i>Invited lecturers within and outside the university</i></li> <li>○ <i>Received a service award and/or citation</i></li> <li>○ <i>Been a consultant to local community organizations related to expertise</i></li> <li>○ <i>Served as officer or on board of directors for professional organizations related to Kinesiology</i></li> <li>○ <i>Promoted alumni relations</i></li> <li>○ <i>Department and College administrative work</i></li> <li>○ <i>Involved students in activities outside of class that contribute to their personal and professional growth</i></li> <li>○ <i>Member or chair of a school or program evaluation team</i></li> <li>○ <i>Participated in public service and/or publicity (radio talks, television appearances, etc.)</i></li> </ul>