

Academic Component Criteria for Periodic Performance Review and Promotion & Tenure

Component Name: *Literacy and Learning*

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>Ph.D. or Ed.D. in Reading or Literacy Education, Curriculum and Instruction, English Education, Early Childhood Education, Child Development, or a Social Science degree.</i> <p><i>Candidates must have a specialization related to literacy or early childhood education that consists of a minimum of 18 hours of graduate level reading, literacy, or early childhood education courses.</i></p> <ul style="list-style-type: none"> • Demonstrate current capability and desire for excellence in teaching, scholarship, and service as well as potential for significant accomplishment in these areas; 	<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; <i>Faculty who have held a clinical position will have served at least 4 years at TWU at the rank of Assistant Professor.</i> <ul style="list-style-type: none"> • Demonstrated significant contributions in teaching, advising, or other instructional activities; scholarship, research and/or other creative activities; and university, professional, and community service; 	<ul style="list-style-type: none"> • Highest academic rank awarded only in cases of clear and sustained records of exceptional quality. Rank is in recognition of attainment rather than length of service; • Normally will have completed 6 years as Associate Professor at college or university level and served full time at least 4 years at TWU at the rank of Associate Professor; • Demonstrated continuous and sustained meritorious achievements beyond the level of Associate Professor commensurate with assignments in areas of teaching, advising, or other instructional activities; scholarly research and/or other creative activities; and professional, university, and community service;

<u>Assistant Professor</u> Appointment Criteria:	<u>Associate Professor</u> Appointment Criteria:	<u>Professor</u> Appointment Criteria:
<ul style="list-style-type: none"> • Additional Academic Component criteria. <i>Candidate must have a minimum of three years of teaching experience.</i> 	<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria.

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
<p>Candidate must:</p> <ul style="list-style-type: none"> • Show continual progression toward meeting the criteria for Associate Professor; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; <i>Faculty self-reflection and evaluation, including appropriate supporting evidence.</i> <i>Student course evaluation feedback.</i> <i>Observation and feedback from other faculty.</i> <i>Observation and feedback from the AC administrator.</i> <i>Additionally, formative assessments will be included. Types may include:</i> <ul style="list-style-type: none"> ○ <i>Systematic Observation and Assessment of Student Learning Outcomes</i> ○ <i>Structured Observations of Virtual or Video Teaching</i> ○ <i>Structured Observations of Practicum Teaching</i> ○ <i>Course Embedded Assessment Student Surveys</i> 	<p>Candidate must:</p>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
	<ul style="list-style-type: none"> ○ <i>Student Evaluations of Instructor Teaching Effectiveness</i> ○ <i>Student Self-Evaluations of Learning Outcomes</i> <p><i>Create and demonstrate interactive learning environments that may include some of the following: interactive learning community, experiential learning, combination of whole class, small group, or paired activities, and provide regular formative and summative feedback.</i></p> <ul style="list-style-type: none"> • Participate effectively in course development and evaluation; <i>Demonstrate expert knowledge in the subject field through analyzing and revising course content and delivery based on current knowledge, student learning, and student, faculty, and/or administrator feedback.</i> <ul style="list-style-type: none"> • Obtain membership on the Graduate Faculty in Academic Components (AC) with graduate programs; 	<ul style="list-style-type: none"> • Demonstrate leadership in the development of academic programs; <i>Serve as a leader and mentor in the department by creating innovative learning environments.</i> <p><i>Consistently share and demonstrate expert, in-depth knowledge in the subject field through:</i></p> <ul style="list-style-type: none"> ○ <i>Leading professional development in and/or outside the department</i> ○ <i>Analyzing multiple sources of data to improve teaching</i> ○ <i>Contributing to program development within the department by:</i> <ul style="list-style-type: none"> • <i>Leading faculty in refining existing or designing new programs</i> • <i>Engaging in evaluation processes and reporting outcomes</i> <ul style="list-style-type: none"> • Maintain full membership on the Graduate Faculty, in Academic Components (AC) with graduate programs;

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Participate in student mentoring; <i>Mentor graduate students' portfolios, professional papers, theses, and/or dissertations, and/or serve on graduate committees.</i> • Additional Academic Component criteria. <i>Effectively supervise field-based, clinical, and/or practicum learning experiences. Examples may include: Securing appropriate partner classrooms, supervising student practicums, and providing feedback for practicum experiences.</i> 	<ul style="list-style-type: none"> • Model effective teaching for other faculty; <i>Demonstrate leadership in:</i> <ul style="list-style-type: none"> ○ <i>Mentoring faculty by chairing graduate student committees and</i> ○ <i>Mentoring faculty about the committee process and</i> ○ <i>Modeling effective teaching for other faculty.</i> • 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; <i>Communicate a clear plan for scholarship and engage in consistent activities related to research goals aimed toward excellence in research.</i> <i>Engage in scholarship which has one or more of the following characteristics: (a)</i> 	<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; <i>Demonstrate a sustained record of excellence in research in their area, of expertise and are recognized by peers nationally as significantly advancing the discipline, and/or substantial evidence that their work is widely acknowledged.</i>

<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>connects across disciplines, (b) addresses real world and/or theoretical problems, and/or (c) leads to new teaching practices and curriculum.</i></p> <p><i>Such as:</i></p> <ul style="list-style-type: none"> ○ <i>Engagements in research collaboration or partnerships with colleagues</i> ○ <i>Recognition at the university, college, or department level for scholarly work</i> <ul style="list-style-type: none"> • <i>Disseminate the results of scholarly/creative work in peer-reviewed forums; Disseminate the results of high quality scholarly/creative work in multiple peer-reviewed publications at the state and national level. For example:</i> <ul style="list-style-type: none"> ○ <i>Analysis of university teaching</i> ○ <i>Research reports</i> ○ <i>Pedagogical analysis of classroom practices</i> ○ <i>Book reviews</i> ○ <i>Training materials</i> <p><i>Presents scholarly/creative work at the local and state level. For example:</i></p> <ul style="list-style-type: none"> ○ <i>Presentations for community and school organizations</i> ○ <i>State and local conferences</i> ○ <i>University, college, and departmental level professional presentations and conferences</i> 	<p><i>Such as:</i></p> <ul style="list-style-type: none"> ○ <i>Sustained record of establishing research collaboration or partnerships with scholars or communities</i> ○ <i>National or international recognition or awards for scholarly work</i> <ul style="list-style-type: none"> • <i>Disseminate the results of scholarly/creative work in peer-reviewed forums; Disseminate the results of high quality scholarly/creative work in multiple peer-reviewed publications at the national and/or international level. For example:</i> <ul style="list-style-type: none"> ○ <i>Research reports</i> ○ <i>Research reviews</i> ○ <i>Training materials</i> <p><i>Presents professionally recognized and/or evaluated scholarly/creative work at the national and/or international level. For example:</i></p> <ul style="list-style-type: none"> ○ <i>Keynote presentations</i> ○ <i>Invited Presentations</i> ○ <i>Peer-reviewed presentations</i>

<u>Assistant Professor</u> Scholarship and Other Creative Activities:	<u>Associate Professor</u> Scholarship and Other Creative Activities:	<u>Professor</u> Scholarship and Other Creative Activities:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Seek internal or external funding, as appropriate to the field; <i>Individually or in collaboration with colleagues seek internal or external funding, as appropriate to the field.</i> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Seek and/or secure internal or external funding, as appropriate to the field; <i>Individually or in collaboration with colleagues seek and/or secure internal or external funding, as appropriate to the field.</i> • Model research/creative mentorship for colleagues; <i>Mentor, lead, and/or collaborate with colleagues in presentations and/or publications in peer-reviewed forums.</i> • Additional Academic Component criteria.

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
<p>Candidate must:</p> <ul style="list-style-type: none"> • Show continual progression toward meeting the criteria for Associate Professor; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the AC, college and university; Click here to enter specific AC criteria. • Demonstrate leadership within the AC and college; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership within the university;

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p><i>Provide leadership on committees at the department level and serve on committees at the college level.</i></p> <p><i>Collaborate effectively, actively, and consistently with department faculty in program, evaluation, and/or administrative duties.</i></p> <p><i>Mentor and/or collaborate effectively with graduate students and adjuncts.</i></p> <ul style="list-style-type: none"> • Demonstrate active involvement in professional and/or community organizations; • Participate in student recruitment and/or academic advising as appropriate to the AC; <p><i>Advise students effectively at the undergraduate and graduate level.</i></p> <p><i>Actively participate in recruitment activities for the department.</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p><i>Contribute in a positive way to the mission of the component, college, and university.</i></p> <p><i>Provide effective leadership for department faculty in program, evaluation, and/or administrative duties.</i></p> <p><i>Mentor and/or collaborate effectively with junior and new faculty.</i></p> <ul style="list-style-type: none"> • Demonstrate leadership within professional and/or community organizations; <ul style="list-style-type: none"> • Additional Academic Component criteria.

Table 3: Standards for Clinical Faculty Appointments and Promotions

TWU supports numerous professional programs that prepare students to become clinicians at the doctoral, master’s, and baccalaureate levels. This level of professional preparation requires that some faculty be excellent clinicians and educators with a significant responsibility to both roles. The clinical designation may be used for faculty who are primarily engaged in clinical education, clinical practice, and/or supervision of clinical students. Scholarship and service commensurate with appointment rank are expected. Development of an independent research

program is not essential; however, scholarship activities are expected to contribute to course content and relevancy, pedagogy, addressing professional issues, or program development including evidence-based practice.

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

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

<u>Clinical Instructor</u>	<u>Assistant Clinical Professor</u>	<u>Associate Clinical Professor</u>	<u>Clinical Professor</u>
Appointment Criteria:	Appointment/Promotion Criteria:	Appointment/Promotion Criteria:	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"> • 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"> • Minimum of 7 years of clinical practice and national certification in a clinical specialty area as defined by AC; • Minimum of 6 years of teaching experience in clinical area(s) of expertise preferred;** • Normally, candidate will have served minimum of 6 years full-time at the rank of Associate Clinical Professor and will have served full time a minimum of 4 years at TWU; • Additional Academic Component criteria.

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

<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. 	<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. 	<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. 	<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 clinical settings; 	<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. 	<ul style="list-style-type: none"> • Demonstrate evidence of clinical expertise/evidence-based practice; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Demonstrate evidence of clinical expertise/evidence-based practice; • Disseminate results of scholarly/creative work; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Disseminate results of scholarly/creative work in peer-reviewed forums; • 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:
	<p>Candidate must:</p> <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; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate involvement within AC and college, and/or university; 	<p>Candidate must:</p> <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>Normally, will have at least 2 of the 4 years of teaching at the rank of Lecturer I at TWU;</p> <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p>Normally will have completed at least 2 of the 4 years of teaching at the rank of Lecturer II at TWU;</p> <ul style="list-style-type: none"> • Additional Academic Component criteria.

<u>Lecturer I</u> Teaching:	<u>Lecturer II</u> Teaching:	<u>Senior Lecturer</u> Teaching:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; • Participate effectively in course development and evaluation; • Obtain Assistant/Associate/Full membership on the Graduate Faculty, in ACs with graduate programs; • Share content expertise on professional paper/project committees, as appropriate; <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Maintain Assistant/Associate/Full membership on the Graduate Faculty, in ACs with graduate programs; • Share content expertise on professional paper/project and or thesis/dissertation committees, as appropriate; • Mentor students in content area(s) of expertise; <ul style="list-style-type: none"> • Additional Academic Component criteria.

<u>Lecturer I</u> Scholarship and Other Creative Activities:	<u>Lecturer II</u> Scholarship and Other Creative Activities:	<u>Senior Lecturer</u> Scholarship and Other Creative Activities:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Share content expertise with students; • Disseminate results of scholarly or creative works through professional presentations at local or state level and/or through scholarly or professional publications; <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Share content expertise with colleagues; • Disseminate results of scholarly or creative works through professional presentations at regional or national level and/or through scholarly or professional publications; • Obtain and maintain national certification in content area, as defined by the AC; <ul style="list-style-type: none"> • Additional Academic Component criteria.

<u>Lecturer I</u> Service:	<u>Lecturer II</u> Service:	<u>Senior Lecturer</u> Service:
	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the AC, college, and university; • Participate in AC, campus and/or college task forces or committees; • Participate in student recruitment and/or academic advising as appropriate to the AC; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Serve in a leadership role on department, AC, or college committees and/or task forces;

<u>Lecturer I</u> Service:	<u>Lecturer II</u> Service:	<u>Senior Lecturer</u> Service:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Demonstrate active involvement in professional/community organizations; • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Demonstrate leadership in professional/community organizations; • Additional Academic Component criteria.