

Academic Component Criteria for Periodic Performance Review and Promotion & Tenure

Component Name: *Nursing*

Periodic Performance Review (PPR) and Promotion & Tenure Reviews assess faculty performance and productivity in compliance with standards using criteria established by the university and each Academic Component (AC). In some cases, program-level criteria may also be developed. The additional criteria established by an AC (or program, if appropriate) will:

- include examples of performance appropriate to the discipline,
- be consistent with university criteria, and
- be at least as stringent as university standards.

AC or program criteria must be developed by regular, full-time faculty in the AC. The criteria must be reviewed and approved by the (1) AC administrator, (2) college dean, (3) Faculty Evaluation and Development Committee, (4) University Promotion and Tenure Committee, and (5) Provost/VPAA.

Development Academic Component Criteria

For many of the criteria listed, it is appropriate for AC criteria to demonstrate a progression of rigor regarding the expected outputs or outcomes as a faculty member progresses in rank (e.g. from Assistant Professor to Associate Professor, etc.). This concept of progression is sometimes expressed as follows for various ranks:

<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Professor</u>
Perform	Role model	Mentor others
Participate & contribute	Contribute effectively	Lead and/or make significant contribution
Establish & build	Actively engage	Lead and/or make significant contribution
Academic component service	College service	University service

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

Development of Teaching Criteria

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

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

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

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

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

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

Development of Scholarship Criteria

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

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

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

Development of Service Criteria

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

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

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

Criteria for Tenure

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

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

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

<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; <p><i>An earned doctorate in nursing or a related field such as education, health studies, public health, family sciences, child development, women’s studies, or allied health.</i></p> <p><i>Note: The Doctor of Nursing Practice (DNP) is not considered the terminal degree in the discipline of nursing for tenure track faculty appointment. It is the highest level of clinical preparation for the discipline of nursing and the preferred</i></p>	<ul style="list-style-type: none"> • Normally will have served for a minimum of 6 years at rank of Assistant Professor at college or university level and have served full time at least 2 years at TWU at the rank of Assistant Professor; <p><i>An earned doctorate in nursing or a related field such as education, health studies, public health, family sciences, child development, women’s studies, or allied health;</i></p> <p><i>Documentation of an area of clinical or discipline-specific expertise as evidenced by national certification or other recognition;</i></p>	<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;

<u>Assistant Professor</u> Appointment Criteria:	<u>Associate Professor</u> Appointment Criteria:	<u>Professor</u> Appointment Criteria:
<p><i>degree for appointment to clinical rank.</i></p> <ul style="list-style-type: none"> • Demonstrate current capability and desire for excellence in teaching, scholarship, and service as well as potential for significant accomplishment in these areas; <p><i>Documentation of an area of clinical or discipline-specific expertise as evidenced by national certification or other recognition;</i></p> <p><i>Graduate educational preparation in the teaching role (preferred).</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p><i>Graduate educational preparation in the teaching role (preferred);</i></p> <p><i>Years spent serving at the clinical assistant professor rank may count towards the 6 years, at the discretion of the Dean, if the candidate had an earned doctoral degree.</i></p> <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"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • 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; <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>An earned doctorate in nursing or a related field such as education, health studies, public health, family sciences, child development, women’s studies, or</i></p>

<u>Assistant Professor</u> Appointment Criteria:	<u>Associate Professor</u> Appointment Criteria:	<u>Professor</u> Appointment Criteria:
		<p>allied health;</p> <p>Documentation of an area of clinical or discipline-specific expertise as evidenced by national certification or other recognition;</p> <p>Graduate educational preparation in the teaching role (preferred).</p>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
<p>Candidate must:</p> <ul style="list-style-type: none"> • Show continual progression toward meeting the criteria for Associate Professor; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; <p><i>Demonstrates excellence in all aspects of teaching at the undergraduate and/or graduate levels, as assigned. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Self-reflection and evaluation</i> o <i>Student course evaluation feedback</i> o <i>Evidence of availability and responsiveness to students</i> o <i>Peer evaluations of teaching</i> o <i>Accreditation or other comprehensive program report</i> o <i>Administrator feedback of teaching</i> o <i>Teaching Award</i> o <i>Recognition of teaching in newsletter or social media</i> <p><i>Demonstrates in-depth knowledge appropriate to teaching responsibilities. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Continuing professional development activities and their significance to teaching (details of conferences,</i> 	<p>Candidate must:</p>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
	<p><i>workshops, or webinars attendance, courses taken for personal growth, etc.)</i></p> <ul style="list-style-type: none"> o <i>Peer evaluations of teaching</i> o <i>Course syllabi and contents</i> o <i>Mentoring of other faculty</i> o <i>Leadership role in the effective review and development of nursing curricula</i> <p>● Participate effectively in course development and evaluation;</p> <p><i>Evaluates, synthesizes and integrates new evidence-based knowledge in didactic course content, lab, clinical, etc.;</i></p> <p><i>Uses understanding of curriculum and teaching methodologies in the development, revision, and/or evaluation of courses:</i></p> <ul style="list-style-type: none"> o <i>Course evaluation form</i> o <i>Demonstrates use of evidence based teaching methods and strategies</i> <p><i>Uses constructive feedback in course revisions. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Peer evaluations of teaching</i> 	<p>● Demonstrate leadership in the development of academic programs;</p> <p><i>Demonstrates excellence in all aspects of teaching and is recognized as a master teacher who disseminates knowledge about excellence in teaching to others within the university and in the local, state, national, and international community. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Self-reflection and evaluation, including supporting evidence which is documented as foundation for consistently effective teaching/learning outcomes among learners</i> o <i>Development of a new or revision of an academic program</i> o <i>Accreditation or other comprehensive program report</i> o <i>Chair or member of a program review</i>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
	<ul style="list-style-type: none"> o <i>Peer evaluation of teaching/learning materials</i> o <i>Student course evaluations</i> o <i>Objective measurement of student learning outcomes;</i> <p><i>Has developed and tested teaching strategies & evaluation methods.</i></p> <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>New course development or significant course revision</i> o <i>Use of innovative teaching strategies and evaluation methods</i> o <i>Innovative and/or increased use of technology in class, online, hybrid, simulation, etc.</i> o <i>Documentation of modified teaching strategies to meet individual student needs</i> o <i>Improved examination question statistics</i> o <i>Recognition as a master teacher through invitation to speak or provide workshops or other consultation related to teaching nursing</i> 	<ul style="list-style-type: none"> o <i>committee</i> o <i>Recognition of teaching in professional or social media</i> o <i>Teaching award</i> o <i>Continuing professional development activities</i> o <i>Recognition at the national or international level as master teacher</i> o <i>Student course evaluations</i> o <i>Peer evaluations of teaching.</i>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
	<ul style="list-style-type: none"> • Obtain membership on the Graduate Faculty in Academic Components (AC) with graduate programs; • Participate in student mentoring; <p><i>Participates as a member of student research committees.</i></p> <p><i>Demonstrates some mentoring of graduate students in their development of a program of scholarship or creative activities and serves as a resource to other faculty. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Mentoring students in independent study, internships, Graduate Assistant role, and/or completion of professional projects, dissertations, etc.</i> o <i>Serving as a member on dissertation committees and DNP Projects, particularly in area of clinical expertise or knowledge of population of studies.</i> o <i>Names of student, academic project (i.e. capstone project, dissertation) role in project, and outcomes of that project (i.e. degree awarded, publications, presentations).</i> 	<ul style="list-style-type: none"> • Maintain full membership on the Graduate Faculty, in Academic Components (AC) with graduate programs; • Model effective teaching for other faculty; <p><i>Documents the ability to provide consistently effective feedback to other faculty regarding their teaching efforts;</i></p> <p><i>Develops and refines innovative and effective teaching strategies & evaluation methods that meet individual and culturally appropriate learning styles and disseminates this knowledge to the nursing and/or university community;</i></p> <p><i>Exhibits leadership in the development, revision, and or evaluation, of outcomes related to curriculum and teaching methodologies, and participates in the dissemination of this knowledge to the nursing and/or university community;</i></p> <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Formal mentorship of other faculty evaluation of effective mentoring by protégé and administrator</i> o <i>Presentations in peer-reviewed venues</i>

<u>Assistant Professor</u> Teaching:	<u>Associate Professor</u> Teaching:	<u>Professor</u> Teaching:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p><i>related to teaching and learning</i></p> <ul style="list-style-type: none"> o <i>Innovative and/or enhanced use of technology in class, online, hybrid, simulation, etc.</i> <ul style="list-style-type: none"> • Additional Academic Component criteria.

<u>Assistant Professor</u> Scholarship and Other Creative Activities:	<u>Associate Professor</u> Scholarship and Other Creative Activities:	<u>Professor</u> Scholarship and Other Creative Activities:
<p>Candidate must:</p> <ul style="list-style-type: none"> • Show continual progression toward meeting the criteria for Associate Professor; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in research and creative activities individually or as a member of a team; <p><i>Demonstrates excellence in research and creative activities by having initiated and established a beginning program of scholarship or creative activities in an identified area that generates, teaches, applies, or integrates new knowledge. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Demonstration of continuing professional development activities to refine research skills, research project, and/or collaborative research relationships.</i> o <i>Record of establishing research collaboration or partnerships with interdisciplinary scholars or communities, etc.</i> o <i>Research, program, or other grants</i> <p><i>Has regional/national recognition as a</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Document a sustained program of research and/or creative activities individually or as a member of a team; <p><i>Demonstrates excellence in research and creative activities by having an established program of scholarship or creative activities in an identified area that generates, teaches, applies, and/or integrates new knowledge. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Record of establishing research collaboration or partnerships with interdisciplinary scholars or communities.</i> o <i>Record of establishing research collaboration or partnerships with interagency scholars or communities, etc.</i> o <i>Research awards</i> o <i>Number of mentions in mass or popular media</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>scholar in area of specialization. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Scholarly work is cited by others</i> o <i>Research Award</i> o <i>Research fellowship</i> o <i>Invited speaker experience</i> o <i>Leadership in workgroups developing new theoretical models or disciplinary concepts.</i> <p>• Disseminate the results of scholarly/creative work in peer-reviewed forums;</p> <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Publications in peer-reviewed journals</i> o <i>Published textbooks, textbook chapters</i> o <i>Record of presentations or research activities in peer-reviewed conferences, workshops or webinars, etc.</i> o <i>Authorship of peer reviewed documents such as health policy, clinical protocols and position statements.</i> 	<p>• Disseminate the results of scholarly/creative work in peer-reviewed forums;</p> <p><i>Has record of integrating and disseminating new knowledge to audiences at a national/international level, in peer-reviewed venues.</i></p> <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Peer-reviewed publications of research, theory, or philosophical essays</i> o <i>Published textbooks, textbook chapters or other learning aids</i> o <i>Professional publications such as policy briefs, health program evaluations, position statements, etc</i> o <i>Products, patents, licence copyrights</i> o <i>Scholarly work is cited by others</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"> ● Seek internal or external funding, as appropriate to the field; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> ○ <i>Evidence of research proposals constructed and monies sought for internal or external funding</i> ○ <i>Record of research projects awarded by internal or external funding</i> 	<ul style="list-style-type: none"> ○ <i>Record of presentations in peer-reviewed conferences, workshops or webinars, etc.</i> ○ <i>Record of invited speaker experience</i> ○ <i>Keynote speaker at conferences</i> ○ <i>Citation statistics</i> ○ <i>Documentation of impact factor of journals published</i> ○ <i>Number of mentions in mass or social media</i> ○ <i>Participation and leadership in national or international health initiatives, public policy</i> ○ <i>External reviewer feedback.</i> <ul style="list-style-type: none"> ● Seek and/or secure internal or external funding, as appropriate to the field; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> ○ <i>Progression in a research trajectory as evidenced by projects awarded external funding</i> ○ <i>Record of research projects with support for one or more graduate student and faculty course release.</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"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Model research/creative mentorship for colleagues; <p><i>Mentors other faculty in development of a program of scholarship or creative activities; acts as a networking resource to promote scholarly activities at TWU CON. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Mentoring at least one faculty in research with substantial outcomes for protégés.</i> o <i>Protégés receives external grant funding.</i> o <i>Mentor is listed as a consultant on an external grant.</i> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Has a well-established record of mentoring graduate students in development of a program of scholarship or creative activities. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Names of student, academic project (i.e. capstone project, dissertation) role in project, and outcomes of that project</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:
		<i>(i.e. degree awarded, publications, presentations).</i>

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
<p>Candidate must:</p> <ul style="list-style-type: none"> • Show continual progression toward meeting the criteria for Associate Professor; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the AC, college and university; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Name of student organization, accomplishments of organization, self-reflection on contributions.</i> o <i>Outcomes of committees and other task forces for which faculty has taken a leadership role.</i> <ul style="list-style-type: none"> • Demonstrate leadership within the AC and college; <p><i>Has a leadership role on CON committees and/or task forces. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Name of committee, outcomes generated (report, recommendations, etc.) and benefits produced (curricular improvements, improvements for faculty or students, etc.).</i> 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership within the university; <p><i>Contribute in a positive way to the mission of the component, college and university;</i></p> <p><i>Has record of leadership on CON committees and task forces and on University committees. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Name of committee/taskforce, position,</i>

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
	<ul style="list-style-type: none"> ● Demonstrate active involvement in professional and/or community organizations; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> ○ <i>Demonstrates active local/regional membership in professional organizations.</i> ○ <i>Leadership role in a local/regional organization</i> ○ <i>Provides leadership to health initiatives at the local and/or regional level.</i> ○ <i>Presents health-care related programs to regional community groups.</i> ○ <i>Volunteers in a professional capacity with community organizations.</i> 	<p><i>outcomes generated (report, recommendations, etc.) and benefits produced (curricular improvements, improvements for faculty or students, etc.).</i></p> <ul style="list-style-type: none"> ● Demonstrate leadership within professional and/or community organizations; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> ○ <i>Demonstrates leadership roles in regional/national level in professional organizations and participation in international organizations.</i> ○ <i>Has well established record of presenting health-related programs at the national and international level.</i> ○ <i>Has volunteer leadership role, in a professional capacity, with community organizations.</i> ○ <i>Name of organization, position, program(s) provided, outcomes generated (report, recommendations, events, etc.) and benefits produced (enrollment, retention, knowledge, etc.).</i> ○ <i>Consultation projects in area of</i>

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Participate in student recruitment and/or academic advising as appropriate to the AC; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o Documentation of recruitment event(s) o Actively advises students o Student feedback (e.g. letter, email, etc.). <ul style="list-style-type: none"> • Additional Academic Component criteria. 	<p><i>scholarly expertise (along with evaluation of effectiveness of consultations).</i></p> <ul style="list-style-type: none"> • Additional Academic Component criteria. <p><i>Serve as an advisor to students.</i></p> <p><i>Has well established record of advising students in service activities. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o Name of student organization, accomplishments of organization, reflection on faculty member's contributions. o Serves as an advisor to students engaged in student, professional, and

<u>Assistant Professor</u> Service:	<u>Associate Professor</u> Service:	<u>Professor</u> Service:
		<i>other organizations.</i>

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.

<u>Clinical Instructor</u> Appointment Criteria:	<u>Assistant Clinical Professor</u> Appointment/Promotion Criteria:	<u>Associate Clinical Professor</u> Appointment/Promotion Criteria:	<u>Clinical Professor</u> Appointment/Promotion Criteria:
<ul style="list-style-type: none"> Initial appointment determined by candidate’s record of contributions commensurate with assignments in areas of 	<ul style="list-style-type: none"> Initial appointment or promotion to rank determined by candidate’s record of significant contributions 	<ul style="list-style-type: none"> Initial appointment or promotion to rank determined by candidate’s record of significant contributions 	<ul style="list-style-type: none"> Initial appointment or promotion to rank determined by candidate’s continuous and sustained meritorious

<u>Clinical Instructor</u> Appointment Criteria:	<u>Assistant Clinical Professor</u> Appointment/Promotion Criteria:	<u>Associate Clinical Professor</u> Appointment/Promotion Criteria:	<u>Clinical Professor</u> Appointment/Promotion Criteria:
<p>teaching, mentoring, or other instructional activities; scholarship, research, and/or creative activities; and university, professional, and community service;</p> <ul style="list-style-type: none"> • Completion of appropriate master’s degree and/or licensure in the discipline; • Minimum of 2 years of clinical experience; • Minimum of 1 year of teaching experience in clinical area(s) of expertise preferred; ** 	<p>commensurate with assignments in areas of teaching, mentoring, or other instructional activities; scholarship, research and/or creative activities; and university, professional, and community service;</p> <ul style="list-style-type: none"> • Completion of appropriate master’s degree and/or licensure in the discipline; • Minimum of 4 years of clinical practice; • Minimum of 2 years of teaching experience in the clinical area(s) of expertise preferred; ** 	<p>commensurate with assignments in areas of teaching, mentoring, or other instructional activities; scholarship, research and/or creative activities; and university, professional, and community service;</p> <ul style="list-style-type: none"> • Completion of appropriate master’s degree and/or licensure in the discipline; • Enrollment in or completion of appropriate terminal degree or equivalent criteria as defined by the AC preferred; • Minimum of 6 years of clinical practice and national certification in a specialty area as defined by AC; • Minimum of 4 years of teaching experience in clinical area(s) of expertise preferred; ** 	<p>performance commensurate with assignments in teaching, mentoring or other instructional activities; scholarly research or creative activities; and university, professional, and community service;</p> <ul style="list-style-type: none"> • Completion of appropriate master’s degree and/or licensure in the discipline; • Completion of appropriate terminal degree or equivalent criteria as defined by the AC; • Minimum of 7 years of clinical practice and national certification in a clinical specialty area as defined by AC; • Minimum of 6 years of teaching experience in clinical area(s) of expertise preferred; **

<u>Clinical Instructor</u> Appointment Criteria:	<u>Assistant Clinical Professor</u> Appointment/Promotion Criteria:	<u>Associate Clinical Professor</u> Appointment/Promotion Criteria:	<u>Clinical Professor</u> Appointment/Promotion Criteria:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • 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"> • 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"> • Normally, candidate will have served minimum of 6 years full-time at the rank of Associate Clinical Professor and will have served full time a minimum of 4 years at TWU; • Additional Academic Component criteria.

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
	<p>Candidate must:</p> <ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s); <p><i>Is recognized by students & colleagues as an effective teacher. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o Student course evaluations o Peer review evaluations o Administrative observations/reviews o Award in the discipline <p><i>Uses research & evidence-based practice guidelines in teaching course content. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o Documentation of literature used to guide practice. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Obtain/maintain assistant/associate/full membership on Graduate Faculty, in ACs with graduate program; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership in development of academic programs; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o Develop a new or revised degree plan to meet program needs. o Completed program review with reflection on faculty member's leadership. o Lead in the preparation of the academic component assessment report on student learning outcomes. o Academic Institutional Improvement Assessment Plan and/or report with reflection on faculty member's leadership of the process.

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
	<ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; <p><i>Maintains nursing knowledge appropriate to teaching responsibilities. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Continuing professional development activities and their significance to teaching (details of conferences, workshops, or webinars attendance, courses taken for personal growth, etc.)</i> o <i>Documentation of hours in a clinical practice</i> o <i>Demonstrate or implement improved teaching techniques, course management skills, or classroom management methods learned at the Pioneer Teaching and Learning Academy</i> <p><i>Successfully applies technology to teaching & learning. Evidence of outcomes might include:</i></p>	<ul style="list-style-type: none"> • Model effective teaching for other faculty; <p><i>Is recognized as an excellent teacher within the TWU CON and the local and state community by students & colleagues. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Student evaluation</i> o <i>Peer evaluations</i> o <i>Supervisor evaluation</i> o <i>Certifications</i> o <i>Evidence of availability and responsiveness to students</i> <p><i>Mentor colleagues in teaching/ scholarship/clinical area of expertise. Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> o <i>Formal or informal mentorship of colleagues</i> o <i>Colleague feedback</i> <p><i>Applies research & evidence-based practice guidelines in teaching course content.</i></p>	<ul style="list-style-type: none"> • Mentor other faculty in effective teaching; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Names of faculty mentored and reflection on outcomes achieved.</i> o <i>Consultation (paid or unpaid) with other universities or organization in effective teaching.</i>

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
	<ul style="list-style-type: none"> o <i>Increased use of technology in class, online, hybrid, simulation, etc</i> 	<p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Documentation of literature/best practices used for improvement of course content</i> o <i>Syllabi</i> <p><i>Demonstrates nursing knowledge appropriate to teaching responsibilities, including maintaining current clinical expertise. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Maintains certification in clinical specialty (i.e. clinical practice)</i> o <i>Documentation of hours in a clinical practice</i> o <i>Continuing professional development activities and their significance to teaching (details of conferences, workshops, or webinars attendance, courses taken for personal growth, etc.)</i> 	

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
		<p><i>Demonstrates use of innovative teaching strategies & evaluation methods that assist student learning and reflect diverse learning styles. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> <i>o New course development or significant course revision</i> <i>o Use of innovative teaching strategies and evaluation methods</i> <i>o Innovative and/or increased use of technology in class, online, hybrid, simulation, etc.</i> <p><i>Demonstrates leadership in the development, revision and/or evaluation of the curriculum & teaching/learning methodology. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> <i>o Descriptions of how teaching methods were shared with CON faculty or other faculty and the effectiveness of the</i> 	

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
	<ul style="list-style-type: none"> • Participate effectively in course development and evaluation; <p><i>Evidence of outcomes might include:</i></p>	<p><i>sharing</i></p> <ul style="list-style-type: none"> o <i>Formal or informal mentorship of new faculty</i> <p><i>Consistently revises courses based on student and other evaluation. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Syllabi</i> o <i>Student evaluation</i> o <i>Content mapping</i> <p><i>Is active as a professional role model. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Formal or informal mentorship of new faculty</i> <ul style="list-style-type: none"> • Serve as content expert on professional papers/ projects, as appropriate; <p><i>Evidence of outcomes might include:</i></p>	<ul style="list-style-type: none"> • Serve as content expert on professional papers/projects and/or thesis/dissertation committees, as appropriate;

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
<p>• Additional Academic Component criteria.</p>	<ul style="list-style-type: none"> ○ <i>Develops a new or revised course to meet program needs</i> ○ <i>Student course evaluations</i> ○ <i>Content mapping</i> ○ <i>Implements the results of student evaluations and other feedback in course revisions</i> ○ <i>Objective measurement of student learning</i> <p>• Participate in mentoring of students;</p> <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> ○ <i>Evidence of availability and responsiveness to students.</i> ○ <i>Mentoring students in honors projects</i> ○ <i>Student feedback (e.g. letter, email, etc.)</i> <p>• Additional Academic Component criteria.</p>	<ul style="list-style-type: none"> ○ <i>Names and titles of students' professional papers/projects on which the faculty members served as a committee member and reflection on contributions to the process.</i> ○ <i>Author and/or co-author of a peer-reviewed publication, podium presentation, or poster.</i> <p>• Additional Academic Component criteria.</p>	<p>• Additional Academic Component criteria.</p>

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
			<p><i>Is recognized as a master teacher within the TWU CON (or previous position) and the local and regional community. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> <i>o Peer review</i> <i>o Awards</i> <i>o Supervisor review</i> <i>o Documentation of hours in a clinical practice</i> <p><i>Maintains nursing knowledge appropriate to teaching responsibilities. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> <i>o Continuing professional development activities and their significance to teaching (details of conferences, workshops, or webinars attendance, courses taken for personal growth, etc.)</i> <i>o Documentation of hours in a clinical practice</i> <i>o Attend Pioneer Teaching and Learning Academy</i>

<u>Clinical Instructor</u> Teaching:	<u>Assistant Clinical Professor</u> Teaching:	<u>Associate Clinical Professor</u> Teaching:	<u>Clinical Professor</u> Teaching:
			<p><i>Creates, implements, & evaluates innovative online, classroom, laboratory, & clinical learning environments that support diverse groups of students and learning styles. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> <i>o Quality matters certification for online programs</i> <i>o Evidence of the use of innovative teaching strategies and evaluation methods. Dissemination of teaching strategies and evaluation methods via poster, presentation, or publications.</i> <i>o Documentation of evidence-based practice guidelines and/or research in teaching course content.</i> <p><i>Obtain and maintain associate or full membership on the Graduate Faculty.</i></p>

<u>Clinical Instructor</u> Scholarship and Other Creative Activities:	<u>Assistant Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Associate Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Clinical Professor</u> Scholarship and Other Creative Activities:
	<p>Candidate must:</p> <ul style="list-style-type: none"> • Share clinical expertise with colleagues and/or students in clinical settings; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Certification in an area of clinical specialty</i> o <i>Publish in clinical practice publications or newsletters</i> o <i>Demonstrate evidence of clinical expertise/evidence-based practice</i> o <i>Mentor colleagues and/or students in area of clinical expertise</i> o <i>Present scholarly clinical work in the CON (i.e. Brown Bag Lunch)</i> o <i>Participate in scholarly activities in the CON or university</i> 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor UG/grad students in clinical area of expertise; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> o <i>Serve on student's professional project committees, special projects, capstones, etc.</i> 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor colleagues in area of scholarship/clinical expertise; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Serve as a consultant on a research team</i> o <i>Review colleague's manuscripts prior to submission to peer-reviewed journals</i> o <i>Teach colleagues new clinical skills</i>

<u>Clinical Instructor</u> Scholarship and Other Creative Activities:	<u>Assistant Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Associate Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Clinical Professor</u> Scholarship and Other Creative Activities:
	<ul style="list-style-type: none"> • Demonstrate evidence of clinical expertise/evidence-based practice; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Local or national recognition as an expert in the area of clinical practice/expertise</i> 	<ul style="list-style-type: none"> • Demonstrate evidence of clinical expertise/evidence-based practice; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> o <i>Maintain national certification in area of clinical expertise.</i> o <i>Awards from professional organizations honoring clinical expertise.</i> o <i>Serve as a peer reviewer for professional journal articles in the area of expertise</i> o <i>Service as a consultant in the area of clinical expertise.</i> <ul style="list-style-type: none"> • Disseminate results of scholarly/creative work; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> o <i>Present clinical scholarship in a peer-reviewed</i> 	<ul style="list-style-type: none"> • Disseminate results of scholarly/creative work in peer-reviewed forums; <p><i>Evidence of outcome might include</i></p>

<u>Clinical Instructor</u> Scholarship and Other Creative Activities:	<u>Assistant Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Associate Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Clinical Professor</u> Scholarship and Other Creative Activities:
		<p><i>regional or national meeting</i></p> <ul style="list-style-type: none"> o <i>Publish articles in area of clinical expertise</i> o <i>Documentation of impact factor of journals published in using discipline appropriate designations (i.e. Cabells). Document count and citation counts.</i> o <i>Receive peer recognition as an expert in a specific area of clinical practice</i> 	<ul style="list-style-type: none"> o <i>Presentations of clinical scholarship at national or international meetings</i> o <i>Publish articles of clinical expertise</i> o <i>Document count – researchers using document counts should also provide a list of document titles with links.</i> o <i>Open Researcher and Contributor ID (ORCID) document count.</i> o <i>Documentation of impact factor of journals published in using discipline appropriate designations (i.e. Cabells).</i> o <i>Citation counts.</i> o <i>Receive national/international recognition as an expert in area of clinical practice/expertise.</i>

<u>Clinical Instructor</u> Scholarship and Other Creative Activities:	<u>Assistant Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Associate Clinical Professor</u> Scholarship and Other Creative Activities:	<u>Clinical Professor</u> Scholarship and Other Creative Activities:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • Additional Academic Component criteria.

<u>Clinical Instructor</u> Service:	<u>Assistant Clinical Professor</u> Service:	<u>Associate Clinical Professor</u> Service:	<u>Clinical Professor</u> Service:
	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in positive way to mission of the AC, college and university; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Serving as a judge in student essay contests, posters sessions, exhibits or competitions</i> o <i>Individual service responsibilities such as library liaison, safety officer</i> o <i>Service on CON and/or TWU committees/taskforces</i> o <i>Special projects (e.g. student practice interviews)</i> o <i>Participate in CON student organization activities</i> <p><i>Mentor colleagues in the CON at the local campus level.</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate involvement within AC and college, and/or university; <p><i>Evidence of outcome might include:</i></p> <ul style="list-style-type: none"> o <i>Contribute effectively and materially to a college or university committee, council, or task force that generates substantial positive outcome for the university. Outcomes generated (report, recommendations, etc.) and benefits produced (enrollment, retention, scholarly outputs, curricular improvements, etc.). Self- Reflection on faculty member’s contributions.</i> 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership within the AC, college and/or university; <p><i>Evidence of outcome might include</i></p> <ul style="list-style-type: none"> o <i>Demonstrate leadership within the university by activities such as serving leadership role on CON and university committees and/or task forces.</i> o <i>Contribute effectively and materially to a college or university committee, council, or task force that generates substantial positive outcome for the university. Outcomes generated (report, recommendations, etc.) and benefits produced (enrollment, retention, scholarly outputs,</i>

<u>Clinical Instructor</u> Service:	<u>Assistant Clinical Professor</u> Service:	<u>Associate Clinical Professor</u> Service:	<u>Clinical Professor</u> Service:
	<p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Name of colleague, project, and outcomes</i> <p><i>Advise students. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Numbers of advisees</i> o <i>Reflection on advising methods</i> o <i>Peer comments on advising</i> o <i>Receive an advising award</i> <ul style="list-style-type: none"> ● Demonstrate active involvement in professional and/or community organizations; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Name of CON or TWU committee, professional or community organization, outcomes generated (report,</i> 		<p><i>curricular improvements, etc.). Self- Reflection on faculty member's contributions.</i></p> <p><i>Participates in student advising Evidence of outcomes might include</i></p> <ul style="list-style-type: none"> o <i>Reflection on advising methods to improve self</i> o <i>Peer comments on advising</i> o <i>Receive an advising award</i> o <i>Evidence of availability and responsiveness to students</i> <ul style="list-style-type: none"> ● Demonstrate leadership within professional and/or community organizations; <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Name professional or community organization, outcomes generated (report, recommendations, etc.) and benefits produced</i>

<u>Clinical Instructor</u> Service:	<u>Assistant Clinical Professor</u> Service:	<u>Associate Clinical Professor</u> Service:	<u>Clinical Professor</u> Service:
	<p><i>recommendations, etc.) and benefits produced</i></p> <ul style="list-style-type: none"> o <i>Have membership in local professional organizations</i> o <i>Present health-related programs to local community groups.</i> <p>• Participate in recruitment of students;</p> <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Name of committee, outcomes generated (report, recommendations, etc.) and benefits produced (enrollment, retention, scholarly outputs, curricular</i> 	<p>• Participate in student recruitment and/or academic advising as appropriate to the AC;</p> <p><i>Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Numbers of advisees</i> o <i>Reflection on advising methods</i> o <i>Peer comments on advising</i> 	<ul style="list-style-type: none"> o <i>Leadership position on a professional or community organization</i> o <i>Present health-related programs to local community groups</i> o <i>Service as textbook reviewer in area of clinical expertise.</i> o <i>Service as a test item reviewer for national certification exams</i>

<u>Clinical Instructor</u> Service:	<u>Assistant Clinical Professor</u> Service:	<u>Associate Clinical Professor</u> Service:	<u>Clinical Professor</u> Service:
	<p><i>improvements, etc.).</i></p> <ul style="list-style-type: none"> o <i>Speak at a high school career day</i> 	<ul style="list-style-type: none"> o <i>Receive an advising award</i> o <i>Name of committee, outcomes generated (report, recommendations, etc.) and benefits produced (enrollment, retention, scholarly outputs, curricular improvements, etc.).</i> o <i>Speak at a high school career day</i> <p><i>Demonstrate active engagement in professional in community organizations. Evidence of outcomes might include:</i></p> <ul style="list-style-type: none"> o <i>Name professional or community organization, outcomes generated (report, recommendations, etc.) and benefits produced</i> o <i>Leadership position on a professional or community organization</i> o <i>Present health-related programs to local community groups</i> 	

<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"> • Additional Academic Component criteria. 	<ul style="list-style-type: none"> • 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; ● Additional Academic Component criteria. 	<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. Normally, will have at least 2 of the 4 years of teaching at the rank of Lecturer I at TWU; ● Additional Academic Component criteria. 	<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. Normally will have completed at least 2 of the 4 years of teaching at the rank of Lecturer II at TWU; ● 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:
<ul style="list-style-type: none"> • Additional Academic Component criteria. 	<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; • Demonstrate active involvement in professional/community organizations; • Additional Academic Component criteria. 	<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; • Demonstrate leadership in professional/community organizations; • Additional Academic Component criteria.