

TEXAS WOMAN'S UNIVERSITY
Tenure Track Promotion and Tenure Requirements
School of Occupational Therapy Criteria

The following presents the School of Occupational Therapy's promotion and tenure track criteria, effective 09/2008. The document is divided into three sections: teaching, scholarship, and service. Performance expectations for the rank of Assistant, Associate, and Professor are addressed within each section. The bolded portions of this document are drawn verbatim from the TWU Standards, effective 09/2008. Please see the complete TWU document at www.twu.edu within the Faculty Handbook section. Faculty members are expected to be fully informed on both the TWU Standards and the related School of OT promotion criteria.

Application for promotion/tenure is a multi-layer process. The first step in seeking promotion and tenure is to confirm expectations with both the campus Associate Director and the School's Director. This is best managed as part of the annual review process. It is essential that annual faculty performance, and goal setting for the following year, be in concert with School of Occupational Therapy promotion and tenure criteria.

The following School of OT Criteria are presented as minimal expectations. Promotion and tenure are inextricably linked within tenure track positions. An earned doctorate in occupational therapy (or a related field such as rehabilitation science, anthropology, special education, psychology, occupational science) in which the preparation has been consistent with tenure track performance expectations, is required for initial appointment. Faculty members are usually hired at the assistant rank and seek both promotion and tenure in the fall semester of their sixth year of employment. See the Faculty Handbook for clarification on promotion and tenure for faculty hired at the rank of associate or professor.

The School of Occupational Therapy is committed to academic excellence in teaching, scholarship, and service. The following details the minimum performance expectations in order to apply for promotion and tenure. The awarding of tenure is a significant event for both the faculty member and the university. For the faculty member, it represents a life-long promise for on-going scholarship and contribution to the discipline through scholarship. For the university, the awarding of tenure represents an investment in the faculty member's potential for scholarly work as a life-long member of the academic community. Such an investment is taken very seriously by the School of Occupational Therapy. Tenure is sometimes misunderstood to be a reward for demonstrated performance over the review period. More correctly, tenure is not an award for such performance. It is an award for potential which has been confirmed by performance. In the School of Occupational Therapy, tenure will be awarded to those individuals who have not only met the standards, but to those who have clearly demonstrated the initiative and progressive actions consistent with being and becoming a scholar and a life-long contributor to the discipline's body of knowledge.

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School of Occupational Therapy Criteria

University Standards – Tenure Track Faculty Teaching Requirements		
Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"> • Candidate must have demonstrated capability and desire for excellence in teaching. 	<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 membership on the Graduate Faculty in components with graduate programs. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; • Demonstrate leadership in the development of academic programs; • Maintain full membership on the Graduate Faculty, in components with graduate programs; • Serve as a resource to other faculty.

School of Occupational Therapy Criteria – Tenure Track Faculty Teaching Requirements		
Assistant Professor	Associate Professor	Professor
<p>Candidate must have demonstrated capability and desire for excellence in teaching – as evidenced by relevant teaching experience preparation for proposed teaching assignments; familiarity with overarching issues that face the discipline/profession; a positive record of academic teaching experience such as adjunct/ guest lecturer, etc.; and the desire to develop teaching excellence in multiple formats (e.g., face-to-face lecture/lab, online, and video-conferencing).</p> <p><i>(Or comparable teaching performance at another institution)</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching –as evidenced by on-going continuing education that directly supports teaching areas; and expertise in course instruction in multiple formats (e.g., face-to-face lecture/lab, online, and video-conferencing); and effective functioning as a committee member on student projects/papers/theses/ and effective functioning as a committee chair on student projects/papers/theses; and positive evaluations on teaching effectiveness by students & administrator(s); • Participate effectively in course development and evaluation – as evidenced by performance in course reviews; and other curricular initiatives (e.g., institutional effectiveness activities, Graduate School Program Reviews, ACOTE accreditation self-study process/academic reports) as needed to meet School, College & University goals; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching – as evidenced by on-going continuing education that is in direct support teaching areas; and expertise in course instruction in multiple formats (e.g., face-to-face lecture/lab, online, and video-conferencing); and effective functioning as a committee member on students’ scholarly activities; and effective functioning as a committee chair on students’ scholarly activities; and positive evaluations on teaching effectiveness from students and administrator(s); • Demonstrate leadership in the development of academic programs – as evidenced by progressive level of leadership role in course reviews; and other curricular initiatives (e.g., institutional effectiveness activities, Graduate School Program Reviews, ACOTE accreditation self-study process/academic reports) as needed to meet School, College & University goals; • Maintain full membership on the Graduate Faculty

	<ul style="list-style-type: none"> • Obtain membership on the Graduate Faculty as appropriate; • Exceed Assistant Professor expectations/performance. <p><i>(Or comparable teaching performance at another institution)</i></p>	<ul style="list-style-type: none"> • Serve as a resource to other faculty—as evidenced by documented formal teaching mentoring of tenure track faculty; • Consistently exceed Associate Professor expectations/performance. <p><i>(Or comparable teaching performance at another institution)</i></p>

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University Standards – Tenure Track Faculty Scholarship and Other Creative Activity		
Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"> • Candidate should demonstrate a current capability and desire for excellence in scholarship as well as potential for significant accomplishments in this area. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in research and creative activities; • Share the results of the scholarly work in peer reviewed forums; • Seek internal or external funding as appropriate to the field. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Document a program of research and/or creative activities; • Serve as a research/creative mentor to colleagues/graduate students; • Seek and/or secure internal or external funding, as appropriate to the field; • Disseminate the results of scholarly work in peer reviewed forums.

School of Occupational Therapy Criteria – Tenure Track Faculty Scholarship Requirements		
Assistant Professor	Associate Professor	Professor
<p>Candidate should demonstrate a current capability and desire for excellence in scholarship as well as potential for significant accomplishments in this area – as evidenced by a history of sharing scholarly expertise with colleagues in professional settings; evidence of potential to advance practice within relevant disciplines as a result of his/her own scholarly activities; presentation of scholarly work at peer-refereed professional meetings or publication of work in peer-refereed professional publications; and participation in activities that support the development of an individual area of scholarly inquiry.</p> <p><i>(Or comparable scholarship activities at another institution)</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in research and creative activities – as evidenced by an on-going, successful progression toward a definitive line of research or scholarly productivity; • Share the results of scholarly work in peer reviewed forums – as evidenced by presentation of scholarly papers at state and/or national professional conferences; and manuscripts accepted for publication in peer-refereed professional journals as 1st or 2nd author (in occupational therapy and/or other disciplines relevant to area of scholarship); • Seek internal or external funding as appropriate to the field – as evidenced by submission of internal or external proposals to 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Document a program of research and/or creative activities – as evidenced by steady progression in a sustained line of research or scholarly productivity; • Serve as a research/creative mentor to colleagues/graduate students – as evidenced by mentoring to colleague(s) as 2nd or 3rd author on manuscripts submitted to peer-refereed professional journals; • Seek and/or secure internal or external funding, as appropriate to field – as evidenced by submission of internal or external proposals to fund personal line of research or other School funding priorities; • Disseminate the results of scholarly work in peer reviewed forums – as evidenced by several inter-related manuscripts accepted for publication in peer refereed professional journals as 1st or 2nd author (in occupational therapy and/or other

	<p>fund personal line of research and/or other School funding priorities;</p> <ul style="list-style-type: none"> • Exceed Assistant Professor expectations/performance. <p><i>(Or comparable scholarship activities at another institution)</i></p>	<p>disciplines relevant to area of scholarship);</p> <ul style="list-style-type: none"> • Consistently exceed Associate Professor expectations/performance. <p><i>(Or comparable scholarship activities at another institution)</i></p>
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University Standards – Tenure Track Faculty Service Requirements		
Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"> • Candidate should demonstrate a current capability and desire for excellence in service as well as potential for significant accomplishments in this area. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the component, college and university; • Demonstrate leadership within the component and college; • Participate in recruitment, advising, and mentoring of students; • Demonstrate active involvement in professional and/or community organizations. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the component, college and university; • Demonstrate leadership within the university; • Demonstrate leadership within professional and/or community organizations; • Serve as a mentor to students/student organizations.

School of Occupational Therapy Criteria – Tenure Track Faculty Service Requirements		
Assistant Professor	Associate Professor	Professor
<p>Candidate should demonstrate a current capability and desire for excellence in service as well as potential for significant accomplishments in this area—as evidenced by potential to contribute in a positive way to the mission of the component, college, and university; active participation in professional meetings and conferences and professional organizations directly related to occupational therapy and area of expertise as appropriate; participation in the community (based on professional expertise, e.g., presentations, organization membership, consultant, volunteer); and membership in relevant professional associations/organizations.</p> <p><i>(Or comparable service activities at another institution)</i></p>	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the component, college, and university—as evidenced by demonstrated ability to work in collaborative, mutually-rewarding manner with faculty colleagues; produce materials/reports in a timely response to requests by School or College committees, Associate Director, School Director and/ or Dean of the College; • Demonstrate leadership within the Component and College—as evidenced by serving as chair on major School committees and member on several School committees and member on College committee; • Active participation in recruitment, 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the component, college, and university – as evidenced by demonstrated ability to work in collaborative, mutually-rewarding manner with faculty colleagues; produce materials/reports in a timely response to requests by School or College committees, Associate Director, School Director and/ or Dean of the College; and fulfilling recruitment/advising expectations; • Demonstrate leadership within the University – as evidenced by effectiveness as an Associate Director/Director; and/or effective functioning in roles such as coordinator of one of the academic programs and progressive level of leadership on School of OT, University & College committees as requested; • Demonstrate leadership within professional and/or

	<p>advising, and mentoring of students – as evidenced by fulfilling recruitment/advising expectations; and serving as faculty adviser to SOTA or Pi Theta Epsilon;</p> <ul style="list-style-type: none"> • Demonstrate active involvement in professional and/or community organizations – as evidenced by maintenance of professional association membership (AOTA, TOTA and/or other related professional organizations as appropriate); appointment/election to national or state professional association leadership or committees in AOTA, TOTA or other organizations; appointment to licensure board, or other such activities; • Exceed Assistant Professor expectations/performance. <p><i>(Or comparable service activities at another institution)</i></p>	<p>community organizations—as evidenced by maintenance of professional association membership (AOTA, TOTA and/or other related professional organizations as appropriate); leadership performance through election to national or state professional association office, or leadership role in AOTA/TOTA activities, appointment to licensure board, or other such activities demonstrating a leadership role;</p> <ul style="list-style-type: none"> • Serve as a mentor to students/ student organizations – as evidenced by successful direction to students that results in their publishing in professional literature or presenting at state or national professional conferences; • Consistently exceed Associate Professor expectations/performance. <p><i>(Or comparable service activities at another institution)</i></p>
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TEXAS WOMAN'S UNIVERSITY
Clinical Track Promotion Requirements
School of Occupational Therapy Criteria

The following presents the School of Occupational Therapy's **Clinical Track Promotion Criteria**, effective 09/2008. The document is divided into three sections: teaching, scholarship, and service. Performance expectations for the rank of Assistant, Associate, and Clinical Professor are addressed within each section. The bolded portions of this document were drawn verbatim from the TWU Promotion & Tenure Standards, effective 09/2008. Please see the complete TWU document at www.twu.edu within the Faculty Handbook section. Faculty members are expected to be fully informed on both the TWU Standards and the related School of OT promotion criteria.

Application for promotion is a multi-layer process. The first step in seeking promotion is to confirm expectations with both the campus Associate Director and the School's Director. This is best managed as part of the annual review process. It is essential that annual faculty performance, and goal setting for the following year, be in concert with School of Occupational Therapy promotion criteria.

The following School of OT criteria are presented as minimal expectations. Faculty members are usually hired at the assistant clinical rank and seek promotion to associate in the fall semester of their fourth year of employment. A minimum of a master's degree in occupational therapy is necessary for initial hire. See the Faculty Handbook for clarification on promotion for faculty hired at the rank of associate clinical professor.

The School of Occupational Therapy is committed to academic excellence in teaching, scholarship, and service. The following details the minimum performance expectations in order to apply for promotion.

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Clinical Track – Promotion Requirements
School of Occupational Therapy Criteria

University Standards – Clinical Track Faculty Teaching Requirements		
Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
<p>Candidate must:</p> <ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s); • Demonstrate excellence in all aspects of teaching; • Participate effectively in course development and evaluation. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s); • Demonstrate excellence in all aspects of teaching; • Participate effectively in course development and evaluation; • Obtain assistant/associate/full membership on the Graduate Faculty, as appropriate. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s); • Demonstrate excellence in all aspects of teaching; • Demonstrate leadership in the development of academic programs; • Obtain/maintain associate/full membership on the Graduate Faculty, as appropriate; • Serve as a resource to other faculty.

School of Occupational Therapy Criteria - Clinical Track Faculty Teaching Requirements		
Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
<p>* Candidate must:</p> <ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s) –as evidenced by currency of practice expertise relevant for proposed teaching assignments; • Demonstrate excellence in all aspects of teaching – as evidenced by demonstrated potential for excellence in teaching, including multiple formats; • Participate effectively in course development and evaluation – as evidenced by teaching/training activities related to effective course development/evaluation. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s) – as evidenced by currency of practice expertise relevant for proposed teaching assignments; • Demonstrate excellence in all aspects of teaching –as evidenced by on-going continuing education that directly supports teaching areas; expertise in course instruction in multiple formats; effective functioning as a committee chair or member on students’ scholarly activities; and positive evaluations on teaching effectiveness by students & administrator(s); • Participate effectively in course development and evaluation – as evidenced by active role as appropriate in such activities (e.g., course reviews; institutional 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s) -- as evidenced by currency of practice expertise relevant for proposed teaching assignments; • Demonstrate excellence in all aspects of teaching – as evidenced by on-going continuing education that directly supports teaching areas; and expertise in course instruction in multiple formats; effective functioning as a committee chair & member on students’ scholarly activities as called for in the respective curriculum; and positive evaluations on teaching effectiveness by students & administrator(s); • Demonstrate leadership in the development of academic programs – as evidenced by progressive level of leadership role as appropriate in such activities (e.g., course reviews;

<p>* It is recognized that not all criteria may be demonstrable at the time of hire.</p> <p><i>(Or comparable teaching performance at another institution)</i></p>	<p>effectiveness, ACOTE self-study process and other academic reports as needed to meet School, College & University goals).</p> <ul style="list-style-type: none"> • Obtain assistant/associate/full membership on the Graduate Faculty, as appropriate; • Exceed Assistant Clinical Professor expectations/performance. <p><i>(Or comparable teaching performance at another institution)</i></p>	<p>institutional effectiveness, ACOTE self-study process and other academic reports as needed to meet School, College & University goals).</p> <ul style="list-style-type: none"> • Obtain/maintain associate/full membership on the Graduate Faculty, as appropriate; • Serve as a resource to other faculty—as evidenced by documented mentoring of clinical track; • Consistently exceed Associate Clinical Professor expectations/performance. <p><i>(Or comparable teaching performance at another institution)</i></p>

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Clinical Track - Promotion Requirements
School of Occupational Therapy Criteria

University Standards – Clinical Track Faculty Scholarship and Other Creative Activity		
Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
<p>Candidate must:</p> <ul style="list-style-type: none"> • Share clinical expertise with colleagues in clinical settings; • Demonstrate potential to advance practice within the discipline as a result of his/her own clinical practice/research 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Serve as a mentor to colleagues in scholarship/clinical area of expertise; • Obtain and/or maintain national certification in clinical specialty area, when applicable; • Receive peer recognition as an expert in a specific area of clinical practice. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Serve as a scholar-mentor to colleagues in clinical area of expertise; • Maintain national certification in clinical specialty area, when applicable; • Receive peer recognition as an expert in a specific area of clinical practice; • Demonstrate potential to advance practice within the discipline as a result of his/her own clinical practice/research; • Disseminate the results of scholarly work in peer reviewed forums.

School of Occupational Therapy Criteria – Clinical Track Faculty Scholarship Requirements		
Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
<p>Candidate must:</p> <ul style="list-style-type: none"> • Share clinical expertise with colleagues in clinical settings - as evidenced by presentations on clinical expertise in professional settings or at professional events; • Demonstrate potential to advance practice within the discipline as a result of his/her own clinical practice/research – as evidenced by grounded knowledge of research needs within area of clinical 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Serve as a mentor to colleagues in scholarship/clinical area of expertise – as evidenced by presentations on clinical expertise at community-based, or practice settings; • Obtain and/or maintain national certification in clinical specialty area, when applicable – as evidenced by continuous eligibility for and maintenance of Texas occupational therapy license and current certification from the National Board for Certification in Occupational Therapy and 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Serve as a scholar-mentor to colleagues in clinical area of expertise – as evidenced by collaboration with academic and/or practice colleagues on assessing/improving clinical practice through scholarly investigation of treatment interventions and outcomes; • Maintain national certification in clinical specialty area, when applicable - as evidenced by continuous eligibility for state licensure as an occupational therapist; • Receive peer recognition as an expert in a specific area of clinical practice - as evidenced by progressive

<p>practice; and presentation or publication on clinical expertise within professional publications or at professional events; and as evidenced by continuous eligibility for and maintenance of Texas occupational therapy license and current certification by the National Board for Certification in Occupational Therapy</p> <p><i>(Or comparable scholarship activities at another institution)</i></p>	<p>specialty certification as appropriate, e.g., hand therapy, pediatrics, etc..</p> <ul style="list-style-type: none"> • Receive peer recognition as an expert in a specific area of clinical practice – as evidenced by progressive development of a concentrated area of scholarly inquiry that has been presented/published within a variety of professional venues; • Exceed Assistant Clinical Professor expectations/performance. <p><i>(Or comparable scholarship activities at another institution)</i></p>	<p>development of a concentrated area of scholarly inquiry that has been presented/published within a variety of professional venues;</p> <ul style="list-style-type: none"> • Demonstrate potential to advance practice within the discipline as a result of his/her own clinical practice/research – as evidenced by presentation of scholarly work at peer – refereed state and national professional conferences; • Disseminate the results of scholarly work in peer reviewed forums – as evidenced by acceptance of manuscripts for publication in peer refereed professional publications; • Consistently exceed Associate Clinical Professor expectations/performance. <p><i>(Or comparable scholarship activities at another institution)</i></p>
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TEXAS WOMAN'S UNIVERSITY
Clinical Track - Promotion Requirements
School of Occupational Therapy Criteria

University Standards – Clinical Track Faculty Service Requirements		
Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the component, college, and university; • Participate in recruitment, advising, and mentoring of students; • Demonstrate active involvement in professional and/or community organizations. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the component, college, and university; • Demonstrate leadership within the component and college; • Participate in recruitment, advising, and mentoring of students; • Demonstrate active involvement in professional and/or community organizations. 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the component, college, and university; • Demonstrate leadership within the University; • Demonstrate leadership within professional and/or community organizations; • Serve as a mentor to students/student organizations.

School of Occupational Therapy Criteria – Clinical Track Faculty Service Requirements		
Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the component, college, and university – as evidenced by activities/roles which demonstrate the ability to function effectively in a collaborative, mutually rewarding manner with colleagues; • Participate in recruitment, advising, and mentoring of students – as evidenced by successful clinical supervision of students and/or participation in student training/instructional supervision; 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the component, college, and university—as evidenced by demonstrated ability to work in collaborative, mutually-rewarding manner with faculty colleagues; produce materials/reports in a timely response to requests by School or College committees, Associate Director, School Director and/ or Dean of the College; • Demonstrate leadership within the Component and College—as evidenced by active leadership roles on School Committees and participation on a College or University 	<p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the component, college, and university – as evidenced by demonstrated ability to work in collaborative, mutually-rewarding manner with faculty colleagues; produce materials/reports in a timely response to requests by School or College committees, Associate Director, School Director and/ or Dean of the College; and fulfilling recruitment/advising expectations; • Demonstrate leadership within the University – as evidenced by effective functioning in roles such as: as coordinator of one of the academic programs; progressive level of leadership on OT committees; and effective

<ul style="list-style-type: none"> • Demonstrate active involvement in professional and/or community organizations – as evidenced by on-going membership in professional organizations that have direct relevance to clinical expertise; and participation in organizational planning for professional events or community based interventions based on clinical expertise. 	<p>committee;</p> <ul style="list-style-type: none"> • Active participation in recruitment, advising, and mentoring of students – as evidenced by fulfilling recruitment/advising expectations and serving as faculty adviser to SOTA or Pi Theta Epsilon; • Demonstrate active involvement in professional and/or community organizations – as evidenced by maintenance of professional association membership (AOTA, TOTA and/or other related professional organizations as appropriate); assumption of leadership activities within the respective associations, e.g., appointment or election to national or state professional association committees in AOTA, TOTA or other organizations, appointment to licensure board, or other such activities; • Exceed Assistant Clinical Professor expectations/performance. <p><i>(Or comparable service activities at another institution)</i></p>	<p>participation on College & University committees as requested;</p> <ul style="list-style-type: none"> • Demonstrate leadership within professional and/or community organizations—as evidenced by maintenance of professional association membership (AOTA, TOTA and/or other related professional organizations as appropriate); leadership performance through election to national or state professional association office, or leadership role in AOTA/TOTA activities, appointment to licensure board, or other such activities demonstrating a leadership role; • Serve as a mentor to students/ student organizations – as evidenced by successful direction to students that results in their publishing in professional literature or presenting at state or national professional conferences; • Consistently exceed Associate Clinical Professor expectations/performance. <p><i>(Or comparable service activities at another institution)</i></p>