

Department of Reading Criteria for Promotion and Tenure

Introduction

The purpose of this document is to further refine the University Promotion and Tenure standards and guidelines to reflect the needs of the Department of Reading and to be consistent with the department's vision and mission.

Vision: Our literacy teaching and learning create a literate world. Responsive programs and partnerships ensure access for everyone. Faculty members are passionate about their professional goals and contributions to the field of literacy. The quality and prestige of our programs ensure a constant flow of resources for the department, university and those we serve.

Mission: We educate literacy teachers for service throughout the world. This includes undergraduate, graduate, post-doctoral, and professional development programs in language and literacy education. We specialize in early and adolescent literacy, literacy leadership, and linguistic, cultural and social practices of literacies in and out of school. As a department that strives for excellence, we influence literacy achievement through our unique partnerships with schools and communities.

We carry out our vision and mission through integrating teaching, research, and service as seamless scholarly processes that build across time in depth and sophistication. Our philosophy is closely aligned to the Boyer Model (1999) described in the Universities Promotion and Tenure Guidelines:

- **Discovery:** Contributing to the knowledge base in the field of study.
- **Integration:** Making connections across disciplines that lead to new understandings.
- **Application:** Addressing real world problems/issues.
- **Teaching:** Engaging in inquiry based teaching, sharing/publishing the results, and developing new curriculum based on the inquiry.

Procedures

Faculty members in Department of Reading follow the peer-review procedures. They elect a Peer Review Committee (PRC) to review the candidate's portfolio and make recommendations based on university standards and component criteria for promotion and tenure.

This document further refines the university Promotion and Tenure standards found in the TWU Faculty Handbook, effective Fall, 2008. University standards and department criteria are the basis for all promotion and

tenure recommendations and decisions. Thus, candidates must take into consideration both university and department criteria when preparing portfolios.

The following document represents the specific criteria, aligned with the Department's mission and vision developed in 2004, to be used in evaluation of candidates related to promotion and tenure.

Initial Appointment Requirements

Initial appointment to a tenure-track position requires the completion of a Ph.D. or Ed.D. in literacy, reading, curriculum and instruction, English education or in a social science. Candidates must have a specialization related to literacy that is comprised of a minimum of 18 hours of graduate level literacy courses and a minimum of 3 years teaching experience. The candidate must possess a strong preparation for college teaching and demonstrate potential excellence for teaching, research, and service.

Initial appointment to the rank of Lecturer I or Instructor ordinarily requires the completion of a master's degree in literacy, reading, English education or education, anthropology, or psychology with a specialization related to literacy comprised of a minimum of 18 hours of graduate level literacy courses and minimum of one year teaching experience. The candidate should also demonstrate a current capability and desire for excellence in teaching as well as potential for excellence in scholarship and service.

Tenure Requirements

The tenure criteria described in the TWU Faculty Handbook (effective August 2008) Tenure Criteria will be utilized for awarding tenure. Although tenure decisions may be separate from promotion decisions, the criteria for each rank described later in this document will also guide all tenure decisions. To achieve tenure in the Department of Reading, candidate must:

1. Meet or exceed professional goals in the areas of teaching, research, and service across the probationary period.
2. Demonstrate the capacity and drive to continue excellence in teaching, research, and service by setting and achieving professional goals through the annual evaluation process.
3. Demonstrate the capacity and potential to reach the rank of associate professor or professor, based on the department's promotion and tenure criteria during the probationary period. If candidates have already achieved the rank of professor at the initial appointment, they must meet the requirements of TWU and the Department of Reading for professor to achieve tenure after the probationary period.

Promotion Requirements

The department criteria are aligned with the university standards and should be used in connection with the TWU Promotion and Tenure document. The following information provides a description of the university and departmental criteria for promotion at the level of Associate Professor and Professor. Next, Lecturer criteria are described. Finally, examples of documentation from the university document are listed for each area.

Criteria for Tenure-Track

Promotion to Associate Professor	Promotion to Professor
University Standards: Teaching	
Candidate must: <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. 	Candidate must: <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; ▪ Serve as a resource to other faculty.
Department of Reading Criteria: Teaching	
Candidate must: <ul style="list-style-type: none"> ▪ Create and demonstrate effective learning environments that result in positive student outcomes. ▪ Demonstrate expert knowledge in the subject field through: <ul style="list-style-type: none"> ○ Participating in professional development. ○ Analyzing and revising course content and delivery based on current knowledge, student learning and student, faculty and administrator feedback. ○ Developing a variety of course materials or courseware to illustrate improvement in teaching. ▪ Supervise effective field-based, clinical, and/or practicum learning experiences. through: ▪ Advise and mentor graduate students' portfolios, professional papers, theses and/or dissertations and serve on graduate committees. 	Candidate must: <ul style="list-style-type: none"> ▪ Serve as a leader and mentor in the department by creating innovative learning environments. ▪ Consistently share and demonstrate expert, in-depth knowledge in the subject field through: <ul style="list-style-type: none"> ○ Leading professional development in and/or outside the department. ○ Analyzing multiple sources of data to improve teaching. ▪ Demonstrate leadership in mentoring faculty by: <ul style="list-style-type: none"> ○ Chairing graduate student committees and mentoring faculty about the process. ▪ Contribute to program development within the department by: <ul style="list-style-type: none"> ○ Leading faculty in refining existing or designing new programs. ○ Engaging in evaluation processes and reporting outcomes.

Promotion to Associate Professor	Promotion to Professor
University Standards: Scholarship & Other Creative Activities	
<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.
Department of Reading Criteria: Scholarship & Other Creative Activities	
<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Communicate a clear plan for scholarship and engage in consistent activities related to research goals. ▪ Contribute scholarship to the field of study, connect across disciplines, address real world problems and/or lead to new teaching practice and curriculum. ▪ Seek peer-review and/or collaboration to engage in reflective critique and evaluation of scholarship. ▪ Share results of scholarly activities through presentations and/or publications in peer reviewed and/or professional forums at the local, state, national and/or international level. ▪ Participate in scholarly activities that lead to application for internal and/or external resources for scholarship. 	<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Disseminate outcomes of scholarship at national and/or international level. ▪ Engage in scholarship that contributes to the program development. ▪ Mentor, lead and collaborate with colleagues and/or graduate students in presentations and/or publications in peer reviewed forums ▪ Provides peer-review and/or collaboration to engage in reflective critique and evaluation of scholarship. ▪ Lead and develop scholarly activities procuring internal and/or external resources.

Promotion to Associate Professor	Promotion to Professor
University Standards: Service	
<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.
Department of Reading Criteria: Service	
<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Collaborate effectively, actively and consistently with department faculty in program, evaluation and/or administrative duties. ▪ Provide leadership on committees at the department level and serve on committees at the college or university level. ▪ Advise/mentor students effectively at the undergraduate and graduate levels. ▪ Contribute consistently to professional and/or community organizations. 	<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Provide effective leadership for department faculty in program, evaluation and/or administrative duties. ▪ Lead committees and/or other projects effectively on the college and/or university level. ▪ Mentor and/or collaborate effectively with junior and new faculty. ▪ Assume a leadership role in professional and/or community organizations.

Criteria for Lecturer

Promotion to Lecturer II	Promotion to Senior Lecturer
University Standards: Teaching	
<p>Candidate must:</p> <ul style="list-style-type: none"> • Participate effectively in course development and evaluation; • Serve effectively as a faculty advisor for students, as assigned; • Demonstrate excellence in all aspects of teaching; • Obtain assistant/associate/full membership on the Graduate Faculty, as appropriate; • Serve as content expert on professional paper/project committees, as appropriate. 	<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Participate effectively in course development and evaluation; ▪ Serve as a faculty advisor for students, as assigned; ▪ Demonstrate excellence in all aspects of teaching; ▪ Obtain assistant/associate/full membership on the graduate faculty, as appropriate; ▪ Serve as content expert on professional paper/project and/or thesis/dissertation committees, as appropriate; ▪ Mentor students in content area(s) of expertise.
Department of Reading Criteria: Teaching	
<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Create and demonstrate effective learning environments that result in positive student outcomes. ▪ Demonstrate expert knowledge in the subject field through: <ul style="list-style-type: none"> ○ Participating in professional development. ○ Analyzing and revising course content and delivery based on current knowledge, student learning and student, faculty and administrator feedback. ▪ Supervise effective field-based, clinical, and/or practicum learning experiences, as appropriate. ▪ Advise, mentor and serve as content expert on graduate committees, as appropriate. 	<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Create and demonstrate effective and innovative learning environments that result in positive student outcomes. ▪ Consistently share and demonstrate expert, in-depth knowledge in the subject field through: <ul style="list-style-type: none"> ○ Leading professional development within and/or outside the department, as appropriate. ○ Analyzing multiple sources of data to improve teaching. ○ Developing a variety of course materials or courseware to illustrate improvement in teaching. ▪ Contribute to program development within the department by: <ul style="list-style-type: none"> ○ Participating actively in refining existing or designing new programs. ○ Engaging in evaluation processes and reporting outcomes. ▪ Advise, mentor and serve as content expert on graduate

	<p>committees, as appropriate.</p> <ul style="list-style-type: none">▪ Supervise effective field-based, clinical, and/or practicum learning experiences as appropriate.
--	---

Promotion to Lecturer II	Promotion to Senior Lecturer
University Standards: Scholarship & Other Creative Activities	
<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Share content expertise with colleagues; ▪ Receive recognition as an expert in a content area through scholarly or professional presentations at local or state level and/or through scholarly or professional publications. 	<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Serve as a resource to colleagues in content area of expertise; ▪ Obtain and/or maintain national certification in content area, when applicable; ▪ Receive peer recognition as an expert in content area through scholarly and/or professional presentations at regional or national level and/or through scholarly or professional publications.
Department of Reading Criteria: Scholarship & Other Creative Activities	
<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Communicate clear goals for scholarship and engage in consistent activities related to these goals. ▪ Contribute scholarship to the field of study, connect across disciplines, address real world problems and/or lead to new teaching practice and/or curriculum. ▪ Seek peer-review and/or collaboration to engage in reflective critique and evaluation of scholarship. ▪ Share results of scholarly activities through presentations, publications and/or professional forums at the local and/or state level. 	<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Disseminate outcomes of scholarship at national and/or international level. ▪ Participate actively in program development. ▪ Provide peer-review and/or collaboration to engage in reflective critique and evaluation of scholarship. ▪ Lead and/or assist in application for internal and/or external resources as appropriate.

Promotion to Lecturer II	Promotion to Senior Lecturer
University Standards: Service	
<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 component, campus, and/or college task forces or committees; ▪ Participate in component, campus or college student recruitment activities; ▪ Maintain active involvement in professional 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; ▪ Serve in a leadership role on department, component or college committees and/or task forces; ▪ Demonstrate active involvement in component, campus, college or university student recruitment activities; ▪ Demonstrate active involvement in professional organizations
Department of Reading Criteria: Service	
<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Collaborate effectively and consistently with department faculty in program, evaluation and/or administrative duties. ▪ Participate actively on committees and/or other projects at the department and/or college level as appropriate. ▪ Advise/mentor students effectively at the graduate levels, as appropriate. ▪ Participate consistently in professional and/or community organizations. 	<p>Candidate must:</p> <ul style="list-style-type: none"> ▪ Participate actively in program, evaluation and/or administrative duties. ▪ Participate actively on committees and/or other projects at the department, college, and/or university level. ▪ Mentor and/or collaborate effectively with junior and new faculty as appropriate. ▪ Contribute actively and/or assume leadership role in professional and/or community organizations.