

TEXAS WOMAN'S UNIVERSITY
College Of Professional Education
Department of Teacher Education

Appointment, Promotion and Tenure Criteria

Introduction

This document describes the Department of Teacher Education's promotion and tenure criteria. An appropriate balance must be achieved between faculty members' responsibilities as representatives of TWU to meet the expectations of students, parents, colleagues, alumni, governing boards, state officials and the general public. These criteria were developed to help maintain this balance through fair, just, and rigorous policies.

Principles and Assumptions

Faculty promotion in academic rank and conferring tenure recognizes distinction in professional performance and achievement in the areas of teaching, scholarship and creative activities, and service reflecting the virtues of collegiality, citizenship, and collaboration.

Criteria for DTE faculty for initial appointment, promotion, and tenure are based on the following principles and assumptions:

1. Universities and colleges have legitimate and long-recognized expectations that professors will participate with their colleagues in the best interests of the institution. Faculty members do not operate in isolation from their colleagues or from those in related disciplines. Responsibilities cannot be fulfilled if each faculty member acts solely in her or his own personal interest.
2. In preparing educators, faculty members are expected to serve as role models, demonstrating excellence in teaching, scholarship and other creative activities, and service. However, emphasis may vary in these three academic functions for a given faculty member in a given year.
3. While the senior faculty members have an obligation to mentor their colleagues, ultimately, faculty members are responsible for their own development consistent with the goals of the department, college and university.
4. Diversity of activities and thought is celebrated and recognized for its contribution to the missions of the university, college, and department.
5. Given the significance of promotion and tenure, rigor is expected in faculty performance. Decisions should be made and conveyed in a way that reflects thoughtful and thorough consideration.

6. Progress toward promotion and tenure is best measured by the annual performance review process. The annual review process should provide direction to faculty as they work toward promotion and tenure.

DTE Peer Review Committee (PRC)

The DTE Personnel Review Committee (PRC) is responsible for making recommendations to the Chair of the DTE for promotion and tenure.

The election of members will occur during the first faculty meeting in September of each year. Members of the PRC shall represent different program areas in the department. If there are fewer than three tenured faculty members in the department, the DTE faculty shall elect sufficient additional tenured member(s) from the College of Professional Education and/or the University to constitute a PRC of at least three tenured faculty members. One of the Department of Teacher Education's PRC members shall be elected by fellow PRC members to serve as chairperson. A PRC faculty member shall abstain from his/her own review.

Recommendations of the Personnel Review Committee (PRC) shall serve as faculty counsel to the Department Chair. The candidate is responsible for initiating the process leading to promotion and tenure.

The PRC Chair is responsible for calling PRC meetings and presiding over committee deliberations. The committee is responsible for the evaluation of all annual performance summaries, applications for promotion, tenure, and post-tenure review of all faculty members.

Conforming to the University calendar, the PRC members shall set the agenda, time, and place of meetings to review each candidate's materials. Each PRC member shall submit his/her recommendations for promotion and/or tenure by secret ballot. Any committee member may submit a minority report, which is defined as a written statement indicating reasons for dissenting from a majority position.

All matters of the PRC will be conducted in a confidential manner.

Departmental Requirements for Tenure

The following tables contain the department criteria for meeting promotion and tenure standards. Tenure decisions may be separate from decisions regarding promotion. Although tenure decisions may be separate from promotion decisions, the criteria for each rank described in this document will also guide all tenure decisions. The tenure process is also guided by the TWU Regents Policy 5.06. To achieve tenure in the Department of Teacher Education at Texas Woman's University, the candidate must:

- Meet or exceed professional goals in the areas of teaching, research, and service throughout the probationary period.
- Demonstrate, through past performance and annual performance reviews, the capacity and determination to continue excellence in teaching, research, and service.

- 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 Teacher Education for professor to achieve tenure.

TEXAS WOMAN'S UNIVERSITY
Department of Teacher Education
Faculty Appointment, Promotion and Tenure Criteria

University Standards – Teaching		
Assistant Professor	Associate Professor	Professor
<p>The candidate must:</p> <ul style="list-style-type: none"> • Complete appropriate terminal academic degree or its equivalent as defined by the academic unit; <p>The candidate should:</p> <ul style="list-style-type: none"> • Demonstrate a current capability and desire for excellence in teaching as well as potential for significant accomplishments in teaching. 	<p>The 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>The 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.
Department of Teacher Education Criteria - Teaching		
<p>The candidate must:</p> <ul style="list-style-type: none"> • Complete appropriate terminal academic degree or its equivalent as evidenced by a Ph.D. or Ed.D. in education or education-related field (e.g. Bilingual, ESL, Elementary, Middle School, Secondary, Special Education; Educational Administration; Curriculum and Instruction). <p>The candidate should:</p> <ul style="list-style-type: none"> • Demonstrate a current capability and desire for excellence in teaching as well as potential for significant accomplishments in teaching as evidenced by relevant preparation for 	<p>The candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching as evidenced by a demonstrated ability to work in a respectful and equitable manner with students; on-going professional development that directly supports teaching; expertise in course instruction in formats appropriate to the needs of the program (e.g. face-to-face, online course delivery, blended course delivery); effective contributions to long-term student projects (e.g. portfolios, papers, theses, dissertations, field 	<p>The candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching as evidenced by on-going professional development that directly supports teaching; expertise in course instruction in multiple formats (face-to-face, online course delivery, blended course delivery); substantial contributions as both a committee member and chair on students' projects (e.g. portfolios, papers, theses, dissertations); and positive course evaluations. • Demonstrate leadership in the development of academic programs

<p>proposed teaching assignments; knowledge of overarching issues facing the discipline/profession; a record of effective teaching experience; and a commitment to develop teaching excellence in formats appropriate to the needs of the program (e.g. face-to-face, online course delivery, blended course delivery).</p>	<p>experiences); and positive course evaluations.</p> <ul style="list-style-type: none"> • Participate effectively in course development and evaluation as evidenced by course alignment with national and state standards; participation in other curricular initiatives (e.g. institutional effectiveness, program reviews, accreditation self-study activities) to meet program, department, college and university goals; utilization of course evaluation data to guide course content and instruction; and infusion of current best practices into coursework. • Obtain membership on the Graduate Faculty in components with graduate programs as appropriate. 	<p>as evidenced by playing a significant role in course alignment with national and state standards; participation in other curricular initiatives (e.g. institutional effectiveness, program reviews, accreditation self-study activities) to meet program, department, college and university goals; utilization of course evaluation data to guide course content and instruction; and infusion of current best practices into coursework.</p> <ul style="list-style-type: none"> • Maintain full membership on the Graduate Faculty • Serve as a resource to other faculty as evidenced by mentoring of tenure track faculty in the area of teaching.
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University Standards – Scholarship and Other Creative Activities		
Assistant Professor	Associate Professor	Professor
<p>The candidate should:</p> <ul style="list-style-type: none"> • Demonstrate a current capability and desire for excellence in scholarship as well as potential for significant accomplishments in this area. 	<p>The candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in research and creative activities; • Share results of scholarly work in peer reviewed forums; • Seek internal and external funding as appropriate to the field. 	<p>The 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 Teacher Education Criteria - Scholarship and Other Creative Activities

<p>The candidate should:</p> <ul style="list-style-type: none"> • Demonstrate a current capability and desire for excellence in scholarship as well as potential for significant accomplishments in this area. 	<p>The candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in research and creative activities as evidenced by an on-going and successful progression toward a definitive line of research or scholarly productivity; • Share results of scholarly work in peer reviewed forums as evidenced by presentation of scholarly papers at state, regional and/or national professional conferences; manuscripts published in peer-refereed/reviewed professional education related journals. • Seek internal and external funding as appropriate to the field as evidenced by submission of internal or 	<p>The 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/students as evidenced by advocacy and collaboration in scholarly presentations and publications. • Seek and/or secure internal or external funding, as appropriate to the field as evidenced by submission of internal or external proposals to fund personal line of research or other college funding priorities.
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	external proposals to fund personal line of research or college funding priorities.	<ul style="list-style-type: none"> • Disseminate the results of scholarly work in peer reviewed forums as evidenced by publication of several manuscripts connected to definitive line of research.
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University Standards –Service		
Assistant Professor	Associate Professor	Professor
<p>The candidate should demonstrate a current capability and desire for excellence in service as well as potential for significant accomplishments in this area.</p>	<p>The 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>The 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 Teacher Education Criteria - Service		
<p>The candidate should demonstrate a current capability and desire for excellence in service as well as potential for significant accomplishments in this area.</p>	<p>The 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 a demonstrated ability to work in a respectful and collaborative manner with students, colleagues, administration and staff; produce and 	<p>The 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 a demonstrated ability to work in a respectful and collaborative manner with students, colleagues, administration and staff; produce and

	<p>submit materials/reports in a timely manner.</p> <ul style="list-style-type: none"> • Demonstrate leadership within the component and college as evidenced by service on program/departmental committees and chair of at least one; service as a member on college and university committees. • Active participation in recruitment, advising, and mentoring of students as evidenced by participation in recruitment, retention and advising activities such as open houses, student organization meetings, graduate fairs; and serving as faculty adviser and/or sponsor of student organization activities. • Demonstrate active involvement in professional and/or community organizations as evidenced by maintaining professional association memberships; appointment/election to national or state professional association committees; maintaining professional association memberships. 	<p>submit materials/reports in a timely manner.</p> <ul style="list-style-type: none"> • Demonstrate leadership within the university as evidenced by leadership on university committees and program, departmental, and college committees. • Demonstrate leadership within professional and/or community organizations as evidenced by maintaining professional association memberships; appointment/election to national or state professional association committees; appointment/election to local, state or national education-related committees. • Serve as a mentor to students/student organizations as evidenced by on-going participation in recruitment, retention and advising activities such as open houses, student organization meetings, graduate fairs; and serving as faculty advisor and/or sponsor of student organization activities.
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TEXAS WOMAN'S UNIVERSITY
Department of Teacher Education
Clinical Faculty Appointment and Promotion Criteria

University Standards – Teaching		
Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
<p>The completion of the appropriate master’s degree in the discipline and/or licensure in the discipline, as well as a minimum of four years of clinical practice is required.</p> <p>The 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>The completion of the appropriate master’s degree and/or licensure in the discipline as well as a minimum of six years of clinical practice.</p> <p>The candidate must:</p> <ul style="list-style-type: none"> • Complete • 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>The completion of a doctorate in a field related to the clinical specialty and the appropriate professional master’s degree and/or licensure in the discipline. A minimum of seven years of clinical practice is required.</p> <p>The 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.
Department of Teacher Education Criteria - Teaching		
<p>Completion of the appropriate master’s degree in the discipline and/or licensure in the discipline, as well as a minimum of four years of clinical practice as evidenced by master’s degree in education or education-related field (e.g. Bilingual,</p>	<p>Completion of the appropriate master’s degree in the discipline and/or licensure in the discipline, as well as a minimum of six years of clinical practice as evidenced by master’s degree in education or education-related field (e.g. Bilingual,</p>	<p>The completion of a doctorate in a field related to the clinical specialty and the appropriate professional master’s degree and/or licensure in the discipline. A minimum of seven years of clinical practice is required. These</p>

<p>ESL, Elementary, Middle School, Secondary, Special Education; Educational Administration; Curriculum and Instruction) and a minimum of four years of professional practice in the field.</p> <p>The candidate must:</p> <ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s) as evidenced by currency of 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>ESL, Elementary, Middle School, Secondary, Special Education; Educational Administration; Curriculum and Instruction) and a minimum of six years of professional practice in the field.</p> <p>The 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 (face-to-face, online course delivery, blended course delivery); effective contributions toward students' scholarly activities; and positive evaluations on teaching effectiveness from students and administrator(s). • Participate effectively in course development and evaluation as evidenced by active role as appropriate in such activities (e.g., course reviews; institutional effectiveness, self-study process and other academic reports as needed to meet program, department, college & university goals). • Obtain assistant/associate/full membership on the Graduate Faculty, as appropriate. 	<p>requirements are evidenced by doctoral degree in education or education-related field (e.g. Bilingual, ESL, Elementary, Middle School, Secondary, Special Education; Educational Administration; Curriculum and Instruction) and a minimum of seven years of professional practice in the field.</p> <p>The 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 (face-to-face, online course delivery, blended course delivery); significant contributions toward 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 as appropriate in such activities (e.g., course reviews; institutional effectiveness, self-study process and other academic reports as needed to meet program, department, college & university goals).
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University Standards –Scholarship and Other Creative Activities		
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.

Department of Teacher Education Criteria - Scholarship and Other Creative Activities		
<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. 	<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 presentation on clinical expertise at community-based, or practice settings. 	<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

<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 grounded knowledge of research needs within area of clinical practice; and presentation or publication on clinical expertise within professional publications or at professional events. 	<ul style="list-style-type: none"> • Obtain and/or maintain national certification in clinical specialty area, when applicable as evidenced by continuous eligibility for state education-related certifications, as appropriate. • 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. 	<p>assessing/improving clinical practice through scholarly investigation of interventions and outcomes.</p> <ul style="list-style-type: none"> • Maintain national certification in clinical specialty area, when applicable as evidenced by continuous eligibility for state education-related certifications as appropriate. • 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. • 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.
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University Standards –Service		
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 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.
Department of Teacher Education Criteria- 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 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 students as evidenced by successful clinical supervision of students and/or participation in student training/instructional supervision. • Demonstrate active involvement in professional and/or community organizations as evidenced by on-going membership in professional organizations that have direct 	<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 a respectful and collaborative manner with students, colleagues, administration and staff; produce materials/reports in a timely manner. • Demonstrate leadership within the component and college as evidenced by playing an active role on program/departmental committees and participation on a college or university committee. • Active participation in recruitment, advising, and mentoring of students as evidenced by participation in 	<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 a respectful and collaborative manner with students, colleagues, administration and staff; produce materials/reports in a timely manner. • Demonstrate leadership within the university as evidenced by service on university committees and active on-going participation on college committees. • Demonstrate leadership within professional and/or community organizations as evidenced by maintaining professional association

<p>relevance to clinical expertise; and participation in organizational planning for professional or community-based events.</p>	<p>recruitment, retention and advising activities such as open houses, student organization meetings, graduate fairs; and serving as faculty adviser and/or sponsor of student organization activities.</p> <ul style="list-style-type: none"> • Demonstrate active involvement in professional and/or community organizations as evidenced by maintaining professional association memberships; appointment/election to national or state professional association committees; maintaining professional association memberships. 	<p>memberships; appointment/election to national or state professional association committees; appointment/election to local, state or national education-related committees.</p> <ul style="list-style-type: none"> • Serve as a mentor to students/student organizations as evidenced by on-going participation in recruitment, retention and advising activities such as open houses, student organization meetings, graduate fairs; and serving as faculty adviser and/or supporter of student organization activities.
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