

TEXAS WOMAN'S UNIVERSITY
College of Professional Education
Family Sciences Department

Promotion and Tenure

Introduction

In addition to the Texas Woman's University Policies and Procedures for Promotion, and Tenure and the College of Professional Education, the Family Sciences Department provides further criteria for application of the University standards for appointment, annual performance review, promotion, and tenure. These criteria are consistent with the mission of TWU, COPE and guided by the mission of the Department of Family Sciences.

The purpose of this document is to provide a description of the criteria for promotion and tenure. The policies, procedures, and criteria described herein have been developed to help insure both the rights and responsibilities of the faculty in the Department of Family Sciences. An appropriate balance must be achieved between faculty members' responsibilities as representatives of TWU and COPE to meet the expectations of students, colleagues, governing boards, state officials and the general public. This document is designed to help maintain this balance through fair, just, and rigorous policies.

Mission of the Family Sciences Department

Consistent with the mission of TWU, the Family Sciences Department is committed to preparing educators and leaders who respect difference, celebrate diversity, and promote social justice. The mission of the department is to foster the education of educators, family scientists, and leaders who make significant and valued contributions to the quality of living, learning, and leadership in communities, schools and related human development contexts. The department is dedicated to enriching the initial and continuing professional development of educators and family scientists fostering excellence in teaching, family and community services and leadership, promoting critical inquiry through scholarship, research and other creative activities, engaging in collaborative activities that further human development and family relationships and networks, and providing service to individuals, families, communities and outreach.

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. The definitions of teaching, scholarship and creative activities, and service reflect the virtues of

collegiality, citizenship, and collaboration, hereinafter referred to as citizenship.

Criteria for Family Sciences Department faculty appointment, annual review, 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 can not be fulfilled if each faculty member acts solely in her or his own personal interest.
2. Given the mission of the department in preparing educators and family scientists, 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 appointment, annual review, promotion, and tenure, rigor is expected in faculty performance. Decisions regarding appointment, annual performance, promotion, and tenure should be made and conveyed in a way which reflects thoughtful and thorough consideration.
6. The Annual Performance Review serves as both a formative and summative evaluation to provide direction for faculty development. The Annual Performance Summary should clearly indicate strengths, areas of improvement, and future goals in the area of performance addressed in this document. The annual plan and review process should provide direction to faculty as they work toward reappointment, promotion, or tenure. Faculty in the Family Sciences Department at TWU recognize that annual performance reviews serve to: (a) promote professional growth and development, (b) meet standards and expectations for accountability, (c) provide information for

decisions on reappointment, promotion, and tenure, and (d) improve teaching and student advisement, scholarship and research, and service and outreach.

Teaching

Expanded View of Effective Teaching

Faculty in the Family Sciences Department recognizes Boyer's standards and definition of teaching effectiveness and documentation as discussed in the TWU Faculty Handbook. They provide an expanded view of effective teaching and additional methods for documentation related to the mission of the department. Among the fundamental attributes of effective teaching are those of integrity, expertise, currency, a spirit of inquiry, dedication to students, and the ability to stimulate student interest. They further recognize other ways teaching advances the department, college or university mission.

Documentation

Faculty in the Family Sciences Department view teaching as a complex activity requiring multiple sources of evidence to assess teaching effectiveness. Effective teaching requires knowledge of the subject, an ability to present material clearly, and an ability to motivate students to learn. Additional documentation for the assessment of excellence in teaching and the scholarship of teaching may include, but may not be limited to the sources listed below.

- Innovations or special projects developed in courses that have application in educational and human development contexts
- Examples of teaching that extend beyond the classroom and are made public (such as consultation, workshops, presentations, publications, or electronic dissemination, etc.)
- Examples of student growth and development (such as critical reading, writing, and thinking skills; application of scholarship to real world problems and issues; the enhanced use of technology)
- Development of students' interdisciplinary thinking
- Peer review of course syllabi (student learning goals and objectives, course outline, content, methods of student assessment, connections with class content and professional standards and competencies)
- Record of mentoring students and faculty colleagues
- Improvement of instructional skills, knowledge, and expertise (such as courses, certifications,

engagement in peer review activities, conferences, technology integration or real-world connections to courses)

- Formative and summative self reflections on teaching and efforts to improve teaching

Scholarship and other Creative Activities

Expanded View of Scholarship and Creative Activities

Faculty in the Family Sciences Department recognizes the value of scholarship and creative activities as defined by Boyer and discussed in the TWU Faculty Handbook. However, they provide an expanded view of scholarship and creative activities as a sustained program of high quality research, publication, or creative contributions. This category is construed to include original and applied inquiry including systematic exploration of practical and theoretical problems in scientific and educational contexts.

Documentation

The Family Sciences Department recognizes other ways scholarship and creative activities advance the department, college and university mission. Additional documentation for the assessment of scholarship and creative activities may include, but not be limited to the sources below.

- Referred publications and products appropriate to the mission of the department such as practitioner-oriented journals, handbooks, manuals, videos, software
- Non-refereed publications and products appropriate to the mission of the department such as books, monographs, handbooks, manuals, videos, software, brochures, newsletters, practitioner-oriented journals and other publications and letters from publishers for those publications that are 'in press'
- Projects or products developed in partnership with other departments or entities such as school districts, educational service centers, state education agencies, private foundations or non-profit organizations and agencies serving children and families
- Presentation of research and/or refereed papers at professional conferences (local, regional, state, national, international)
- Speaking engagements or participation in professional activities to advance research or disseminate information to other entities
- Invitations to write scholarly book reviews and/or position papers written for local, state, national and international associations based on expertise and research background.

Service

Expanded View of Service

Faculty in the Family Sciences Department recognizes the value of the definitions and documentation of service as discussed in the TWU Faculty Handbook. The Family Sciences Department further recognizes other forms of service that advance the department, college and university mission. A distinction should be made between service as citizenship (activities involving committee, administrative, and community service expected of all Family Sciences Department faculty members) and service as scholarship (activities connected to one's field of professional pursuits).

Documentation

Additional documentation for the assessment of service may include, but not be limited to the sources below:

- Efforts to promote partnerships and engagement with schools, educational entities, service agencies and/or community organizations
- Other involvement in professional associations beyond offices held, committee activities, editorial work, such as membership drives, fundraising, conference/meeting preparation and organization
- Recruiting students for the university
- Administration and leadership, at any level, within the university, college, department or program such as special assignments or projects
- Participation in Federation of North Texas Area Universities committees, activities, and events.
- Participation in mentor activities to support faculty and students

Family Sciences Department Standards and Criteria for Tenure-Track Faculty Appointments and Promotions

It is the responsibility of the Department Chair to insure, in behalf of the Dean, that all policies and procedures followed within the Family Sciences Department are compatible with those of the College of Professional Education and TWU.

Recommendations for tenure-line faculty appointments are to be made by Family Sciences Department search committees in collaboration with all tenure track faculty assigned to the appropriate program. Search committees shall make recommendations to the Department Chair who makes recommendations

to the Dean, referencing the Search Committee's recommendations and program faculty recommendations. Search committees may include faculty members outside the program area, department, or college.

Appointment to Assistant Professor

A person appointed as an assistant professor shall have: an earned doctorate in degree fields, area of specialization, or discipline relevant to degree programs offered in the Department of Family Sciences (Counseling and Development, Early Childhood Education/Child Development, Family Studies, and Family Therapy); appropriate professional experiences and/or certifications; strong preparation for college teaching and/or successful teaching experiences at other levels in the area of expertise; an ability to work collaboratively with program faculty and undergraduate and graduate students; potential for engaging in scholarship and conducting research; qualifications to be a member of the graduate faculty; and professional involvement in service activities.

Appointment or Promotion to Associate Professor

The candidate must satisfy the requirements of the approved position announcement for initial appointment as an associate professor and otherwise have a continuous record of teaching, scholarship and creative activities, and service appropriate to the rank of associate professor.

Normally, the candidate will have served full-time a minimum of six years at the rank of Assistant Professor and, if appointed at the Associate Professor level, will have completed at least four years at TWU prior to application for tenure. (TWU Faculty Handbook)

Teaching

Following is the expanded view of teaching established by the Family Sciences Department for promotion to Associate Professor:

- demonstrate expertise and quality in teaching appropriate to the mission of the department;
- sustain improvements in teaching, student advisement, and mentoring;
- participate and contribute substantially to course and program development and evaluation;
- move toward regional and national visibility and impact in the scholarship of teaching;
- continue membership on the graduate faculty.

Scholarship and other Creative Activities

Following is the expanded view of scholarship and creative activities by the Family Sciences Department *for* promotion to Associate Professor:

- establish and sustain a record of systematic inquiry that includes quantitative and/or qualitative methods;
- integrate or apply teaching, research and service into educational settings;
- present results of scholarly work and creative activities in peer reviewed forums at the local, state, regional, national and international levels;
- serve as a research/creative mentor to colleagues/graduate students; and
- seek internal or external funding as appropriate to the field, the candidates' teaching, scholarly and creative activities, and service;
- serve as a committee member on a dissertation, thesis and/or professional paper; and/ or serve as a chair on a professional paper committee.

Service

Following is the expanded view of teaching established by the Family Sciences Department for promotion to Associate Professor:

- demonstrate active participation through time spent in collegial partnerships within the program, department, college or university; and/or
- demonstrate active participation through collegial partnerships within educational settings, professional organizations and/or community organizations.

Appointment *or* Promotion to Professor

Teaching

Following is the expanded view of teaching established by the Family Sciences Department for promotion to Professor:

- demonstrate leadership in, and/or substantive contributions to the development, evaluation and revision of courses and programs;
- sustain excellence in teaching, student advisement, and mentoring of students in graduate and undergraduate programs;
- advocate for and mentor peers and colleagues;

- establish national visibility in the scholarship of teaching;
- maintain full graduate faculty membership.

Scholarship and other Creative Activities

Following is the expanded view of scholarship and creative activities established by the Family Sciences Department for promotion to Professor:

- sustain a record of systematic inquiry that includes quantitative and/or qualitative methods; excellence in the scholarship of integration and the scholarship of application in educational settings;
- sustained and nationally recognized contributions in scholarship and creative activities;
- disseminate scholarly work in peer reviewed forums;
- demonstrate leadership as a research/creative mentor to colleagues/graduate students;
- seek internal or external funding, as appropriate to the field, the candidates' teaching, scholarly and creative activities, and service.
- Chair committees for dissertation, theses, and/or professional writing projects, and/or professional portfolios.

Service

Following is the expanded view of service established by the Family Sciences Department for promotion to Professor:

- demonstrate continued participation through time spent in collegial partnerships within the program, department, college or university;
- demonstrate continued participation through time spent in educational settings, professional organizations and/or community organizations;
- demonstrate leadership as a mentor to students, faculty;
- continue active involvement and participation in recruiting, advising, and mentoring students;
- continue active involvement and leadership in professional and/or community organizations and agencies.

The Family Sciences Department criteria for promotion and expectations by rank are summarized in Figure 1 revealing differential expectations over the career span with respect to the nature, quantity, and quality of contributions.

	Assistant Professor	Assistant Professor to Associate Professor	Associate Professor to Professor
Teaching	<p>have strong preparation for college teaching and successful teaching; experiences at other levels in the area of expertise</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 • demonstrate expertise and quality in teaching appropriate to the mission of the department; • demonstrate effective student advisement and mentoring; and • participate and contribute substantially to course and program development and evaluation; 	<ul style="list-style-type: none"> • demonstrate excellence in all aspects of teaching; • maintain full membership on the Graduate Faculty, in components with graduate programs; • demonstrate excellence in student advisement and mentoring of students; • serve as a resource to other faculty; • demonstrate excellence in integrating or applying scholarship of teaching with/to research and service activities; • demonstrate excellence in leadership in and/or substantive contributions to the development, evaluation and revision of courses and programs; and • demonstrate sustained excellence in teaching, student advisement, and mentoring of students in graduate and undergraduate programs.
Scholarship and Creative Activities	<p>have strong potential for engaging in scholarship, creative activities, and research</p>	<ul style="list-style-type: none"> • demonstrate excellence in the establishment of a record of systematic inquiry that includes quantitative and/or qualitative methods; • demonstrate successful competition for internal or external funding as appropriate to the field; • demonstrate excellence in the dissemination of juried manuscripts of scholarly work and creative activities through publications and/or forums at the local, state, regional, national and international levels; • serve on committees for dissertations, theses and/or professional papers • serve as chair of a committee for professional papers 	<ul style="list-style-type: none"> • demonstrate excellence in the sustainability of a record of systematic inquiry that includes quantitative and/or qualitative methods; • demonstrate excellence in the dissemination of juried manuscripts of scholarly work and creative activities through publications and/or forums at the local, state, regional, national and international levels; • demonstrate successful competition for internal or external funding as appropriate to the field; • serve as committee member and chair of committees for dissertations, theses, and/or professional papers • serve as a research/creative mentor to colleagues/graduate students; • demonstrate sustained and nationally recognition for contributions in scholarship and creative activities; • demonstrate excellence in integrating or applying the scholarship of research or creative activities with/to teaching and service activities; • demonstrate leadership as a research/creative mentor to colleagues or graduate students;
Service	<p>have strong potential for/or record of professional involvement in service activities</p>	<ul style="list-style-type: none"> • demonstrate excellence in service activities to the University, community, and/or profession • demonstrate active participation in recruitment, advising, and mentoring of students; • demonstrate active involvement in professional and/or community organizations • demonstrate active participation through time spent in collegial partnerships within the program, department, college or university; 	<ul style="list-style-type: none"> • demonstrate excellence in service contributions to the University, community, and profession • demonstrate excellence in leadership within the university; • demonstrate excellence in leadership within professional and/or community organizations; • demonstrate excellence in service as a mentor to faculty and students; • demonstrate active involvement and participation in recruiting, advising, and mentoring students; and • demonstrate active participation through time spent in collegial partnerships within the program, department, college or university • demonstrate excellence in integrating or applying the scholarship of service with/to teaching and research activities.

Figure 1. Criteria for Promotion and Expectations by Rank

Family Sciences Department Peer Review Committee for Promotion and Tenure

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

In the Department of Family Sciences tenure will be recommended for those individuals who have met the expectations as stated in Figure 1 and who demonstrated the potential and dedication to be a scholar and life-long contributor to his/her respective discipline. The awarding of tenure represents an investment the university is making in the faculty and is an award for potential based on prior performance of academic excellence in teaching, research, and service.

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.

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Additional editing in April 2008 to reduce repeating language in the University's document