

Language, Literacy and Special Populations, Department of

Faculty Excellence

Goal Description:

The Department of Language, Literacy & Special Populations will create an environment conducive to research and writing, collaborative teaching, professional growth, and faculty community.

RELATED ITEMS/ELEMENTS



RELATED ITEM LEVEL 1

Collaboration In Teaching

Performance Objective Description:

Faculty will engage in collaborative teaching

RELATED ITEM LEVEL 2

Co-Teaching

KPI Description:

Faculty members will share expertise with colleagues, which will be documented on the Chair's Evaluation of Teaching. Last year 92% of faculty shared expertise. Our goal this year is raised from 92% to 95% for 2015-2016.

Results Description:

Since 96% of faculty indicated in their FES that they had collaborated on the design and implementation of coursework or in mentoring of other faculty, the goal of 95% was met. Much of this collaboration resulted from the redesign of the EC-6 and 4-8 curriculum in the teacher preparation program. The four program coordinators mentor all pool faculty and the literacy block professors meet on a regular basis with other literacy block professors. All program areas meet as a team to discuss course objectives and content, and although not all faculty indicated they did so, it is likely that 100% did collaborate at some point.

RELATED ITEM LEVEL 1

Collaboration in Research And Writing

Performance Objective Description:

Faculty will engage in collaborative research and writing.

RELATED ITEM LEVEL 2

Research And Writing Groups

KPI Description:

Faculty groups for research collaboration and research and writing accountability have been established within the department, and our goal to have at least four collaborative articles submitted for publication was met in 2014-15. Our goal for 2015-2016 is to have at least four collaborative articles *published* in peer-reviewed professional journals.

Results Description:

Based upon FES reports, 16 of 24 tenure-track faculty submitting their FES listed at least one peer reviewed article that was published in collaboration with other faculty in our department. The percentage of faculty collaborating was at 67%. The goal of 4 collaborative peer-reviewed articles was surpassed since there were at least 16 collaborative publications.

RELATED ITEM LEVEL 3

Collaboration Assistance/ Information

Action Description:

The LLSP Research Committee will schedule meetings to inform faculty of research opportunities and procedures.

RELATED ITEM LEVEL 3

Collaboration opportunities

Action Description:

Faculty will be provided with information on collaborative opportunities through discussion of research/publishing interests during monthly meetings

RELATED ITEM LEVEL 1

Faculty Community

Performance Objective Description:

The Department of Language, Literacy & Special Populations will provide opportunities for faculty to build professional collegiality and community.

RELATED ITEM LEVEL 2

Departmental Days

KPI Description:

Because our goal to have at least 50% attendance at special events and committee meetings on Fridays was met, faculty was asked for input regarding campus presence. The goal for 2015-2016 is that 90% of faculty will comply with the departmental policy for campus presence.

Results Description:

The following policy was put into effect for the 2015-2016 academic year:

Faculty members will publish their availability to consult with students in their syllabi and post these hours on their office doors. If office hours are to be held anywhere other than the main campus, faculty will indicate the site where these office hours will be held (e.g. TWC, via internet, P-K to 12 school campus, etc.). Faculty will be present at the main campus at least once a week and will provide the information regarding their campus presence to the department chair.

All of the faculty (100%) complied with publishing their availability for office hours and provided information to the chair about their campus presence. In terms of presence on the main campus at least once a week, 96% of faculty complied. This figure represents faculty presence on the main campus at least once a week when not traveling on university business. The goal of 90% compliance was met.

RELATED ITEM LEVEL 3

Program review/modification

Action Description:

Each program area, Literacy, Reading, Special Education, Bilingual Education, Teaching English as a Second Language, and Early Childhood Education will review their program goals, TExES standards, Student success rates and SPA area requirements. Upon review each program area will make needed modification to promote quality programing and course work to align with standards and to meet student needs.

RELATED ITEM LEVEL 1

Professional Development

Performance Objective Description:

The Department of Language, Literacy & Special Populations will provide opportunities for professional development in areas of interest and need.

RELATED ITEM LEVEL 2

Workshop Series

KPI Description:

Faculty members will participate in workshops dealing with the topic of diversity during each departmental meeting. At least 30% of faculty will volunteer to facilitate at least one of these sessions during 2015-16.

Results Description:

Non-tenured track faculty and the two departmental staff assistants were invited to participate in professional development along with the tenured and tenure-track faculty. Twenty of 32 faculty and staff who attended these professional development sessions facilitated at least once during the 2015-2016 academic year for a total percentage of 67%. The goal of 30% was therefore, met. Facilitating consisted of finding materials such as articles, books and videos to discuss, inviting speakers/panels on a diversity topic and introducing them, facilitating discussions after viewing videos or listening to speakers, and preparing and facilitating activities with participants related to the topic. In some cases facilitators also shared their own personal experiences with issues of discrimination.

RELATED ITEM LEVEL 1

Scholarly Productivity

Performance Objective Description:

Faculty will engage in collaborative research and writing

RELATED ITEM LEVEL 2

Publications

KPI Description:

Although 90% of faculty submitted at least 2 manuscripts for publication in 2014-2015, only 48% of faculty had 2 or more publications. Our goal for 2015-2016 is that 55% of faculty will have at least 2 scholarly publications.

Results Description:

Data were gathered from the curriculum vitae of tenure-track faculty for the calendar year of 2015 as well as the academic year 2015-2016. Of the 24 faculty submitting vitae and FES documentation, 16 had published at least two peer-reviewed articles/book chapters/books, for a total of 67%. Since the goal was 55%, the goal was surpassed for 2015-2016. This data included both Tier 1 and Tier

2 journals/publications.

Institutional Effectiveness

Goal Description:

The Department of Language, Literacy & Special Populations will develop programs to meet student needs.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Program Options

Performance Objective Description:

The Department of Language, Literacy & Special Populations will provide instruction using a variety of formats: face-to-face, online, and hybrid.

RELATED ITEM LEVEL 2

Academic Community Engagement

KPI Description:

Since the goal to offer at least 18 courses online was met in 2014-2015, the goal for 2015-2016 will be to offer at least 15 courses designated as "Academic Community Engagement" each semester.

Results Description:

During the fall 2015 semester, 21 course sections were designated as ACE, and in the spring there were 26 sections with this designation, all at the undergraduate level. The goal of 15 course sections for the academic year was surpassed.

Program Quality And Effectiveness

Goal Description:

The Department of Language, Literacy & Special Populations will improve graduate and undergraduate course offerings.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Redesign of EC-6 and 4-8 Teacher Preparation Programs

RELATED ITEM LEVEL 2

Submission of Form B's to the University Curriculum Committee

KPI Description:

Since the goal to collaborate with representatives from the Department of Curriculum and Instruction to plan a redesign of the EC-6 and 4-8 teacher preparation curriculum was met in 2014-15, the goal for 2015-2016 will be to submit 100% of Form B’s to the curriculum committee for those courses which have been created or redesigned.

Results Description:

Seventeen courses were substantially revised or added as a result of the EC-6 and 4-8 Curriculum realignment, and these changes will go into effect in Fall of 2017. Form B’s for 16 of the 17 courses (92%) were submitted to the university curriculum committee in the spring of 2016. The goal of 100% was not met but will be met in the next cycle 2016-2017 cycle.

RELATED ITEM LEVEL 3

Program review/modification

Action Description:

Each program area, Literacy, Reading, Special Education, Bilingual Education, Teaching English as a Second Language, and Early Childhood Education will review their program goals, TExES standards, Student success rates and SPA area requirements. Upon review each program area will make needed modification to promote quality programing and course work to align with standards and to meet student needs.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

The faculty have reviewed the goals for the department of Language, Literacy and Special Populations. We will continue to promote faculty collaboration through writing groups, collaborative research, and regular meetings with the faculty in the Curriculum and Instruction department to realign the curriculum of our teacher preparation programs. We will encourage faculty members who are not publishing an average of 2+ publications per year to find a mentor or join a support research or writing group. Since only 48% of our tenured/tenure-track faculty published at least two articles this past year, we will increase our criterion to 55%. Since 92% of faculty engaged in collaborative teaching, we will now focus on collaborating on course redesign to address changes resulting from the EC-6 and 4-8 curriculum realignment. For continued professional development within the department, since diversity was found to be a high area of concern on the College of Education faculty survey, we will schedule a series of discussions and activities in departmental meetings to address this topic.

Update of Progress to the Previous Cycle's PCI:

The faculty have reviewed the goals for the Department of Language, Literacy and Special Populations. We will continue to promote faculty collaboration through writing groups and collaborative research and will hold regular meetings to review and revise the previous realignment of the curriculum of our teacher preparation programs. Our goal of 100% submission of Form B's for the redesign of our EC-6 and 4-8 curriculum was nearly met, and the remaining course changes will be submitted during 2016-17. We will now change our focus to the implementation of these course changes. Faculty members will be encouraged to publish an average of 2+ peer-reviewed articles/books/book chapters per year by working

closely with other faculty in their program areas. Since 67% of our tenured/tenure-track faculty had at least two publications this past year, we will increase our criterion to 75%. Our goal of monthly professional development sessions on diversity was met in 2015-2016, and there is now a college-wide committee to continue to address this issue. We will now turn our professional development focus to Academic Community Engagement (ACE). Our goal of 15 course sections of ACE was met, but all of our ACE classes were offered at the undergraduate level. We will encourage more ACE programming at the graduate level by scheduling a series of discussions and activities in departmental meetings to address the topic of ACE.

Plan for Continuous Improvement

Closing Summary:

Faculty will continue scholarship in their field and collaborate with other faculty members to broaden the scope and dissemination of their scholarship.

Faculty will share their research interests in faculty meetings and look for ways to expand their scholarship to additional dissemination points.

Faculty will review the current degree plans at the undergraduate and graduate levels. Plan for upcoming new programs/degree plans and prepare newly approved courses to be offered to meet students needs. Mode of course offering, time of day, location of courses will be reviewed at the program level as well as at the department level..

New courses or modifications to courses will be completed using the appropriate process and forms.
