

## Promotion & Tenure Formatting Guidelines

### Promotion & Tenure

The following from the *UHCL Faculty Handbook* (Section 5.3) describes the standards for promotion to Associate Professor with Tenure:

#### 3.1 Standards for Associate Professor with Tenure

Any candidate for promotion to associate professor with tenure is expected to be "excellent" or "very good with the promise of becoming excellent" in at least one of the three areas of evaluation. The candidate must also be rated at least "very good" in a second of the three areas and "satisfactory" in the third one. In addition, each candidate must be at least "very good" in "Teaching and Educational Activities" (Section 5.2.2)

### Promotion & Tenure List of Required Documentation

This document provides a list of the items that **should be** included in the candidate's binder. The binder should be of good quality, sturdy, easy to open, and have reinforced rings.

#### Introduction

Cover Page

Table of Contents

Narrative (includes Tables 1-8)

Curriculum Vitae

Annual Reviews (Table 9, actual annual reviews, and feedback on annual reviews)

Promotion and Tenure Annual Publication Verification Report

Reviews

Third Year Review (letters from committee, Department Chair and Dean; candidate's response to 3<sup>rd</sup> year review recommendations)

External Review (candidate's letter to external reviewers)

### **Teaching and Educational Activities**

Course Evaluations (summary sheets for course evaluations; Table 2 may be reproduced and included before summary sheets)

Sample Syllabi

Sample Assessments

Individual Instruction (Tables 10-12)

Professional, Curriculum & Program Development

Additional Significant Evidence

### **Research, Scholarly or Artistic Activities**

Category 1 Publications

Publication Record

Journal Information

Grant Record

Presentation Record

### **Professional Activities and Service**

Service Within the Institution

Service to Professional Organizations

**Appendices** (if necessary)

## Promotion & Tenure Required Documentation

This document provides a list and a description of the items that should be included in the candidate's binder. Things that should not be included in the binder include: thank you notes, PowerPoint presentations, certificates, manuscripts that are in progress, conference programs, grant proposals, workshop evaluations, etc.

### Introduction

1. Cover Page – including the required information. See p. 9 for template.
2. Table of Contents – The major headings for the Table of Contents appear in the List of Required Documentation, pp. 1-2. Candidates should only include those headings that are pertinent to their documentation.
3. Narrative – Limited to 25 pages. See p. 10 for guidelines and Tables 1-8, pp. 12-16. The narrative should only address those activities completed since coming to UHCL. Work prior to this time will be referenced only in the curriculum vitae. This document will also be sent electronically to the chair of the Departmental Promotion & Tenure Committee and the Department Chair.
4. Curriculum Vitae – This document will be sent electronically to the chair of the Departmental Promotion & Tenure Committee and the Department Chair. See vita template, pp. 22-26.
5. Annual Reviews – A summary table showing all the Annual Review ratings for teaching, research, and service. See Table 9, p. 17. A copy of each annual review should be included along with copies of the evaluator's comments for each of the annual reviews.
6. Reviews–
  - a. Third Year Review – Copies of the letters from Third Year Review Committee, Department Chair, and Dean) and a reflection on how the suggestions made in the three Third Year Review letters have been addressed.
  - b. External Review – A copy of the letter that the candidate included in the external review packet. For more information on the external review process see p. 27. A sample of the cover letter that the Department Chair will include in the external review packet can be found on pp. 28–29. The Department Chair's letter to the external reviewers does not have to be included in this documentation. A copy of a sample letter from a candidate to external reviewers is included on pp. 30-32.

## Teaching and Educational Activities

1. Course evaluations – The candidate must include summary sheets for all course evaluations for semesters preceding the review. Table 2 may be reproduced and included in this section.
2. Sample Syllabi – The candidate must include a sample syllabus for each of the courses she/he teaches. It is not necessary to include every syllabus, only one for each different course.
3. Sample Assessments - The candidate must include sample assessments used in the courses taught. The course number and title, the description of the assignment/assessment, and the rubric for that assignment/assessment (if appropriate) should be included. It is not necessary to include every assessment, but it is desirable to include an example of each type of assessment used.
4. Individual Instruction – This section may include supervision of dissertations, theses, projects, internships, comprehensive examinations, independent study courses, and presentations or publications with students (e.g., If the candidate does not supervise internship, this item would not be included).
  - a. A summary table listing the total number of capstone experiences (e.g., dissertations, theses, projects, comprehensive exams) which the candidate has chaired or on which the candidate has been a committee member. See Table 10, p. 17.
  - b. A summary table listing the total number of students for whom the candidate has served or is serving as the graduate internship supervisor. The table must include the semester the candidate supervised interns, course number, the number of interns supervised, and the placement. See Table 11, p. 18.
  - c. A summary table listing the total number of doctoral level students and the total number of master's level students for whom the candidate currently serves as the faculty advisor. See Table 12, p. 18.
  - d. A table listing each student for whom the candidate has offered or is offering an independent study course. The candidate must include the student's name, the topic of the course, the semester the course was offered, and the completion date (or expected completion date). See Table 13, p. 19.
  - e. Any other evidence with respect to the candidate being involved individually with the instruction or advisement of a student. Other examples include, but are not limited to, publishing an article or making a presentation with a student. List articles and presentations in APA format with student's name underlined. See p. 20 for sample entries.

5. Professional, Curriculum, and Program Development - This section includes information on the candidate's efforts in terms of professional development and her/his involvement in the development of new courses, new certificate programs, etc. Other information that may be included in this section would be the development of teaching materials (e.g., modules, instructional media, etc.).
  - a. The candidate is required to provide a list of the activities used to upgrade her/his own skills in teaching or research. Copies of the candidate's Professional Development Tables from the Annual Reviews should be used to document this item.
  - b. A brief description of involvement in curriculum/program development. Examples would include developing a new degree/certificate program, developing a new course, developing a new mode of delivery of a course, substantially revising a course, making use of new teaching techniques. The candidate must include the course/program, the nature of the development and the candidate's role in the development.
  - c. A brief description of involvement in the marketing of the university/College of Education programs and the recruitment of students to the programs. The candidate must include the specific program, the specific activities and the candidate's role in the recruiting/marketing efforts.
  - d. A list, with the most current APA style citation information, of any teaching materials such as articles, textbooks, presentations, media, funded grants, etc. the candidate has developed which belong in the section on Teaching and Educational Activities as opposed to Research, Scholarly or Artistic Activities. For example, a workshop as opposed to a research presentation, a "how to" article as opposed to a research article, a teaching module, electronic presentations or media related to teaching.
6. Additional Significant Evidence – Any additional evidence of involvement in teaching or professional development that does not fit in the previous categories should be included here.

### **Research, Scholarly or Artistic Activities**

1. Category 1 Publications - A copy of each Category 1 publication that has been published or accepted for publication since coming to UHCL should be submitted. A Category 1 publication is defined in Policy 2.4.7.2 as "Books, Book Chapters, International/National Refereed Articles and Edited Books".
  - a. Publication Record - This section allows the candidate to provide any information concerning the publications that is not documented in the vita. For example, if the candidate is not the first author on an article with three or more authors, then he/she must provide a description of his/her role in the publication.

- b. **Journal Information** - The candidate must provide the details of each journal in which he/she has published. These details include refereed/non-refereed, acceptance rate, circulation, journal level (local, state, national or international), print or electronic format, impact factor, etc. This information may be found in *Cabell's Publishing Opportunities Directory* or *Ulrich's Serials Analysis System*. If this information is not available in Cabell's or Ulrich's the candidate should request the information from the journal editor. If a manuscript is "in press" the candidate must provide documentation from the editor and/or publisher that indicates that the manuscript is approved for publication and provide a timeline for publication.
2. **Grant Record** - This section allows the candidate to provide any information concerning her/his grants that is not documented in the vita. The candidate should provide an abstract for each funded grant on which she/he is PI or Co-PI. In addition, the candidate must provide documentation from the funding agency that lists the PI and/or Co-PI of the grant and the grant amount. The candidate should describe in more detail her/his role in each grant. The candidate should include a table with the pertinent information for each grant. See Table 14, p. 21.
3. **Presentation Record** - This section allows the candidate to provide any information concerning the presentations that is not documented in the vita. For example, the candidate should mention if the presentation was made more than once at a conference, rather than repeat the listing. If there is more than one presenter, then the candidate's role in the presentation should be described. The presentation citations should be in APA format.

### **Professional Service Activities**

1. **Service Within the Institution** - This section allows the candidate to provide any information concerning service to UHCL that is not documented in the vita. Service activities discussed in this section should be ones beyond that which is required of the candidate because of her/his position at UHCL; for example, every professor is expected to attend all program and School meetings. The discussion in this section should be for those service activities in which the candidate's role was extensive. If elaboration is provided, it should focus on accomplishments first, then time and level of involvement.
2. **Service to Professional Organizations** - This section allows the candidate to provide any information concerning service to his/her professional organizations that is not documented in the vita. Activities that are not to be discussed in this section are being a member of an organization or attending the organization's conferences. The discussion in this section should be for those service activities in which the candidate's role was extensive. When elaboration is provided, it should focus on accomplishments first, then time and level of involvement.

## **Appendices**

The candidate can include other necessary documentation in this section.

*This document was revised by the 2015 Promotion & Tenure Restructuring Committee to aid you in presenting your best case for P & T. We have attempted to include as much information as possible, but please contact either the Chair of the Departmental P & T Committee or your Department Chair with any additional questions.*

## Formatting Requirements

1. The binder used should be sturdy and have reinforced rings. It will be opened and closed by many individuals.
2. Type-written tabs that extend beyond the width of the paper should be included for all categories that are bolded or underlined on the preceding pages. Please use one color tab for the following: Introduction; Teaching and Educational Activities; Research, Scholarly or Artistic Activities; Professional Activities and Service; and Appendices. Use a second color tab for all underlined categories.
3. Please use sheet protectors in the following manner:
  - Place every two pages of the Narrative and the Curriculum Vitæ back-to-back in one sheet protector.
  - Place the annual reviews, by years starting with the current review, in one sheet protector, followed by the evaluator's comments on your annual review in one sheet protector.
  - Place the summary table showing the Annual Review ratings for teaching, research, and service in one sheet protector.
  - Place each publication in one sheet protector. If the publication is too bulky, it may be divided into two or more sheet protectors.
  - Place each third year review letter in one sheet protector. Place each two pages of the reflection on the third year review letters back-to-back in sheet protectors.
4. The template for the cover page follows.

Name:

Current Rank:

Date of Appointment to Current Rank:

Date of Original Appointment at UHCL:

Action Requested:      \_\_\_\_\_ Third-Year Review  
   \_\_\_\_\_ Tenure and Promotion to Associate Professor  
   \_\_\_\_\_ Tenure as Associate Professor  
   \_\_\_\_\_ Promotion to Professor

## NARRATIVE

The purposes of the Narrative are to make the case for the requested action and to highlight and describe the candidate's most important accomplishments. This entails providing a detailed description of your activities and accomplishments since coming to UHCL. The candidate should not assume that all readers of the documentation are familiar with the candidate's work. The Narrative should

- be double-spaced,
- include a header or footer with the candidate's name and the page number,
- not exceed 25 pages
- use 12 point font

### Narrative

#### Introduction

Include your initial date of tenure-track appointment at UHCL; your goals in terms of teaching, research and service when you were hired; how you have addressed your goals throughout your time at UHCL; highlights or key accomplishments.

#### Teaching and Educational Activities

Table 1: Courses Taught, see p. 12. Omit the categories that are not applicable.

Table 2: Course Evaluations, see p. 12 - A summary table listing the title of each course taught with the enrollment and the ratings for the following items from the Student Satisfaction Survey:

- 8. Overall, this course was a valuable learning experience
- 17. Overall, instruction of course was relevant to course objectives
- 22. Overall, instructor was fair in evaluating my progress.

If the candidate has taught courses which were not evaluated by the instrument used in the School, then the candidate should list each such course, how it was evaluated and provide proof that prior approval was obtained from the Department Chair (Policy 2.4.6.8) to use the alternate method and instrument.

Summarize your Teaching and Educational Activities. Highlight key accomplishments and honors. Refer to your annual reviews for possible categories to include in your narrative.

#### Research, Scholarly or Artistic Activities

Include Tables 3-5, pp. 13-14. You may omit the categories that are not applicable. Since your publications are listed in your vita, you do not need to give the titles of the publications or presentations in these tables, only the total number under each category.

Summarize your Research, Scholarly and Artistic Activities. **Describe your research agenda/foci and highlight key accomplishments.** Refer to your annual reviews for possible categories to include in your narrative.

#### Service

Include Tables 6-8, pp. 15-16. Omit the categories that are not applicable. Since your committees are listed in your vita, you do not need to give the committee names, only the total number under each category.

Summarize your Service Activities. Describe your professional service activities. Highlight key accomplishments, e.g., officer in a professional organization, chair of a committee, etc. Refer to your annual reviews for possible categories to include in your narrative.

#### Summary

Include a brief summary/closing paragraph(s).

### **Sample Tables**

Tables 1-8 are embedded in the narrative. Tables 9-14 and the citations should be placed in the candidate's binder in the appropriate sections. Only those tables that pertain to the candidate should be included in the documentation. If a table is not applicable, it should be left out and the candidate should adjust the table numbers accordingly. The candidate should use the categories specified in the tables and not combine categories. For example, the candidate should not combine national and international categories.

**Table 1.*****Courses Taught***

Courses	Number of Times Taught
<u>Graduate Courses</u>	
ABCD 5432 Course Title	3
ABCD 6134 Course Title	4
<u>Undergraduate Courses</u>	
ABCD 4321 Course Title	5
DEFG 4567 Course Title	7

**Table 2.*****Course Evaluations***

Term & Year	Course	Enrollment	Item #8 Valuable Experience	Item #17 Relevant to Objectives	Item #22 Instructor Was Fair
Fall 2014	ABCD 4321	15	5	5	5
Summer 2014	ABCD 5432	16	5	5	5
Spring 2014	DEFG 4567	20	5	4	5
Fall 2013	ABCD 5432	18	5	5	5

**Table 3.*****Publications***

Publication	Total Number
Books	2
Book Chapters	1
Refereed Journal Articles	10
International	1
National	6
Regional/Multistate	1
State	2
Non-refereed Journal Articles	3
International	1
National	1
State	1
Refereed Conf. Proceedings	1
National	1
Other Publications	2
Monographs	2

**Table 4.*****Presentations***

Presentations	Total Number
International	2
National	10
Regional/Multistate	3
State	12
Local	5

**Table 5.**

***Grants Funded While at UHCL*** (Only grants on which you served as PI or Co-PI. Do not include travel funds.)

Types of Grants	Total Number
External	2
Internal	3

**Table 6.*****Service Within the Institution***

Committees or Other Service Commitments	Total Number
System	1
Committee Member	1
University	5
Committee Chair	2
Committee Member	3
College of Education	7
Committee Chair	2
Committee Member	5
Program	5
Committee Member	3
Other Commitments	2

**Table 7.*****Service to Professional Organizations***

Professional Organization Service Commitments	Total Number
International	3
National	1
Regional/Multistate	1
State	4
Local	1

**Table 8.*****Community Activities Related to Profession***

Activities	Total Number
Committee Chair	1
Board Member	1
Committee Member	3

**Table 9.*****Annual Review Ratings***

Year	Teaching	Research	Service
2014	Outstanding	Good	Outstanding
2013	Outstanding	Good	Very Good
2012	Very Good	Fair	Very Good
2010	Outstanding	Good	Very Good
2010	Very Good	Fair	Very Good

**Table 10.*****Capstone Experience Involvement***

Capstone Experience	Chair	Committee Member	Methodologist	Completed	In Progress
Dissertations	2	5	1	3	5
Theses	15	10	2	27	
Projects	3	2		5	
Comprehensive Exams	3	5		5	3

**Table 11.*****Graduate Internship Supervision***

Semester	Course	# of Students	Placement
Fall 2011	ADSU 6739	2	Clear Creek ISD
		3	Pasadena ISD
		5	Galveston ISD
Spring 2011	ADSU 6739	6	Pasadena ISD
		5	Texas City ISD
		1	Houston ISD

**Table 12.*****Faculty Advising***

Advisees	Total Number
Doctoral Level	5
Master's Level	15

**Table 13.***Independent Study Courses*

Student	Topic	Semester	Completion Date
Kathy Smith	ABCD 5939: Topic:	Summer 2008	Aug. 2008
Randy Solis	ABCD 5939: Topic:	Fall 2007	Dec. 2007
Lisa Johnson	ABCD 4939: Topic:	Spring 2007	May 2007

## Sample Publications & Presentations with Students

### Publications with Students (Student's name is underlined)

#### Refereed Journal Articles

Shodavaran, M., Jones, L., Weaver, L., & Márquez, J. (in press). Education of non-European ancestry immigrant students in suburban high schools. *Multicultural Education*.

Wilson, M., Jones, L., Márquez, J., & Tanguma, J. (2012, Winter). Black students' perceptions about academic achievement. *Journal of Intercultural Disciplines*, 5, 169-190.

### Presentations with Students

#### International

Button, C., Weaver, L., & Márquez, J. (2009, February). *Bilingual education teachers' knowledge of phonological awareness?* Paper presented at the 32<sup>nd</sup> Annual International Bilingual/Bicultural Conference of the National Association for Bilingual Education, New Orleans, LA.

#### National

Jones, L., Sawyer, C., Márquez, J., Weaver, L., Castro, J., & De la Garza, J. (2012, February). *Modifying a Multicultural Education Course to address the curricular needs of preservice bilingual counselors*. Paper presented at the Annual Conference of the National Association of Hispanic and Latino Studies, Houston, TX.

Wilson, M., Jones, L., Márquez, J., & Tanguma, J. (2011, February). *Peer influence on Black adolescents' academic achievement and participation in scholastic extracurricular activities*. Paper presented at the Annual Conference of the National Association of African American Studies, Houston, TX.

**Table 14.*****Funded Grants***

Project Title & Duration	Funding Agency	Number of Participants (for Training Grants)	My Role	Other Faculty Involved	Collaborating Entities	Funded Amount
<i>Collaborative Teaching of English Language Learner (CTELL), 2007-2012</i>	U.S. Department of Education	Proposed total 100 inservice teacher participants & 60 UHCL faculty participants	Co-PI, Co-Director	Laurie Weaver, Carol Carman	Alvin ISD, Clear Creek ISD, Deer Park ISD, Pasadena ISD, and Texas City ISD	\$1,255,824
<i>Collaborative School Librarian Training (CSLT), 2004-2007</i>	Institute of Museum and Library Services	Total 34 participants	Co-PI, Curriculum Specialist	Maureen White, Laurie Weaver	Clear Creek ISD, Deer Park ISD, Goose Creek CISD, Pasadena ISD	\$863,813
<i>Collaborative Bilingual Administrator Training (CBAT), 2002-2007</i>	U.S. Department of Education	Total 70 participants	Co-PI, Curriculum Specialist	Laurie Weaver, Larry Kajs	Clear Creek ISD, Deer Park ISD, Dickinson ISD, Galena Park ISD, Galveston ISD, Goose Creek CISD, Pasadena ISD	\$1,342,944
<i>Two-way immersion at a Title I elementary school, achievement, classroom climate and community impact. 2011-2012</i>	CREATE Foundation		Co-Principal Investigator, Researcher	Laurie Weaver, Debora Ortloff	Clear Creek ISD	\$3,000

## CURRICULUM VITAE

### NAME

Position

Program

University of Houston-Clear Lake

2700 Bay Area Blvd., Box 123

Houston, TX 77058

(281) 283-xxxx

e-mail address

## EDUCATION

(Reverse chronological order)

Degree, University, Year

Major

Minor

## CERTIFICATES AND LICENSURES

Texas Teacher Certification

Secondary English (6-12)

EC-6 Generalist

## PROFESSIONAL EXPERIENCE

(Reverse chronological order)

Aug. 2007

to present

Assistant Professor

XYZ Studies

College of Education

University of Houston-Clear Lake

## COURSES TAUGHT AT UHCL

### Graduate

ABCD 5432

Course Title

ABCD 6134

Course Title

Last Name  
#

Undergraduate

ABCD 4321	Course Title
DEFG 4567	Course Title

**COURSES TAUGHT AT OTHER UNIVERSITIES**

Graduate

Undergraduate

**PUBLICATIONS** (Do not duplicate entries.)

(List in reverse chronological order.)

Books

Book Chapters

Refereed Journal Articles

International

National

Regional/Multistate

State

Refereed Conference Proceedings

International

National

Regional/Multistate

State

Last Name  
#

Non-Refereed Journal Articles

International

National

Regional/Multistate

State

Non-Refereed Conference Proceedings

International

National

Regional/Multistate

State

Reprints

Monographs

Reviews

Editorials

Articles in Newsletters

Technical Reports

Instructional Materials

Other

**FUNDED GRANTS**

(Reverse chronological order)

External

Internal (Do not include travel funds.)

Last Name  
#

**PRESENTATIONS** (Do not duplicate entries.)

(Reverse chronological order.)

International

National

Regional/Multistate

State

Local

Keynote/Invited

Other

**EVALUATION INSTRUMENTS**

**HONORS**

(Reverse chronological order)

**SERVICE**

(Reverse chronological order)

Service Within the Institution

University of Houston System

University of Houston-Clear

Lake College of Education

Last Name  
#

Service to the Profession

National/State Committees (Not related to professional organizations, e.g., SBEC,  
TEA committees)

International Professional Organizations

National Professional Organizations

Regional/Multistate Professional Organizations

State Professional Organizations

Local Professional Organizations

External Program Evaluations

Workshops/Inservice Presentations (Some of these may fall under other  
categories. Use your best judgment or ask.)

Panels (Some of these may fall under other categories. Use your best judgment or  
ask.)

Service to the Community

Other Service

**PROFESSIONAL AND ACADEMIC MEMBERSHIPS**

This section of the SOE *Policies and Procedures Manual* provides information on the external evaluator process.

## 2.2 Promotion and/or Tenure (revised 10/1/07)

- 2.2.3 By May 15 of the preceding semester, faculty members under consideration will submit a list of at least five external reviewers with a brief description of their professional expertise and complete contact information. The external reviewers may not have a close personal relationship with the faculty member and may neither have served on the candidate's dissertation committee nor have published as a co-author with the candidate. The Departmental Promotion and Tenure Committee, in consultation with the Department Chair and with the agreement of the candidate, may add up to two additional reviewers to the submitted list. In consultation with the Department Chair, the Departmental Promotion and Tenure Committee will select at least three external reviewers from the submitted list.
- 2.2.4 By June 1 the candidate will submit to the Department Chair at least the following materials, which will be forwarded to the external reviewers: five publications, a narrative describing how the enclosed materials are related to the candidate's scholarship and vita. The candidate may also provide other evidence of scholarship and proficiency in teaching and service.
- 2.2.5 The Department Chair will send a cover letter and the candidate's packet to selected external reviewers by June 15.

June 10, 2015

Dr. I. M. Smart  
College of Education  
The University of Creative Thinking  
Mensa, Texas 12345 - 6789

Dear Dr. Smart:

First, I want to take this opportunity to thank you for your willingness to lend your expertise as an external evaluator of the tenure and promotion materials for Dr. Bettye Burt. Dr. Burt came to the University of Houston – Clear Lake (UHCL) as an Assistant Professor in the Studies in Language and Culture program in 2008.

Enclosed you should find Dr. Burt’s external evaluation file, which includes a letter from her, a curriculum vitae, and five examples of her scholarly work. While you should feel free to comment on anything in the curriculum vitae, you are asked to concentrate your evaluation on the quality and extent of Dr. Burt’s scholarly activities in relation to the tenure decision. UHCL tenure guidelines describe scholarly activities as

those which lead to the creation and dissemination of new knowledge;  
to increased problem-solving capabilities, including such activities as  
design and analysis; to original critical or historical theory and  
interpretation . . .

In your letter of response, please comment on how Dr. Burt’s research extends understanding and contributes to knowledge in her academic field. I would also ask that you make your judgments about Dr. Burt’s performance relative to the performance of individuals at institutions comparable to UHCL.

UHCL is one of four independent universities within the University of Houston System. It is an upper division institution serving juniors, seniors, masters, and doctoral students [UHCL’s first doctoral program (EdD in Educational Leadership) admitted its first cohort in Spring 2006.]. The university enrollment is approximately 7800 with about 2300 in the College of Education, of which over 60% are at the graduate level.

If possible, we would like to have your report no later than Friday, August 20, 2015. When you have completed your evaluation, please send it to:

Dr. Mark Shermis, Dean  
College of Education  
University of Houston – Clear Lake

2700 Bay Area Boulevard  
Houston, Texas 77058 – 1098.

If you would prefer faxing the report, the fax number is 281-283-3599. If you have any questions, feel free to call me at 281-283-3501 or e-mail me at [shermis@uhcl.edu](mailto:shermis@uhcl.edu)

Again, thank you for your contribution.

Sincerely,

Dr. U.R. Wonderful, Chair  
Department Name

Copy to: Dr. Mark Shermis  
Dr. Bettye Burt  
Dr. John Doe

May 26, 2009

Dear Colleague:

Thank you for agreeing to serve as one of my external reviewers. Included are six pieces of my work, which are listed below:

Matthew, K., & Felvegi, E. (In press). Learning course content by creating a Wiki. *TechTrends*.

Lowe, J., & Matthew, K. (2007). *Puppet magic*. New York: Neal-Schuman Publishers.

Matthew, K. I. (2006). *Developing better readers and writers using Caldecott books*. New York: Neal-Schuman.

Matthew, K., & Lowe, J. (2004). *Neal-Schuman guide to celebrations and holidays*. New York: Neal-Schuman Publishers.

Matthew, K., & Kimbell-Lopez, K. (2003). *Reading comprehension: Books and strategies for the elementary curriculum*. Lanham, MD: The Scarecrow Press.

Matthew, K., Callaway, R., Letendre, C., Kimbell-Lopez, K., & Stephens, E. (2002). Adoption of information communication technology by teacher educators: One-on-one coaching. *Journal of Information Technology for Teacher Education*, 11(1), 45-61.

These pieces represent a sampling of my work in the area of literacy and technology. As an associate professor, program coordinator for the literacy, language and library science program, and director of the Greater Houston Area Writing Project, my teaching responsibilities include an undergraduate language arts methods class, as well as graduate literacy courses, and a doctoral level writing class. My research agenda focuses on literacy and technology and my writing interests include books for librarians and teachers.

Research conducted on the impact of the Preparing Tomorrow's Teachers to Use Technology Grants (PT3) I co-directed resulted in "Adoption of Information Communication Technology by Teacher Educators: One-on-One Coaching," which was

published in the United Kingdom. This article examined the impact of one-on-one coaching for university professors as they worked with preservice teachers to learn to use technology for their personal benefit and to enhance their teaching. “Learning Course Content by Creating a Wiki” examines the creation of a Wiki in language arts methods classes. This research was undertaken to examine the potential impact of Web 2.0 technology on classroom learning and the research is ongoing with another article slated for publication by the end of the year.

The four books listed above contain annotated bibliographies of trade books accompanied by activities for using them to enhance students’ comprehension. Trade books with their colorful illustrations combined with lively text draw students in and motivate them to learn more about content area subjects. These books are written on various reading levels and so they can be matched to students’ reading levels. Additionally, trade books serve as mentor texts as students write to deepen their understanding of content area material.

*Puppet Magic* includes directions for using puppets to retell stories and instructions for making simple puppets. Puppet shows allow children to develop their oral language skills and to enhance their comprehension. This book received a favorable review from puppeteer Walter Minkel (2000) whose own book on puppetry *How to Do “The Three Bears” with Two Hands* is highly respected in the field.

While the Caldecott Award is given for the illustrations, these books also contain well-written stories often penned by award winning authors. *Developing Better Readers and Writers Using Caldecott Books* contains ideas for using the books to develop students’ reading skills and ideas for using the books as mentor texts for students’ writing.

*Neal-Schuman Guide to Celebrations and Holidays* resulted from my own teaching in multi-ethnic classrooms. Surrounded by students from many different countries each with their own cultures, holidays and religious practices, I sought to enhance my understanding of their cultures and to enable the students to share information about their countries. This collection of trade books provides opportunities for exploring the differences and the similarities in the celebrations and holidays of different countries. The knowledge gained from writing this book and my collection of multicultural trade books are incorporated in my undergraduate and graduate classes to enhance the candidates’ understanding of the commonalities and differences found in the various cultures they will encounter in their own classrooms.

Whereas in *Puppet Magic* and the *Neal-Schuman Guide to Celebrations and Holidays* my co-author and I worked very closely together on each of the chapters, in *Reading Comprehension: Books and Strategies for the Elementary Curriculum* my co-author and I worked separately on the chapters. My contribution includes chapters three, seven, eight, nine, ten, eleven, twelve, thirteen, and fourteen.

My research agenda focuses on the integration of technology in teacher education specifically in the area of literacy; however, my writing interests range beyond my research to include poetry and annotated bibliographies of trade books.

Thank you for making the time to review my portfolio. Cognizant of the fact that your professional life is very busy, I appreciate the time, effort, and reflection that you will put into this endeavor.

Sincerely,

Kathryn I. Matthew  
Associate Professor