

**The Teacher-Scholar in the School of Education
The College of New Jersey**

I. DEFINITION OF THE TEACHER-SCHOLAR ROLE

As teacher-scholars, we engage the hearts and minds of our students so that they come to see issues through a lens of ethics, caring and social justice. We encourage students to see the world differently, challenge the status quo, question the perceived wisdom, and view themselves as transformative agents of change. We value interdisciplinary connections and conversations as well as disparate views and voices.

The teacher-scholar actively engages with the discovery of the knowledge base on teaching and learning and uses it to inform his/her practice. As such, we are life-long learners who reflect deeply on our own learning path and accept responsibility for defining a path of intellectual, professional and personal growth; continuing to grow as disciplinary experts and pursuing a productive program of scholarly research or creative endeavor.

A teacher-scholar engages in scholarly research that results in new knowledge and/or broadens and deepens existing knowledge and applies knowledge to effect improvement. Such scholarship could be disciplinary/theoretical, pedagogical or applied. Whatever the means of inquiry, he/she connects his/her knowledge to others both inside and outside of their discipline. In this way, we are participating actively in the life of the campus community and seeking to find ways to improve this and other communities in which we live and work. Through this work, we affirm the ideals of liberal education and the importance of preparing the next generation of committed citizens.

II. STANDARDS FOR REAPPOINTMENT, TENURE AND PROMOTION

It is expected that in order to be considered for reappointment, teacher-scholars in the School of Education will demonstrate a desire to influence their field by establishing and disseminating a well-planned and consistent program of scholarly activity. The specifics of this plan of scholarly activity may vary; therefore, the table articulates the range of activities in which a teacher-scholar may engage. Since our research informs our teaching and our teaching informs our research, there should be a clear relationship between the two. Thus teaching excellence becomes an integral component of the scholarly pursuits of a teacher-scholar in the School of Education. The Department Personnel Committee shall be apprised of the plan of scholarly activity annually and the assigned mentor shall monitor progress.

At a minimum, by the time of consideration for tenure, a teacher-scholar will have published two peer-reviewed articles or book chapters and presented original scholarly work at highly regarded local, state or national conferences related to their field. To be considered for promotion to assistant or full professor, The School of Education expects that the teacher-scholar exhibits excellence in producing and sustaining a respectable body of scholarship as well as demonstrated influence on and leadership in

their field. This scholarship shall be evident well beyond what is expected at any earlier professional level.

A. Evaluation of Teaching

Through the pre-tenure years, it is expected that that faculty should increase the number of course preparations as well as the complexity of courses they offer. Thus new faculty might begin with a minimal number of course preparations, but add preparations throughout the four year period. It is recognized that departmental needs and academic disciplines influence the variety of courses that faculty teach. Thus some faculty might provide greater service to the department by teaching core courses and others might be more suited to teach methodological courses.

Teaching will be assessed primarily through student evaluations (given at the end of each semester as mandated by The College) and peer evaluations (as mandated by The College under the 1997 Promotions Document). Review of teaching materials such as syllabi, tests, and assignments will also be considered. Course content is expected to be accurate and up-to-date in one's field. Teaching is also assessed through the rigorous NCATE assessments as faculty in SOE are constantly required to examine their practice as it relates to its effect on our pre-service teachers' learning and practical experiences.

Faculty should achieve student ratings in the 4.0 to 5.0 range. While some variability is expected, particularly when developing new preparations or early in one's career, it is expected that ratings will improve and by tenure year should show consistently high ratings. For 'instructor' related items, faculty should strive to achieve a minimum of 4.0 on each item. The overall average of these items should be at or above 4.0. (If this is not the case, the burden is on the applicant to explain why and provide an action plan (if relevant) to improve the ratings.

Peer evaluations should provide honest feedback, highlighting and providing specific examples of areas of strength as well as areas of development. Peers will provide action steps for the areas in need of development. It is expected that peer evaluations will note progress and growth when taken the second time in a course (whether it is the same semester or a subsequent semester). Common challenges for new faculty such as availability to students, timeliness of returning student work, feedback on student work, organization of materials, and use of interactive teaching are expected to show improvement over time following peer feedback.

Faculty applying for promotion to Associate Professor are expected to show continued improvement in teaching as evidenced by consistently high peer and student evaluations. This should include increasingly positive evaluations as well as contribution to the curriculum (for example the development of new courses or participation in interdisciplinary concentrations).

Faculty applying for promotion to Professor are further expected to achieve a level of master teacher as evidenced in consistently high peer and student evaluations, and leadership in academic enhancement such as development of new courses,

interdisciplinary courses, serving on academic committees, or mentoring the teaching of newer faculty.

It is incumbent upon all faculty in the School of Education to be role models for students in terms of excellence in practice, building meaningful learning relationships with students and peers, and being up to date on the current literature in the field related to the instructor's discipline.

B. Evaluation of Scholarship

The School of Education embraces the four standards for evaluating scholarship as delineated in the TCNJ Promotions Document (<http://www.tcnj.edu/~fhh/PromotionsDocument2005.doc>) which include: 1) high quality work as judged by one's peers and students; 2) wide scope of recognition at the national, regional, or local level; 3) sustained effort, involvement, and record of accomplishment; and 4) impact of one's activities. However, because education is a field, requiring both disciplinary and applied research and a variety of methodologies, we note that any application of standards needs to respect individual differences in scholarly programs and goals.

The framework we describe is intended to fit various types of scholarly programs and goals, but no one set of evaluative criteria will apply equally to all individuals. For this reason, each teacher-scholar should articulate his or her plan for scholarly work, including short- and long-term goals and objectives, specific outlets for communicating scholarship, and the contexts in which their program is intended to have impact. Specific evaluative criteria should be determined in consideration of an individual's specific scholarship plan.

Continuity and Planning

Teacher-scholars are expected to maintain an ongoing program of teacher-scholarship that is marked by continued activity, productivity, and dissemination. Rates of dissemination may vary with specific teacher-scholar goals. An important element of all personnel reviews is the teacher-scholar's future plans and goals. While a primary focus may be on accomplished contributions, it is also very important to respect and support the continued vibrancy of teacher-scholar activity. While the focus of teacher-scholar activity can be expected to change with the seasons of an academic career, continuity, reflection, and growth are expected to persist. We recognize that sometimes staying involved and remaining vibrant means taking risks to change focus, adopting a new methodological approach, or developing a new application. As a community of vibrant teacher-scholars, we are committed to recognizing, valuing, and supporting each others' unique paths of professional growth.

Disciplinary or Applied core

Teacher-scholars should have a core of scholarship disseminated in nationally-recognized outlets such as peer-refereed journals, books, and chapters in edited volumes. This core of scholarship can span disciplinary as well as applied scholarship. Much of the work in the field of education includes an analysis of not only existing policies or theories but also the impact of these policies and practices on various stakeholders as well as scenarios. Thus it is imperative that one genre of work not be seen as more or less valued than the other. Similarly educational

research is also comprised of various research methodologies ranging from the traditional quantitative approaches to ethnographic and qualitative approaches. Each of these methodologies has contributed to providing unique insights into educational issues and problems. We believe that all scholarship whether it is quantitative or qualitative should be valued. If scholarship productivity is lacking, the candidate must provide a reason for this and offer evidence of alternative productivity such as professional reports, products, techniques/therapies, etc. Regardless of the variability in the pace and nature of scholarly activity, candidates should demonstrate scholarly productivity on their part and use of their scholarship by others.

Impact of scholarship:

Teacher-scholars may choose a variety of different outlets for dissemination of scholarship, as appropriate to the targeted impact articulated in their teacher-scholar goals. All types of impact are valued. Some core of student impact is expected. Some core of disciplinary/applied impact is also expected. Recognized levels of impact include:

Impact on the field: Impact of scholarship on the field can be evident in diverse ways. Such an impact includes the importance of the information with respect to a) extending current insights into a problem or issue b) providing new insights or c) expanding the current discourse in the field d) initiating a new discourse in the field.

Impact on practice: We recognize the impact of the work as it relates to children, families, communities, policies or best practices in the field

Impact on students:

The TCNJ Promotions document emphasizes that in scholarly work “Of first importance is the impact on students” (<http://www.tcnj.edu/%7Efhb/Prom97forweb.doc>). Teacher/Scholars in SOE engage students in the process of critical inquiry and discovery both in critical theory and in action research in the field. Learning objectives for students include the development of intellectual habits necessary for life-long learning and productive citizenship. Teacher/scholar activities include active engagement of student interns in diverse scholarship with diverse audiences. Effective teacher/scholars have both intellectual depth and specialization as well as breadth and flexibility. Collaborative projects can apply diverse theory to real world problems that face schools and students today. The School of Education evaluates impact accordingly in terms of the significance of scholarly work for students’ development as scholars and professionals (e.g., modeling and mentoring in undergraduate or graduate research or field work, co-authoring scholarly presentations and publications, first-person discussions of the research process, and integrating research findings in Education courses). Publications and presentations that include student co-authors are highly valued. We recognize that the impact of scholarship on student and the community is more difficult to demonstrate tangibly. Nevertheless these are highly-valued areas of impact. There are no predetermined criteria for scholarly contributions in these areas. Thus, documentation of this type of impact is particularly important. Indicators of student impact may include student co-authorship on presentations/publications; mentoring of student research activities in TCNJ research labs, internship placements, independent study, and

undergraduate research apprentices' pursuit of graduate training. Measures of community impact might be found in technical reports or consultation to address issues of public policy; expert review or letters about the quality and impact of applied work; and external evaluation of engaged scholarship.

Determining Productivity of Scholarly Work

For each level of evaluation (pre-tenure, tenure, promotion) the assessment of scholarship includes activities since the previous personnel action. Thus, a new faculty member might discuss scholarship and publication that occurred prior to employment at TCNJ as a means of establishing their scholarship core. But, in terms of accomplishments, primarily those achievements that occurred after their arrival would be considered. Scholarship may also include initial publication of one's dissertation research and the completion of scholarly work begun elsewhere but for which a majority of the work has been completed at TCNJ.

By the time of **application for tenure**, it is expected that candidates will show evidence of a planful and sustainable program of scholarship that will have a minimum of two substantial publications (with first author or equivalent). While exceptions to this will be considered, the applicant would need to provide substantial documentation of scholarly activities, reasons for less productivity, and evidence of a scholarly program that is both sustainable and will yield future publications. It should be noted that evidence of publications is not, in and of itself, sufficient for tenure. Candidates must demonstrate evidence of a sustainable program of scholarship as described in section "B. Evaluating Scholarship." Thus, while the general expectation may be two publications in discipline-appropriate journals, what is more important is the programmatic aspect of one's scholarship. A successful scholarship program will be exemplified by: 1) several projects in different stages of development or a systematic plan for one's projects; 2) primary responsibility for scholarship; 3) work initiated at TCNJ; and 4) history of appropriate dissemination of scholarly product(s).

For **promotion to the Associate level**, candidates should evidence a pattern of previous and continuing quality contributions since initial appointment, including an impact on one's discipline that may be constructed from the categories listed below.

Similarly, for **promotion to Full Professor**, evidence of a sustained pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly/professional record that includes a major impact on one's discipline, which may be constructed from the following categories:

Activities of a Teacher-Scholar	
Publications	<ul style="list-style-type: none"> • Publishing • Book manuscripts published or under contract • Authored or co-authored peer reviewed articles • Authored or co-authored peer reviewed articles with a high level of selectivity • Articles in journals with a large circulation • Articles in journals where with journal editors who have established a reputation in the field • Chapters in books • Authoring a book that makes a relevant or significant contribution to the field • Reviews of books and journal articles • Internet based publications • Professional multimedia works (e.g. instructional videos and/or DVD's) • Articles and training manuals that explain specialized knowledge to classroom teachers and practitioners • Peer reviewed journals • Program evaluation <p>Editing-Reviewing</p> <ul style="list-style-type: none"> • Editor of a peer reviewed journal • Service on editorial board of a peer reviewed journal • Guest reviewer • Editor of a book series
Presentations	<ul style="list-style-type: none"> • Peer reviewed regional, national, or international conference presentations • Invited presentations • Professional Development Workshops
Grants	<p>Writing Grant Proposals</p> <ul style="list-style-type: none"> • Proposals to pursue discipline based inquiry • Securing funding for community agencies or schools • Securing funding for professional preparation in the college and the field • Implementing grant programs • Evaluation reports for external agencies
Collaborative work	<ul style="list-style-type: none"> • Teaching, Service, and Research with: • TCNJ colleagues, students, and peers in other institutions or disciplines • NJDOE state coalitions and other agencies
Forms of inquiry/ Research	<ul style="list-style-type: none"> • Investigation focusing on disciplinary or interdisciplinary interests through empirical or conceptual methods. • Qualitative methods • Quantitative methods

	<ul style="list-style-type: none"> • Action Research • Empirical research <ul style="list-style-type: none"> • Applied research • Pedagogical research
Course Development And Pedagogy	<ul style="list-style-type: none"> • Conducting research in support of teaching and learning • Conceptualizing and developing of new courses and programs. • Revising of existing courses. • Using creative modes of instruction including technology, classroom action research projects, etc. • Developing interdisciplinary curricula including freshmen seminars • Designing new program: departmental or school wide. • Becoming a Carnegie Scholarship of Teaching and Learning Fellow • Mentoring students. • Creating rigorous and meaningful assignment • Designing formative and summative assessments that enhance student learning and drive program improvement
Accreditation	<ul style="list-style-type: none"> • Coordinating State and National accreditation efforts; department, school and college • Writing accreditation reports • Serving on accreditation site teams
Leadership in Field and Community	<ul style="list-style-type: none"> • Preparing our students for leadership and advocacy roles • Effecting positive change for P-12 students, teachers and parents • Collaborating with schools or other agencies in initiating systems change <ul style="list-style-type: none"> • Leadership in professional organizations; e.g. executive officer of a professional organization or a committee chair-member • Contributing to policy development at state or federal level • Expert testimony for significant cases • Scholarship based consulting activities at the local, national, or international level • Extending disciplinary practice and discourse