**Committee on Faculty Affairs**

**Recommendation on Teacher-Scholar Definition**

**April 18, 2011**

**Charge**

The Steering Committee charges the Committee on Faculty Affairs to propose a definition for the term “teacher-scholar” that will serve to describe the model of faculty work at TCNJ. In making its recommendations, CFA is asked to review the Teacher Scholar Task Force report and reach out to CPP to determine the way that a definition of “teacher-scholar” will be reflected in the mission.

**Background**

The faculty senate executive board noted that while “teacher-scholar” is used ubiquitously on our campus, no definition of this term has gone through governance despite a 2006 report from the Task Force on the Teacher Scholar Model at TCNJ (available on the Office of Academic Affairs website). This term is used in the college’s mission and the promotion and reappointment document. In addition, it served as the cornerstone of the transformation of faculty work on this campus.

**Development of the Recommendation**

In the process of making its recommendations, CFA has reviewed the Teacher Scholar Task Force report, which provides an overview on the notion of teacher-scholar as well as a set of recommendations for how TCNJ may improve its campus infrastructure to support the teacher-scholar model. As indicated in this report, a teacher-scholar strives for excellence in areas of teaching, scholarship, and professional activities. CFA has also consulted with CPP for their view on this particular charge. It was agreed by CPP that despite the use of the term “teacher-scholar” in many of our campus documents, the college community is in need of an explicit and accurate definition on what this term should mean. It is particularly important for individuals applying for reappointment and promotion that this term not be left open to interpretation.

CFA has also reviewed the College document titled “Guiding Principles for Academic Work,” which was the cornerstone and driver of the academic transformation (see page 3 of this document). This document included both “Guiding Principles for Student Learning” and “Guiding Principles for Faculty Work and Development,” which collectively outlined the characteristics that define TCNJ students and faculty. Students and faculty having these characteristics would be educationally and professionally served more powerfully and effectively as result of the academic transformation. In this document, faculty work was divided into 1) Pedagogy, 2) Scholarship, 3) Interdisciplinarity and Diversity, 4) Service and Leadership, 5) General/Liberal Education, and 6) Professional Development, and each category was associated with a guiding principle and suggested ways in which the principle might be realized. CFA feels that these six corresponding principles nicely and concisely describe what constitutes an accomplished and engaged teacher-scholar and, therefore, CFA’s definition is derived from these documents.

**Recommendation**

CFA makes the following recommendation to be considered as a definition for the term “teacher-scholar:”

TCNJ faculty members and librarians pride themselves as being a community of teacher-scholars and librarian-scholars. The development of a vibrant intellectual community depends on teacher-scholars who contribute actively to the enhancement of the College and to their respective disciplines and professions. The teacher-scholar model emphasizes a tangible connection between faculty and librarian scholarly and creative work and student learning. Teacher-scholars firmly believe that excellent scholarship benefits the quality of an intellectual community and are deeply committed to pursuing their own scholarly and creative work, integrating this with their teaching, and engaging students in their scholarly or creative endeavors. Individual faculty and librarian roles and contributions may vary in emphasis and evolve over time, but all contribute to the work of the academic enterprise through teaching, scholarly and creative endeavors, and service. Therefore, the structure of faculty and librarian work needs to be diverse, flexible, and equitable. The College recognizes the importance of continually investing in the development of its teacher-scholars in order to support and recognize their engagement and accomplishments.

At TCNJ, the accomplished and engaged teacher-scholar and librarian-scholar:

* becomes a master of pedagogy and a mentor, striving to create a learning environment that cultivates analytical and creative problem solvers and encourages students to be scholars themselves.
* continues to grow as a disciplinary or interdisciplinary expert, pursuing a productive program of scholarly research or creative endeavor that engages students.
* values interdisciplinary connections and conversations as well as disparate views and voices.
* participates actively in the life of the campus community and seeks ways to improve this and other communities in which they live and work.
* affirms the ideals of liberal education and the importance of preparing the next generation of committed citizens.
* reflects deeply on his or her own learning path and accepts responsibility for defining a path of intellectual, professional, and personal growth.

**EXAMPLES OF HOW THE GUIDING PRINCIPLES MAY BE IMPLEMENTED**

# The Guiding Principles provide a general sense of direction for the TCNJ educational experience and are meant to span the various programs. These principles are worked out in meaningful but distinct ways in each of the programs. In this section, under each principle, several examples are provided of ways in which the principle might be realized and supported.

# Pedagogy: The accomplished and engaged teacher-scholar becomes a master of pedagogy and a mentor, striving to create a learning environment that fosters analytical and creative problem solvers and encourages students to be scholars themselves.

# *Center for Teaching Excellence*

# *Mentoring programs to supplement (or replace) traditional advising responsibilities*

# *Instructional technology support*

* *Curricular reform and pedagogical development that integrates scholarship with teaching*

# Scholarship: The accomplished and engaged teacher-scholar continues to grow as a disciplinary or interdisciplinary expert, pursuing a productive program of scholarly research or creative endeavor that engages students.

# *Internal and external support for scholarship*

# *Travel in support of research and scholarly presentations*

* *Recognition of the varieties of scholarly contributions across the disciplines*
* *Opportunity for faculty-student collaboration in scholarship*

# Interdisciplinarity and Diversity: The accomplished and engaged teacher-scholar values interdisciplinary connections and conversations as well as disparate views and voices.

# *Interdisciplinary majors, minors, and programs*

# *Team-teaching opportunities and support*

* *Fostering an intellectual, cultural, and political climate appreciative of a multiplicity of views and committed to social justice*

# Service and Leadership: The accomplished and engaged teacher-scholar participates actively in the life of the campus community and seeks ways to improve this and other communities in which they live and work.

# *Mentors to students and colleagues*

# *Service to profession and community*

* *Contributions that have a significant impact on the college and broader community*

# General/Liberal Education: The accomplished and engaged teacher-scholar affirms the ideals of liberal education and the importance of preparing the next generation of committed citizens.

# *Strong foundations based upon liberal education*

# *Recognition of the importance of understanding systems*

# *Connections between general education and majors*

# Professional Development: The accomplished and engaged teacher-scholar reflects deeply on his or her own learning path and accepts responsibility for defining a path of intellectual, professional, and personal growth.

# *Professional development plans linked to programs of support for professional development*

# *Flexibility over time*

# *Opportunities to expand, experiment, and explore new and diverse directions*

# *Equitable loads*