Department of Elementary and Early Childhood Education  
The College of New Jersey  
Disciplinary Standards for Reappointment, Tenure, and Promotion

The attached disciplinary standards have been reviewed and approved by the Committee on Faculty Affairs, the Council of Deans, and the Provost.

To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion.

[Signatures and dates]

Department Chair  
[Signature]  
9/2/14  
Date

Dean  
[Signature]  
9/2/14  
Date

Provost  
[Signature]  
9/3/14  
Date

The Department of Elementary and Early Childhood Education will next review its disciplinary standards in Academic Year 2016-2017.
Disciplinary Standards for the Department of Elementary and Early Childhood Education  
The School of Education  
The College of New Jersey  
Revisions Accepted by EECE Faculty April 9, 2014

A. Alignment with Key Institutional Documents and Values

The expectations, criteria and standards of the Department of EECE are consistent with the mission & identity of the College as a primarily undergraduate institution with a select number of targeted graduate programs. Specifically, the department encourages faculty to facilitate free inquiry and open exchange in their classrooms. We expect faculty to demonstrate expertise in their teaching, creativity, and scholarship. Through the teaching and scholarship, our faculty is expected to foster future exemplary leaders in the field of education in the state of New Jersey. As outlined in the mission of the School of Education, we expect students to demonstrate subject matter expertise; excellence in planning and practice; a commitment to all learners; have a positive effect on student growth; and display professionalism, advocacy, and leadership in their field. As teacher-scholars, we engage the hearts and minds of our teacher candidates at the undergraduate and graduate level so that they become transformative agents of change. In order to achieve these goals, we encourage students to see the world differently, challenge the status quo, and question the perceived wisdom through a lens of ethics, caring and social justice. 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.

The Standards for Reappointment, Tenure and Promotion (aligned with the College-Wide Promotions and Reappointment Document)

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 attached table articulates the range of activities in which a teacher-scholar may engage. We recognize that our teacher-scholars’ outcomes will reflect a range of scholarship that will be completed at different paces. While scholars are expected to have an active agenda, there may be times of lower productivity because of administrative duties, service, maternity leave, or health issues. Periods of lower productivity due to teaching, administrative, or service obligations do not preclude promotion to tenure, Associate Professor or Professor. Instead, such periods should be explained in the candidate’s essay. Therefore scholarship standards may be adjusted based on exceptional teaching or service commitments when as stated in the TCNJ Promotions and Reappointment document, scholarship may be reduced (not eliminated) due to a significant increase in teaching or service. The Department Personnel Committee shall be apprised of the plan of scholarly activity annually and the assigned mentor shall monitor progress.

The purpose of these standards is to help articulate how our teacher-scholars will be evaluated; furthermore, these standards were revised within the context of the TCNJ Promotion and Reappointment document. The EECE document not only outlines the guiding principles for the evaluation of teacher scholars in our department, it also explains the nature and context of our work.

B. Description of Acceptable Scholarly/Professional/Creative Work: Evaluation of Scholarship

The School of Education (SOE) and EECE embrace the four standards for evaluating scholarship as delineated in the TCNJ Promotions Document (http://www.tcnj.edu/~fhb/Promotion-Reappointment2011.pdf) 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. Therefore, because education is a field requiring both basic and applied research and a variety of methodologies, we value a range of scholarship modalities to include scholarship of discovery, application and pedagogy.

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 will be determined in consideration of an individual’s specific scholarship plan.

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. As a community of vibrant teacher-scholars, we are committed to recognizing, valuing, and supporting each other’s unique paths of professional growth, including inter-disciplinary collaboration.

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 basic research in the discipline as well as applied scholarship. Much of the work in the field of education includes an analysis of both existing policies and theories and the impact of these policies and practices on various stakeholders. Educational research is 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. Scholarship productivity can also include: professional reports such as accreditation reports, products, instruments that are the result of the scholarship of discovery application, or pedagogy. 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.

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<tr>
<th>Examples of Acceptable Tangible Scholarly Outcomes</th>
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<tr>
<td><strong>Journals</strong></td>
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<tr>
<td>• Authored or co-authored articles in peer-reviewed journals with a high level of selectivity (print or on-line)</td>
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<tr>
<td>• Articles in journals with a national and international readership (print or on-line)</td>
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<tr>
<td>• Articles in peer-reviewed journals of state and regional organizations (print or on-line)</td>
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<tr>
<td><strong>Other Significant Publications</strong></td>
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<tr>
<td>• Books (single or co-authored; single or co-edited)</td>
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<td>• Book manuscripts under contract</td>
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<tr>
<td>• Invited columns or articles in peer-reviewed journals</td>
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<td>• Chapters in books (invited and/or peer-reviewed)</td>
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<tr>
<td>• Articles in professional trade publications, e.g., <em>Education Week</em>, <em>Chronicle of Higher Education</em>, <em>Harvard Education Newsletter</em>, <em>Rethinking Schools</em></td>
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<tr>
<td>• Reviews of books—trade or professional (print or on-line)</td>
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<td>• Content or curriculum related blogs</td>
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<td>• Conference proceedings</td>
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<td>• Task force committee reports and white papers</td>
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<td>• Regularly appearing columns in journals (print or on-line)</td>
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<td>• Articles in state or professional organizations newsletters</td>
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<td>• Professional multimedia works (e.g. instructional videos and/or DVD’s)</td>
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<td>• Articles and training manuals that explain specialized knowledge to classroom teachers and practitioners</td>
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<td>• Program evaluation that involves the creation of new knowledge</td>
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<td><strong>Editing</strong></td>
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| **Presentations** | • Peer-reviewed regional, national, or international conference presentations (e.g. accepted papers, poster sessions, round tables)  
• Invited presentations  
• Peer-reviewed professional development workshops |
| **Grants** | **Writing Grant Proposals and/or Obtaining Grants**  
• Proposals to pursue discipline-based inquiry  
• Securing funding for community agencies or schools  
• Securing funding for professional preparation in the college and field  
• Implementing grant programs  
• Single authored or collaboratively written research reports  
• Evaluation reports for external agencies, e.g. local or state boards of education |
| **Collaborative Work** | **Research with:**  
• TCNJ colleagues, students (undergraduate and graduate), and peers in other institutions or disciplines  
• NJDOE state coalitions and other agencies  
• Community agencies and non-profit organizations (think tanks, etc.) |
| **Forms of Inquiry/Research** | • Investigation focusing on disciplinary or interdisciplinary interests through empirical or conceptual methods.  
• Qualitative methods  
• Quantitative methods  
• Action Research  
• Empirical Research  
  o Applied research  
  o Pedagogical research |
| **Leadership in Field and Community** | • Scholarship based consulting activities at the local, national, or international level that involves the creation of knowledge and impacts significantly on one’s discipline  
• Extending disciplinary practice and discourse  
• Creating curriculum for public use, e.g., documentaries, museums, etc.  
• Technical assistance for educational programs for movies, television, theater and various digital outlets  
• Discipline specific blogs |

**C. Criteria to Evaluate the Impact of Scholarship**

Defining the qualities of a teacher scholar, the recent CFA report (April, 2011) states:

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. (p.2)

This definition underscores the qualities of commitment, engagement, and connections to the community as being integral qualities of a teacher scholar. Drawing on this report, we believe that a defining characteristic of a teacher scholar is engaged scholarship. Such scholars are engaged with their work in vibrant and reflexive ways. Rather than circumscribing their work to the realms of academia, they attempt to make their scholarship an integral part of everything that they do including teaching, service, and mentoring.

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. Recognized levels of impact include:

**Impact on the field:** Impact of scholarship on the field can be evaluated in diverse ways. The defining characteristic of such scholarship is that it is engaged, consistent, and continuous. It is critical that teacher scholars have a continually active agenda and that it is characterized by steady and ongoing presentation and dissemination of information. Such an impact includes the importance of the information with respect to the following: a) extending current insights on a topic of study; b) providing new insights; c) expanding the current discourse in the field; or d) initiating a new discourse in the field. Evidence that work has been cited by other authors will be given weight in considering its significance. EECE Department especially values scholarship that has the potential to impact the lives of children, adults, and/or families and/or on the teaching and learning process.

**Impact on students:** The TCNJ Promotions document emphasizes that in scholarly work “Of first importance is the impact on students” (http://www.tcnj.edu/~fhh/Promotion-Reappointment2011.pdf). Teacher/Scholars in the Dept. of EECE 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 lifelong 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 and breadth and flexibility. Collaborative projects can apply diverse theory to real world problems that face schools and students today.

The Department of EECE 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, and 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 MUSE & CUR programs, internship placements, independent study, and research apprenticeships. Measures of community impact might be found in technical reports or consultation to address issues of public policy; expert reviews or letters about the quality and impact of applied work; and external evaluation of engaged scholarship.

**D/E. Determining Productivity and Evaluating Authorship 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. The department values collaborative scholarship and recognizes both first and second authors as equal contributors. For publications with more than two authors, we require explanation of contribution of each author.

By the time of **application for tenure** it is expected that candidates will show evidence of a planned and sustainable program of scholarship with a minimum of 5 tangible scholarly outcomes. Examples of tangible scholarly outcomes include, but are not limited to: peer-reviewed journal publications, peer or editor reviewed book chapters, invited book chapters, peer-reviewed conference presentations at the national or regional level, peer-reviewed publications in conference proceedings, program development here at the College (e.g., new or substantially revised M.A.T. programs or a new major or minor program). For a more complete, but not exhaustive, set of recommended examples of tangible scholarly outcomes, see Table 1 below. As a part of the 5 tangible scholarly outcomes, the candidate is expected to have authored a minimum of 2 peer-reviewed publications (multiple author publications are also valued and candidates are expected to delineate his or her contribution to the manuscript) and some combination of other tangible scholarly outcomes to meet the 5 tangible outcomes goal.

It should be noted that evidence of tangible scholarly outcomes is not simply measured by publications. A successful scholarship program should exemplify: 1) multiple projects in different stages of development and/or which have come to fruition; 2) primary and/or collaborative responsibility for scholarship; 3) work initiated since appointed at TCNJ; and 4) appropriate dissemination of scholarship at the national and/or regional level.

Furthermore, in some cases, exceptions to the level of productivity, with respect to flexibility regarding the numbers of tangible scholarly outcomes (a minimum of 5), can be made at the discretion of the Departmental Tenure and Reappointment Committee with the approval of the Dean for exceptional cases such as extended leaves of absence (e.g., Family or Medical Leave,
Fulbright Scholarships, etc...). However, it is the responsibility of the candidate to make this case.

For **promotion to Associate Professor**, candidates should evidence a pattern of previous and continuing quality contributions in terms of tangible scholarly outcomes since initial appointment at the College. Specifically, by the time the candidate applies for promotion to Associate Professor, it is expected that the teacher scholar exhibits excellence by having a total body of scholarly work with a minimum of 5 tangible scholarly outcomes. The expectation being that the candidate has produced a minimum of 2 peer-reviewed publications and some combination of other tangible scholarly outcomes to meet the requirement of a minimum of 5 tangible scholarly outcomes. Tangible scholarly outcomes, including publications, produced prior to tenure are permitted to be considered toward the total body of scholarly work for promotion to Associate Professor.

Similarly, for **promotion to Full Professor**, there must be evidence of previous and continuing quality of contributions in terms of tangible scholarly outcomes since initial appointment at the College. Specifically, by the time the candidate applies for promotion to Full Professor, it is expected that the teacher scholar exhibits excellence by having a total body of scholarly work with a minimum of 8 tangible scholarly outcomes. The expectation being that the candidate has produced a minimum of 5 peer-reviewed publications and some combination of other tangible scholarly outcomes to meet the requirement of a minimum of 8 tangible scholarly outcomes. Tangible scholarly outcomes produced prior to tenure and since promotion to Associate Professor are permitted to be considered toward the total body of scholarly work for promotion to Full Professor.

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<th>Tenure (Examples of Tangible Scholarly Outcomes)</th>
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<tbody>
<tr>
<td>Publishing in peer reviewed venues: minimum two publications</td>
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<tr>
<td>Presenting at juried or peer reviewed state, regional and national conferences of professional organizations</td>
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| **Associate Professor**  
(Examples of Tangible Scholarly Outcomes) | **Professor**  
(Examples of Tangible Scholarly Outcomes) |
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<tr>
<td>Publishing in peer-reviewed venues: a minimum of two</td>
<td>Continuing to publish in peer-reviewed venues: a minimum of five</td>
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<tr>
<td>Invited articles or chapters</td>
<td>Invited articles or chapters</td>
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| Presenting at juried or peer-reviewed state, regional and national conferences or professional organizations. | Presenting at juried or peer-reviewed state, regional and national conferences or professional organizations.  
Giving invited presentations at juried or peer-reviewed regional, national, and international conferences or professional organizations. |
| Having a book manuscript under review.  
Having a book manuscript under contract for publication. | Having one or more published books (single or co-authored; single or co-edited). |
| Writing grant proposals | Writing and obtaining grants |
| Mentoring students in scholarship (e.g., MUSE, Undergraduate/Graduate Research, Independent Studies) | Mentoring students in scholarship (e.g., MUSE, Undergraduate/Graduate Research, Independent Studies) |
| Delivering invited conference keynote speeches or plenary addresses | Delivering invited conference keynote speeches or plenary addresses |

The above-mentioned criteria are applicable for all levels, including reappointment and tenure as well as promotion. However, specifically for promotion to associate we expect candidates to demonstrate continuous and sustained pattern of quality contributions since tenure, including an impact on one’s discipline. Similarly, for promotion to Full Professor, there must be 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 categories of tangible scholarly outcomes.