

[Department Name]
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 in years 1-4. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion



Department Chair

10/10/2012
Date



Dean

10-8-12
Date



Provost

10/10/12
Date

The [department name] will next review its disciplinary standards in Academic Year [insert year].

Disciplinary Standards for Scholarship

Department of Educational Administration and Secondary Education School of Education The College of New Jersey

Modified September, 2012

I. PURPOSE

The distinguished faculty of the Department of Educational Administration and Secondary Education (EASE) take pride in offering rigorous, high quality teacher and principal preparation programs. Consistent with the mission of The College and the School of Education, the mission of our programs is to create exemplary educational professionals prepared to enrich the lives of the people of New Jersey and the nation through teaching and educational leadership. This document describes the criteria by which the department evaluates the work of our faculty as teacher-scholars in supporting the missions of The College, the School of Education, and the EASE Department. Specifically, this document describes the standards and guiding principles for the evaluation of candidates for reappointment, tenure, and promotion within the Department of Educational Administration and Secondary Education (EASE). It is supplemental to and consistent with the College Reappointment and Promotion Policy. The purpose of this document is three-fold:

1. To establish Department specific expectations in the three primary areas of teaching, scholarship and service, emphasizing the teacher-scholar role expected of all EASE faculty and delineated as a central part of our disciplinary standards.
2. To help our faculty understand how their performance as teacher-scholars will be evaluated according to TCNJ Promotion and Reappointment document within a context that includes: a) the relatively short, four-year, time clock toward tenure that exists at The College; and b) an institutional emphasis on undergraduate education with targeted graduated programs
3. To guide the support of a departmental environment that nurtures and values the art of teaching along with the rigors of scholarship in a teacher-scholar model that is aligned with the institutional mission.

II. DEFINITION OF THE TEACHER-SCHOLAR ROLE

In order for the Department to serve the mission of the College we must first describe the teacher-scholar model where it is expected that faculty will not only excel in teaching and scholarship but will also intertwine these two aspects of their professional lives. 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 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.

III. STANDARDS FOR REAPPOINTMENT, TENURE AND PROMOTION

TCNJ, unlike most colleges, has a very short tenure clock. This must be borne in mind in determining realistic scholarly expectations for tenure. It is expected that in order to be considered for reappointment, teacher-scholars in the Department of Educational Administration and Secondary 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, for greater detail, see Table 1 that 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 Department of Educational Administration and Secondary Education. The Department Promotion and Reappointment Committee shall be apprised of the plan of scholarly activity annually and the assigned mentor shall monitor progress.

Quality published research is essential for a positive recommendation for promotion and/or tenure. One element to be considered is the number of works, whether single or co-authored, accepted for publication through a peer-reviewed process. At a minimum, by the time of consideration for tenure, a teacher-scholar will have published at least two peer-reviewed publications and presented original scholarly work at highly regarded local, state or national conferences related to their field.

To be considered for promotion to Associate or Full Professor, the Department of Educational Administration and Secondary 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.

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/~academic/faculty.html>),

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 interdisciplinary 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.

It is important to note, as a community of vibrant teacher-scholars, we are committed to recognizing, valuing, and supporting each other's' unique paths to professional growth. As such, specific evaluative criteria should be determined in consideration of an individual's specific scholarship plan. Our aim is support possible (and non-exclusive) ways in which a candidate might satisfy the Department's minimum scholarship expectations. The Department acknowledges, that the specific numbers of publications will vary depending on the publication venue, with fewer publications being required if they appear in leading journals or book publishers. We do not intend these scholarship guidelines to be inflexible or so unrealistic as to preclude hiring a newly-minted terminal degree candidate. However, we do expect that a candidate, whether or not he or she began his or her scholarly career at TCNJ, will pursue an active program of scholarship whose productivity while at TCNJ is commensurate with the minimum expectations for tenure and promotion outlined below. Regarding authorship, although first or sole-authored works and works published with student collaborators are evaluated most positively, for multiple-authored works, the amount or nature of author contribution should be specified. The following discussion provides additional information regarding the evaluation of scholarship.

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 other's unique paths of professional growth.

Basic and Applied Research

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 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 the effect on their respective school settings. 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 qualitative approaches that include non-empirical theoretical analysis. 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. 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 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; c) expanding the current discourse in the field or d) initiating a new discourse in the field.

Impact on practice and policy: We recognize the impact of the scholarship on best practices pertaining to work with children, families, communities, and schools, and on policies.

Impact on students: The TCNJ Promotions document emphasizes that in scholarly work “Of first importance is the impact on students” (<http://www.tcnj.edu/~academic/faculty.html>). 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 Department of Educational Administration and Secondary 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 coauthors are highly valued. We recognize that the impact of scholarship on students 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.

Methodological Ingenuity

In the Department of Educational Administration and Secondary Education, methodological diversity is valued and respected. Part of the evaluation of the contribution of work involves the degree of sophistication and innovation involved in the methodology. Special appreciation is given for the challenge of working with traditionally underachieving or underserved populations, adopting a challenging design (e.g., longitudinal design), or establishing cross-disciplinary and community-collaborative partnerships. Publications and other recognized scholarly outlets that utilize such methods are afforded greater weight in decisions for supporting tenure or promotion.

Scholarship in the fields of Educational Foundations, Teacher Education, and Educational Leadership can employ a range of modes, and we value a range of methodological modes of inquiry. There is a rich history of research that uses smaller sample sizes, in addition to scholarly work with larger samples. The modes of scholarship that we value include:

- Quantitative methods
- Qualitative methods
- Mixed methods
- Action research (teacher research)
- Theoretical research
- Single-subject design
- Applied research
- Pedagogical research
- Program evaluation
- Developing protocols
- Synthesis and application
- Empirical or conceptual methods.

We recognize that these disciplinary modes of scholarship fall within any of the following:

- Scholarship of Discovery
- Scholarship of Integration

- Scholarship of Application
- Scholarship of Pedagogy

We place particular value on scholarship that engages TCNJ students and supports students' development as scholars and professionals. Examples of such scholarship include, but are not limited to: Independent study/research, MUSE, co-authorship on scholarly outcomes, mentoring students through the research and/or dissemination process, participation in the Celebration of Student Achievement, and undergraduate research apprenticeships.

Recognition of discipline-specific challenges for scholarship in the given field (e.g., international travel for some fields)

The challenges for scholarship within the fields of Educational Foundations, Teacher Education, and Educational Leadership are centrally concerned with the process of conducting research with human subjects, often within applied settings. Much of the empirical research in this field uses human subjects, includes complex ethical considerations, and must go through an IRB review process. Research within applied settings also involves the challenge of accessing participants. This is especially a challenge given that our subjects are diverse (including populations who are from culturally diverse groups, for whom English is not a first language, as well as individuals with disabilities) and involve individuals who belong to vulnerable groups. Research within schools requires district approval, which can be a lengthy process and can result in access to samples being restricted. For some research that involves very specific populations, scholars may need to travel nationally to collect data.

Lastly, educational research often does not follow a traditional experimental design in which there is a true control group. Ethical considerations often prohibit such a design in which a treatment condition might include educational instruction or intervention of one group at the possible expense of another. Instead, there is a rich history within educational research of other modes of inquiry, which we have previously detailed. Some of these modes of inquiry, such as qualitative methods, require a lengthy period of intensive data collection and analysis, which must be completed before writing can begin. Such modes of inquiry can result in rich work, but it is produced over a more extended timeline of data collection, analysis, and dissemination.

These unique conditions for research in educational administration and secondary education should be considered when evaluating the overall scholarship of faculty.

Clarity and flexibility of criteria to evaluate the quality of the venue in which scholarship is disseminated

Within the fields of Educational Foundations, Teacher Education, and Educational Leadership, great value is placed on creativity and innovation. Therefore, we recognize scholarship in emerging venues, such as online or Internet resources and webinars. Such scholarship, when conducted in conjunction with other recognized scholarly outcomes previously detailed, furthers growth in the field by exploring new boundaries of scholarly dissemination.

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 at TCNJ 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 well-planned and sustainable program of scholarship that will have a minimum of two substantial publications (with first author or equivalent). Regarding authorship, although first or sole-authored works and works published with student collaborators are evaluated most positively, for multiple-authored works, the amount of or nature of author contributions should be specified. 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 "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).

While the department recognizes the importance of providing some guiding criteria, we also believe that not all of these criteria can be translated into hard numbers. As stated in the 2011 TCNJ Promotions and Reappointment document, quality is more important than mere quantity and the "applicant's entire body of scholarly/creative/professional work provides evidence for the pattern of continuing scholarship in support of promotion" (p. 5). The section below provides some guidelines for each rank. While the section is expected to provide some guidance, it should not be interpreted to be exhaustive. As previously stated, individual differences in scholarship might result in different trajectories or different examples. Candidates should explain the implications of their scholarship and the impact in their essay.

Application for Tenure: Given the short "tenure clock" of TCNJ, it is reasonable to expect that in the years leading up to tenure, scholars will clearly articulate their goals and plans for scholarship. This would be a period where they would begin the trajectory towards these goals by working on new projects as well as disseminating recently completed scholarly work such as the dissertation. The individual plans of each scholar may look different. It is expected that scholars will have a range of tangible scholarly outcomes that represent significant contributions to the field including two publications (peer reviewed articles, grants, or chapters in a book-Refer to Table 1) and two to three peer-reviewed presentations at national conferences since being hired at TCNJ.

Associate Professor: By the time scholars are Associate Professors, it is expected that they would have more clarity in their scholarship plan. Not only are the goals more articulated, there is significant movement towards those goals. Scholars by this level should have begun independent or collaborative work on new scholarly projects. It is expected that scholars will have produced five to seven tangible scholarly outcomes that represent significant contributions to the field since arrival at TCNJ including at least two to three publications (peer reviewed articles, grants, or chapters in a book-Refer to Table 1) and three to four peer-reviewed presentations at national conferences. Scholars at this level should also have taken initiative in integrating their scholarship into their teaching, mentoring and service.

Professor: By the time scholars are professors, it is expected that they have a clear scholarship plan and progress towards that plan. Maturation of scholarship is an important quality to consider. The scholar's research might explore diverse areas within the field, venture deeper into the disciplinary core, or take a risk to traverse interdisciplinary boundaries. Whatever the course of the scholarship, the scholar should be able to articulate its contribution to the current discourse, its connection to teaching, and service. Scholars at this level should have produced a range of eight to ten tangible scholarly outcomes that represent significant contributions to the field since being hired at TCNJ, including at least four to five publications (peer reviewed articles, grants, or chapters in a book-Refer to Table 1) and four to five peer reviewed presentations at national conferences. A published book or a funded grant proposal could further enhance the candidate's portfolio.

The specific numbers of publications will vary depending on the publication venue, with fewer publications being required if they appear in leading journals or book publishers. By articles we do not mean short discussion notes, critical notices, book reviews or other items of this kind. By a leading journal we mean either a prestigious journal that accepts articles on a wide variety of topics, such as *Phi Delta Kappan* or *Journal of Teacher Education*, or a prestigious journal in a sub-disciplinary field such as *Educational Leadership* or *Journal of Negro Education*. By a respected journal we mean a journal such as the *Middle School Journal* or *Urban Education*.

While exceptions to the guidepost numbers for both Associate and Full Professor 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. Ultimately, candidates applying for promotion to either Associate or Full Professor must provide 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:

Table 1

Activities of a Teacher-Scholar	
Publications/Publishing	<ul style="list-style-type: none"> • Book manuscripts published or under contract • Authored or co-authored articles in peer-reviewed journals with a high level of selectivity • Peer-reviewed conference proceedings • Articles in journals with a large circulation • Articles in journals where with journal editors who have established a reputation in the field

	<ul style="list-style-type: none"> • 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 • Program evaluation that involves the creation of new knowledge in the field.
Editing-Reviewing	<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 • Peer-reviewed professional development workshops
Grants Writing Grant Proposals	<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 •	<p>Research with: TCNJ colleagues, students, and peers in other institutions or disciplines</p> <ul style="list-style-type: none"> • 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 • Action Research • Empirical research • Applied research • Pedagogical research

Document Review

The EASE Disciplinary Standards for Scholarship shall be reviewed at a minimum of every 5 years by the Chair in conjunction with the Departmental PRC. Reviews will occur more frequently when changes/issues arise such as changes to the TCNJ reappointment or promotions process.