

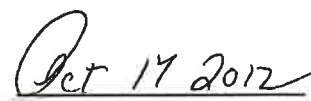
[Department Name]
The College of New Jersey
Disciplinary Standards for Reappointment, Tenure, and Promotion

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



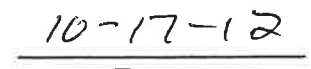
Department Chair



Date



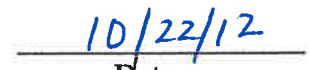
Dean



Date



Provost



Date

The EECE Department will next review its disciplinary standards in Academic Year 2017

Disciplinary Standards for Scholarship
The Department of Elementary and Early Childhood Education
The School of Education
The College of New Jersey

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 (no 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. It takes into consideration the larger context of the TCNJ Promotion and Reappointment document as well as the relatively short, four-year, "tenure clock" that exists at The College of New Jersey. This document not only outlines the guiding principles for the evaluation of teacher scholars in our program, 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/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. 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. 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.

Activities of a Teacher-Scholar	
Publications	<p>Publishing</p> <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 • Articles in journals with a large circulation • Articles in journals 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 • 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

	<ul style="list-style-type: none"> • 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 field • Implementing grant programs • Evaluation reports for external agencies
Collaborative work	Research with: <ul style="list-style-type: none"> • 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 • Action Research • Empirical Research <ul style="list-style-type: none"> ○ Applied research ○ Pedagogical research
Leadership in Field and Community	<ul style="list-style-type: none"> • Scholarship based on 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

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/%7Efhb/Prom97forweb.doc>). 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 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 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 review 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 planful and sustainable program of scholarship that will have a minimum of two substantial publications (with first or senior author of a peer reviewed journal and/or a senior author of important book chapters.) 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. We value peer-reviewed publications that result from small and large-scale projects and use qualitative or quantitative methods. EECE Dept. recognizes both projects regardless of size can be evaluated on the basis of applied or pedagogical impact. 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. Specifically, by the time the candidate applies for promotion to the Associate level, it is expected that the teacher-scholar exhibits excellence by producing at least six peer-reviewed articles or book chapters. In addition, it is expected that the candidate will present at state and/or national peer-reviewed conferences annually.

Similarly, for **promotion to Full Professor**, there must be evidence of five additional peer-reviewed articles or book chapters since attaining the rank of Associate Professor, with annual presentations at state and/or national peer-reviewed conferences.

Following the example set by the TCNJ Promotions document, we have provided a side-by-side comparison for scholarship activities at each rank. The purpose of this comparison is only to provide a guide to help differentiate between qualifications by rank. It includes some significant examples of scholarly/creative/professional activity in support of promotion, but should not be read as a comprehensive list of requirements. These particular items will apply to some candidates and not others, and there will be other accomplishments not listed here that candidates might include. Given the nature of flux in our interdisciplinary fields, there may be other items that scholars could include in their portfolio which are not mentioned in this comparison.

Tenure
Publishing in peer reviewed venues: minimum two publications
Presenting at juried or peer-reviewed state, regional and national conferences of professional organizations

Associate Professor (The following outcomes are expected to be completed since appointment at TCNJ)	Professor (The following outcomes are expected to be completed since promotion to associate professor)
Publishing in peer-reviewed venues: four additional publications for a total of six.	Continuing to publish in peer-reviewed venues.
Invited chapters	Invited chapters
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 book manuscripts under contract for publication.	Having one or more published books.

Writing grant proposals.	Writing and obtaining grants.
Mentoring students in scholarship	Mentoring students in scholarship.
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 in the attached end table.