


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.

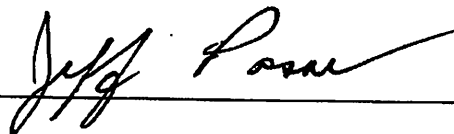
To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications. Candidates for promotion will use the disciplinary standards in effect in the year in which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



Department Chair

1/5/16

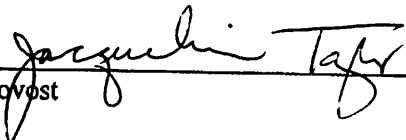
Date



Dean

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Date



Provost

1/7/16

Date

The Department of Elementary and Early Childhood Education will next review its disciplinary standards in Academic Year 2019-2020.

**Disciplinary Standards for 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 Elementary and Early Childhood (EECE) Department are consistent with the mission and 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 teaching, creativity, and scholarship. Through teaching and scholarship, our faculty is expected to prepare future exemplary educators to serve all communities—local, state, national and global.

As outlined in the mission of the School of Education, we expect our students to demonstrate subject matter expertise; excellence in planning and practice; a commitment to all learners; to have a positive effect on student growth; and to display professionalism, advocacy, and leadership. As teacher-scholars, we engage the hearts and minds of our teacher candidates at the undergraduate and graduate levels so that they become transformative agents of change. In order to achieve these goals, we must teach students to see the world differently, to challenge the status quo, and to question perceived pedagogical truths within a context of ethics, caring and social justice. We value interdisciplinary connections and conversations as well as disparate views and voices.

EECE teacher-scholars use proven classroom practices informed by research on effective teaching and active learning. We are necessarily life-long learners who reflect deeply on our learning paths and accept responsibility for ensuring these paths lead to intellectual, professional and personal growth. We must continue to grow as disciplinary experts and to pursue productive programs of scholarly research and/or creative endeavors.

As teacher-scholars, we engage in all areas of scholarly exploration—discovery, application, integration and teaching. As such, our scholarship can be disciplinary/theoretical, pedagogical or applied. Whatever the means of inquiry, as teacher-scholars we connect our scholarship to other teacher-scholars across the various disciplines. 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 highly qualified educators.

The Standards for Reappointment, Tenure and Promotion (aligned with the College-Wide Promotions and Reappointment Document, 2015)

It is expected that in order to be considered for reappointment and/or promotion, teacher-scholars in the School of Education and within the EECE Department 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, leave for qualifying life events, or health issues; thus, such varied levels of productivity will not preclude a candidate from reappointment with tenure, or promotion to Associate Professor or Professor. There may be some years in which the pace of scholarly productivity is adjusted based on exceptional teaching or service when, as stated in the TCNJ Promotions and Reappointment Document [PRD] 2015, scholarship may have been reduced (not eliminated) due to a significant increase in teaching or service.

The Department Promotion and Reappointment Committee [DPRC] 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 (2015). 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 Department embrace standards for evaluating scholarship 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) consistent effort, involvement, and record of accomplishment; and 4) impact of one's activities. Therefore, because education is a field requiring a variety of methodologies, we value the full range of scholarship modalities: discovery, integration, application, and pedagogy, which are consistent with the College's Promotions and Reappointment Document (2015, p. 5) found here:

<https://academicaffairs.tcnj.edu/files/2015/10/Promotion-and-Reappointment-Documents-2015-FINAL.pdf>.

Teacher-scholars are expected to maintain an ongoing program of scholarship that is marked by consistent activity, productivity, and dissemination. Teacher-scholars should articulate their plans for scholarly work, including short- and long- term goals and objectives, specific outlets for communicating scholarship, and the contexts in which their programs are intended to have impact. Specific evaluative criteria will be based on an individual's scholarly plan and outcomes.

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: instruments, reports, or other products 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.

Examples of Acceptable Tangible Scholarly Outcomes	
Journals	<ul style="list-style-type: none"> • Authored or co-authored articles in peer-reviewed journals with a high level of selectivity (print or on-line) • Articles in journals with a national and international readership (print or on-line) • Articles in peer-reviewed journals of state and regional organizations (print or on-line)
Other Significant Publications	<ul style="list-style-type: none"> • Books (single or co-authored; single or co-edited) • Book manuscripts under contract • Invited columns or articles in peer-reviewed journals • Chapters in books (invited and/or peer-reviewed) • Articles in professional trade publications, e.g., <i>Education Week</i>, <i>Chronicle of Higher Education</i>, <i>Harvard Education Newsletter</i>, <i>Rethinking Schools</i> • Reviews of books—trade or professional (print or on-line) • Content or curriculum related blogs • Conference proceedings • Task force committee reports and white papers • Regularly appearing columns in journals (print or on-line) • Articles in state or professional organizations newsletters

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Editing or co-editing a peer-reviewed journal • Editing or co-editing a professional trade publication • Editing or co-editing a book series
Presentations	<ul style="list-style-type: none"> • Peer-reviewed regional, national, or international conference presentations (e.g. accepted papers, poster sessions, round tables) • Invited presentations • Peer-reviewed professional development workshops
Grants	<p>Writing Grant Proposals and/or Obtaining Grants</p> <ul style="list-style-type: none"> • Writing 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 • Authoring single or collaboratively written research reports
Collaborative Work	<p>Research with:</p> <ul style="list-style-type: none"> • 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	<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

	<ul style="list-style-type: none"> ○ Pedagogical research
Leadership in Field and Community	<ul style="list-style-type: none"> ● 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, PRD (2015) states:

The best teachers remain devoted learners. TCNJ embraces the model of a professor as *teacher-scholar* and understands that a serious and continuing commitment to scholarship complements and enriches teaching of the first order...the quality of one's work is defined by its significance on one's field(s) of inquiry and necessarily requires...peer review to validate the work's significance. (PRD, 2015, p.5)

This qualification 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 reflective 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 and consistent. It is critical that teacher-scholars have an 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: 1) extending current insights on a topic of study; 2) providing new insights; 3) expanding the current discourse in the field; or 4) initiating a new discourse in the field. Evidence that work has been cited by other authors will be given weight in considering its significance. The 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: In keeping with the mission of the College, the EECE Department values research that impacts students and/or involves collaborative research projects with students. Teacher-scholars in the EECE Department engage students in the process of critical inquiry and discovery in theory-based and 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 EECE Department 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 such as 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, and/or 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.

The tenure clock (probationary period) for tenure-track faculty is six (6) years. For a complete description of the timeline and expectations for the review process, please refer to the PRD (2015) given on the Academic Affairs website.

By the time of **application for tenure and/or promotion to Associate Professor**¹ it is expected that candidates will show evidence of consistent scholarly accomplishments with a minimum of 6 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, and peer-reviewed publications in conference proceedings. For a more complete, but not exhaustive, set of recommended examples of tangible scholarly outcomes, see Table 1 below. As a subset of the 6 tangible scholarly outcomes, the candidate is expected to have authored a minimum of 3 peer-reviewed publications (multiple author publications are also valued and candidates are expected to delineate his or her contribution to the manuscript if more than 2 authors). Any other scholarly outcomes combined with the 3 peer-reviewed publications are expected to be used to meet the goal of 6 tangible scholarly outcomes.

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, state, regional, and/or local level.

Similarly, for **promotion to Professor**, there must be evidence of consistent scholarly accomplishments and quality of contributions in terms of tangible scholarly outcomes since initial appointment at the College and since promotion to Associate Professor. Specifically, by the time the candidate applies for promotion to Professor, it is expected that the teacher-scholar exhibits excellence by having a total body of scholarly work with a minimum of 9 tangible scholarly outcomes. The expectation being that the candidate has produced a minimum of 5 peer-reviewed publications since initial appointment at TCNJ and some combination of other tangible scholarly outcomes to meet the requirement of a minimum of 9 tangible scholarly outcomes. At least 2 of the 5 peer-reviewed publications must be since promotion, or appointment, to Associate Professor. Tangible scholarly outcomes produced prior to promotion to Associate Professor will be counted toward the total body of scholarly work for promotion to Professor. For example, if you have 6 peer-reviewed publications that are counted toward promotion to Associate Professor, all 6 will still be able to be counted toward your total number of tangible scholarly outcomes (minimum of 9) for promotion to Professor, but you would still have to publish at least 2 additional peer-reviewed publications since your promotion to Associate Professor.

¹ A candidate determined to be eligible to apply for early promotion to Associate Professor must meet the same standards outlined here. Otherwise, it is presumed that the candidate is applying for tenure and promotion to associate under the typical timeframe.

Tenure and/or Associate Professor (Examples of Tangible Scholarly Outcomes)	Professor (Examples of Tangible Scholarly Outcomes)
Publishing in peer-reviewed venues: a minimum of three	Continuing to publish in peer-reviewed venues: a minimum of five, with at least 2 since promotion to Associate Professor
Invited articles or chapters	Invited articles or 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 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 examples and applicable for all levels, including reappointment and tenure as well as promotion. However, specifically for promotion to associate we expect candidates to demonstrate a consistent and accomplished pattern of quality contributions since initial appointment, including an impact on one's discipline. Similarly, for promotion to Professor, there must be evidence of a consistent and accomplished 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.