


The College of New Jersey
Department of Special Education, Language, and Literacy

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

9/10/12
Date


Dean

9/10/12
Date


Provost

10/10/12
Date

The Department of Special Education, Language, and Literacy
will next review its disciplinary standards in Academic Year 2017.

The College of New Jersey

Department of Special Education, Language, and Literacy

Disciplinary Standards

Section A: Alignment with Key Institutional Documents and Values

The mission of the Department of Special Education, Language, and Literacy is to prepare outstanding teaching professionals who will have a positive impact on children, adults, schools, families, and communities. Our work encompasses a diverse population that includes children as well as adults, and spans different areas such as literacy, English as a second language, speech and hearing, special education, and education of the deaf and hard of hearing. The undergraduate and targeted graduate programs in our department have been designed to align with the mission of TCNJ to prepare students to excel in their chosen fields and the guiding principles of the Conceptual Framework of the School of Education which include demonstrating subject matter expertise, excellence in planning and practice, commitment to all learners, strong positive effect on student growth, and the qualities of professionalism, advocacy and leadership. Our goal is to prepare professionals who not only evidence the ability to apply research supported best practices but also embrace the core belief that all individuals can learn. We envision our teacher candidates as future professional leaders who have the courage to challenge assumptions and view themselves as transformative agents of change. We believe that our faculty teacher scholars play a vital role in preparing such professionals.

Our definition of a teacher scholar is consistent with the TCNJ model of a teacher-scholar evident in the TCNJ Promotions and Reappointment Document (2011)

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; therefore, the College values the scholarly and creative enterprise (p.5).

¹As 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 question perceived wisdom. 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 or interdisciplinary experts and pursuing a productive program of scholarly research. Such scholarship could be disciplinary/interdisciplinary, theoretical/conceptual, and pedagogical or applied. Whatever the means of inquiry, he/she connects his/her knowledge to others both inside and outside of the discipline. In this way, we

¹ Parts of this document have been adapted or modified from the Psychology Departments Disciplinary Standards for reappointment and promotion (Modified May 12, 2011). In addition, we have also drawn from the TCNJ Promotions and Reappointment document (February, 2011).

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.

As teacher-scholars of the Department of Special Education, Language, and Literacy, we engage in a wide variety of research paradigms and methodologies. We engage in scholarly research that results in new knowledge, broadens or deepens existing knowledge, or applies knowledge to effect improvement in students and schools. Given the intertwined and interdisciplinary nature of our department, we also focus on diverse research problems and agendas that are comprised of disciplinary and interdisciplinary interests. Because our research is predominantly conducted in schools or communities and focuses on human subjects such as children or individuals with disabilities, we recognize that access to human subjects or environments (such as school and home) presents challenges that can inform or influence the trajectory of our research. Therefore, we recognize that our teacher-scholars' outcomes will reflect a range of scholarship that will also be completed at different paces.

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.

Section B: Categories of Acceptable Scholarly/Professional/Creative Work:

Because the fields of Special Education, Language, and Literacy are interdisciplinary and often concerned with but not limited to applied research, we recognize that a range of disciplinary standards need to be considered. Therefore, the following framework is intended to apply to a wide range of programs and will not apply equally to all individuals. The teacher-scholar should articulate his or her own goals, both short-term and long-term, and indicate the ways in which the program of scholarship has advanced these goals.

1. Clear articulation of the range of tangible scholarly outcomes recognized in the discipline (e.g., journal papers, books, conference proceedings, exhibits, performances, grants and grant proposals, conference presentations, invited lectures)

We recognize a range of tangible scholarly outcomes that include the following:

- Book manuscripts-published or under contract
- Grant proposals
- Journal articles
- Book chapters
- Conference presentations
- Reviews of books or journal articles
- Internet-based publications
- Program evaluation
- Editorship, reviewer, and guest reviewer of peer-reviewed journals

- Editor of a book series
- Contributions to policy development at state or federal levels and via professional organizations
- Expert testimony for significant cases
- Writing and implementing grant programs
- Evaluation reports for external agencies.

Collaboration in our fields is critical. While we do value first-author and single-author publications, we also value and recognize the collaborative process in the creation of scholarly outcomes

2. Clear articulation of the range of modes of scholarship (e.g., Boyer; scholarship of discovery, scholarship of application, scholarship of pedagogy)

Scholarship in the fields of Special Education, Language, and Literacy can employ a range of modes, and we value a range of methodological modes of inquiry. There is a rich history of research in this field 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.

3. Flexibility in support of diverse paths in scholarship/professional/ creative activity

Teacher-scholars may choose a variety of different outlets for dissemination of scholarship, as appropriate to their own stated goals. All forms of impact are valued and faculty scholarship is expected to show expansion over time into multiple types and levels of impact.

4. 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 Special Education, Language and Literacy 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 special education, language and literacy should be considered when evaluating the overall scholarship of faculty.

5. Clarity and flexibility of criteria to evaluate the quality of the venue in which scholarship is disseminated; flexibility to allow for the establishment of new venues and genres (e.g., emerging online venues)

Within the fields of Special Education, Language and Literacy, 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.

6. Recognition of interdisciplinary work, when it is offered as part of a promotion or reappointment application, and indication of how to evaluate it

The SELL Department is interdisciplinary in makeup, representing several different subfields within education – i.e., Deaf Education, Special Education, English as a Second Language, and Literacy -- and speech/language development. As such, we greatly value scholarship that links these disciplines and we expect it to contribute to both. For example, research on children’s language development may cross traditional boundaries of “educational research” and “speech/language/linguistics research.” Such interdisciplinary scholarship is evaluated by the department’s Promotion and Tenure Committee which consists of faculty from the department’s various disciplines.

The accomplished and engaged teacher-scholar values interdisciplinary connections and conversations as well as disparate views and voices. The SELL Department supports the fostering of an intellectual climate appreciative of a multiplicity of views and perspectives. We value both disciplinary and interdisciplinary scholarship of faculty and recognize such work as enhancing the overall research agenda of the teacher-scholar.

C. Criteria to Evaluate Different Types of Scholarly/Professional/ Creative Work

1. Clarity and flexibility of criteria to evaluate the quality of different scholarly/professional/creative products

Special Education, Language, and Literacy are fields that have become increasingly interdisciplinary with permeable boundaries. In the last few decades, the research in these fields has grown to encompass diverse methodologies, populations, and foci. Thus, the department recognizes that disciplinary standards need to appreciate the evolving nature of the research in these fields and demonstrate a respect for the individual differences in scholarship agendas that might emerge. The framework given below is intended to describe a broad set of evaluative criteria that will recognize these differences. Thus, we consider it important for each teacher scholar to clearly articulate his or her plans for scholarly work, including how it fits within the context of the emerging trends of disciplinary or interdisciplinary research and the impact of the work.

Engaged 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.

Consistency and Continuity in Scholarship

Related to the criteria of engaged scholarship is the expectation that scholars demonstrate consistency and continuity in their scholarship. While the direction of the scholarship might change with time and expand to new disciplinary or interdisciplinary directions, or new methodologies, it is important that scholars have a continually active agenda. Scholars may focus on one area or branch into different areas, but it is critical that they maintain a steady and ongoing program of scholarship that is characterized by presentations and dissemination of information. It is expected that rates of dissemination might vary given the disciplinary challenges in the field. Scholars are encouraged to articulate their goals and the ways in which their scholarship has grown and the shifts that have occurred. The department recognizes and values the fact that scholarship might involve taking risks, changing approaches, or developing new applications. 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.

Impact of Scholarship:

The work of engaged scholars impacts in different ways. It impacts various communities including the TCNJ learning community of which the scholar is a part, the broader disciplinary or interdisciplinary community, and professional communities. The impact could span different levels including local, state, national, and international levels. The SELL 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.

2. Criteria to evaluate scholarship in the context of our College's value of teaching

We in the Department of Special Education, Language, and Literacy encourage students to see the world differently, challenge assumptions, question perceived wisdom, and view themselves as transformative agents of change. Scholarship becomes a critical means to facilitate such change. An engaged teacher scholar is one who uses the scholarship to mentor and involve students. In this regard, scholars should evidence a commitment towards involving students in scholarship. This could be mentoring students for conferences, supporting students

through MUSE, co-authoring articles with students, or supervising them in independent studies. This would also mean using the scholarship to develop new courses and to inform course content and instruction in the classroom.

3. Clear articulation of criteria for assessing the contribution of service and teaching/librarianship integrated with a scholar's research agenda (e.g., a faculty member from the School of Education serving on a local school board, a faculty member from the School of Engineering providing written testimony to a legislative body).

Much of the scholarship in this area is of an applied nature with work revolving around schools, communities, educational policies, and professionals. Service, teaching, and research are not circumscribed to separate fields; they mutually inform each other. This work requires faculty members to bring forth their expertise and scholarship to their classroom instruction, course design, program development, and mentoring of students. In addition, it also involves providing the leadership or guidance to schools, communities, professional and accreditation organizations, as well as state or federal governments. Following are some examples of the service and teaching activities that would be encompassed under the realm of scholarship.

- Effecting positive change for P-12 students, teachers and parents by spearheading local, regional, or national initiatives
- Collaborating with schools or other agencies in initiating systems change
- Contributing to policy development at the state or federal level
- Providing expert testimony for significant cases
- Collecting data through a service project
- Developing research with a service component

Activities that involve providing in service training to schools are considered service rather than scholarship.

4. Distinctive criteria for reappointment, tenure, promotion to Associate Professor and Professor or promotion to Librarian II and Librarian I, with expectations for productivity reflective of the major stages of an academic career

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 stated in the beginning, 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: It is expected that in the time period leading to the tenure application, faculty members should make steady progress towards a clearly defined program of scholarship that includes a preliminary scholarship agenda and demonstrates a carefully planned, thoughtful trajectory towards these goals. Whether faculty members pursue a single area of interest or multiple areas of interest, they should explicitly articulate the connections between these areas of interest and their goals for scholarship with the teacher-scholar model of the college. The scholarly record may include publication of one's dissertation research and the completion of scholarly work begun elsewhere, but for which the majority of the work has been completed after the initial appointment at TCNJ. Faculty members applying for tenure must demonstrate the ability to disseminate their work in recognized disciplinary or interdisciplinary scholarly outlets.

Associate Professor: According to the Promotions and Reappointment Document, promotion to Associate Professor requires continuing scholarly achievement since initial appointment. Thus, the scholarship program should clearly provide evidence that such activity has continued since the application for tenure. Scholarship at this level should demonstrate a sustained and engaged involvement. Candidates should continue to disseminate their scholarship in regional and national peer-reviewed conferences and seek peer-reviewed outlets for publications.

Professor: Promotion to professor requires a sustained pattern of achievement and a maturation of scholarship since attaining the rank of Associate Professor. This maturation of scholarship may be demonstrated in a number of different ways, including scholarship that addresses new or emerging issues in the field, publications in notable outlets, publications of book/s, invitations to publish, present, review, or serve in an editorial capacity, and successful grant activity. External review reports as required by the promotions document will provide further evidence of maturation. In addition, expanded student involvement in a faculty member's scholarship is valued as an indicator of maturation. Regarding the sustained nature of scholarship, it is expected that scholarly activity will be continuous throughout a faculty member's career. However, periods of lower productivity due to major teaching or service obligations (e.g., service as department chair or coordinator) do not preclude promotion to Professor; such periods should be explained in the promotion materials.

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
Presenting at juried or peer reviewed state, regional and national conferences of professional organizations

Associate Professor <small>(The following outcomes are expected to be completed since appointment at TCNJ)</small>	Professor <small>(The following outcomes are expected to be completed since promotion to associate professor)</small>
Publishing in peer-reviewed venues.	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
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D. Scope, Quality, Importance, and Coherence of Scholarly/Professional/Creative Program

All Disciplinary Standards must include:

- 1. Clear articulation of how the department/program evaluates the scope (regional, national, international), quality, and importance of a scholarly/professional/creative project (e.g., not all disciplines have quantitative impact factors, but all disciplines can evaluate importance qualitatively)**

Due to the varied nature of the scholarship reflected within the Department of Special Education, Language and Literacy, and the unique nature of building and implementing a research agenda within these fields, the following considerations are necessary to consider when assessing the merit of a scholarly body of work.

- Collaborative scholarly activities are honored and judged as complementary; therefore, multiple authorship and involvement are viewed favorably.
- Varied areas of study and interest within a single portfolio are evaluated and viewed by the broadest theme presented. Connections between scholarly activities are often not easily visible to those outside of the discipline. Scholars should articulate these connections.
- Research that is narrow in its scope is considered acceptable since many scholars in the department are in fields represented that have constraints with regard to access to subjects or specific environments.
- Single-subject, case study approaches and qualitative methods are used and valued in many of the fields represented within the department; therefore, research based on these methodologies are considered acceptable and important.

Contributions to the professional literature on practice may be a significant contribution to the discipline, thereby reflecting the application of known research outcomes within an instructional or other professional practice. We value quality above quantity. Research in Special Education, Language, and Literacy can be concerned with specific populations of students, which can be small in overall numbers. The value of such research is not always captured by indicators that look only at factors such as the overall circulation or citations of a scholarly work. Therefore, we recognize a range of tangible indicators of disciplinary scholarship quality, which can be used to

evaluate a faculty member's work. As stated before, this framework is intended to apply to a wide range of programs and will not apply equally to all individuals. Faculty should articulate the intended impacts of their work and the rationale for their choice of a particular outlet. Disciplinary impact may include basic, applied, or pedagogical impact. The following indicators of disciplinary scholarship quality serve as a guideline for evaluating a faculty member's completed scholarship. While the information below is expected to help generate a conversation and provide guidance, it is not comprehensive and neither is each work under each category expected to meet all of the criteria within the category. Given the evolving nature of the field, there may be other criteria that are not necessarily mentioned below, which candidates might articulate in their essay.

For journal articles:

- a. Peer review
- b. Acceptance/rejection rates for the journal
- c. Professional sponsorship or other affiliation status of the journal
- d. Status of the journal editors within the subfield
- e. The nature and kind of audience that the journal reaches. In this regard, while it may be feasible to look at overall circulation in some instances, in other cases, it is not only the number of people that the journal targets that could be used as a criteria but also who the audience is comprised of.
- f. Citations of the one's scholarly work by others is not required but could be used as another means to enhance the scholar's dossier and provide evidence on the impact of the scholar's work. Citations of one's work should be accompanied by the scholar's explanation of how the citations provide evidence of the contribution of the work to the current scholarly literature. This could also apply to the section on books and conference presentations that follow.

For books (authored or edited):

- a. The quality of the publisher and recognition as an academic publisher
- b. Contribution to a book series
- c. Applicability of the book to real life such as textbooks that address aspects of teaching or teacher preparation
- d. Books that provide an original contribution to the field or inform a certain area of discourse.
- b. Published reviews of the work

For applied scholarly activities:

- a. Number and scope of reports (e.g., technical reports, case study reports, program evaluation reports)
- b. Impact of the reports and the ways in which they apply current scholarship

For invited publications and presentations (these would include invited contributions to special issues of a journal, invited chapters in books, and invited addresses to meetings of professional organizations):

- a. The stature of the editor of the special issue or book
- b. The stature of other contributors to the publication or meetings of professional organizations
- c. The quality of the publisher
- d. The quality of the journal and the extent to which it is recognized for its contribution in the field
- e. The scope of the journal
- f. The scope of the professional organization or journal extending the invitation, i.e., international, national, regional, or state

For conference presentations (e.g., symposia, papers, posters):

- a. A peer review process used for the conference
- b. The acceptance/rejection rates
- c. The scope of the professional organization sponsoring the conference, i.e. international, national, regional, or state

For grants:

- a. Academic standing of the agency and recognition in the field (e.g., federal funding, national foundations or organizations)
- b. Peer review by experts
- c. Acceptance/Rejection rates
- f. Receipt and amount of funding (grants not funded may be considered scholarly output albeit at a lower level than funded applications).

For editorial roles:

- a. Activities in the capacity of Editor-in-Chief, Associate Editor, or Assistant Editor
- b. Quality of the journal
- c. Guest Editor for a special issue of a journal
- d. Membership on an Editorial Board
- e. Invitations to serve as a review or an ad hoc reviewer on journal submissions, book chapters, grant applications, or conference presentations
- f. Membership on a grant review panel

2. Indication of the value of student involvement in, or the contribution to, scholarly/professional/ creative work

The Department of Special Education, Language, and Literacy deeply values student involvement. Indeed, we believe that mentoring students in scholarship could be a powerful

means to effect change. It is also a wonderful means to make explicit connections between theory, practice, and service. We strongly encourage our faculty members to involve students in scholarship in diverse ways. This might include mentoring students for presentations, research projects, independent studies, MUSE, or co-authoring articles.

3. Clear articulation of productivity expected (i.e., provide guidepost numbers, not hard and fast numbers)

As stated before in earlier sections, we value quality over quantity. The numbers below are expected to provide some rough guidelines.

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 Section B, item 1, p.2) and two to three peer-reviewed presentations at national conferences since being hired at TCNJ.

Associate: 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 5-7 tangible scholarly outcomes that represent significant contributions to the field (as articulated above in section D, pages 11-13) since arrival at TCNJ including two to three publications (peer reviewed articles, grants, or chapters in a book-Refer to Section B, item 1, p.2) 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 8-10 tangible scholarly outcomes that represent significant contributions to the field (as articulated above in section D, pages 11-13) since being hired at TCNJ, including at least 4- 5 publications (peer reviewed articles, grants, or chapters in a book-Refer to Section B, item 1, p.2) and 4-5 peer reviewed presentations at national conferences. A published book or a funded grant proposal could further enhance the candidate’s portfolio.

4. Clarity for evaluating the quality and coherence of a sustained and ongoing program of scholarly/professional/creative work that matures over time

For work that is sustained and matures over time, the following criteria are important.

- **Disciplinary or interdisciplinary impact:** Scholarship at this level is based on a deep, engaged, and sustained involvement with the area/s of research. The scholar has had a significant time to not only ponder on but hone his or her approaches to the issues at the center of the research. He or she has also had the time to acquaint him or herself with the historical changes or shifts in the discourse or conversations in the field. Thus, it is expected that by this time, scholars have a strong sense of why they have chosen the work that they do and what its contribution is to the disciplinary or the interdisciplinary fields.
- **Impact on teaching and service:** It is expected that such engaged scholarship would naturally have a wide impact. Engaged scholars reach out to engage diverse audiences. Such scholarship would provide rich avenues to inform teaching, mentoring of students, and service. Scholarship of this kind would result in the development of new programs, different ways to mentor students and bring more visibility to their emerging scholarship, as well as service.

E. Authorship

1. Clear articulation of the ways in which the department/program evaluates different authorship patterns (1.e.g., single author vs. multiple author) in scholarly/professional/creative projects

Special Education, Language, and Literacy are fields in which collaboration is critical. While we do value first-author and single-author publications, we equally value second and multiple author publications, thus recognizing the collaborative process in the creation of scholarly outcomes. Within collaborative work, it is often difficult to quantify an individual's contribution, as the whole is often greater than the sum of its parts. Therefore, we recognize co-authorship as a complete and full component of scholarly outcomes. The nature of collaboration is such that the work represents the efforts of the team as a whole.

2. Clear articulation of how the department evaluates scholarly/professional/creative work that results from smaller vs. larger scale projects

The wide range of research and professional work represented by the Department of Special Education, Language and Literacy mandates a unique approach to evaluating the scale of

any individual's portfolio of work. Depending on the existing literature and research, projects that appear small in scale may actually represent significant beginnings to an area of study and larger scale projects may be replicating known findings for further validation. Therefore, the department approaches the evaluation of any scholarship carefully and allows the author(s) to present the importance of the work.

3. Clear identification of the role played by and value of student engagement in the scholarly/professional/creative work

Student engagement in scholarly/professional/creative work is strongly supported by the department and those that lead to journal articles and dissemination in local, regional, national, and international presentations are highly valued in the promotion process.