

STANDARDS FOR SCHOLARSHIP SCHOOL OF EDUCATION

I. Introduction

The mission of the School of Education (SOE) is to prepare educators for service and leadership in schools and communities by developing their professional competence and character within the framework of Christian faith and values. Therefore, scholarship informs our teaching, models lifelong learning, and contributes to the continued development of the field of education.

The expectation in the SOE is that every faculty member is actively engaged in scholarship. Faculty members are teacher/scholars, and the pursuit of scholarship partially fulfills the role of professor and keeps instructors current and active in their disciplines. Obviously, this is for the benefit of our students.

A major purpose of the scholarship standards is to define what it means to be a scholar. Scholars stay current in their areas of teaching, and especially in their areas of special expertise, and model for students a commitment to *ongoing intellectual growth*, by *actively participating* in a community of scholars, and *making contributions* to this community that are valued by its members. Examples for each of the three commitments follow:

A commitment to ongoing intellectual growth can be evidenced by:

- Ability to articulate a coherent research trajectory
- Receiving internal grants
- Applying for externally-funded grants
- Membership in scholarly organizations
- Consulting

Active participation in a community of scholars can take the following forms:

- Attending conferences
- Presenting at conferences
- Publishing scholarly work
- Collaboration in research and authorship
- Serving as a reviewer for a journal

Evidence that one's contribution to the broader community of scholars is valued by its members includes:

- Publication in peer reviewed journals
- Citation of one's work by other scholars
- Successful application for externally-funded grants [i) peer review and ii) public dissemination of a product e.g. article, conference, K-12 engagement]
- Awards for scholarly achievement
- Invited presentations and keynote speeches at national and international conferences
- Serving as an editor for a peer-reviewed journal
- Serving on the external advisory board for grants at other universities
- Books and book chapters

II. Types of Scholarship

The Scholarship of Teaching, Application, Synthesis, and Discovery as defined in the [Faculty Employment Handbook](#) is highly valued and particular well-suited to the mission of the SOE.

Scholarship of Teaching: The faculty member will specifically pursue inquiry into the nature of the teaching/learning process. For example, it may be found that a new approach to teaching statistics to high school students is far more effective than traditional ways of teaching the subject. The findings are directed to university faculty and math teachers in K-12 settings. Results are published in peer reviewed journals, book chapters, professional books, or presented at professional conferences following a peer-review process.

Scholarship of Application: The faculty member will explore an application of an existing concept, instructional strategy or educational model to other settings, programs or educational roles. For example, a model for delivering guidance and counseling services to schools may be applied to the practice of school psychology. The application is directed to faculty scholars in schools or colleges of education and K-12 teachers and other school professionals. It is published in peer-reviewed journals, book chapters, professional books, or presented at professional conferences following a peer-review process.

Scholarship of Synthesis: The faculty member will explore strategies for collaborating across disciplines. For example, education pedagogical experts may collaborate with science content experts to develop a more effective way to teach science through an inquiry method. The application is directed to faculty scholars in schools or colleges of education and K-12 teachers and other school professionals. It is published in peer-reviewed journals, book chapters, professional books, or presented at professional conferences following a peer-review process.

Scholarship of Discovery: The faculty member will conduct original research that contributes to the general knowledge and skill base of the education profession. For example, research may be conducted which compares how values are transferred from one generation to the next in different cultures in K-12 schools. Research results are directed to faculty scholars in schools or colleges of education. Results are published in peer-reviewed journals, book chapters, professional books, or presented at professional conferences following a peer-review process.

III. Evaluating Scholarship in the School of Education

The Dean of the SOE communicates to all faculty members that ongoing engagement in scholarship is an expected contribution to the intellectual work of the School of Education and integral to advancement towards promotion and tenure. New faculty will be provided a copy of the Standards for Scholarship as a guide for scholarly activity.

All tenure-track faculty members submitting a Third Year Review file will be evaluated by the SOE Tenure Committee and the University's Faculty Status Committee. Non-tenure track faculty members will be evaluated by the SOE Rank and Tenure Committee, but evaluation by the Faculty Status Committee will be at the discretion of the dean.

Faculty members submitting a Promotion file will be evaluated by the School of Education's Rank and Tenure Committee composed of all faculty members in the unit who hold rank above the current rank of the applicant and the University's Faculty Status Committee. Tenure files will be evaluated by the School's Rank and Tenure Committee composed of all tenured faculties in the unit and the Faculty Status Committee.

Tenured faculty members will present a Post Tenure Review file to be evaluated by their peers. The file should document all scholarly activity completed since the individual's previous review and indicate scholarship plans for the next three to five years.

IV. Collaboration

Principal authorship is highly valued as a demonstration of the scholarly ability of a faculty member. However, co-authorship is also valued when it indicates productive collaboration with peers. Such collaboration models for future teachers, school counselors, and administrators how educators in various roles can be leaders in their field, and it demonstrates the necessary collaboration of P-12 educators who must work together for the benefit of students. Although principal authorship is generally given more weight than co-authorship, co-authorship can have equal weight when a mentoring role is present. Faculty are encouraged to include their students in their scholarship, when appropriate.

V. Minimum Expectations

For the purposes of fairness and transparency, it is necessary to provide explicit guidelines concerning what is required at various stages of advancement. However, in files for pre-tenure review, promotion, tenure, and post-tenure review, applicants should not simply provide evidence that they meet minimum standards. Rather, they must make the case that they meet, not just the letter of the requirements, but the spirit – that is, they must explain how the evidence they present demonstrates their commitment to ongoing intellectual growth, active participation in a national and international community of scholars, and recognition of the value of their work by a broader community of scholars.

A. Faculty Not on Tenure-Track

Faculty members not on tenure-track who are primarily hired to teach are expected to produce on average a minimum of one conference presentation every two years or a minimum of one publication every three years in discipline-related publications. They need not be published in peer-reviewed publications, but this is strongly encouraged. However, it is expected that faculty members will present and publish in order to be eligible for consideration for Promotion.

B. Faculty on Tenure-Track

Faculty members on tenure-track are expected to produce on average a minimum of one conference presentation every two years and a peer-reviewed publication every three years in order to be eligible for consideration for promotion.

VI. Trajectory of a Productive Scholar on Tenure-Track

A. Pre-tenure review

- a. Clearly articulated research agenda trajectory
- b. Minimum of one peer reviewed publication
- c. Minimum of one presentation at professional conferences.
- d. Additional evidence could include
 - i. Recipient of externally funded grants [i) peer review and ii) public dissemination of a product]
 - ii. Recipient of internal grants

- iii. Reviewer for a journal or conference proposal
- iv. Membership in scholarly organizations
- v. Inclusion of students as co-authors and/or co-presenters

B. Promotion to Associate Professor

- a. Evidence of research agenda trajectory
- b. Minimum of two peer reviewed publications since appointment with at least one as first author *
- c. Minimum of two presentations at professional conferences
- d. Additional evidence could include:
 - i. Recipient of externally funded grants [i) peer review and ii) public dissemination of a product]
 - ii. Reviewer for a journal or conference proposal
 - iii. Membership in scholarly organizations
 - iv. Inclusion of students as co-authors and/or co-presenters

C. Promotion to Full Professor

- a. Well-defined research agenda trajectory
- b. Minimum of three peer reviewed publications since appointment with at least two as first author
- c. Average of one presentation at professional conferences every two years since appointment
- d. Additional evidence could include:
 - i. Recipient of externally funded grants [i) peer review and ii) public dissemination of a product]
 - ii. Reviewer for a journal or conference proposal
 - iii. Membership in scholarly organizations
 - iv. Inclusion of students as co-authors and/or co-presenters

D. Full Professor, Step 4 (see Faculty Employment Handbook, Section 4.1.4)

- a. Serve as a model of excellence in the areas of character and congruence with mission, teaching, scholarship and service in the SOE.
- b. Excellence in scholarship requires a body of work, a trajectory of steady productivity and standards informed by relevant disciplinary colleagues and recognized by relevant guild(s) nationwide and/or internationally.
- c. Serve in a mentoring role to junior faculty and graduate students.

VII. Faculty hired at rank above Assistant

A. Promotion to Full Professor and/or tenure for faculty hired at Associate or Full

- a. Well-defined research agenda trajectory
- b. Average of one peer reviewed publication every three years since appointment with at least one as first author
- c. Average of one presentation at professional conferences every two years since hiring

VIII. Criteria for Tenure

Tenure evaluation uses the criteria for evaluating faculty described in the Faculty Handbook, Section 9.1.2.2. *Scholarship is mandatory for each tenure-track and tenured faculty member. Faculty will demonstrate scholarly growth in conformity with the definition of scholarship in Section 6.5.*

Specific criteria established by each department or school and approved by the Faculty Affairs Committee will be used as a standard for evaluating faculty in that department or school.

Expectations for scholarship will include:

- A. Tenure
 - a. Evidence of research agenda trajectory
 - b. Minimum of two peer reviewed publications since hiring with at least one as first author*
 - c. Minimum of two presentations at professional conferences
 - d. Additional evidence could include:
 - i. Recipient of externally funded grants [i) peer review and ii) public dissemination of a product]
 - ii. Reviewer for a journal or conference proposal
 - iii. Membership in scholarly organizations
 - iv. Inclusion of students as co-authors and/or co-presenters
- B. Post-Tenure Review
 - a. Evaluated at least once every five years
 - b. Present a post-tenure review file for review by a group of peers assigned by the Dean.
 - d. Contents of the file are listed in the Faculty Handbook, Section 10.9.3 and must include a description of scholarship goals in a PDP.
 - e. Inclusion of students and early career faculty as co-authors and/or co-presenters
 - f. Support early career faculty in developing research and scholarship trajectory
 - i. Co-authoring
 - ii. Co-presenting

* Files for tenure and promotion may be due for review before six full years have elapsed.