

## STANDARDS FOR SCHOLARSHIP SCHOOL OF EDUCATION

### I. Scholarship in the School of Education

The mission of the School of Education 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. Additionally, the Washington State Department of Education and the National Council for Accreditation of Teacher Education (NCATE) have standards (Standard 3 and Standard 6 respectively) that require faculty to engage in scholarship. The expectation in the School of Education is that every undergraduate and graduate 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.

### II. Types of Scholarship

The Scholarship of Teaching, Application, Synthesis, and Discovery as defined in the *Faculty Employment Handbook* are highly valued and particular well-suited to the mission of the School of Education.

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 with disciplines other than education. 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: This type of research will not typically be conducted by education faculty. On those few occasions when it does occur, 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. Examples of Scholarly Production**

The formal expression of scholarship by education faculty is work that is publicly disseminated and frequently subject to careful peer review. The relative value of publications and presentations in the School of Education is given below in rank order.

#### **A. Scholarly Publications**

1. Publications in discipline-related, peer refereed journals
2. Receipt of grants facilitating the implementation of a significant research project
3. Publications of invited book chapters, authorship or editorship of textbooks or journals, and invited presentations
4. Publications in non-refereed but discipline-appropriate journals

#### **B. Professional Presentations**

1. Professional national and international presentations selected through peer review
2. Professional state and regional presentations selected through peer review
3. Presentations not peer reviewed

### **IV. Evaluating Scholarship in the School of Education**

The Dean of the School of Education 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 3 to 5 years.

### **V. 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, it can have equal weight when a mentoring role is present. Faculty are encouraged to include their students in their scholarship when appropriate.

## **VI. Minimum Expectations**

All faculty in the School of Education are expected to regularly participate in professional activities that contribute to the unit. Faculty members assigned primarily to graduate programs are expected to devote more time to professional activity than faculty members with primary departmental assignments in the undergraduate program. The evaluation of a faculty member's scholarship is viewed developmentally and is dependent upon one's rank and time spent at Seattle Pacific University and in higher education. For example, new faculty members to the School of Education (Emerging Scholars) will need time to familiarize themselves with colleagues, procedures, and programs in the unit, prepare new courses, develop a research trajectory, and begin its implementation. Therefore, a "grace" period is extended to the Emerging Scholar in terms of expectations by the Third Year Review. On the other hand, faculty members with full professor rank (Maturing Scholars) are expected to regularly engage in scholarly production.

### **A. Clinical Faculty Not on Tenure-Track**

Clinical faculty members not on tenure-track who are primarily hired to teach are expected to produce on average a minimum of one conference presentation annually and/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 clinical faculty members will present *and* publish in order to be eligible for consideration for promotion.

### **B. Undergraduate Faculty on Tenure-Track**

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

### **C. Graduate Faculty on Tenure-Track**

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

## **VII. Trajectory of a Productive Scholar on Tenure-Track**

### **A. The Emerging Scholar**

New faculty members primarily assigned to graduate programs at the Assistant Professor level are viewed as Emerging Scholars. At the time of their Third Year Review, they should demonstrate initial progress towards becoming a scholar. They are expected to include in this evidence a minimum of one publication valued by scholars in the candidate's field outside the University (e.g., a peer-reviewed publication). Additional examples of evidence of initial progress include:

- A well-articulated research agenda trajectory
- Planned manuscripts
- Manuscript in progress
- Presentations at professional conferences

### **B. The Progressing Scholar**

Faculty members moving towards promotion to Associate Professor are viewed as Progressing Scholars. At the time of application for promotion, their files should demonstrate solid progress towards becoming a scholar. Included in this evidence is a minimum of two publications valued

by scholars in the candidate's field outside the University (e.g., peer-reviewed publications) in order to be considered for promotion. Other examples of evidence of solid progress include:

- A well-articulated/refined research agenda trajectory
- Receipt of research grant
- Presentations at professional conferences.

### **C. The Maturing Scholar**

Faculty members moving towards promotion to Full Professor are viewed as Maturing Scholars. At the time of application for promotion to Full Professor, they are expected to present a body of work that evidences maturity as a scholar. Included in this evidence is a minimum of three publications valued by scholars in the candidate's field outside the University (e.g., peer-reviewed publications), including a minimum of two since promotion or appointment to Associate Professor Rank, in order to be considered for promotion. Additional examples of evidence of maturity include:

- Well-defined or new research agenda trajectory
- Receipt of research grant
- Mentoring Emerging and Progressing Scholars

### **D. Full Professor, Step 4**

Movement to Full Professor, Step 4 is considered for those professors who serve as a model of excellence in the areas of character and congruence with mission, teaching, scholarship, and service in the School of Education (*Faculty Handbook, Section 5.2*). 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. Few professors are expected to reach Full Professor, Step 4.

### **E. Post-Tenure Review**

Faculty members with tenure will be evaluated at least once every five years. They will present a Post-Tenure Review file for review by a group of their peers assigned by the dean. Contents of the file are listed in the *Faculty Handbook, Section 5.5.5* and must include a description of scholarship goals in a PDP.

## **VIII. Criteria for Tenure**

Tenure evaluation utilizes the criteria for evaluating faculty described in the *Faculty Handbook, Section 5.2*. Two dimensions for evaluation are noted: 1) character and congruence with the SPU mission, and 2) competence and contribution to the university, and, the broader academy, and culture at large. Although competence and contribution (teaching, scholarship, and service) are important elements to consider, the assessment of the candidate's character and congruence with the mission of SPU is the particular focus of this evaluation.

Approved by SOE faculty on 2/03/06  
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