

Education Department Statement of Significant Scholarly/Artistic Work

Introduction

Faculty members in the Education Department must be master teachers who model innovative, research-based instruction for their students. It is incumbent upon the faculty to consistently provide pedagogical insight and to create opportunities for students to reflect upon and think critically about the field of education and their role in it. To that end, the Education Department encourages faculty engagement in scholarly activities that further personal knowledge about current pedagogical trends and add to the scholarly conversation about best practices in teaching.

Types of Scholarly and Artistic Work

Research: Participating in research activities directly impacts teaching and scholarship. Research may include the following activities:

- Conducting original research in the faculty member's content area of expertise, teacher education, educational policy, K-12 education, etc.
- Conducting original, faculty-led research with students (through the McNair program, CURI, the CIR, Magnus the Good, etc.)
- Engaging in collaborative research with undergraduates
- Writing grant proposals to fund teacher education and student learning research

Dissemination of Research and Professional Expertise: Dissemination of research, scholarship, and best practice pedagogy is vital for the development of good teachers and the narrowing of the research to practice gap. Examples of dissemination include the following activities:

- Publishing
 - books, textbooks, and book chapters
 - articles in peer-reviewed journals, including online journals
 - technical reports or white papers
 - articles in professional newsletters
- Presenting research, posters, and papers
 - at local, state, and national conferences
 - on local and national media outlets (including newspaper, radio, television, online)
- Sharing original curriculum and other instructional materials

Professional Citizenship: Professional activities that draw in and involve the K-12 and higher education communities complement good teaching. Such activities are considered scholarly when they demonstrate an awareness and understanding of current developments in education and when they serve as recognition that the candidate is doing work that is recognized by the greater community of scholars. Examples of professional citizenship include the following activities:

- Developing professional development workshops, seminars, and master classes

- Writing grant proposals for K-12/college partnerships
- Serving in professional organizations and in professional capacities
 - in elected and appointed leadership positions
 - as accreditation site visitors and program reviewers (for CAEP, MN BOT, etc.)
 - as journal and book editors, editorial board members, and article reviewers
 - while appearing before legislative and state board bodies
 - as conference proposal reviewers
 - as panelists for grant reviewing (NSF, TRIO, etc.)
 - as members of school boards, non-profit boards, task forces, etc.

Determination of Significance

The ordering of the types of scholarly work and the bullet points following generally reflect decreasing significance. The Education Department values collaborative work and therefore does not assume that work prepared by multiple authors is less significant than the work of a single author. Moreover, the order of authors on a co-authored paper should not be a factor in determining the significance of a faculty member's work. The department further determines the significance of scholarly work using a three-tiered approach.

- **Tier 1** refers to activities at the national (or international) level. Examples of Tier 1 scholarship include presenting at national conferences, conducting workshops at national venues, writing nationally-competitive grant proposals, and serving national professional organizations. Tier 1 also includes publishing peer-reviewed books, textbooks, book chapters, and journal articles with national or international readership.
- **Tier 2** includes activities at the regional or state level: state-level conference presentations, workshop leadership, grant proposals, and service to professional organizations. Tier 2 also includes publishing articles in journals with regional readership, technical reports, white papers, articles in professional newsletters, and conference proceedings.
- **Tier 3** includes local presentations, grants, leadership, and service; and developing K-12 curriculum and instructional materials.

Expectations for Professional Accomplishment

In accord with section 4.VII.C.3.c of the Faculty Manual, the Education Department recognizes that service in administrative roles, such as department chair, director of assessment, program director, associate dean, director of a center or office, or other comparable position, may result in a reduced extent of scholarly work. It is expected, however, that the candidate will continue to demonstrate distinction in relation to teaching, scholarly work, and service.

For an Assistant Professor at the time of the comprehensive review preceding the tenure review (typically in the fourth probationary year)

By the fourth year, a faculty member should show evidence of dissemination of research and/or professional expertise at either Tier 1 or Tier 2 noted above. Faculty are expected to demonstrate progress toward at least one peer-reviewed publication, in addition to other scholarly contributions.

For tenure and promotion to the rank of Associate Professor

Because the Education Department values community impact at all levels (national, regional, and local), by the time a faculty member is reviewed for promotion to Associate Professor, the Department expects evidence of accomplishment in at least two of the three tiers, including Tier 1. The Department also expects at least one peer-reviewed publication at Tier 1. Faculty members should show promise for continued significant impact in the field, including activities in the professional citizenship category.

For promotion to the rank of Professor

Promotion to full professor signifies that individuals have shown both sustained accomplishment in all three tiers and growth in their professional activities. Relevant indicators include a record of research with undergraduates; additional peer-reviewed publications and presentations at professional meetings; evidence of regular involvement in professional activity at local, state/regional, and national levels; breadth in the range of professional activities. The Department expects additional publications at the Tier 1 level, regular publication or presentation at the Tier 1 level, and a record of scholarly collaboration with students.