

Nature of the Discipline(s) in the Thayer School of Education in the Realm of Teaching***Discipline specific notes, additions, or deletions accompanying the Faculty Guide "Basic Expectations of Teaching"***

In preparing students to work in public school, School of Education faculty members must incorporate technology production by students in relevant courses.

Discipline specific notes, additions, or deletions accompanying the Faculty Guide "Teaching Effectiveness"

No discipline specific notations.

Nature of the Discipline(s) in the Thayer School of Education in the Realm of Research and Scholarship***Elements critical to scholarship which may be unfamiliar to faculty in other disciplines***

In order to maintain a current North Carolina professional educator license, we are required by general statute and state board policy to earn a mandated number of CEUs within a five-year cycle. The purpose of this is to ensure that licensed educators are staying abreast of the current research and research-based practices in our field.

School of Education faculty provide scholarly expertise through professional development to educators and other education stakeholders. This can be done via teacher workshops or trainings, consultation on state policies and licensing issues for teacher education programs, edTPA Training, and creation of curriculum and lesson plans for use by others.

Action research is often discounted as scholarship in the field of education. However, it is critical to how we adjust and add meaning to our own continuation of learning.

Meaning of Peer Review and circumstances where peer review is not necessary for the work product to be considered for scholarship.

Submitted research is reviewed by other scholars working in the field who assist with a publication determination.

What does and does not qualify as meaningful creative work

Creative work can be considered research or scholarship. Lesson plans are a creative aspect of teacher education that requires thought and research if you are investigating how lessons will impact students.

Can "Paid" work be considered scholarship

If the scholarship is done researching a grant in which one was paid it should count as scholarship.

Yes. Faculty may receive compensation for work such as conducting a program evaluation or providing professional development because these activities meet a specific need of the requesting agency. This is scholarship because it involves the application of disciplinary expertise and yields products that can be shared and/or evaluated by peers.

How 21st century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship

Online publications are a new medium for scholarship in our discipline. Due to cost of production, online journals should be just as respected as publications that produce a printed copy. Examples include blogs, and podcasts that focus on various aspects of teaching. With more publications and professional conferences opting for an online format, digital outlets these should have equal weight as traditional outlets.

Maintaining teaching-related websites could be a form of scholarship depending on the intent and delivery of the content.

Departmental assessment of scholarship quality

No discipline specific notations.

Departmental assessment of scholarship quantity

While it may vary based upon years at rank negotiated at time of hire, as a general guideline, we recommend three (3) publications for promotion and/or security. This is a flexible number because a faculty member can go up for promotion from assistant to associate without necessarily going up for security at the same time, in which case that period of review is going to be shorter than one who is going up for security, which constitutes a longer period of time. Scholarly presentations should be included as well.

Nature of the Discipline(s) in the Thayer School of Education in the Realm of Service***Need, value, and expectation of departmental service***

School of Education faculty must serve the needs of K-12 school. Other department service initiatives are generated by responding to and interacting with state and accrediting agencies.

Within the campus community, curriculum development and revision is a regular faculty function.

Need, value, and expectation of university service

School of Education faculty serve on university committees and represent the School of Education at university functions and events.

Importance of service to the profession

In addition to our service to the school of education and university as described in the faculty guide, we are expected to serve the educational community.

Importance of service to the community

School of Education faculty have a role in serving our local schools, teachers, students, and stakeholders. This is important to grow our public schools and quality teachers in our area of Union County and beyond.

Departmental assessment of service quality

No discipline specific notations.

Departmental assessment of service quantity

No discipline specific notations.