

Department of Teacher Education
Statement of Faculty Expectations

December 2010

Overview

This statement explicates the standards the Department of Teacher Education holds for its faculty. It is written as a description of what a faculty member who meets these standards does. The statement both lays out broad expectations and indicates some specific and varied ways in which faculty may meet these expectations.

Faculty contribute to the general well-being -- civic, intellectual, and fiscal -- of the Department, the College, and the University. *Civic well-being* refers to faculty member's sense of commitment to building community within the department and actively contributing to the mission of the department.

Intellectual well-being refers to faculty member's commitment to exploring new and critical ideas in education. *Fiscal well-being* refers to faculty member's contributions to the financial health of the department, which can occur through seeking and receiving contracts or grants, teaching courses that draw high enrollments, helping to recruit students to Department programs, and other means. Some activities in which faculty engage contribute to the Department's well being in more than one area, as in the case of activities that enhance the reputation of the Department.

Faculty contribute to the civic, intellectual, and fiscal well-being of the Department through their teaching, scholarship, and service. We discuss each area separately below, but often the boundaries among these three areas are porous, and in practice they are often linked. In fact, interconnections among a scholar's achievements in teaching, scholarship, and service are valued. While all faculty contribute to teaching, research, and service in some way every year, from year to year, semester to semester, contributions to each area can vary in scope and level of productivity. Over the course of multiple years, however, faculty make substantive contributions in all three areas, woven into a pattern of productive work, which will look different among faculty members.

Teaching

Teaching encompasses advising and mentoring as well as course instruction and development. Faculty engage in thoughtful, meaningful, and responsive teaching in the preparation of course materials, in instruction, and in assessments of student work and one's own teaching. Faculty stay current with emerging technologies that enhance their practice and the learning of their students. The Department of Teacher Education plays a central role in prospective and practicing teacher education, and thus faculty help current and prospective teachers and teacher educators work toward excellence in teaching, sometimes even after students leave the program. Some faculty teach courses, both inside and outside the College, that do not focus specifically on teacher preparation, as with courses that focus on research methods.

Faculty also engage in supportive and responsive mentoring of doctoral students, in various formal and informal roles, and in both direct and indirect ways (that is, faculty serve as advisors and committee members but they also support doctoral students in more informal, but nonetheless valuable capacities). A third important domain concerns program development: faculty help design and revise the programs offered by the Department, maintaining high standards for the quality and relevance of program content.

In general, faculty contribute to several programmatic levels (e.g., undergraduate, masters, doctoral) and to several teaching settings (e.g., face to face, online, field instruction). At appropriate stages in their career, faculty contribute to efforts to seek funding that supports teaching and programmatic development.

Finally, faculty develop continuously as teachers, responding to and innovating on past teaching experiences based on personal reflection as well as student and collegial feedback. They regularly use data about their students' learning and experience to inform both their curricula and pedagogies.

Scholarship

The Department of Teacher Education defines scholarship as including empirical and theoretical research, as well as other activities such as curriculum design and writing for practitioners. Across their careers, faculty engage in scholarship that is focused on contributing to a greater understanding of social, civic, and educational issues. Each faculty member pursues an individual line or lines of inquiry inspired by his or her intellectual and/or other interests that meets the highest standards of quality in the faculty member's respective field(s).

Faculty produce scholarship individually and often collaboratively, within or outside the College, in an on-going effort to achieve national recognition in their respective area(s) of expertise. At appropriate stages in their career, faculty collaborate with doctoral students, mentoring them in both the process of doing research and the publication of such research. Faculty also actively seek funding (internal and/or external, depending on the availability of research funds in one's area(s) of expertise) to support their scholarly endeavors.

Faculty disseminate their scholarship to multiple audiences (e.g., the research community, practitioners, the general public) through conferences and regular publication through a variety of venues. Here too faculty are expected to keep abreast of emerging technologies and trends related to the dissemination of scholarship. As faculty become leaders in their respective fields, they also contribute to shaping the direction of future education research in national and international arenas.

Service

Service encompasses contributions within programs, the Department, the College and the University. It also encompasses contributions at the local, state, national, and/or international levels in ways that work broadly toward reform of early childhood, K-12 education, and teacher preparation. Faculty

participate in the governance of relevant programs, the Department, the College, and the University, by attending meetings and contributing substantially to the work of committees. Faculty engage in this work in such a way as to build community and forward the mission of the Department. At appropriate stages in their careers, faculty take on leadership roles and mentor junior faculty. Faculty participate in service and outreach at the local and/or state level and at the national and/or international levels through academic and professional organizations and through other organizations and institutions (e.g., schools, government agencies). Through their local, national, and international efforts, faculty model the civic and intellectual leadership we expect of our students and communities.

The Department of Teacher Education has a long and rich history that is furthered by the continued commitment to the civic, intellectual, and fiscal well-being of the Department, College, and University through a pattern of productive work in teaching, research, and service. While all faculty are expected to engage in teaching, scholarship, and service, how they do so will vary. Our collective strength depends on our diversity.