

# Strategy 10: Faculty Rewards

## Board of Regents

### Section 4.03.02: Faculty Work in the Schools

**SUBJECT:** Faculty Work in the Schools: Rewards for Faculty Efforts to Improve K-12 Education

**SOURCE:** Board Policy Manual 803.17; Memorandum from Vice Chancellor for Academics, Faculty, and Student Affairs to Chief Academic Officers, 10/30/2006

### ***POLICY***

#### ***803.17 WORK IN THE SCHOOLS***

Board of Regents' approval of University System of Georgia institutions to prepare teachers includes the expectation that public colleges and universities with a teacher preparation mission will collaborate with the K-12 schools. University System institutions that prepare teachers will support and reward all faculty who participate significantly in approved teacher preparation efforts and in school improvement through decisions in promotion and tenure, pretenure and posttenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards. Participation in teacher preparation and in school improvement may include documented efforts of these faculty in:

- Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers;
- Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university; and
- Collaborating with public schools to strengthen teaching quality and to increase student learning.

The Chancellor shall issue guidelines, to be published in the Academic Affairs Handbook, which serve to encourage formal institutional recognition and reward for all faculty in realizing the expectations embodied in this policy (BR Minutes, October 2006).

## GUIDELINES

The Board of Regents values University System faculty engagement with the K-12 schools. Through Policy 803.17, Work in the Schools, the Board expects faculty engagement with the public schools in institutions that prepare teachers. The Board expects presidents, provosts and academic vice presidents, and deans of colleges of education and arts and sciences in institutions that prepare teachers to advocate for, assess, recognize, and reward practices consistent with this policy.

Faculty effort under the provisions of this policy is anticipated in teaching, scholarship, and/or service. The University System of Georgia values all types of faculty scholarship, including the Scholarship of Discovery, the Scholarship of Teaching and Learning, and the Scholarship of Engagement. All faculty members are encouraged to enhance their classroom instruction by using scholarly teaching. It also is important for faculty to assist in improving teaching quality and student learning in K-12 classrooms by service to the schools. Definitions and examples of these various activities are provided below for illustrative purposes. See: [Examples of faculty work in each of the three categories: Teaching, Scholarship, and Service](#) (PDF 96k).

## TEACHING

**Definition:** Scholarly teaching is teaching that focuses on student learning and is well grounded in the sources and resources appropriate to the field. The aim of scholarly teaching is to make transparent how faculty members have made learning possible (Shulman).

**Evidence of Scholarly Teaching** (under normal conditions, the expectation is that faculty will do all three):

- Evidence that the faculty member reads the pedagogical literature, or attends instructional development sessions, in h/her own discipline and then branches out to the broader pedagogical literature.

- Evidence that the faculty member tries some of the teaching methods from the literature/instructional development sessions in h/her own classes.
- Evidence that the faculty member assesses whether or not h/she has been successful in increasing student learning by doing some formative evaluation with h/her students, adjusting h/her approach, asking a peer to come into the class to review the changes h/she has implemented.

## **SCHOLARSHIP**

### ***The Scholarship of Teaching and Learning***

**Definition:** The Scholarship of Teaching and Learning is the "systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community" (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning).

### **Evidence of the Scholarship of Teaching and Learning:**

- Evidence that the faculty member's scholarship in the schools or in the university classroom is public, peer reviewed and critiqued.
- Evidence that the faculty member's scholarship is exchanged with other members of professional communities through postings on websites, presentations to h/her department or college, presentations at professional conferences, and/or written up and published.
- Evidence that the scholarship builds upon previous scholarship and shared concerns.
- Evidence that the scholarship contributes new questions and knowledge about teaching and learning.

## ***The Scholarship of Engagement***

**Definition:** The Scholarship of Engagement in schools is characterized by the following: 1) it is to be conducted as an academic engagement with the public schools; 2) it is to involve the responsible application of knowledge, theory and/or conceptual framework to consequential problems; 3) it should test a research question or hypothesis, 4) one must be able to use the results to improve practice and inform further questions, and 5) resulting work should be available for dissemination for peer review of results (Glassick, Huber and Maeroff).

### **Evidence of the Scholarship of Engagement:**

- Evidence that the faculty member designs and implements a research agenda in at least one area of need recognized by the public schools.
- Evidence that the faculty member applies relevant knowledge toward resolution of the identified need.
- Evidence that the faculty member assesses the impact of the engagement.
- Evidence that the faculty member disseminates for peer review the results of the outreach.

## ***The Scholarship of Discovery***

**Definition:** The Scholarship of Discovery is basic research in the disciplines including the creative work of faculty in the literary, visual, and performing arts. It is the "pursuit of knowledge for its own sake, a fierce determination to give free rein to fair and honest inquiry, wherever it may lead" (Glassick, Huber and Maeroff). It contributes to the stock of human knowledge in the academic disciplines.

### **Evidence of the Scholarship of Discovery:**

- Evidence that the faculty member's research is innovative (as opposed to routine) as judged by peers at the institution and elsewhere.

- Evidence that the faculty member's research represents quality, rather than mere quantity.
- Evidence of the faculty member's publications in high quality refereed journals and the quality and quantity of citations and reprints of h/her research publications.
- If appropriate for the discipline, evidence of the ability to attract extramural funding.
- Evidence of invited seminars and presentations (abstracts), if travel funds are provided, are also an indication of the Scholarship of Discovery.

## **SERVICE**

**Definition:** service is outreach or engagement by higher education faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia's citizens, and to the advancement of public higher education. In the case of service to the public schools, the intent should be for the improvement of teaching quality and student learning. The following activities might be included in work with the schools: involvement in Learning Communities, workshops given based on need, collaborative development of courses, unit writing for the new Georgia Performance Standards, design of field experiences to support existing courses, engagement in co-observation / vertical alignment, etc.

### **Evidence of Service:**

- Evidence that the faculty member links h/her work in some way to public contemporary issues and/or to improving the quality of life.
- Evidence that the faculty member, either through h/her scholarly work and/or service, applies h/her knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of public higher education.
- Evidence that the faculty member contributes in some way to the public good.

**Works Cited:**

C.E. Glassick,, M.T.Huber, , and G.I. Maeroff,. *Scholarship Assessed: Evaluation of the Professoriate*. (San Francisco, CA: Jossey-Bass Publishers, 1996).

Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning. *Policies and Procedures Supporting the Scholarship of Teaching and Learning in the Research University, Draft*. Carnegie Consortium for the Advancement of the Scholarship of Teaching and Learning, 2005.

Shulman, Lee. (1998). Course anatomy: The Dissection and Analysis of Knowledge Through Teaching. In P. Hutchings (ed.), *The course portfolio: How faculty can examine their teaching to advance practice and improve student learning*. (pp.5-12). Washington, DC: American Association for Higher Education.