

**THE TEACHER SCHOLAR PHILOSOPHY OF
SIUE**

Southern Illinois University Edwardsville
2 June 2008

Preface

The Teacher Scholar Philosophy of SIUE was developed over a period of 18 months. Discussions of the Teacher Scholar Philosophy of SIUE began in the Graduate Council in the Spring of 2006. The wider faculty community became engaged in the discussion at a meeting in November 2006. As a result of those discussions, the Provost appointed a Task Force to prepare a statement expressing the values and expectations of the Teacher Scholar Model for SIUE. In January 2007, the Task Force began developing a draft document. Members of the Task Force discussed drafts of the document with the Graduate Council, graduate program directors, the College of Arts and Sciences Chairs and Directors, the Executive Committee of the Faculty Senate, the History Department, the Sociology Department, and the School of Education faculty. It also presented the drafts of the document with the faculty in campus-wide meetings in November 2007, in January 2008 at the Faculty Development Council Symposium, and in April 2008 at the CAS colloquium. Lastly, the Task Force invited comments on the Faculty Listserv and it disseminated all faculty comments and Task Force responses.

As a result of these meetings, the Teacher Scholar Philosophy of SIUE went through many revisions and has many authors. Nevertheless, the primary authors of the document include: Marjorie Baier, Associate Professor of Nursing, Melissa Bergstrom, Assistant Professor of Special Education, Venessa Brown, Professor of Social Work and Assistant Provost for Faculty Development, Ralph Cordova, Assistant Professor of Curriculum and Instruction, Stephen Hansen, (ch), Associate Provost for Research and Dean of the Graduate School, Christa Johnson, Associate Dean for Research, Craig Miner, Assistant Professor of Special Education, Ron Schaefer, Professor of English Language and Literature, Michael Shaw, Professor of Chemistry, and Sue Thomas, Professor of Psychology and Associate Provost for Planning.

Attached to the statement of philosophy are two appendices. The first is a graphic prepared by Duff Wrobbel, Associate Professor of Speech Communication, that expresses the Teaching, Research, and Service functions of the faculty. The second appendix is the “Comments and Responses” the Task Force received from the faculty regarding the Teacher Scholar Philosophy.

The Task Force expects that this document will form the basis for further faculty discussions on the values and expectations of the Teacher Scholar Philosophy of SIUE. As these discussions move forward, members of the faculty should begin to consider the next steps of what this Philosophy means for their departments and schools/college. It is our expectation that these discussions will further enrich the Teacher Scholar Philosophy of SIUE.

Southern Illinois University Edwardsville
June 2, 2008

THE TEACHER SCHOLAR PHILOSOPHY OF SIUE

The mission of Southern Illinois University Edwardsville is the “communication, expansion and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional programs; through scholarly, creative and research activity of its faculty, staff and students; and through public service....” The purpose of this document is to articulate the Teacher Scholar Philosophy of SIUE in clarifying the values, standards, and expectations of the faculty in fulfilling this mission in regard to teaching, research, and service.

Southern Illinois University Edwardsville’s distinctive character is defined by its faculty’s capacity to fulfill the values of its Teacher Scholar Philosophy. This philosophy is guided by a serious and continuing commitment to teaching, scholarship, and service in the belief that scholarship complements and enriches excellence in teaching and excellence in service.

The term “teacher scholar” comes from Ernest Boyer’s *Scholarship Reconsidered: Priorities of the Professoriate* (1990).¹ The concept of the “teacher scholar,” however, has been defined so broadly and used in so many different ways by so many different institutions that its meaning has become confused and uncertain. For example, when a research intensive institution like the University of Illinois at Urbana Champaign claims to model the “teacher scholar” philosophy, it probably does not mean

¹ Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton: The Carnegie Foundation for the Advancement of Teaching, 1990). On the value of the Teacher Scholar model, see George D. Kuh, Daniel Chen, and Thomas F. Nelson Laird, “Why Teacher –Scholars Matter: Some Insights from FSSE and NSSE,” *Liberal Education*, (Fall 2007) , p. 40-45, and Alison Byerly, et.al., “Student Learning and Faculty Research: Connecting Teaching and Scholarship: A Teagle Foundation White Paper” (American Council of Learned Societies, May 2007).

the same as when a predominantly undergraduate institution like the Technical College of New Jersey declares its intent to emulate the “teacher scholar” model. This broad variety of meanings is reflected in the literature, where terms like the Scholarship of Teaching, Scholarly Teaching, Service, the Scholarship of Service, Research, and Scholarship are sometimes conflated and used interchangeably.²

Despite the vagueness that has ensued from the variety of meanings, the concept of the “teacher scholar” model remains a useful means for articulating the values, vision, roles, and responsibilities of the faculty of a university. The model helps define an institution’s distinctive characteristics by clarifying its values and expectations.

Below is a statement of the “Teacher Scholar” model for SIUE followed by an explanation of the values and principles that guide the model.³

THE SIUE TEACHER SCHOLAR PHILOSOPHY

The Teacher Scholar Philosophy of SIUE reflects a serious continuing commitment to teaching, scholarship and service in the belief that scholarship complements and enriches excellence in teaching and service. As such it values, elevates, and balances the teaching, scholarship, and service functions of the SIUE professoriate.

² For a discussion of terms, see Lee Shulman, “Displaying Teaching Among the Scholarships,” AAHE Forum on Faculty Roles and Rewards, 2001, Keith Trigwell, et. al., “Student Learning and the Scholarship of University Teaching,” Studies in Higher Education, 2004, Angela Brew, “Teaching and Research: New Relationships and their Implications for Inquiry-Based Teaching and Learning in Higher Education,” Higher Education Research and Development, 2003, and Marion Allen and Peggy Field, “Scholarly Teaching and Scholarship of Teaching: Noting the Difference,” International Journal of Nursing Education Scholarship, 2005.

³ A notable effort at defining the “Teacher Scholar” for SIUE was prepared by Peter Bukalski, et al., “Faculty Roles and Responsibilities White Paper Report, 1995: Faculty Roles and Responsibilities Campus Plan, 1995,” Southern Illinois University at Edwardsville, 7 December 1995.

VALUES AND PRINCIPLES

SIUE's Teacher Scholar Philosophy assumes the following values and principles.

TEACHING:

The Teacher Scholar Philosophy of SIUE expects all members of the faculty to approach teaching in a scholarly manner.⁴ Scholarly teaching involves mastery of the discipline along with the development and application of effective educational practices, pedagogies, and learning strategies appropriate to the discipline. Scholarly teaching is not the same as the Scholarship of Teaching. The Scholarship of Teaching falls within the definition of "Scholarship" (see below) when it is systematic, generalizable, peer reviewed, results in a product, and advances knowledge. Scholarly teaching, in contrast, is the manner in which faculty members' approach how they teach their disciplines. Scholarly teachers employ appropriate theories on student learning and pedagogy to their teaching and regularly assess their teaching effectiveness and revise accordingly. The scholarly approach to teaching is also reflected in faculty members' design of courses and the curricula.

The SIUE Teacher Scholar Philosophy expects all members of the faculty to be scholarly teachers. Scholarly Teachers, first and foremost, understand and teach the current knowledge in their discipline. Additionally, Scholarly Teachers select and apply appropriate information and strategies to guide their teaching and their development of

⁴ See Lee Shulman, "Displaying Teaching to a Community of Peers," AAHE Forum on Faculty Roles and Rewards (1993), Shulman, "Course Anatomy: the Dissection and Transformation of Knowledge," AAHE Forum on Faculty Roles and Rewards (1996), Shulman, "Teaching Among the Scholarships," AAHE Forum on Faculty Roles and Rewards (2001), Marion Allen and Peggy Field, "Scholarly Teaching and Scholarship of Teaching; Noting the Difference," International Journal of Nursing Education Scholarship (2005), Keith Trigwell, et. al., "Scholarship of Teaching: A Model," Higher Education Research & Development (2000), and Keith Trigwell, et. al., "Student Learning and the Scholarship of University Teaching," Studies in Higher Education (2004).

the curriculum. The Scholarly Teacher fosters the value of learning the discipline, evaluates his/her teaching, and reflects upon ways to strengthen and improve student learning.

Scholarly Teachers have command of their disciplines. They understand the current trends of their discipline and consistently integrate new knowledge into their teaching. In turn, Scholarly Teachers advance the learning of their discipline by employing appropriate and effective teaching strategies.

The Teacher Scholar Philosophy defines Scholarly Teachers as:

- Understanding current developments in their disciplines,
- Advancing the student understanding of the discipline,
- Evaluating and analyzing their teaching practices,
- Having knowledge of discipline-specific pedagogical strategies,
- Applying effective strategies to facilitate learning of a diverse student population,
- Applying knowledge to the development of courses and the curriculum and,
- Using evidence-based assessment of teaching to improve their teaching strategies.

SCHOLARSHIP:

SIUE's Teacher Scholar Philosophy expects all members of the faculty to be engaged in scholarship. Scholarship is understood to encompass Boyer's paradigm of scholarship: Discovery; Integration; Application; and Teaching. In the Teacher Scholar Philosophy of SIUE, scholarship is also understood to include all creative, critical, scholarly and/or empirical activity that expands, clarifies, reorganizes, or develops knowledge or artistic perception. Regardless of discipline, scholarship, whether it be of Discovery, Integration, Application, or Teaching, is rigorous, systematic, generalizable, and peer reviewed. Scholarship produces a product that is made available for peer review, and advances knowledge or artistic perception.

While the practice of scholarship varies widely from field to field, there are essential elements which define it. These elements, regardless of whether the research is applied or theoretical, include the following:

- Advances a question or artistic perception,
- Extends or develops new knowledge or artistic perception,
- Applies a systematic approach or methodology
- Provides generalizable results, i.e. has meaning beyond antiquarian and/or SIUE institutional purposes,
- Is in the public domain for peer review
- Results in a publication/product disseminated to a wider audience, and
- Discovers and/or revise facts, theories, artistic perceptions, or applications.

Scholarship is integrated, systematic, rigorous and disseminated, not disparate and isolated. Scholarship activities address the current status of the field, revolve around a well-articulated question, engage in the systematic collection of information, and culminate in findings which are shared with the community or with the audience beyond the university.⁵

SERVICE:

The unique character of American institutions of higher education was born with the Land Grant Colleges in the middle of the 19th century. Land Grant colleges and universities were designed to democratize education and to be an instrument of service to the nation. This utilitarian design proved to be successful for American society, giving higher education the purpose of not only serving private gain but also public good. The Teacher Scholar Philosophy of SIUE recognizes the important role of service and expects all members of the faculty to approach service in a scholarly manner. Service is the faculty's responsibility to the community, the discipline, and the University.

⁵ See Boyer, Scholarship Reconsidered and Shulman, "Teaching Among the Scholarships."

A distinction is made between the Scholarship of Service and Scholarly Service. The Scholarship of Service falls within the definition of “Scholarship” (see “Scholarship” above) when it is systematic, generalizable, peer reviewed, results in a product, and advances knowledge.⁶ Scholarly Service, on the other hand, is performing the duties of good citizenship with critical ability and systematized knowledge.

Members of the faculty have a responsibility to contribute to the profession, the University, and the community. The Teacher Scholar Philosophy expects the faculty to conduct that service in a scholarly manner and defines Scholarly Service as:

- Conducting service with good citizenship and beneficence, i.e. doing good,
- Providing accountability,
- Providing a systematic, disciplined, and critical approach,
- Making a contribution through critical analysis, and
- approaching service with civility.

In all instances, scholarly service requires members of the faculty to approach their responsibilities with thoughtful analysis, disciplined reasoning, and good citizenship.

ENGAGEMENT:

While the SIUE Teacher Scholar Philosophy recognizes epistemological diversity among academic disciplines, it unites all faculty members in a commitment to teaching, research and service. The Teacher Scholar Philosophy expects all members of the faculty to be intellectually engaged in their disciplines. The vitality of this engagement enlivens teaching and service and creates a richer learning environment that makes student learning primary.

⁶ Kerry Ann O’Meara, “taking Service Seriously: Uncovering the Many Layers and Values of Service,” paper presented at Southern Illinois University Edwardsville, April 15, 2008. Also see Boyer, p.23.

BALANCE:

SIUE's Teacher Scholar Philosophy expresses a balance in faculty roles and responsibilities between teaching, scholarship and service. Even though this balance does not literally mean that faculty devote equal 33% effort to each activity, every member of the faculty must be vigorously engaged in all three activities. Balance, however, may vary at different points in an individual's career. When teaching, scholarship and service are properly balanced, all faculty activities become scholarly.

INTEGRATION:

SIUE's Teacher Scholar Philosophy celebrates the intellectual vibrancy that results when "discovery" is integrated into teaching, student learning, and service. Although scholarship is not always directly in support of teaching and service, the integration of scholarship with teaching and service makes scholarship a means for student learning. Such integration makes classroom content not only vibrant but also current. Integration demonstrates that a good teacher is also a good learner. Integration should reach the point that blurs the lines of distinction between teaching, research, and service.

The integration of activities undertaken by teachers and scholars is an important value in the overall inclusive model SIUE seeks to develop.⁷ The key point is that the

⁷ There are numerous mechanisms that integrate the roles of teacher and scholar. See for example, *The Scholarship of Teaching Model* championed by Boyer and others where the activities associated with one's teaching are summarized and assessed in some rigorous form, peer-reviewed with colleagues outside one's institution and finally disseminated generally. The elements of dissemination in this model distinguish it from scholarly teaching and raise it to the level of education research as curriculum development. *The Research at Undergraduate Institutions Model* supported by NSF where students are invited to participate in a faculty member's research activities as the junior partners to learn practices and ways of knowing that advance the state of the art in the field. This type of activity might also be described as an "apprenticeship model." *The Scholar-as-Teacher Model* where the faculty member's

activities of teaching, service, and scholarship are not separate but supportive. The synergy between teaching, service, and scholarship makes an individual faculty member stronger in both and leads to the ability to balance what may be viewed as otherwise competing demands.

Universities have often treated the traditional roles of teacher, scholar, and service as exclusionary, so that academics have had to manage incompatible demands. Rather than this traditional model, we wish to champion integration of these three activities, i.e. a philosophy that affirms the essential qualities of each activity and values their interrelatedness.

The very term *Teacher-Scholar* suggests an integrated approach to faculty responsibilities. The common characteristics of the salient points stated above for Teaching, Scholarship, and Service for the expectations for the integrated Teacher-Scholar.

- Possesses current knowledge
- Applies that knowledge
- Advances knowledge
- Disseminates knowledge
- Verifies advancements of knowledge
- Approaches tasks systematically
- Approaches tasks professionally

STUDENTS:

The Teacher Scholar Philosophy of SIUE serves students. It recognizes the active role of students in the learning process. Scholarly Teaching assures students currency of knowledge and that student learning will be facilitated and enhanced by the use of

private research informs, invigorates, and updates her or his practices, content, and discussion in the classroom. The faculty member may or may not involve students in his or her actual scholarship, and may choose to disseminate a rigorous portfolio of the classroom activities.

effective pedagogical strategies. The Teacher Scholar Philosophy can also benefit students by directly involving them in research or creative activities, whether as partners or as apprentices. The SIUE Teacher Scholar Philosophy's integration of teaching, research, and service benefits students by making them active participants in learning.⁸

APPLICATION TO SIUE:

The Teacher Scholar Philosophy should serve as a framework for informing the roles, rewards, and expectations of the faculty. By articulating the values and aspirations of the faculty, it defines the unique qualities of SIUE.

⁸ Alison Byerly, et. al., "Student Learning and Faculty Research: Connecting Teaching and Scholarship," The Teagle Working Group on the Teacher-Scholar (American Council of Learned Societies, May 2007); George D. Kuh, et.al., "Why Teacher-Scholars Matter: Some Insights from FSSE and NSSE," Liberal Education, Fall 2007, p.40, and; Jackie Lublin (Contributor), "Deep, Surface and Strategic Approaches to Learning," Centre for Teaching and Learning, UCD, Dublin, n.d.

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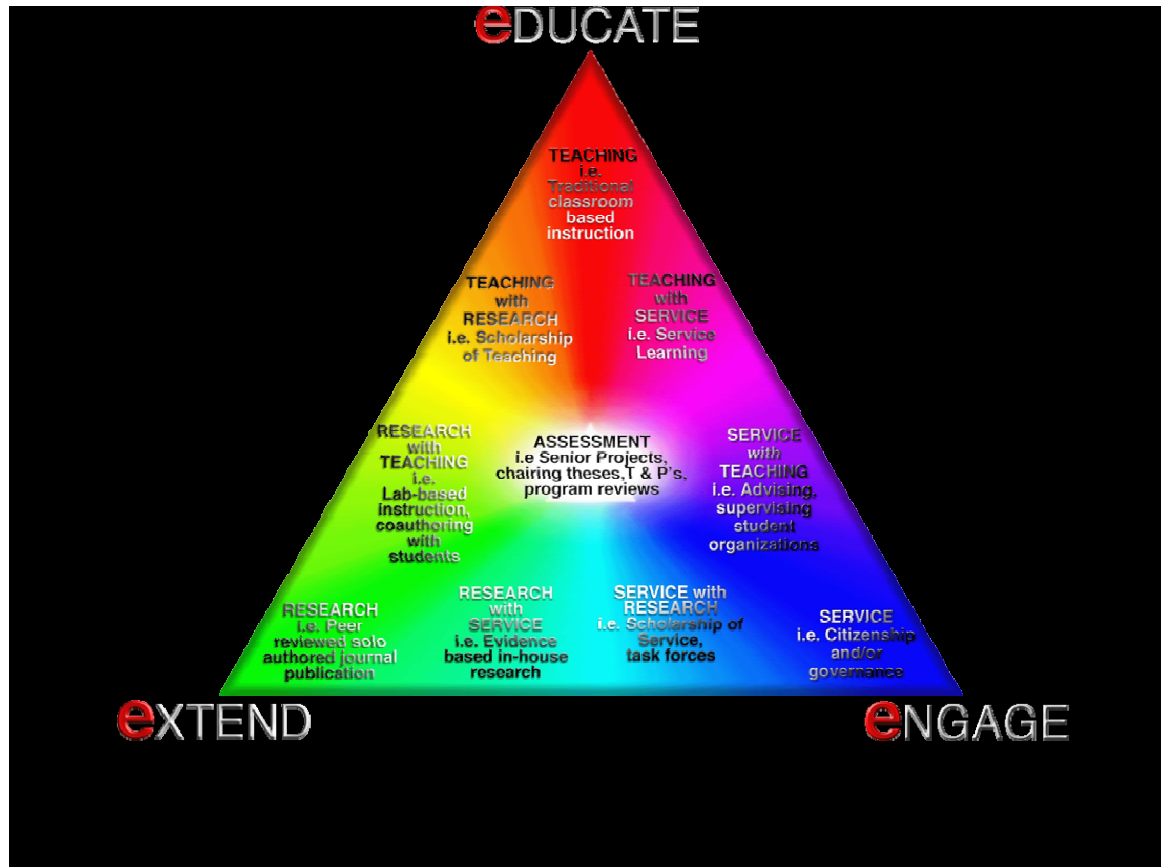
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Appendix 1



Appendix 2

The Teacher Scholar Philosophy of SIUE: Comments and Responses

Below are comments concerning the Teacher Scholar Philosophy of SIUE. A majority of the comments were received at the 28 November 2007 faculty discussion. Comments from various departmental meetings have also been included. Following the comments are responses from the Task Force. In some instances, the Task Force agreed with the comment and will make appropriate changes. In other cases, the Task Force disagreed with the comment and gives a rationale.

Comment:

What is the purpose of this document?

Response:

This document attempts to articulate a statement of philosophy, values, and aspirations for the SIUE faculty. It is not an attempt to create policy. This is not an operational document, i.e. a system or process for evaluating faculty. Only the Faculty Senate can create such policy. The purpose is simply to find common ground on what we value and on what we mean when we say we are teacher-scholars.

Comment:

The document says it is to clarify expectations. Doesn't that make this statement prescriptive, i.e. isn't it imposing standards upon departments and abrogating departmental autonomy?

Response:

This statement is not intended to be prescriptive to departments. It is intended to clarify what SIUE's vision of the Teacher Scholar means. This document is intended to articulate our vision of what we value and bring some consistency to our goals for the University and its faculty. Clarifying expectations is not the same as imposing standards. Nevertheless, the document has been revised to clarify that it is a statement of aspirations not benchmarks.

Comment:

This document sounds like it has policy implications. Is this a new set of expectations for Promotion and Tenure?

Response:

The purpose of the document is to clarify expectations for the faculty. It is meant as a vision statement for the faculty. This statement is not attempting to define a new set of P&T expectations.

Comment:

Will this be a binding document?

Response:

The intent of this document is to help articulate what we as an academic community believe. It is to serve as a “platform” for discussing and clarifying our values. It is not proposed as a policy. Only policy passed by the Faculty Senate is binding.

Comment:

The document says it is trying to clarify language. It doesn't. It makes the language more confusing by using “scholarship” and research interchangeably and synonymously. It further confounds clarity by using “scholarly” as an adjective for teaching and service. Wouldn't it be simpler to use research, teaching, and service? The language is too imprecise.

Response:

The document attempts to clarify our use of terms such as “scholarship of teaching” and “scholarship of service.” The language used in this document is based upon the secondary literature.

Comment:

The document assumes that faculty members get to teach courses in their field of research. In fact, faculty members rarely get courses in the research area.

Response:

This comment is true. Faculty members rarely teach courses directly related to their research. Nevertheless, engagement in research has benefits for the faculty and the students in the classroom. Engagement in research is the process by which faculty members renew their knowledge. It makes them good learners, a critical factor in making good teachers. Engagement in research keeps the faculty member aware of the literature and the nuances of the field. Research keeps the faculty member current. Additionally, Faculty members are expected to teach the courses that they are qualified to teach, which may mean teaching a class somewhat outside of their research area, but still within the same field. Being up-to-date in one's research area brings with it a knowledge of current trends in the larger field. Therefore, being part of the larger discourse in one's field allows one to bring topics of current importance into the classroom. A strong faculty of teacher scholars makes for excellence in education.

Comment:

This statement says that teachers need to know the literature on pedagogy in their discipline. This requirement is unrealistic.

Response:

Agreed. It is unrealistic for faculty members to know all the pedagogical literature in their discipline. The document has been modified to clarify. Nevertheless, we believe that the document should emphasize that scholarly teachers need to be aware of effective teaching practices for their discipline and should be involved in a larger discourse on effective teaching practices.

Comment:

By saying “balance,” does this mean the load requirements for faculty will be 33% each for research, teaching, and service? Does “balance” work when for promotion and

tenure, faculty must be rated at least “meritorious in Teaching? How does this affect the 3:1:1 time and effort expectation?

Response:

“Balance” does not mean equal balance in 33% increments. Depending where one puts the fulcrum, balance is achieved even though one activity may have more weight. This document is not meant to imply effort must be evenly distributed or that faculty must now be “meritorious” in all categories. The meaning of “balance” has been clarified in the document.

Comment:

Why are we doing this document if not to effect promotion and tenure policies?

Response:

The purpose of this document is clarify our understanding of what we aspire to be. It attempts to find agreement on what we value. It defines what we as a faculty define as important. This articulation will help build a sense of community by identifying our common purposes.

Comment:

The statement that faculty are to teach the “current and best” knowledge seems subjective.

Response:

We feel strongly that faculty should be teaching current knowledge. The term “best” has been dropped since its connotations are misleading.

Comment:

Does the definition of research, i.e. “advances a research question” and “applies a methodology” rule out theoretical work?

Response:

The statement defining research is not intended to rule out theoretical research. We have revised the language to clarify.

Comment:

This feels like a “gotcha” document, i.e. the document is setting standards that will later be used to evaluate faculty. It looks like it is an administrative attempt to increase work expectations without providing additional resources. The document looks like it sets benchmarks.

Response:

The purpose of the document is to articulate what we say we believe in regard to the teacher scholar. In the process, it is attempting to find agreement on language and values. The Faculty Senate would have to approve any operationalization of this statement of philosophy.

Comment:

The document is too broad and will allow for capricious decision-making.

Response:

We agree that the statement is broad. Statements of philosophy need to be sufficiently broad to include the variations among academic disciplines. Equally important, this document is not intended to be used as a checklist regarding decision-making for faculty tenure, promotion, and merit.

Comment:

The document is too restrictive and enforces an unnecessary and undesirable standardization.

Response:

We disagree. We strongly believe that it is desirable to articulate a set of values for the academic community.

Comment:

Boyer's model is not the only model and is not always the best fit.

Response:

Agreed, Boyer is not the only model, but it is a model that is widely accepted in higher education. Additionally, this document was informed by other literature, e.g. Shulman, Kuh, and others as cited in the footnotes.

Comment:

What does "generalizable" mean? This term is a problem for qualitative research.

Response:

Use of the term "generalizable" comes from a federal definition of research. It is not meant to exclude any kind of research. It is meant to distinguish between activity that has value and meaning beyond what is antiquarian and/or of local institutional interest. The document has been modified to clarify this point.

Comment:

Does everything have to be peer reviewed? What constitutes peer review? For example, all paper presentations aren't peer reviewed. Publication of book chapters and even books isn't necessarily peer reviewed.

Response:

This is a good point. Certainly grants/contracts, papers at professional conferences, and other forms of disseminating research are valued. The document has been modified to recognize explicitly these activities. Nevertheless, at some point, research must be peer reviewed whether it be comments at a conference or a review of the book. The purpose of stating that research must be peer reviewed is to provide evidence that the research is of value to the discipline.

Comment:

What is SIUE going to do to support the faculty achieve this model?

Response:

This question is beyond the scope of this Task Force and would depend upon the Faculty Senate and the Graduate Council to operationalize this model. Nevertheless, it should be noted that currently SIUE provides support for the model in a variety of ways. The programs supporting research in the Graduate School, the programs supporting teaching

in the Provost Office and in the Faculty Development Council, and the programs supporting excellence in graduate and undergraduate education all help faculty achieve the teacher-scholar philosophy .

Comment:

Why “teacher scholar” instead of “scholar teacher” or “teaching scholar?”

Response:

The commonly used phrase in the literature is “teacher scholar.”

Comment:

Is the involvement of students in research an expectation? This is more easily accomplished in some disciplines and not in others.

Response:

Conducting research is a powerful tool for learning. Engagement of students in research projects, whether a faculty member’s personal research or some other project is the ideal. The point of being a teacher-scholar is to share the scholarship experience with your student. This sharing can take many forms and it is up to the faculty member to find creative ways of including students in a research experience if traditional ways are not possible.

Comment:

How does this apply to Non-Tenure Track faculty?

Response:

This statement of philosophy does not set expectations for non-tenure track faculty.

Comment:

We are already doing this. Why do we need this statement?

Response:

Some departments are indeed fulfilling this statement of philosophy. Regardless, there is a lack of clarity of what the “teacher scholar” means.

Comment:

There is too much emphasis on scholarship/research.

Response:

We disagree.

Comment:

Are there common enough interests among the disciplines to make this feasible?

Response:

We believe that a statement of philosophy and values should and must encompass the entire campus. A statement of aspirations will help define us as members of the SIUE academic community.

Comment:

What happens if the Faculty Senate approves this? What happens next?

Response:

The Faculty Senate will decide how to operationalize this vision statement of the SIUE Teacher Scholar Philosophy.

Comment:

How will grants be classified? Not all grants are peer reviewed.

Response:

Currently, University policy allows departments to recognize external grants as a form of scholarship. This will not change.

Comment:

What about EUE grants? Are they considered part of scholarship?

Response:

An EUE or an EGE grant may be considered scholarship if it meets the criteria of "scholarship." Not all of those grants meet those criteria. Regardless, the Faculty Senate will determine how to operationalize this philosophy.

Comment:

Does this document define our work? If this applies to all, how will each department relate to it? Is it really possible to define a uniform set of expectations without being so vague as to be meaningless on the one hand, or prescriptive on the other? More guidance is needed on how to measure these values.

Response:

This document defines our values and our aspirations. If the Faculty Senate passes policy to operationalize this statement of philosophy, it would apply to all departments.

Comment:

The document is very conceptual. More guidance is needed on how to implement.

Response:

This is a statement of philosophy and values. It is not a policy. It will be the responsibility of the Faculty Senate to determine how to implement this philosophy.

Comment:

Scholarship is too broadly defined.

Response:

Boyer's broader definition of research is accepted throughout most of higher education. Additionally, this broader definition of scholarship is able to encompass the differences among the scholarly activities of the various disciplines in Fine Arts, Humanities, Math and Science, Social Science, Engineering, Pharmacy, Dental Medicine, Nursing, Business, Library, and Education. Breadth is appropriate here.

Comment:

Is there really such a thing as "Scholarship of Service?" The distinction between Scholarship of Service and Scholarly Service is unclear.

Response:

We have revised this section to clarify the meaning.

Comment:

More weight needs to be given to service.

Response:

The statement of philosophy does not attempt to assign any weight to the functions of the faculty and it would be inappropriate and prescriptive to do so.

Comment:

Is there a difference between what should be expected from different disciplines?

Response:

There are significant differences among disciplines. Nevertheless, the disciplines should be united in believing in a common set of values and principles. This statement attempts to provide a beginning point.

Comment:

Are the faculty expected to meet all the elements that are enumerated in the bullets?

Response:

This is a statement of philosophy and values. It is not a “checklist” of what all faculty must do. It’s what SIUE faculty aspire to do.

Comment:

Does this document raise standards?

Response:

This document is a statement of philosophy and values. The Faculty Senate would determine how to operationalize this philosophy.

Comment:

The statement on research needs to be more inclusive.

Response:

The definition of research is inclusive. We will, however, clarify the statement to insure that all forms of discipline specific research are recognized.

Comment:

What is the benefit to students?

Response:

A strong faculty of teacher scholars makes for excellence in education.

Comment:

This document seems like an administrative move imposed upon the faculty. It is top down and therefore odious.

Response:

If this were top down, we wouldn’t be having faculty discussions. The Graduate Council, the Executive Committee of the Faculty Senate, the CAS Chairs and Directors Council,

the Department of History, the School of Education faculty, the Department of Sociology, attendees of two campus-wide faculty meetings (Fall 06 and Fall 07) and the attendees at the Faculty Development Council Annual Symposium have all had opportunity to discuss, comment, and critique the document. The document has repeatedly been modified as a result of these discussions.