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Area **Academic Affairs**

Teacher-Scholar, Definition of

I. INTRODUCTION

The term "teacher-scholar" is used frequently at the college including in the reappointment and promotion process. This policy describes and defines that term. Although a definition is not a policy, recording an important definition in a policy ensures that it cannot be modified outside of the College governance process.

II. DEFINITIONS

N/A

III. POLICY

In keeping with the College's mission, TCNJ faculty members and librarians pride themselves as being a community of teacher-scholars and librarian-scholars that affirms the ideals of liberal education and the importance of preparing the next generation of committed citizens.

The development of a vibrant intellectual community depends on teacher-scholars who contribute actively to the enhancement of the College and to their respective disciplines and professions. The teacher-scholar model fosters a connection between faculty and librarian scholarly and creative work and student learning. Excellent scholarship benefits the quality of an intellectual community.

Teacher-scholars are deeply committed to pursuing their own scholarly and creative work and integrating this with their teaching when possible and/or appropriate. At TCNJ, the accomplished and engaged teacher-scholar or librarian-scholar strives to be a master of pedagogy and a mentor, creating a learning environment that cultivates analytical and creative problem solvers and inspires students to be scholarly themselves. Teacher-scholars grow as disciplinary or interdisciplinary experts, pursuing productive programs of scholarly research or creative endeavor that may engage students through a

variety of activities such as introducing students to controversies within their fields, providing opportunities for participation in faculty scholarship, or creating assignments that expose students to the fundamental tenets of scholarship. Teacher- scholars and librarian-scholars participate actively in the life of the campus community and seek ways to improve this and other communities in which they live and work. They value interdisciplinary connections and conversations as well as disparate views and voices. Each reflects deeply on his or her own learning path and accepts responsibility for defining a path of intellectual, professional, and personal growth.

Individual faculty and librarian roles and contributions may vary in emphasis and evolve over time, but all contribute to the work of the academic enterprise through teaching, scholarly and creative endeavors, and service. In order to realize this model of teacher-scholar and librarian- scholar, the structure of faculty and librarian work needs to be diverse, flexible, and equitable. The College recognizes the importance of continually investing in the development of its teacher-scholars in order to support and recognize their engagement and accomplishments.

Related Documents:

N/A

History:

Version	Date	Notes
2.0	May 15, 2020	Revised
1.0	Fall, 2012	New policy; Initial Release; Unit Policy



Approval Signatures

Step Description

Approver

Date