

Suggestions Relating to Teaching, Research and Scholarship, and Service Narratives

NOTE: The Provost's guidelines state that the combined Teaching and Research and Scholarship narratives must not exceed 8 pages total (i.e., approximately 4 pages each).

Teaching Narrative

The overall narrative is reflective in nature. In it the author explains his/her approach to teaching, the impact in terms of improvements that have taken place, and future goals. It might include the following (note that #4 must be included):

1. Introduction

- a. Teaching assignments - number and type of courses, number and type of students, other information related to teaching assignments (e.g., cohort operations, collaboration in teaching, school partnerships, etc.)
- b. Doctoral dissertation committees
- c. Advising load (including doctoral advising committees)
- d. Course and program development activity
- e. Other relevant activities (e.g., teaching articles, grants, special projects, etc.)

2. Approach to Teaching

- a. Philosophy, Beliefs - and how these are reflected in the classroom
- b. Relationship of teaching to research and literature (on instructional design/delivery, as well as the specific professional field)

3. Teaching Performance

- a. Overall impact – documented improvements in students' knowledge, skills and/or dispositions
- b. Discussion of teaching materials (e.g., syllabi, instructional aids, performance assessments, etc.)
- c. Innovations, leadership
- d. Analysis/reflection on student and peer evaluations and observations
- e. Formative and summative self-assessments used
- f. Other efforts at improvement

4. Future Outlook (**must be included**)

- a. Goals
- b. Strategies

Research and Scholarship Narrative

In this narrative faculty reflect on the rationale for their scholarly work, the major themes they are pursuing, the relationship between their research and other aspects of their professional lives, and the impact of their output. Included might be (note that #4 must be included):

1. Rationale

- a. Beliefs and interests, and how these translate into scholarly activity
- b. The significance of the rationale
- c. Connection between rationale and other professional activity, including teaching and service

2. Themes and subthemes which have developed from the rationale

3. Output

- a. Overview of output
 - i. Scholarship of discovery and integration (original data and conceptualizations; possible audience is other scholars)
Publications, presentations, grants, etc.
 - ii. Scholarship of application (use of existing knowledge to facilitate the work of education professionals; major audience is practitioners and future practitioners)
Publications, presentations, grants, etc.

(Describe print output by journal, articles, chapters, books, monographs, technical reports, book reviews, media reviews, and other; and non-print media by type.)

- b. Highlight characteristics of sample products
- c. The impact of this output (substance, rather than outlet) on the field: how the nature of the work (rather than where it appears) advances the field
- d. The quality of the outlets: measures of quality (readership, citations, requests for reprints, and other inquiries)
- e. Collaborations
 - i. With colleagues, students, schools, etc.
 - ii. Nature of contribution
- f. Innovations, leadership
- g. Grants
 - i. Scholarly basis
 - ii. Linkage with other aspects of scholarship
- h. Presentations
 - i. Scholarly basis
 - ii. Linkage with other aspects of scholarship
- i. Recognition – awards

4. Future goals and plans (**must be included**)
 - a. Description of growth as a result of scholarship
 - b. Goals
 - c. Strategies

Service Narrative and Other Supporting Materials

NOTE: The Provost's guidelines state that the Service Narrative, including other evaluative materials, must not exceed 8 pages.

This narrative should describe how service activities are related to the profession, as well as the goals of Mason, CEHD and the program. Leadership activities should be highlighted. Content might include:

1. Rationale for service
 - a. Belief system
 - b. Connection between service, teaching, and research
2. Involvement
 - a. Overall description of types of service (e.g., mentoring, committees, etc.)
 - b. Relationship of service to goals of professional field, Mason, CEHD, and program (primary and secondary affiliations)
3. Leadership activities (including definition, contribution) – briefly describe the nature of the leadership activities noted in the self-report form
4. Future goals and plans