



Stony Brook University

Professional Education Program

General Policies on Teacher Education Faculty Lines

Overview of Professional Education Program (for informational purposes only)

The Professional Education Program (PEP) has been established as the primary University-wide unit for all baccalaureate and master's-level teacher certification programs, and post-graduate educational leadership programs. The teacher education programs in English, European Languages, Mathematics, Natural Sciences, Social Studies, and TESOL are located in their respective disciplinary departments in the College of Arts and Sciences and the two educational leadership programs are located in the Department of Technology and Society in the College of Engineering and Applied Sciences. PEP has been charged to promote academic, professional, scholarly and intellectual excellence in Stony Brook's distributed model of teacher and leader education. PEP is further charged to extend its professional outreach beyond the borders of the University and into the wider community-at-large in terms of collaborative efforts and partnerships in community-based projects and those developed jointly with school districts, teacher centers, and local professional groups. PEP has also been charged to achieve regional, state, and national acclaim through teaching, research, publication, and service, as well as accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and, post 2016, by the Council for the Accreditation of Educator Preparation (CAEP).

1. Departmental Affiliation and Hiring

1.1. All teacher education faculty lines will reside fully in departments.

1.2. The holders of teacher education positions will be full members of their home department.

1.3. For each departmental search committee for PEP faculty, the PEP director will be invited to suggest two members to participate in the search process and selection. These faculty should be involved in screening applicants in the interview process, and as external voting members of the department for the mid-search and final phases of the hiring process. The expectation of scholarly productivity of education-focused faculty should be made explicit and clear in the job description, during interviews, and in the appointment letter.

2. Funding

2.1. Proposals for hiring new PEP faculty should come from the PEP director and the potential host department and presented to the Dean. The request for such lines are to be included in the Dean's request to the Provost. All teacher education lines are approved by the Provost, and do not revert to the College in the event that the incumbent relinquishes his or her position.

2.2. Once hired, support for a teacher education faculty member will be provided by the department at the same level as for all other tenure-track faculty.

2.3. Lines in teacher education are allocated based on the university's needs in teacher education, not on any consideration of a department's other needs, which are determined in consultation with the Dean of the College and which should be evaluated independently of teacher education.

3. Teaching load

3.1. Both the PEP director and the department chair must be involved in teaching assignments and teaching load of tenure-track faculty on teacher education lines.

4. Evaluation of progress

4.1. Evaluation of the scholarly achievements of teacher education faculty for purposes of reappointment, merit, promotion, and tenure within the department will be based primarily on the candidate's scholarship in teacher education within the discipline. Evaluation of individual teacher education faculty for purposes of reappointment, merit, promotion, and tenure within the department shall include assessments from the PEP director which speak to teaching effectiveness, administrative effectiveness in coordinating and supervising student teachers, and contributions to the mission of the PEP program and the teacher education goals of the university.

4.2. The director of the Professional Education Program (PEP) will be consulted by the host department on the progress of teacher education faculty throughout their careers. One faculty member currently in the PEP will be assigned to mentor new faculty, in addition to any mentor(s) from within the host department. A PEP faculty member (distinct from the mentor) should be assigned to perform periodic peer evaluation and counseling of teaching performance for untenured education faculty.

4.3. In cases of tenure and/or promotion for any teacher education faculty member in the university, two PEP-affiliated faculty members of appropriate academic rank (according to the PTC guidelines) shall be designated by the host department chair in consultation with the PEP director. These senior PEP faculty shall provide a recommendation on tenure and/or promotion to the relevant departmental committee. These designated PEP faculty shall be members of the committee advising and voting on the candidate's promotion and tenure. In all cases, a summary of the evaluation and recommendation of these PEP-affiliated faculty shall be included as a separate document in the candidate's promotion and tenure file.