

Research in TEP Policy

Rationale for the Policy

To continue to increase and promote collaborative partnerships within the School of Education, specifically between TEP, Education, and CCSP, we welcome joint research. The PRP study, and previously the TEP consultant, urged greater collaboration within the School of Education. We strive for collaborations whereby TEP, Education, and CCSP departments can benefit and learn from each other, and would like to formalize a process that encourages a mutually-beneficial feedback loop.

TEP functions in a multi-layered context - one that needs to be accountable to CTC accreditation and credentialing requirements, performance assessment mandates, Education Code and legislation, and our school partners, all in addition to the pedagogical practices that are good for preservice teacher learning. Because of this unique context, we feel that researchers may benefit from having TEP input from multiple perspectives - supervisors, instructors, and coordinators to help situate the work in the context of TEP.

In addition, most TEP faculty are classified as Unit 18, and research is not a part of their appointment. Research can cause an increased workload for Unit 18 faculty that without proper consideration and compensation can detract from their primary workload responsibility, teaching and/or supervision. We want to ensure that Unit 18 faculty have an equitable workload.

A final purpose of this policy is to formalize a feedback loop that would make room for TEP to learn and benefit from the research being done in the program.

Procedure for Requesting Research

To request to conduct research in TEP, researchers will complete three steps: 1) Complete the Request for Research Form below. This will go to the TEP office and you will hear back from one of the members of the TEP leadership team about #2 and #3.

2) Discuss the research proposal with TEP leadership members. 3) Once you have approval from representatives of TEP, you can begin research in TEP.

[Request for Research Form](#)

Role of TEP Faculty in the Research

TEP would like to be included and collaborate in research that involves TEP candidates and/or faculty. Some possibilities for collaboration might include TEP involvement in:

- the design or development of the study
- ongoing research meetings
- co-presenting or co-authoring

TEP would like to be informed of researchers' findings so that the TEP faculty can learn more about what researchers are learning. This can be mutually beneficial as we learn from the research, and possibly suggest directions for further research.

Researchers in TEP will be asked to present findings to the TEP Leadership team at meetings, or the wider TEP community at TEP retreats.

Credit or compensation for Unit 18 faculty

Unit 18 faculty have a full load of teaching and/or supervision responsibilities-100% of their time is teaching, supervising and/or academic coordination. As many of the faculty in TEP are Unit 18 and research is not part of their assigned job duties, it is important that they be credited or compensated for the research work that they will be doing. If compensation is not possible, crediting their participation in a way that is visible for merit reviews as service is encouraged.

Graduate Student Research

Graduate student researchers wishing to conduct research in TEP must also follow the collaborative protocols outlined above (Procedure for Requesting Research) and complete the Request for Research Form. The research request must also include approval from the faculty member overseeing the graduate student's project. Where possible, crediting TEP faculty participation for merit reviews is encouraged.

TEP Faculty as Researchers in Their Own Classes (self-contained study)

Any TEP Faculty who wish to conduct research in their TEP course must also follow the collaborative protocols outlined above (Procedure for Requesting Research) and complete the Request for Research Form.