

**Editor's  
Introduction:  
“Publish or Perish”—  
The Role and Meaning  
of “Research” in Teacher  
Education Institutions**

Once again, *Teacher Education Quarterly* is proud to present a special, guest-edited issue. This Spring 2000 issue features the editorial work of J. Gary Knowles and Ardra L. Cole from the Ontario Institute for Studies in Education at the University of Toronto and Jennifer Sumsion of Macquarie University in New South Wales, Australia. Together they have solicited and assembled an impressive collection of thoughtful, challenging articles around issues related to the role of research production, recognition of scholarly activity, and institutional rewards among faculty in teacher education institutions.

Interestingly, this manuscript collection appeared on my desk during my own promotion and tenure evaluation year. I read each article with great interest. What I discovered was quite revealing: a complex web of relationships associated with what is considered valuable research activity in higher education institutions, and what is or isn't viewed as appropriate scholarly production among faculty in schools of education—and, in particular, in teacher education programs. An ambiguous array of perspectives inhabit this arena.

I expect that each reader of the journal will find this collection of articles both incredibly fascinating and truly significant within the realm of one's own institutional context. Tenured and untenured faculty alike will appreciate the perspectives presented here and will clearly be able to relate to the ideological conflict between

*Editor's Introduction*

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the roles of power and academic freedom within any college or university and the education professoriate. The deeper conversation embedded in this work is one which is long overdue. I applaud Gary, Ardra, and Jennifer for their commitment in gathering and steering this body of work to publication. *Teacher Education Quarterly* is grateful for their contributions.

Clearly, this issue will stimulate further dialogue. We welcome your comments and reactions. I hope our readers will use this material as a stimulus to write, submit, and share further thoughts on this important aspect of teacher education.

—Thomas Nelson  
Editor