

Guidelines on and Examples of Scholarship of Teaching and Learning
College of Agriculture
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Purpose: The College of Agriculture is committed to scholarship. Discovery of new knowledge and the transfer of this knowledge are the primary functions of a research university. Aside from the improvements new discoveries offer to society, faculty members become better researchers, teachers, and Extension/outreach educators through their scholarly activities. Their scholarly activities allow them to stay abreast of developments in their fields and to become recognized experts in their disciplines. The College of Agriculture believes that scholarship is important in all of the mission areas of the university – research, teaching, and extension/outreach. As such, these guidelines provide examples of scholarship in each mission area that may be used in guiding and evaluating the scholarly activities of faculty members.

Scholarship: Scholarship is “knowledge creation, synthesis, and application” (Culp, 2009) that is “public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one’s scholarly community” (Schuman, 1998).

Evidence of Scholarship of Teaching and Learning:

Excellence in teaching and instructional activities may include, but is not limited to:

- Production of educated and academically well-rounded students, and placement of those students into relevant positions in the job market.
- Contributions to curricula or program development that may include evidence of incorporating new knowledge and developments in the field.
- Creativity in course or program development.
- Incorporation of new and/or innovative materials, ideas, concepts and techniques.
- Development of improved laboratory exercises or classroom demonstration.
- Experiential learning opportunities.
- Improvements in student learning.
- Obtaining new equipment or resources that allow for improvement of course materials.

Examples of evidence of scholarship of teaching include, but are not limited, to the following:

- Excellent peer review (internal or external) of teaching.
- External funding to support instruction programs.
- Publication in refereed education and/or scientific journals.
- Receipt of awards for teaching from University and professional organizations.
- Development of instructional products adopted by peers.
- Pedagogical innovation adopted by peers.
- Excellent student performance in scholastic collegiate competitions.
- Curriculum that is accepted by peers.
- Students who exit courses or other educational experiences with a high level of competence, validated by student awards, competitive internships and jobs, professional experience (ex. presentations at research conferences), or proficiency in subsequent courses.
- Contributions to professional conferences/meetings in areas related to teaching through presentations, symposia, working groups, and workshops.

References

Culp, K. 2009. The Scholarship of Extension: Practical Ways for Extension Professionals to Share Impact. *J. Extension*. 47(6) 1-5.

Shulman, L. 1998. Course anatomy: The dissection and analysis of knowledge through teaching. In P. Hutchings, Editor, *The Course Portfolio: How Faculty Can Examine Their Teaching to Advance Practice and Improve Student Learning*, Washington, DC: The American Association for Higher Education. 5-12.