Guidelines on and Examples of Scholarship
College of Agriculture
Auburn University

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:

Research
Excellence in research may include, but is not limited to:

- Establishment of an extramurally funded research program yielding high-quality, scholarly, new and creative contributions to the faculty member's professional discipline.
- Independent, nationally and internationally recognized (as appropriate) research in a well-planned and developed program, that may include playing a key role in establishing institutional, regional, nationally and internationally recognized multi-disciplinary research.
- Contribution to the advancement of knowledge or research results that produce tangible benefit to society.

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

- Publications in quality peer reviewed refereed journals and scholarly books.
- Published peer reviewed review articles.
- Receipt of awards for excellence in research.
- Significant research funding from external sources.
- Invited and volunteered presentations at professional and scientific meetings.
- Collaborative efforts with extension, research, teaching, and/or industry.
- Recognition of professional expertise among peers as evidenced by appointment to editorial boards of high quality journals and/or election to leadership roles in professional societies.
- Patents, inventions, and other creative endeavors of a significant scientific or technical nature.

Teaching
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 (e.g. 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.

Extension and Outreach
Excellence in extension/outreach may include, but is not limited to:
• Development and delivery of outreach educational programs with clear sets of goals. Programs are determined through needs assessments and active participation with target audience.
• Changed practices, policies or behavior from outreach education.
• Capacity building for individuals, communities and institutions.
• Contributions to team and interdisciplinary efforts.

Examples of evidence of scholarship of extension/outreach include, but are not limited, to the following:
• Publication of peer-reviewed extension bulletins and reports targeted to clientele.
• Publication of outcomes of extension activities in scholarly and professional journals, especially those involving collaborative efforts.
• Evidence of extension programs with demonstrated impact or outcome for clientele.
• Receipt of local/national awards for excellence in extension.
• External funding to support extension programs.
• Presentations at professional and scientific meetings.
• Presentations at user meetings.
• Maintenance of effective relationships with clientele.
• Conduct of extension programs with demonstrated impact or outcome for clientele.
• Local and/or national awards for teaching and Extension education materials.
• Invitations to collaborate on regional, multi-state, or national Extension educational events.

Annual Performance Evaluations and Scholarship Requirements:
Faculty members are expected to generate scholarship consistent with their appointment and be productive every year.

References
College of Agriculture Instructional Workload Guidelines

Instructional Workload

Course load: Course load is calculated on a 12-month basis beginning with fall semester and going through the end of the following summer semester. Faculty members have 12 months to fulfill their instructional assignment (regardless of 9-mo. vs. 12-mo. appointment). The course load calculation is: 1 credit hour = 0.042 FTE. For example, one 3-credit course per year equates to a 12.5% instructional workload.

Minimum enrollment: University minimum enrollment is 15 for lower division undergraduate classes (1000-2000); 12 for upper division undergraduate classes (3000-5000); 8 for graduate level classes (6000-7000); and 5 for doctoral level classes (8000). Courses not meeting minimum enrollment may be counted towards instructional workload as part of the faculty member's annual evaluation.

Multiple lab sections: In cases where not all students in a lecture section can be accommodated in one lab section, multiple lab sections may be necessary. One credit hour for each additional lab section should be included in the course load calculation.

Online courses: An online section of a course that meets minimum enrollment will be counted towards course load the same as a seated section. Each additional online section that meets minimum enrollment may be counted for 1 credit (similar to multiple lab sections). Online sections taught by different instructors will be considered separately.

Undergraduate student advising: Undergraduate student advising is not included in instructional workload.

Graduate student advising: Graduate student advising load calculation is: 1 graduate student (major advisor) = 1 credit = 0.042 FTE; co-major advisor = 0.5 credit = 0.021 FTE. This calculated on a yearly (not semester) basis.

Service: Service in support of instruction (ex. curriculum committee, undergraduate program coordinator) may be considered as part of a faculty member's instructional workload.
College of Agriculture Supplemental Compensation for Course Overload

Course overload is expected to be temporary. Faculty members must be able to demonstrate that expectations in their other appointment area (e.g. research, extension) are being met. If there are other faculty members within a department who do not currently meet their assigned course load, the department head/chair will justify why an overload is necessary.

The following guidelines will be used to determine faculty eligibility for supplemental compensation for course overload. Supplemental compensation is available in the semester that the faculty member's course load exceeds his/her instructional appointment for that year. Exceptions to these guidelines must be cleared in advance through the dean's office.

1. **Eligible Courses:** Regular, named undergraduate and graduate courses that are part of the curriculum and that meet minimum enrollment (as described above) are eligible. Supplemental salary is not available for research and thesis/dissertation courses or special problems (directed studies) courses. Online courses are eligible as described in the workload section (above).

2. **Eligible Teaching Faculty:** A faculty member who has exceeded his/her teaching appointment through eligible courses and minimum enrollment is eligible to receive supplemental pay for credits taught that exceed his/her appointment. All courses taught by the faculty member must meet minimum enrollment.

3. **Supplemental Salary Rate:** Supplemental salary will be calculated at a rate of 3.7% of the faculty member's salary per course credit hour exceeding their appointment. Payment will be limited to the listed credit hours in the schedule of courses. Faculty compensation cannot exceed the amount of revenue generated by the class. For large classes where extra lab sections are needed, compensation for those extra sections may be available using the guidelines described in the workload section (above). If the extra lab section is taught independently by a graduate assistant, a faculty member will not receive supplemental salary for the lab section. The graduate assistant may, however, qualify for extra compensation. Compensation of the graduate assistant is the responsibility of the department.

4. **Maximum Supplemental Salary:** Supplemental salary will be funded for a maximum of 9 course credit hours per year. Therefore, the maximum supplemental salary that can be received is 9 course credit hours times 3.7% of salary per course credit hour, or 33.3% of the faculty member's base salary.

5. **Camp War Eagle Advising:** Camp War Eagle advising activities will be handled by departmental staff members with advising responsibilities. Faculty are not eligible for supplemental pay for Camp War Eagle advising.

6. **Authority and Decisions:** The final decision for using college funds to support supplemental teaching will be made by the dean. The department head/chair may decide to allocate departmental funds to support additional teaching activities.

26 September 2017