



College of Agriculture Spring Instructional Workshop

AMY N. WRIGHT, ASSOCIATE DEAN FOR INSTRUCTION

COLLEGE OF AGRICULTURE, AUBURN UNIVERSITY, AUBURN, AL

Outline

- ❖ Faculty Development in Instruction
- ❖ College Scholarship Expectations
- ❖ Scholarship of Instruction
- ❖ Peer Review of Teaching
- ❖ College Strategic Plan – Instruction
- ❖ High Impact Practices
- ❖ Communicating Impact to Others

Faculty Development



- ❖ Office of University Writing
 - ❖ Dr. Chris Basgier, Director
 - ❖ Instructional development resources for faculty

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Scholarship Expectations



- ❖ 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).
- ❖ 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.

Scholarship Expectations



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

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Scholarship of Instruction



- ❖ Think past “teaching publications” of the past
 - ❖ Early publications used insufficient data size to draw meaningful conclusions
- ❖ Scholarship has many forms especially in instruction.
- ❖ Scholarly teaching, scholarship in teaching, educational research
- ❖ <https://inquiry.galileo.org/ch5/teaching-as-a-scholarship/>

Scholarship of Instruction



- ❖ **General Instruction Appointment Expectations** - Faculty will consistently deliver high quality classroom, laboratory, abroad, or online instruction
- ❖ **Scholarship of Teaching and Learning Expectations** - Faculty may demonstrate scholarship in teaching and learning by several methods
- ❖ **Instructional Scholarship Guidelines**

Scholarship of Instruction



- ❖ Faculty members with instruction appointments are expected to meet certain general teaching expectations and consistently demonstrate evidence of scholarship.
- ❖ For every 20 – 25% faculty instruction appointment, a faculty member should demonstrate Scholarship of Teaching and Learning in at least one way every other year.
 - ❖ For example, a faculty member with a 40% - 50% instruction appointment should demonstrate one aspect of instruction-related scholarship each year.

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Peer Review of Teaching



- ❖ Required by the university for promotion
- ❖ *At least one class for each of the three preceding years. These should include assessment of syllabi, handouts, and exams, and assessment of the candidate's conduct of the class.*
- ❖ College guidelines, recommendations
- ❖ Departmental processes (example rubric)

Peer Review of Teaching



- ❖ Formative
- ❖ Engagement, awareness, collaboration
- ❖ Meaningful and provide actionable feedback
 - ❖ Strengths and development opportunities
 - ❖ Positive and reinforcing yet helpful for improvement
 - ❖ Adds value to faculty member's instructional program
 - ❖ Enables faculty member to demonstrate improvement over time

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Strategic Plan – Instruction



- ❖ Mission: The College of Agriculture will prepare and mentor students to meet their full potential through discovery, innovation, and high-impact experiences.
- ❖ Objective: Deliver high impact, innovative instructional programs through engaged student learning.
 - Incorporate inquiry-based, international, and experiential learning opportunities throughout curricula

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HIPs – Characteristics



- ❖ Significant investment of concentrated effort by students over extended period of time
- ❖ Interactions with faculty and peers about substantive matters
- ❖ Frequent, timely, constructive feedback

Kuh, G., K. O'Donnell, C.G. Schneider. 2017. HIPs at Ten. Change: The Magazine of Higher Learning. 49: 5, 8-16.



HIPs – Characteristics



- ❖ Opportunities to discover relevance of learning through real-world applications
- ❖ Public demonstration of competence
- ❖ Periodic structured opportunities to reflect and integrate learning

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High Impact Practices (HIPs)



- ❖ Undergraduate Research
- ❖ ePortfolio
- ❖ Collaborative Projects
- ❖ Spring Break Trips
- ❖ Study Abroad
- ❖ Service Learning
- ❖ Internships



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Communicating to Others



- ❖ Presentations

- ❖ Education section, regional/national society meetings

- ❖ NACTA

- ❖ AU symposia

- ❖ Publications

- ❖ Society journals

- ❖ NACTA

- ❖ Awards nominations

Communicating to Others



- ❖ Departmental
- ❖ Curriculum committee
- ❖ Assessment
- ❖ Faculty mentoring
- ❖ Stimulates discussion, collaboration
- ❖ <https://inquiry.galileo.org/ch5/making-teaching-public/>

Web Resources



- ❖ <https://sites.auburn.edu/academic/ag/adm/comm/SitePages/Guidelines.aspx>
- ❖ <http://www.auburn.edu/academic/provost/university-writing/resources/>
- ❖ <https://www.auburn.edu/academic/provost/university-writing/opportunities/faculty/>



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