



## THE SCHOLARSHIP OF TEACHING AND LEARNING

---

STRENGTHENING EDUCATION THROUGH RESEARCH AND COLLABORATION

**Buffalo State**  
*State University of New York*







# Linking Research with Teaching: The Bridge to Enhanced Learning

**I**t seems fitting that Buffalo State's involvement in the scholarship of teaching and learning began at a time when the nation and the Western New York region were engaged in passionate discussions about bridges.

Nationally, the millennial dialogue focused on building a metaphorical bridge from one century to the next. Locally, residents were debating proposed designs for a physical bridge to replace an aging link across the Canada-U.S. border. The controversy centered on a choice for the future: whether to embrace tradition or innovation.

Just as these bridges are meant to provide a nexus for people and ideas, the growing interest in the scholarship of teaching and learning has the potential to link people and ideas in academia in exciting ways.

In his monograph, *Scholarship Reconsidered* (1990), Ernest Boyer argues that teaching can be regarded as scholarship. Building on Boyer's work, Pat Hutchings and Lee S. Shulman make distinctions between good practice in teaching and the production of knowledge by treating teaching as scholarly work. Good practice in teaching usually involves wise application of pedagogic techniques, paired with an elusive capacity (some might say a gift) for connecting with students. By contrast, the scholarship of teaching and learning involves systematic inquiry that moves beyond implementing proven techniques or relying on inherent flair. The results of such studies are made public, are open to critique, and are suitable for replication.

The knowledge that results from the scholarship of teaching can be used to inform classroom practice. Thus, the end goal is improving the quality of education. This has long been an important goal of Buffalo State, reaching back to our early years as a normal school.

As the college grew and changed, a new focus on discipline-centered research joined our mission. This promotion of research is sometimes the cause of difficult choices in the allocation of time, energy, and funding.

Boyer, Hutchings, and Shulman argue that the scholarship of teaching can be placed on par with other forms of research. However, to do so, it must conform to several criteria.

Substantive intellectual research must seek to identify, explain, or control variables impacting student learning. The outcomes of such studies must be "made public in some manner; subjected to peer review; and cited, refuted, built upon, and shared" (Shulman, *The Course Portfolio*, 1998). As more faculty choose to adopt the view of teaching as a scholarly activity and strive to meet these criteria, our knowledge base of teaching and learning will grow.

This publication is Buffalo State's first major commitment to support faculty contributing to these groundbreaking initiatives. The studies and projects described here do not all meet Shulman's criteria, but they move in that direction. As you read about your colleagues' interesting work, I hope you will begin to develop a deeper understanding of the scholarship of teaching, and that you will see ways in which you, too, view teaching as a scholarly activity. And therein lies a second powerful way that this movement creates bridges.

In many ways, our academic community is compartmentalized and segmented. There are academic and support units; departments and schools; campus and professional communities. Yet the bridge that connects us all is the goal of providing students with the best educational experience possible. Achieving this goal is facilitated when a wide cross section of the academic community begins to regard teaching not merely as knowledge dissemination, but as an opportunity for knowledge creation through systematic inquiry and reflection. These processes hold tremendous potential for building new collaborations that will benefit many facets of the educational community.

The work described here is representative of projects being carried out by many others at Buffalo State. Eighteen proposals representing the work of 30 individuals were considered for inclusion in this publication.



*"The bridge that connects us all is the goal of providing students with the best educational experience possible."*

Another 10 individuals expressed interest in having their work considered in the future. By providing a vehicle to publicize a sample of these projects, I hope many others will 'go public' with the results of their work. During 2000–2001, Buffalo State will support this important work through involvement in the Carnegie Academy for the Scholarship of Teaching and Learning, through the college's new Center for Interdisciplinary Studies, and potentially with financial assistance for new and ongoing studies.

*Cheryl M. Albers*

Assistant Professor, Sociology  
Coordinator, Carnegie Campus Program

# On Common Ground

## The Art Partners Preservice Fieldwork Program: Teaching Scholarship in Action

Lucy Andrus, M.S.Ed., ATR\*  
Associate Professor,  
Art Education Department  
\*art therapist registered

**A**rt, says Lucy Andrus, is an equalizing force that puts people on equal footing, on common ground. For her and her students, so is the ongoing process of learning how to teach.

Since 1994, about 100 art education majors and art therapy minors have engaged in active learning and scholarship through a preservice field experience program called Art Partners. While earning credit for Andrus's Art and Special Needs methods course, they work with college faculty and classroom teachers to provide art and cultural awareness experiences for special-needs children in inner-city schools.

After each weekly lesson, Andrus and her students meet to discuss and assess their students' learning and their own learning.

Andrus describes the discussions as "interesting and wonderful." She and her students share, problem solve, and talk as colleagues.



Lucy Andrus reads a handmade thank-you card from one of the children participating in the Art Partners program; a colorful quilt created by her college students is displayed in the background and hangs in her office.

“Sitting at third-grade tables helps put us all at the same level,” she said, recalling a recent group that bonded into “a family of teachers and scholars.”

Together, the team engages in a dialogue about what works, what doesn’t, and why; they propose theories, analyze, and experiment with different solutions.

Subjective issues and personal reactions are also discussed, providing a forum where students can open up and express emotions, leading to new insights and learning.

Working in six- to eight-person teams, the aspiring art teachers help plan and implement the program’s year-long curriculum, which is based on a variety of student needs (such as a physical or mental disability; life circumstance; or emotional, academic, or developmental need).

The preservice teachers learn to assess needs and build lesson plans that enhance what students are learning in other areas.

As an active team member, Andrus serves as a role model for the preservice teachers as she demonstrates methods and helps students solve problems on the spot.

The students gain valuable teaching experience early in their academic careers and have an opportunity to apply the theory they are learning in the classroom.

The children participating learn about art, artists, world culture—and themselves—through projects such as future hero self-portraits or count-our-blessings quilts. Their teachers report that many Art Partners children gain increased self-confidence, a greater willingness to try new things, and increased expressive language.

Beyond classroom skills, the preservice teachers learn about contemporary issues and how to deal with problems in multicultural settings. They are directly exposed to the realities, challenges, and rewards of teaching in an urban setting, a prospect many of Andrus’s mostly middle-class, suburban students tend to shy away from due to misconceptions and fears.

“It is critical to address these issues if we are to equip future teachers with the attitudes, skills, and abilities needed to reach and teach

a diverse student population in culturally competent ways,” Andrus noted.

In addition, Art Partners has “contributed immensely to *my* growth as well,” she said. Not only does the direct link to schools help keep Andrus up-to-date, but the in-depth discussions help her gain a better understanding of her students and how they learn.

“Today’s students are different,” she said. “We have to figure out how to connect with this generation,” admitting that this is a challenging task.

Toward that goal, Andrus also solicits anonymous feedback from students, using forms with triggers (“I’m curious about...,” “What I liked best about class...”). In addition, she conducts in-class surveys, asking students about learning preferences and attitude shifts.

Her survey data provide dramatic evidence of the success of Art Partners. Virtually all of the students said they felt “more comfortable” working with children who have special needs or are culturally different.

As one student stated, “All these children I once saw as ‘foreigners’ had names and faces and smiles for me. I was able to see the commonalities we all have.”

Many students describe the benefits of participation in Art Partners as “life-changing.”

And two Art Partners alumni are seeking teaching positions in the city.

***Lucy Andrus*** founded the Art Partners therapeutic art program in 1994. It has resulted in new material for teacher training (on topics such as classroom management) and two new courses in art education and multiculturalism. The program’s success continues to be shared through art exhibits, local and national presentations, and major publications, including *School Arts* (February 2000) and *Art Education* (upcoming issue). Andrus and her students plan to present at the National Art Education Association conference in New York City in spring 2001.

*“Today’s students are different; we have to figure out how to connect with this generation.”*



Preservice teachers participating in Art Partners produce before and after visual responses to the experience. As seen in the examples here, students often enter the program with negative impressions of teaching in an urban setting, but postprogram images tend to depict the joys of teaching and influencing others in a positive way.



# The Search for Meanings

## Learning through Praxis: Applying Critical Thinking to Rhetorical Criticism

Timothy J. Brown, Ph.D.  
Assistant Professor,  
Communication Department

**T**he Budweiser “lizards” commercial... Abraham Lincoln’s Gettysburg Address... the 1998 Christian Coalition direct-mail solicitation.

These are just a few of the disparate artifacts that students in Tim Brown’s Rhetorical Criticism class actively analyze from various perspectives.

In the dual communication/humanities course, students learn to understand the symbolic communication embedded in artifacts through the application of rhetorical theory.

In doing so, they use all the skills of critical thinking—they process and synthesize information, and analyze and support an argument with evidence. They also learn practical skills applicable to their daily lives: how to be critical consumers of information and more competent communicators.



Tim Brown published two articles analyzing the rhetoric of Benjamin Chavis and Myrlie Evers-Williams to reveal meanings behind the NAACP’s image and message. He presented conference papers that analyzed Marion Barry’s 1994 mayoral campaign, the Christian Coalition’s direct mail campaign, and cultural myths perpetuated in the film *The Horse Whisperer*.



# Learning by Serving Teaching Values through Educational Service Opportunities

Marianne C. Ferguson, Ph.D.  
Associate Professor,  
Philosophy and Religious  
Studies Department

**T**he Perry municipal housing project near downtown Buffalo is “dirty, gray, and ugly,” without a blade of grass, said Marianne Ferguson. Some of the children who live there can’t read in the fourth or fifth grade. Recently, a Buffalo State student who is learning to teach religion visited there along with her junior high school pupils. They distributed donated books and read stories. Some dressed as Dr. Seuss characters.

“These students had never seen such poverty and had never been in a housing project before,” said Ferguson, an associate professor and the internship coordinator for philosophy and religious studies. That day, they learned about community needs, the rewards of giving, the value of experiential learning, and much more.

Marianne Ferguson’s books include *Women and Religion* and *Christian Thought: An Introduction*. Extensively involved in curriculum development at Buffalo State, she created seven courses, including *Women and Religion*, *Religion and Media*, and *Contemporary Christian Thought*.







classrooms and ask each other's students to identify and agree on criteria to judge the effectiveness of the instructor and the course. In small groups, students discuss how well these criteria are being met. Afterward, the two faculty share responses and brainstorm ideas about how to improve instruction.

As Howe, speaking from experience, says, "As long as you have trust in the other person and a desire to grow, peer review can work very well."

Unlike the typical end-of-semester course evaluation, the process gives educators specific feedback on strengths and weaknesses, and an opportunity to quickly adjust methods, content, or style.

There also are carryover benefits. As faculty listen to their colleagues' students respond, they naturally think about their own classroom and the effectiveness of their own teaching, Howe noted.

Another major benefit stems from involving students in the process, Howe and Moran found.

On end-of-course evaluations, students frequently comment positively about the opportunity to give input. "They feel empowered that someone cares enough to ask them," said Howe.

"The most powerful aspect is when you act on their comments," said Moran. When they see changes that have been made, "they work harder for you the rest of the semester."

Moran and Howe will share the impact of peer review with college teachers through their chapter, "Models of Collegiality and Instructional Collaboration," scheduled to appear in *Enhancing College Teaching and Student Performance: A Guidebook*. Moran also covers peer review as one component of professional development in his upcoming book, *Collaborative Professional Development for Teachers of Adults*.

Howe and Moran find their ideas are often well received, but that faculty may feel vulnerable.

"You're putting yourself on the line, but if you want to improve your teaching, you have to," Howe said. He encourages faculty to depersonalize any negative findings. "It isn't necessarily your problem," he emphasized. "It's often a more generic problem—an issue in teaching."



"Teaching is a problem-based activity," Moran agrees. "Information from peers helps you solve the problems."

"Working collaboratively is a way to energize yourself," he added. "Peer review is the most effective way I know of to become a better teacher. It's far better than anything I've done individually; it's more effective than taking a workshop or reading about teaching—and it doesn't cost anything."

Making use of another model and a grant from Buffalo State's Teaching, Learning, and Assessment Center, Howe coordinated a teaching circle involving all five faculty who teach educational psychology. Based on a small-group instructional diagnosis process, the circle participants shared materials and ideas, and observed one another in the classroom.

The group also formed a consensus on core concepts in educational psychology, such as management, assessment, motivation, and learning theories. The concepts were shared with a student focus group and clarified. The final version was then shared with students and with other academic departments that require educational psychology courses. In the final step, the group discussed various ways to teach and to improve teaching these concepts.

"Because of the value we found in this activity, we have continued to meet," said Howe. Although new faculty particularly benefit from teaching circles, Howe believes they are valuable for all faculty. "Teaching circles quickly build professional competence and caring relationships with colleagues. Participating in the process gets you to think about your teaching more and provides a built-in group of people to talk with about common concerns."

*"You're putting yourself on the line, but if you want to improve your teaching, you have to." —Howe*



**Frederick C. Howe** earned his doctorate in educational psychology from Michigan State University. Editor of *Succeeding in Higher Education*, Howe's research interests include teaching for the educationally disadvantaged. He has served on Buffalo State's assessment steering committee for seven years, and he initiated the college's Australian Exchange Program. He also coordinates the annual Buffalo State College/Buffalo Community Service Day, which involves hundreds of volunteers in urban-beautification and parks projects.

**Joseph J. Moran** coordinates Buffalo State's adult education master's degree program. A licensed psychologist and associate editor of *Child Study Journal*, he earned his doctorate in psychology from Emory University in Atlanta, Georgia. Working with Howe and others, he has written and presented statewide and nationally on the assessment of instructional effectiveness, collaborative professional development, and peer review/support, most often in relation to adult and continuing education.

# Designing Students

## CAD Integration in Apparel and Textile Education

Elaine Polvinen, M.F.A.  
Associate Professor,  
Technology Department

**A**t the Melton Shirt Company in Batavia, New York, fashion technology students watched as prototypes of their designs were constructed into an actual garment. The moment marked the culmination of a long but rewarding process involving research, planning, development, and collaboration.

“They were super excited,” said Elaine Polvinen, their teacher and mentor. “The excitement generated by a project that involves a real-world industry partner is unmatched by anything that is simulated in the classroom.”

About 22 of Polvinen’s students participated in one or more phases of a three-year U.S. Department of Agriculture Higher Education Challenge Grant, “Interactive Apparel Design: Collaborative Learning through the Internet.” The project also involved students from Cornell University and the Philadelphia College of Textiles.

Through this innovative program, students worked with industry partners (Melton, JCPenney, and Liz Claiborne) to create lines of garment and textile designs. They communicated with professionals and students at other schools via video and audio conferencing, e-mail, the Internet, faxes, and other high-tech methods.

The projects provided students with an opportunity to understand the dynamics and the mechanics of the fashion industry. They also learned valuable lessons from industry professionals.

“Direct industry feedback...immediately energized and inspired the students to raise their creativity and quality level,” Polvinen said.

Elaine Polvinen displays some of her original digital artfabrics created with Photoshop software. She traveled to Asia in summer 2000 to exhibit her work in Korea (where she was one of only 10 artists worldwide chosen to exhibit three pieces in the Taegu International Textile Competition). She also presented at colleges there and in Beijing, China, and explored collaborative projects between Asian organizations and Buffalo State.



She is preparing her students to enter an industry that is global, fiercely competitive, and increasingly high-tech. An innovator in her field and one of the first to use computers to create surface and structural designs, Polvinen continually responds to dynamic professional demands and the emerging educational needs of her students.

She continues to refine the curriculum she developed that combines the technology and design courses students need to excel in apparel or textile-design careers. Through two new study options, Buffalo State students can work toward a bachelor of science degree in computer textile design for industry or can concentrate in textiles for industry as part of the fashion and textile technology program.

In developing the CAD (computer-aided design) coursework, Polvinen drew from research she conducted as a graduate student about the industry's use of technology.

In the fashion industry, Polvinen discovered, new technologies are allowing visual data to be converted into a universal, digital language. "Constant retooling is required to respond to fast-paced technological advances," she said, especially as more American firms turn into virtual, international operations, where a foreign-based manufacturing plant works hand-in-hand with design studios in the states.

To acquire and maintain the tools students need to succeed, Polvinen has fostered liaisons with industry software vendors, including NedGraphics, whose Vision CAD software is now an integral part of Buffalo State's CAD textile design for industry concentration. Students use computer technology for weave and print design, pattern making, illustrations, and presentations.

Polvinen also uses the Internet frequently as a teaching, presentation, and communication tool. Students post their work on a gallery site, communicate with industry professionals, and research design and market trends on the Web.

Despite the emphasis on technology, Polvinen always encourages her students to blend and balance their technical expertise with intuitive creativity. They must design a textile collection, displayed on presentation boards, which is evaluated based on achieving such a balance.

Thanks in large part to Polvinen's efforts, Buffalo State has achieved national prominence in the CAD textile design for industry field. Over the past five years, students have won more than a dozen industry awards for their CAD textile designs.



Polvinen reports that committed students who complete the recommended CAD curricula and continue to fine-tune their technical, creative, and professional skills have no difficulty finding positions after (and sometimes prior to) graduation.

To keep up with industry trends, Polvinen maintains contacts with industry professionals and major professional associations. She presents nationally and internationally to both professionals and educators in the field and contributes frequently to industry and professional publications. During a recent year-long industry leave, she worked for NedGraphics in New York City, developing advertising, marketing, and training materials, as well as Web sites.

Polvinen also continues to create and exhibit her own designs and welcomes the challenges and capabilities tomorrow's technology will surely bring. "I've never been programmed to think in terms of obstacles with regard to discovering all sorts of interesting and different ways to channel my creativity," she said.

Elaine Polvinen's teaching tools include collaborative ventures with industry partners and Internet-aided communication and research.

*"Direct industry feedback... immediately energized and inspired the students to raise their creativity and quality level."*

*An associate professor who joined the Buffalo State faculty in 1990, **Elaine M Polvinen** earned her bachelor's degree in textile design from Buffalo State and her master's in fine arts from the Rochester Institute of Technology. As a CAD/CAM specialist in apparel and textile design, she continues to integrate her passions for textiles, fashion, and technology.*

# A Good Read, Step by Step

## Teaching Literature As/Is a Process

Kevin J. Railey, Ph.D.  
Chair and Associate Professor,  
English Department

*“The discussions are amazing. Both sides get to see that different perspectives are legitimate, raising questions of pluralism and tolerance.”*

**V**alues education? Ethical theory? No. Literature with Kevin Railey. Using the same methods and tools of process approaches common in composition pedagogy, Railey views and teaches literature as a complex process—one that begins with personal reactions and evolves into formal analysis.

Railey’s essay, “Teaching Literature As/Is a Process,” appears in *Teaching in the Twenty-first Century: Adapting Writing Pedagogies to the Curriculum* (Falmer Press). While acknowledging that knowledge dissemination has its place, he passionately challenges conventional teaching methods and presents strategies that actively engage students in the study of literature in increasingly articulate ways.

His ideas emerged when he taught Introduction to Fiction, an experience that “made me think about process, a way for students to think about any story,” said Railey.

He extensively researched reader-response theories, especially as they apply to teaching, and developed a set of strategies designed to help students become better and more involved readers. He first used these strategies to teach a course he developed with a professional development grant, “Teaching Literature to Young Adults.”

In the process, students are guided through four stages of response to literature: personal, topical, interpretive, and formal.

The earliest stages allow for an open forum where students share, and examine the source of, their own personal reactions. They explore how their feelings about topics and issues in the work affect their reactions, and how those reactions and their own worlds are shaped by society, culture, and history.

The students learn that “your take on life—your perspectives and values—affects the reading process and your interpretation of a work of literature,” said Railey. “Texts will and



do have different meanings for different people, and this diversity, rather than a unity of readings, should be encouraged and developed.”

To help students move toward interpretation and analysis, he presents several mini-interpretations of the same text, using the same details to explain different perspectives (such as feminist or liberal-humanist).

He then uses guided questions about various elements of different types of literature to help students understand literary structure—the art behind the writing.

He “unpacks the assumptions,” guiding the study of literature by explicitly explaining and demystifying literary conventions (such as significance, metaphorical coherence, and thematic unity).

“Students begin to see how and why their professors talk about literature in the ways they do, and can then produce the kinds of reading we may require more productively,” he said.

In addition to knowledge about works of literature, students gain personal insights based on experiences, including academic experience. They also develop analytical and independent thinking skills, said Railey. Student papers are not graded on content but on analytical process—the way in which they develop an argument. “They don’t have to guess what the teacher wants; they have to explain it to themselves well,” Railey said.

The process gives all students a model they can use to articulate interpretations, and it gives English education majors a model for literature instruction. Based on student feedback and projects, oral presentations, and student-teaching demonstrations, the process is successful, said Railey. “The students can articulate ideas and explain where they came from; many preservice teachers say Teaching Literature to Young Adults was the most helpful class in developing them as teachers.”

As new literature and students from diverse educational backgrounds fill our English classes, the diversity of reading experiences must be accounted for in pedagogical approaches, Railey emphasized. After all, “the power to invoke and inspire understanding and sympathy for people not like ourselves lies at the heart of all literature.”



*“Texts will and do have different meanings for different people, and this diversity...should be encouraged and developed.”*

.....

*“The personal and the formal... are both valid types of responses to literature and part of the sophisticated, intelligent, and educated reading process.”*

*English Department Chair **Kevin J. Railey** holds a doctorate in English from the State University of New York at Stony Brook. On the Buffalo State faculty since 1991, he teaches courses in American literature, the nineteenth- and twentieth-century novel, ethnic American literature, and methods in the teaching of English. He has served in various leadership roles related to the development of English, English education, and writing curricula at Buffalo State.*



Kevin Railey writes, presents, and teaches about William Faulkner. His book *Natural Aristocracy: History, Ideology, and the Production of William Faulkner* was published by the University of Alabama Press in 1999.

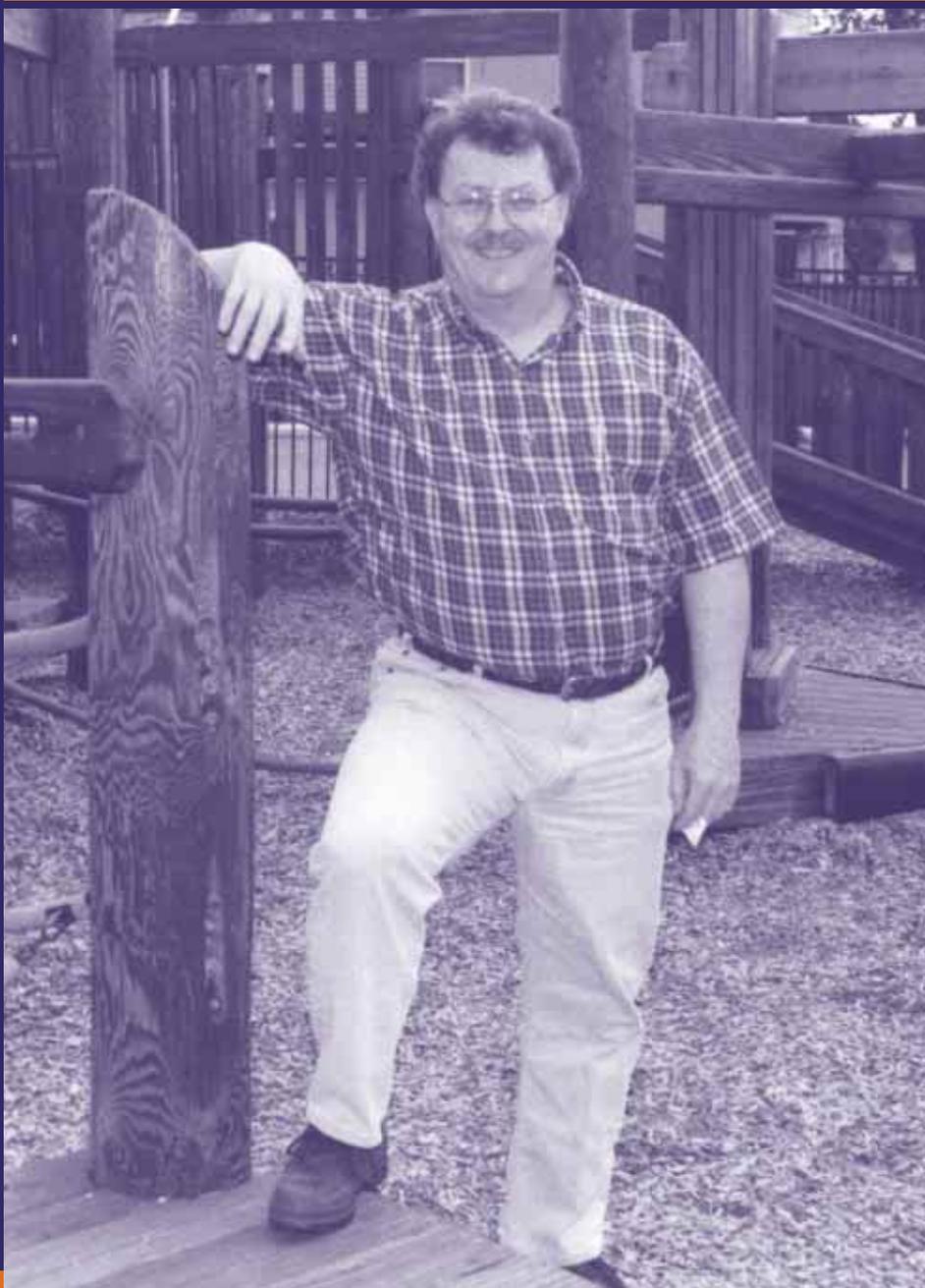




# The Qualitative Difference

## Learning about Urban Social Problems by Listening to a Neighborhood's Needs

Gary S. Welborn, Ph.D.  
Associate Professor,  
Sociology Department



**F**or six weeks, the streets of Buffalo's diverse West Side became a memorable classroom for Gary Welborn's senior seminar participants.

In conducting a survey of neighborhood needs, the diverse group of 13 sociology students learned firsthand about urban problems, the impact of demographic trends, and the value of various research methods.

The area surveyed is Welborn's own neighborhood. He co-chairs the Massachusetts Avenue Project (MAP), a community-revitalization group that involves residents in various improvement initiatives. When MAP wanted to assess residents' perceptions of needs prior to establishing a neighborhood outreach center, Welborn saw an ideal opportunity to engage his students.

Typically, students taking the sociology seminar capstone course learn about research theory and methods, and conduct a survey on campus or via telephone. The face-to-face needs-survey project allowed students to move beyond these competencies and apply sociology for the benefit of a community.

"There was considerable enthusiasm and excitement at the prospect of providing a significant service to the community while learning about sociology in this real-life setting," said Welborn.

Focusing on the primary question, What could be done to improve your life and the lives of your family? each student completed 20 interviews, for a total of 260 cases. The surveys built in two opportunities for respondents to express and prioritize their perceptions of needs, and allowed for unanticipated, open responses. About 100 response categories were eventually grouped into 10.

Welborn discovered that the students learned as much from the setting as they did from the process.

The Massachusetts Avenue Project sponsors "positive projects to get people in the area involved," such as the Sunshine Park playground, built by 600 community volunteers in five days. Gary Welborn helped coordinate the project. "It was like an old-fashioned barn raising," he said, "grueling, but very rewarding."







## Electronic Journals

### **AAHE Bulletin (American Association for Higher Education)**

AAHE's monthly newsletter offers interviews, special reports, practical how-to articles, and news about association activities.

[www.aahe.org/bulletin.htm](http://www.aahe.org/bulletin.htm)

### **The Carnegie Chronicle**

This special section of the National Teaching and Learning Forum's online edition is sponsored and supported by the Carnegie Foundation for the Advancement of Teaching. Articles are accompanied by research proposals, contact information, and other supplemental materials.

[www.ntlf.com/html/lib/carnegie/index.htm](http://www.ntlf.com/html/lib/carnegie/index.htm)

### ***inventio*: A journal of creative thinking about learning and teaching**

A journal of the Department of Instructional Improvement and Instructional Technologies (DoIIT) at George Mason University, the inaugural February 1999 issue focused on the scholarship of teaching and George Mason's participation in the Carnegie Foundation's Teaching Academy.

[www.doiit.gmu.edu/inventio/](http://www.doiit.gmu.edu/inventio/)

### ***Journal of the Scholarship of Teaching and Learning (JoSoTL)***

A new journal from Indiana University South Bend. Includes reports of research on teaching and learning, formal research articles, classroom action research, and reflective essays.

[www.iusb.edu/~josotl](http://www.iusb.edu/~josotl)

### **The National Teaching and Learning Forum online edition**

Offers interactive access to information and discussion of teaching. Intended to involve educators in a conversation about teaching and learning, the forum began as a joint venture with the ERIC Clearinghouse on Higher Education.

[www.ntlf.com/](http://www.ntlf.com/)

***Research and Creative Activity***, Office of Research and the University Graduate School, Indiana University, *The Scholarship of Teaching*, vol. 22, no. 1 (April 1999)

This publication profiles professional accomplishments of distinguished faculty and graduate students. The April 1999 issue focuses on the scholarship of teaching.

[www.indiana.edu/~rcapub/v22n1/p01.html](http://www.indiana.edu/~rcapub/v22n1/p01.html)

## Guidelines and Reports

### **AAHE Assessment Conference 2000**

Higher education today faces rising expectations for student learning, institutional effectiveness, accountability, integrating classroom and out-of-class experiences, using instructional technology effectively, and delivering programs of outstanding quality and public credibility in a time of constrained resources. How can assessment help? How can we meet the need for the highest quality assessment tools and methods and practitioners who are up to today's challenges?

[www.aahe.org/assessment/2000/newintro.htm](http://www.aahe.org/assessment/2000/newintro.htm)

### **AAHE's Eighth Annual Conference on Faculty Roles and Rewards—The Scholarship of Engagement**

This conference, held in February 2000, was organized around four key emphases related to the scholarly pursuits identified in Boyer's *Scholarship Reconsidered* and built on through AAHE projects and networks. Also covers work related to the New Pathways project and other faculty-related topics.

[www.aahe.org/FFRR/preview/emphasis2.htm](http://www.aahe.org/FFRR/preview/emphasis2.htm)

### **Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Faculty Fellowships**

This program aims to create a community of scholars that will contribute to the scholarship of teaching. Initiatives include supporting the development of a scholarship of teaching and learning; enhancing the practice and profession of teaching; and bringing to teaching the recognition and reward afforded to other forms of scholarly work. Includes grant-application information.

[www.apsanet.org/Ps/grants/castl.cfm](http://www.apsanet.org/Ps/grants/castl.cfm)

### **The Peer Review of Teaching Project (AAHE)**

This project, an AAHE emphasis from 1994 to 1998, has contributed significantly to the Carnegie Teaching Academy Campus Program. Learn about current project activities and historical information.

[www.aahe.org/teaching/Peer\\_Review.htm](http://www.aahe.org/teaching/Peer_Review.htm)

### **Reinventing Undergraduate Education: A Blueprint for America's Research Universities**, Boyer Commission on Educating Undergraduates in the Research University

According to this report, "the concept of integrated education requires restructuring both the pedagogical and the integrative aspects of the research university experience." It recommends goals to meet the obligations of the university to all students.

<http://notes.cc.sunysb.edu/pres/boyer.nsf>

### **Scholarship in the APS Model**

Boyer's definition serves as a model of scholarship for Indiana Wesleyan University, Division of Adult and Professional Studies (APS). This model unites four separate but interlocking parts of a dynamic process that involves students, faculty, curriculum, and society.

<http://199.8.27.201/aps/msmith/Scholarship.html>



**Scholarship of Teaching, Saint Xavier University**

This interactive site allows users to send e-mail to or join the SXU Scholarship of Teaching listserv, as well as read/post messages on the university's scholarship of learning bulletin board and do HTML link sharing.

<http://english.sxu.edu/carnegie/>

**Teaching and Learning Center**

This index contains links to regional and national teaching and learning centers. The "Home" button takes you to the University of North Carolina's Carolina Colloquy's Electronic Journal of University Teaching and Learning.

<http://cte.uncwil.edu/et/tlctrs.htm#centers>

**Tutorials and additional resources****AAHE WebCenter, Campus Program Director's Recommendations**

These documents "have been especially influential in shaping my current thinking about teaching and the scholarship of teaching and learning," said Campus Program Director Barbara Cambridge. She encourages others to read them and add to the discussions surrounding them on the WebCenter.

[http://aahe.ital.utexas.edu/recomm\\_fusebox/index.cfm?fuseaction=staff\\_recomm](http://aahe.ital.utexas.edu/recomm_fusebox/index.cfm?fuseaction=staff_recomm)

**An Annotated Bibliography of the Scholarship of Teaching and Learning in Higher Education**

This bibliography, compiled early in the project, aimed to establish a baseline against which progress in the higher-education arena could be gauged at the end of a five-year funding cycle. It also acknowledges the work that CASTL builds on and locates this new effort in the longer trajectory of related developments.

[www.carnegiefoundation.org/OurWork/CASTL/highered/bibliography.htm](http://www.carnegiefoundation.org/OurWork/CASTL/highered/bibliography.htm)

**Carnegie Teaching Academy Definition of the Scholarship of Teaching**

This interactive site at the University of Michigan-Dearborn allows users to comment on the Carnegie and UM-Dearborn definitions of the scholarship of teaching.

<http://curie.umd.umich.edu/Carnegie/TIIRtest1.htm>

**Classroom Research: Implementing the Scholarship of Teaching**

Excerpts from Pat Cross and Mimi Harris Steadman's book present an argument for and resources to support the implementation of educational research in the classroom, emphasizing the importance of meeting the intellectual challenges of teaching.

<http://ncc1701.rutgers.edu/Accounting/raw/aaa/aen/spr98/item12.htm>

**Scholarship at Work at UWA, *Issues of Teaching and Learning* vol. 4, no. 2**

Explores Boyer's concept of scholarship as applied to different roles in the context of the University of Western Australia.

[www.csd.uwa.edu.au/newsletter/issue0298/work.html](http://www.csd.uwa.edu.au/newsletter/issue0298/work.html)

**Scholarship in Medical Education**

Medical schools now recognize that the professional development, reward, and promotion of faculty who support the core mission of education has been limited by the inability to critically evaluate candidates' scholarship in this arena. To address this need, the Central Group on Educational Affairs (CGEA) of the Association of American Medical Colleges (AAMC) sought to develop, disseminate, and facilitate implementation of a renewed concept of scholarship as it relates to medical education.

[www.medlib.iupui.edu/cgea/geasclrpro.html](http://www.medlib.iupui.edu/cgea/geasclrpro.html)

**The Scholarship of Teaching Resources, Office of Instructional Support and Development, University of Georgia**

This page contains links to scholarship of teaching Web resources organized under themes such as teaching goals, preparation for teaching, implementation and methods, outcomes and assessment, and reflection.

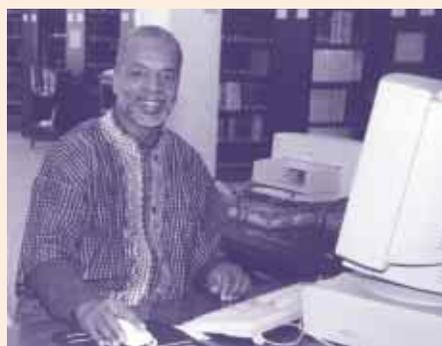
[www.isd.uga.edu/facdev/sot/scholar.html](http://www.isd.uga.edu/facdev/sot/scholar.html)

**Starting the Conversation: The Scholarship of Teaching**

Suggestions for initiating campus dialogues on the scholarship of teaching include determining your purpose and considering ways in which your campus environment supports or limits the practice of that scholarship in an effort to determine which issues are most immediate, most interesting, or most pertinent.

[www.aahe.org/teaching/Carnegie/handout.htm](http://www.aahe.org/teaching/Carnegie/handout.htm)

List current as of April 2000.



This list was compiled by **Musa Abdul Hakim**, senior assistant librarian at Buffalo State. His statement follows:

"As archivists and bibliographers of the print and digital worlds, as teachers of information literacy, and as producers and consumers of

scholarship, academic librarians should have a great interest and investment in the success of the scholarship of teaching and learning movement. They value scholarship and pedagogy. Bibliographic and 'webliographic' research aids like this are their trademarks.

"A comprehensive directory and guide to Internet resources on the scholarship of teaching and learning is urgently needed. It will facilitate access to the research, analysis, synthesis, and scholarship of the rapidly proliferating, potentially revolutionary, local and national interdisciplinary, epistemological, and pedagogical initiatives that will/are transform (ing) academic culture praxis."





*The scholarship of teaching  
and learning involves peer review.*

*We invite your comments  
and questions about our work  
at Buffalo State College.*

*Please contact Cheryl Albers,  
assistant professor of sociology,  
at [alberscm@buffalostate.edu](mailto:alberscm@buffalostate.edu)  
or 716-878-3292.*



*An electronic version  
of this booklet is available  
at <http://aahe.ital.utexas.edu>.*

*Use the message thread or  
the annotations to resources  
to send comments or rate the  
usefulness of this resource.*



1300 Elmwood Avenue  
Buffalo, New York 14222-1095

716-878-4000 • [www.buffalostate.edu](http://www.buffalostate.edu)