

Proposed policy to clarify the distinction between scholarship of teaching and learning and scholarly teaching:

Basic assumptions:

- Every faculty member with a teaching appointment should engage in scholarly teaching because of its centrality to the university's mission.
- Although all faculty with a teaching appointment should engage in scholarly teaching, not all faculty need to engage in the scholarship of teaching and learning.
- The evolving body of research on learning has fostered new forms of inquiry into teaching. By better informing teaching, the scholarship of teaching and learning enhances student learning.
- While the scholarship of teaching and learning may be an important part of the promotion and tenure process, the scholarship of teaching and learning should not displace high quality scholarly teaching in annual performance reviews and in promotion and tenure decisions.
- Scholarly teaching is part of a faculty member's teaching responsibilities; if a faculty member chooses to do scholarship of teaching and learning, this work is part of their scholarship/creative activity/research responsibilities.
- The scholarship of teaching and learning extends across all disciplines. However, the way that scholarship of teaching and learning manifests itself is often defined by one's discipline.

Working definitions are derived from work by the Research University Consortium for the Advancement of Scholarship Teaching and Learning and Lee Shulman, President of the Carnegie Foundation for the Advancement of Teaching:

- **Scholarly Teaching** ... focuses on student learning and is "well grounded in the sources and resources appropriate to the field"
- **Scholarship of Teaching and Learning** ... ultimately improves student learning and occurs when "our work as teachers becomes public, peer-reviewed and critiqued, and exchanged with other members of our professional communities so they, in turn, can build on our work, these are the qualities of all scholarship."

Comparison of scholarly teaching and scholarship of teaching and learning (SoTL)

	Scholarly Teaching	SoTL
Faculty work as teachers is anchored in the literature of teaching and learning.	X	X
Faculty work as teachers emphasizes documenting student learning.	X	X
Faculty work as teachers is publicly shared with our colleagues and peers.		X
Faculty work as teachers is externally peer-reviewed as scholarship.		X
The evidence of the outcomes of faculty work as teachers is disseminated through professional outlets.		X

At Iowa State University, the scholarship of teaching and learning contributes to the discovery of knowledge about teaching and learning in higher education and must be held to the same standards of rigor, relevance, peer review, and dissemination as other forms of disciplinary research and creative activity.