

## **C- 1. POLICY ON QUALITY INSTRUCTION**

The Board of Trustees views the instruction of students as the foremost activity of Auburn University. It is proud of the outstanding levels of quality achieved throughout the institution in preparing graduates to enter the professions, graduate programs and leadership positions in all walks of life. To underscore and support this process, the Board identifies those characteristics that it views to be central to the teaching/learning process.

1. Class sizes, particularly at the freshman and sophomore levels, should be sufficiently small to provide for individual student attention and opportunity for free exchange of ideas.
2. Faculty teaching loads should not be so burdensome as to preclude the availability of faculty for individual or small-group counseling, advising, and informal discussion with students
3. Early in their Auburn career, all students should have opportunity for exposure to the University's best scholars. Senior faculty should have some teaching responsibility at the lower division level.
4. Particular care should be exercised to assure that those who have classroom instructional responsibility possess strong communication skills.
5. Innovative teaching approaches should be encouraged. To foster creativity in the instructional arena, a "learning center" should be organized to assist any faculty member who may desire its use. Junior faculty should be supervised carefully to assure that support is provided as needed.
6. The curriculum should reflect a desire that graduates be effective in written and oral communication skills and reasoning skills, as well as being well founded in the major discipline.
7. There should be an honors program and other similar opportunities developed for the exceptionally talented and curious student.
8. Outstanding teaching will be recognized and rewarded.
9. The Board supports a regular, validated, and effective faculty evaluation system that relies upon student, peer, and administrator input. Such a program should have performance improvement as its primary goal.
10. The Board will strive to provide adequate operating budgets, so that support materials are available to enhance the teaching/learning process.

Teaching is a dynamic and complex activity, and learning is an individual process. The Board of Trustees recognizes that a wide variety of teaching methods are available and that no singular approach is superior to others – that circumstances dictate the style most appropriate. The Board recognizes and congratulates the faculty and administration on their ability to attract high quality students to Auburn. By endorsing this statement, the Board desires that faculty, department heads, and deans be aware of its interest in and support of their dedicated efforts to offer Auburn students the highest possible quality of instruction.

ADOPTED: October 27, 1989

REAFFIRMED: June 7, 1999

REAFFIRMED: June 19, 2009