The Scholarship of Teaching and Learning

UTIA Promotion and Tenure Workshop
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Interim Dean
Criteria for Appointment to Faculty Rank

• Demonstrated record of achievement and the promise of continued excellence

• Reflected in the faculty member’s—
  • teaching (which includes advising and mentoring)
  • research
  • service or other creative work in the discipline
  • participation in professional organizations
  • willingness to contribute to the common life of the university
  • effective work with colleagues and students, including the faculty member’s ability to interact appropriately with colleagues and students
# Rank: Expanding Expectations

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<th>Rank</th>
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| **Assistant professors** | 1. hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment  
                      | 2. **show promise** as teachers  
                      | 3. show promise of developing a program in disciplinary research / scholarship / creative activity that is gaining external recognition |
| **Associate professors** | 1. hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment  
                      | 2. **be good** teachers  
                      | 3. have achieved and to maintain a recognized record in disciplinary research / scholarship / creative activity |
| **Professors** | 1. hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment  
                      | 2. **be accomplished** teachers  
                      | 3. have achieved and to maintain a nationally recognized record in, disciplinary research / scholarship / creative activity |
What is an *adequate* teacher?

- Reliably goes to class on time and teaches
- Predominately uses “sage on the stage” approach to teaching
- Occasionally updates course content
- Uses homework and test grades for feedback
- Passes back graded material in a timely manner
- Meets with advisees regularly
What is a good teacher?

- Uses a variety of teaching styles and techniques
- Realizes that learning occurs not only in the classroom but outside of it as well
- Uses embedded classroom assessment techniques for continuous feedback on learning in addition to tests and grades
- Advises the student with a goal of on-time graduation and ultimately professional placement and success in the workplace
- Mentors graduate students
- Attends teaching workshops and seminars
What is an “accomplished” teacher?

In the classroom:

• Keeps students engaged using a variety of innovative approaches

• Uses feedback in a formative manner to improve interactions and the course

• Incorporates experiential and service learning where appropriate

• Seeks rigor and challenges the student
What is an “accomplished” teacher?

Outside the classroom:

- Advises undergraduates with emphasis on
  - Retention
  - Timely graduation
  - Placement
- Helps students find internships and developmental opportunities
- Helps to mentor student clubs and activities
- Involved in recruiting (in particular with underrepresented groups)
- Sponsors and directs undergraduate research and honors projects
- Serves on or leads committees such as graduate and undergraduate coordinator, scholarship and recruitment committees
- Mentors graduate students with the intent to publish and present their work
What is an “accomplished” teacher?

Open to continual improvement

- Attends faculty development workshops
- Invites observation and assessment of teaching effectiveness
- Uses the resources of the UTK Teaching and Learning Innovation Center

- Participates in and presents at national meetings on teaching
  - Writes peer-reviewed publications to share best practices in teaching
- Receives awards from the department, college, university, professional society, and even national recognition (USDA Teaching Excellence)
- Seeks funding from external sources to augment teaching or other aspects of the student life
  - USDA Workforce Preparation
  - HEC
  - University grants

- An excellent teacher clearly demonstrates the Scholarship of teaching!
How to Document Scholarship

**Personal**
- teaching philosophy
- syllabi w/ course objectives
- video of teaching
- professional development
- instructional innovations
- reflection
- personal goals
- self-evaluation

**External**
- classroom observation
- external review of course materials
- student evaluations
- peer assessment
- alumni/industry feedback
- awards & honors
- invited presentations
- service/leadership

**Products**
- pre & post-test scores
- graded work
- projects
- record of student successes
- books, manuals, CDs
- **Publications**
- **Grants**
- websites
Teaching Ability and Effectiveness

• Faculty are expected to become good, solid teachers who work enthusiastically with students, try new approaches to pedagogy, and contribute to the development of departmental programs

• Practice and promote effective and innovative teaching and student engagement approaches
Questions / Comments