

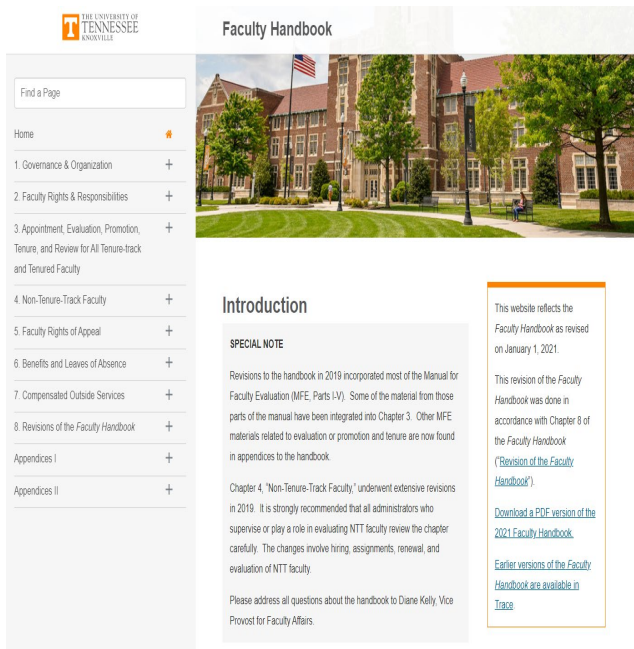
The Scholarship of Teaching and Learning

UTIA Promotion and Tenure
Workshop
May 8, 2024

David G. White
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



THE UNIVERSITY OF TENNESSEE KNOXVILLE

Faculty Handbook

Find a Page

Home

- 1. Governance & Organization +
- 2. Faculty Rights & Responsibilities +
- 3. Appointment, Evaluation, Promotion, Tenure, and Review for All Tenure-track and Tenured Faculty +
- 4. Non-Tenure-Track Faculty +
- 5. Faculty Rights of Appeal +
- 6. Benefits and Leaves of Absence +
- 7. Compensated Outside Services +
- 8. Revisions of the Faculty Handbook +
- Appendices I +
- Appendices II +

Introduction

SPECIAL NOTE

Revisions to the handbook in 2019 incorporated most of the Manual for Faculty Evaluation (MFE, Parts I-V). Some of the material from those parts of the manual have been integrated into Chapter 3. Other MFE materials related to evaluation or promotion and tenure are now found in appendices to the handbook.

Chapter 4, "Non-Tenure-Track Faculty," underwent extensive revisions in 2019. It is strongly recommended that all administrators who supervise or play a role in evaluating NTT faculty review the chapter carefully. The changes involve hiring, assignments, renewal, and evaluation of NTT faculty.

Please address all questions about the handbook to Diane Kelly, Vice Provost for Faculty Affairs.

This website reflects the Faculty Handbook as revised on January 1, 2021.

This revision of the Faculty Handbook was done in accordance with Chapter 8 of the Faculty Handbook ("Revision of the Faculty Handbook").

[Download a PDF version of the 2021 Faculty Handbook](#)

[Earlier versions of the Faculty Handbook are available in Trace](#)

Rank: Expanding Expectations

Assistant professors are expected to

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 are expected to

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 are expected to

1. hold the doctorate or other terminal degree of the discipline, or to present equivalent training and experience as appropriate to the particular appointment

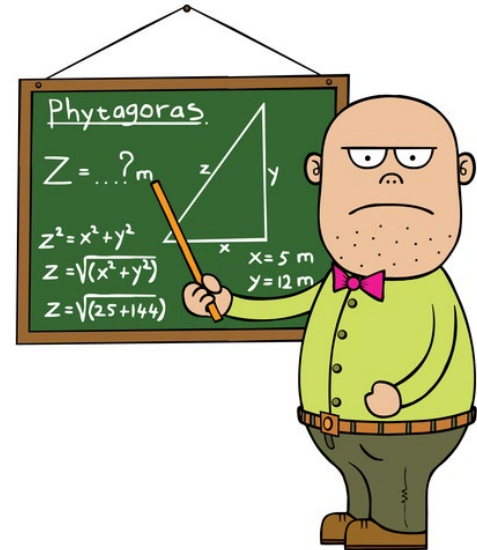
2. **be accomplished** teachers

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



**Good Teachers Stick To The Lines,
Great Teachers Inspire New Lines**

**Good
teaching**

- Differentiation
- Growth Mindset
- Meaningful Assessment
- Literacy
- Technology
- Creativity

**Great
Teaching**

- Beautiful Questions
- Unforeseen Connections
- Profound Thinking
- Real-World Impact
- Thinking Beyond Content
- Deeper Understanding

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



Experiential Learning

'Learning through reflection on doing'

Experiential Learning is the process of learning through experience. It is a hands-on approach to education that moves beyond the classroom and provides a more involved way of learning. Below are some examples of the Experiential Learning opportunities available to UNA students:

Clinical Experience

Co-Op

Internships

Practicums

Professional Practice

Service Learning

Shadowing

Simulations

Student Teaching

Study Abroad

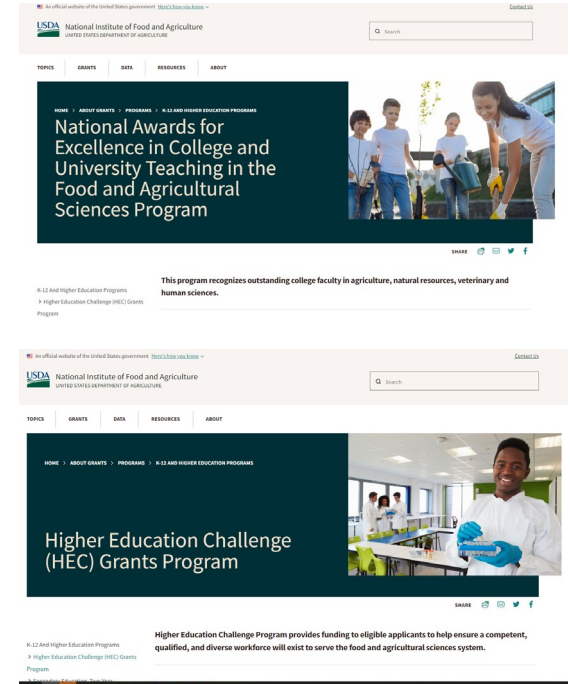
Research

Volunteering

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

