

# Teaching/Undergraduate and Graduate Education Symposium: Surviving Promotion and Tenure with a Teaching Appointment

**578 Going beyond the minimum for promotion: Building a toolbox for documenting teaching effectiveness and a pathway to improving teaching.** D. R. Mulvaney\*<sup>1,2</sup> and J. E. Groccia<sup>3</sup>, <sup>1</sup>*Coll. of Ag., Auburn University, Auburn, AL*, <sup>2</sup>*Dept. Anim. Sciences, Auburn, AL*, <sup>3</sup>*Biggio Teaching Center, Auburn University, Auburn, AL*.

For the professional scientist in academia, failure to document effective teaching practices beyond that which is minimally required by the institution can lead to underrepresentation of a faculty member's effort and expertise. Consistent with national trends and demands of accrediting bodies for accountability to the profession and public sectors served by our programs, the need for documentation of teaching practices and learning outcomes has never been higher. Departments and institutions vary in the minimum amount and type of information required to document teaching. Our objectives are to illustrate approaches for documenting teaching expertise, analyze the key components of teaching portfolios, and summarize factors in standard evaluations most closely related to student learning outcomes. Teaching portfolios are a collection of materials reflecting one's professional strengths as a teacher and can be useful in formative and summative evaluation processes. From student course evaluations, surveys, mid-semester evaluations, restructured course evaluations, student focus groups and many more examples of classroom assessment techniques, we include innovative and proven examples of generating objective information toward one's teaching for use by departments, programs, and institutional assessment groups. Participants of the session will be challenged and stimulated to consider simple yet novel approaches to documenting their effective practice of teaching.

**Key Words:** teaching effectiveness, learning outcomes assessment, teaching animal sciences

**579 Getting scholarly teaching projects published.** M. A. Wattiaux\*, *University of Wisconsin-Madison, Madison*.

In spite of a diversity of intentions and forms of expression, abstracts, portfolio, online educational resources, book chapters, textbooks and peer-reviewed journal articles are examples of teaching publications because they represent various forms of documentation and dissemination of a teaching-related scholarly activity. According to a recent survey, animal science faculty believe that authorship of peer-reviewed publications is currently over-emphasized as an indicator of excellence in teaching. However, the scholarship of teaching and learning (SoTL) is based upon the premise that one can assemble sufficient evidence to provide generalizable knowledge to improve teaching and learning within a discipline. There is a great variety of expectations among journals, but the project design, the mode and rigor in data collection, and the methods of analysis provide the basis for the scope of inference and frequently set the suitability for publication as determined by

editorial boards and individual reviewers. Although reliance on original (quantitative or qualitative) data collected to address a hypothesis is a common standard of publication, sharing cumulative years of teaching experience as a memoirs has been recognized also as a form of scholarship. Unfortunately, in spite of a call by national leaders to encourage teaching publications within the discipline, teaching-related articles in the animal sciences are rarely published in the main disciplinary journals. A search of the Agricola database revealed that in the last 25 years, 39 of the 39,502 articles in JDS, JAS, or Poultry Science included the words undergraduate or higher education in the text. In contrast, the same words were in 27% or 304 of the 1135 articles published in The North American Colleges and Teachers of Agriculture (NACTA) Journal and the Journal of Natural Resources and Life Science Education (JNLSE), the 2 most common venues for publications in the Food and Agricultural Sciences. Another option is to publish in journals outside of the discipline but dedicated to SoTL. A list of 26 non-discipline-based SoTL journals can be found at: [http://www4.uwm.edu/sotl/help\\_support/pub\\_outlets/index.cfm?a1=search](http://www4.uwm.edu/sotl/help_support/pub_outlets/index.cfm?a1=search).

**Key Words:** scholarship of teaching

**580 In the same boat—Facing the challenges of tenure and promotion.** O. U. Bolden-Tiller\*, *Tuskegee University, Tuskegee, AL*.

Getting the big job is all one may think about upon completing graduate and postdoctoral training and moving into the professional arena of academia. Only to find that once there, another hill, promotion and tenure, must soon be scaled. Many arguments surrounding tenure and promotion have abounded since the practice was first instituted decades ago. Whether one is for or against promotion and tenure, it remains a reality if one is committed to academia, as tenure is alive and well at most institutions and of the utmost importance to faculty, particularly junior faculty. Overall, the expectations seem clear, but once in the boat, many unexpected challenges arise. How does one identify the best course to address the challenges, including balancing service, teaching and research, all of which are critical to a successful promotion and tenure based on one's appointment? This seminar will highlight some of the challenges junior faculty currently face in various academic settings, including a small liberal arts college, a minority serving institution, and a research intensive university, on their road to tenure. How does one prepare for tenure? From institution to institution, what is the same and what is different? How can the tenure process be used to one's benefit? Lastly, with changes in teaching delivery systems, such as distance education, which often utilizes faculty in a part-time or adjunct position, the question "Does tenure really matter, especially to a junior faculty person?" will also be addressed.

**Key Words:** promotion, tenure, junior faculty