



THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE

# DEVELOPING FUTURE FACULTY INITIATIVE

IN COLLABORATION WITH CIRTL  
ANNUAL REPORT 2019-2020



TEACHING & LEARNING INNOVATION



## SUMMARY

The Developing Future Faculty (DFF) initiative supports graduate students and postdoctoral associates desiring to become future faculty by enhancing their teaching practices and strategies through various professional development opportunities.

While most programs were conducted in a face-to-face format during the fall of 2019 and the early spring of 2020, all programs were moved to online formats to support the university response to the COVID-19 pandemic after March 15th.

The following report describes the outcomes of DFF programs during the 2019-2020 academic year.

## TEACHING & LEARNING INNOVATION



**DR. FERLIN MCGASKEY**

Director of  
Faculty Development



**DR. MELISSA HINTEN**

CIRTL Institutional Leader



**DR. ROBERT JACOBSEN**

Postdoctoral Scholar for  
Developing Future Faculty



**DR. IGOR AKPOVO**

Faculty Consultant for  
Innovative Teaching



**AMBER GRIFFIN**

Graduate Research Assistant

## CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING & LEARNING

**400+**  
NEW CIRT  
members

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**339**  
OF WHOM WERE  
graduate students

Since 2016, the university has been a member of the Center for the Integration of Research, Teaching & Learning (CIRT). CIRT members seek to enhance the teaching practices of their faculty, graduate students, and teaching staff through a variety of local and network professional development opportunities.

The university has added over 400 members to the CIRT network, including 339 graduate students. Associate, practitioner, and scholar level certifications are offered to network members based on their level of involvement in seminars and contributions to teaching and learning research.

Teaching & Learning Innovation offered three distinct programs with certifications, and several one-time workshops this year.





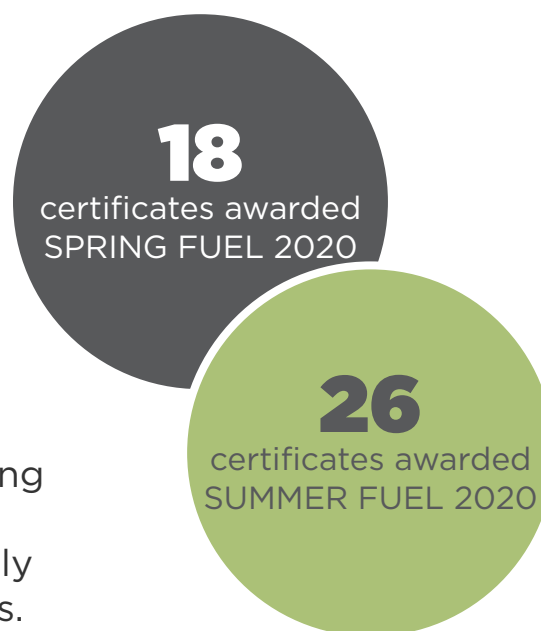
## FACILITATING UNDERGRADUATE EVIDENCE-BASED LEARNING

Facilitating Undergraduate Evidence-based Learning (FUEL) is a 6-module seminar that introduces participants to a holistic framework for understanding and growing their teaching practices. Throughout the seminar, participants explore course content through the lens of their discipline and engage in efforts toward diversity and inclusion, teaching as research, and collaborative learning. Outcomes of the seminar include a first draft of participants' teaching philosophy statement and a presentation of a discipline-specific lesson plan, following outcomes-driven design and best practice for teaching and learning.

### Seminar topics include:

- Teacher identity and beliefs
- Philosophies of teaching and learning
- Holistic course design
- Evidence-based practices
- Assessment
- Collaborative learning
- Course design presentation

This year, DFF offered FUEL in the early spring (January – March) and early summer (May). The latter opportunity was completed entirely online due to the ongoing public health crisis. The seminar was open to all graduate students, postdoctoral scholars, and teaching staff. After completing the program, participants earned **CIRTL Associate Certification**, which can be included in a teaching portfolio or on a vitae.





## CIRTL ASSOCIATE LEVEL ONLINE COURSE FOR TEACHING & LEARNING

This asynchronous online course is similar to the FUEL seminar, but allows participants to engage the content and complete assignments at their own pace. In this course, participants design a learning unit using appropriate instructional methodologies, examine personally held beliefs about teaching and learning, and consider teaching practices that are inclusive of students with diverse backgrounds and experiences. Those that complete this online course also earn the **CIRTL certification at the Associate Level.**

**3**  
certificates  
awarded for  
CIRTL ONLINE  
2019-2020



## HOW TO TEACH ONLINE: CERTIFICATION SEMINAR FOR GRADUATE STUDENTS

During this seminar, participants learned the principles and practices associated with building an online course. This seminar covers the fundamentals of designing and teaching online courses, universal design and accessibility in online education, engaging students in online courses, and technology in the online course. Students who completed this seminar received the **CIRTL Practitioner Level certification.**

**14**  
certificates  
awarded for  
HOW TO TEACH  
ONLINE  
2019-2020



## CIRTL NETWORK SEMINARS

Through the CIRTL Network, UTK members are able to participate in cross-network courses and workshops. DFF staff facilitate a handful of these learning opportunities each year. The titles and descriptions of this year's events are provided below.

- UT hosted a “watch party” for graduate students and postdocs to engage in the CIRTL Network’s workshop titled *Writing and Effective Teaching Philosophy Statement*. The virtual workshop was delivered through CIRTL’s Blackboard Ultra platform and was simul-cast as a “watch party” for our local UTK community.
- In February 2020, UTK conducted two presentations for the CIRTL Network:

► **Facilitating Work-Life Balance and Resilience** - Feb. 19, 2020

- Workshop attendees explored their own work-life balance and factors for resilience. They then developed a plan for creating more balance in their academic and personal life.

**27**  
PARTICIPANTS  
from across the US

► **Developing Equity-Minded Mentors Among Faculty and Researchers** - Feb. 27, 2020

- This workshop was co-presented with Tam’ra-Kay Francis from the University of Washington.
- In this workshop, participants examined their own mentoring experience, were introduced to the equity minded framework, and then developed strategies to become more equity-minded in their mentoring practice.

**30**  
PARTICIPANTS  
from across the US

## CIRTL FORUM

The CIRTL Institutional Leader and Co-Leader represented UT at the CIRTL National Forum in Philadelphia from October 13-15, 2019. The Forum provided the opportunity for university leaders to gather and to engage in discussions, presentations, and workshops aimed at advancing STEM undergraduate education through faculty.

### **CIRTL Forum 2019 Topics:**

- Existing Culture of STEM Education
- STEM Teaching and Learning Practices that Support All Students
- Working Effectively Within Existing Institutional Culture
- Change Leadership

## CIRTL ADVISORY BOARD

Twice a semester, the CIRTL Institutional Leadership hosts advisory board meetings to report out on CIRTL Institutional initiatives and seek input from the advisory board for new initiatives.

For the 2019-2020 academic year, the advisory board meetings were held on October 20, 2019, November 21, 2019, February 21, 2020, and April 21, 2020 (virtual).





## CAMPUS BASED EVENTS

In addition to those professional development opportunities that are related to our CIRTTL membership, DFF develops and participates in a number of UTK based events. Below are the activities that we engaged in to support local graduate students and post-doctoral fellows.

### GRADUATE STUDENT ORIENTATION

Each year, the graduate school offers an orientation for all graduate students at UT. This event usually has 500+ participants. During this event, DFF presented on the resources that are available to those who are going to be GTAs and who may want to teach in the future. Additionally, DFF set up a table to solicit the names of students who would be interested in TLI support.

**500+**  
participants

### GRADUATE TEACHING ASSISTANT ORIENTATION

Each year, the graduate school offers an orientation specifically designed for those graduate students who will be serving as teaching assistants. During this event, DFF facilitated a conversation between the nearly 300 participants about what they thought they brought to teaching that would enhance the learning of their students and how they thought they needed support to become more effective.

NEARLY  
**300**  
participants

## TEACHING PRESENTATION TUESDAYS

Once a month on Tuesdays, graduate students and postdoctoral scholars had the opportunity to present in front of a panel of teaching and learning experts and receive feedback. Presentations included micro-teaching demonstrations, presentations for a conference, and presentations related to on-campus interviews. This opportunity allowed future faculty to receive important feedback to better assist them in performing in their current position or securing a future position.



## GRADUATE STUDENT APPRECIATION WEEK

To celebrate the work that graduate students do for the University of Tennessee, Knoxville, two workshops related to mentoring were conducted. The first was on Network Mentoring and the second was on Equity-Minded Mentoring. About 14 participants attended.



## CAMPUS OUTREACH

The CIRTL Institutional Leader and Postdoctoral Scholar presented at departmental gatherings of graduate students to share the programs and opportunities offered by the Developing Future Faculty program. Departmental presentations included Earth and Planetary Sciences, Political Science, Chemistry, Physics, and Communications. With these opportunities, we served approximately 70 graduate students.



## WORKSHOPS

The DFF initiative also coordinates with several on-campus partners to create additional learning opportunities for future faculty. The titles, descriptions, and dates of this year's workshops are provided below.

### **Mindfulness: Discovering Your Professional Self** - Jan. 15th, 2020

- This workshop was part of the Graduate and Professional Student Professional Development Committee's Strategic Planning for Your Life Program.
- In this workshop, participants engaged in several interactive reflection activities designed to help them discover who they are, what is important to them, and what drives them.
- With this information, participants then used an Individual Development Planning tool to begin to mindfully develop an explicit and intentional course for reaching their academic and professional goals.



## EXTERNAL PROFESSIONAL DEVELOPMENT

### **ASPIRE SUMMER INSTITUTE**

The CIRTL Institutional Leader and the TLI Faculty Consultant for Inclusive Teaching attended the virtual Aspire Summer Institute from June 15-June 19, 2020. The institute provided STEM faculty and faculty developers with connections, knowledge and resources to create a more inclusive STEM community at our institutions. The institute contained five modules focusing on inclusive teaching, advising, research mentoring, collegiality, and leadership.



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TEACHING & LEARNING  
INNOVATION

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