

CALS Council for Teaching Enhancement and Innovation: Operational Guidelines

This document of “operational guidelines” provides information about the CALS Council for Teaching Enhancement and Innovation, its purpose, and how the council functions.

Background

The CALS Council for Teaching Enhancement and Innovation was established in 2012 to advise the College of Agricultural and Life Sciences’ Dean on topics related to enhancing instruction and incorporating innovative teaching throughout the college. Former CALS Dean Teri Balsler invited the CALS Academy of Teaching Excellence to explore how an advisory board might be formed and operate. It was proposed to expand the current Academy and create a council that provided input on important issues related to teaching. The original council consisted of more than 30 volunteers, responding to former Dean Balsler’s request for self-nominations, who served a two- or three-year term. Since then, the number of council members has decreased because no new members have been added.

Purpose

The purpose of the CALS Council for Teaching Enhancement and Innovation is to serve in an advisory capacity to the Dean of the College of Agricultural and Life Sciences on topics and issues related to enhanced and innovative teaching. Per its original purpose, the council does not address matters of curriculum, since that is the purview of the CALS Curriculum Committee.

The council can establish “working groups” of smaller numbers of council members to more effectively and efficiently address important topics and issues, as required. The council will provide recommendations to the Dean and then to the IFAS Faculty Assembly for possible action, based on initial requests for advice and input from the Dean.

Working Groups

Small working groups (task forces) can be created as needed. These working groups focus on a particular topic or issue. Past working groups have addressed such topics as the “graduate student experience,” “mentoring new faculty,” “teaching assistants,” “peer evaluation,” and “facilities and instructional resources.” Working groups should have one member identified as the chair, who makes reports on behalf of the working group to the larger council. Working groups should meet at least twice – face to face or via communication technologies – each semester until the topic they are addressing is completed. The working group should request input from the larger council or Dean when needed in order to complete the group’s task, typically in the form of a survey or report.

Meetings

The council shall meet at least twice a semester, usually during the second month of the semester and then the last month of the semester.

Council Membership and Term of Service

The council is comprised of 12 faculty members and three student members (15 total). Six faculty members are selected each year to serve on the council. Faculty members serve a two-year term. Three students serve a one-year term each year. The term of service starts at the beginning of an academic year (beginning of the fall) and is completed at the end of the academic year (end of summer). A faculty member can choose to serve a second two-year term. After four years off of the council, a faculty member is eligible to serve on the council again.

Faculty

Any IFAS faculty member with an interest in teaching and with a teaching appointment of any kind is eligible to serve on the council. Council members are selected from IFAS faculty in the following fashion:

- **Roche Fellows, CALS Academy of Teaching Excellence members (i.e., CALS teaching award recipients), and CALS faculty on the UF Academy of Teaching Scholars:** Three council members are selected from current Roche Fellows, CALS Academy of Teaching Excellence members, and CALS faculty in the UF Academy of Teaching Scholars. The Dean and a small working group of council members, including the council chair, will request that Roche Fellows and Academy members serve. Volunteers will be accepted first. If there are more volunteers than available slots, the Dean and a small working group of council members, including the council chair, will make the selection from the volunteers. If not enough fellows or Academy members volunteer, more at-large members will be requested.
- **At-Large:** Three council members are selected from at-large nominations. The Dean will send a request to IFAS chairs, asking for nominations to fill the at-large vacancies. The Dean and a small working group of council members, including the council chair, will select the at-large members from the solicited nominations. The IFAS chairs and the selection committee should be cognizant of faculty members not on the Gainesville campus for inclusion as potential members of this council.

Students

Two graduate students and one undergraduate will each serve one-year terms. All students must be able to serve at least through the spring of an academic year.

- **Graduate students:** Two graduate students are selected from at-large nominations. The Dean will send a request to IFAS chairs, asking for nominations to fill the at-large vacancies. The Dean and a small working group of council members, including the council chair, will select the at-large members from the solicited nominations.
- **Undergraduate student:** The undergraduate student will be selected from the current roster of CALS Ambassadors. The Dean and the Director of Student Development and Recruitment will select the undergraduate representative.

Chair and Vice Chair

A vice chair is selected from among the council members at the second fall semester meeting. The vice chair will serve as chair the following academic year. The chair calls the meetings and presides at the meetings.

Administrative Support

Clerical and administrative support for the council will be provided by the CALS Teaching Resource Center's program coordinator.