

CALS Guidelines for preparing the Teaching Section of the UF Tenure and Promotion Packet

Revision approved by IFAS Faculty Assembly May 29, 2014

Effective June 1, 2014 for Mid-Career and Promotion Documents Submitted in 2015 and Thereafter

SECTION 9. TEACHING, ADVISING AND INSTRUCTIONAL ACCOMPLISHMENTS

A. Educational Program

1. Brief statement (no more than 150 words) of the context for your teaching (why do you teach what you do; how is it important in your field and at UF)
2. Brief statement (no more than 150 words) of your teaching philosophy.
3. List your primary educational goal(s) for your teaching program

B. Instructional activities

1. Courses taught (do not include individual studies or graduate student thesis or dissertation research credits)
 - a. Summary table (using the format below) of courses taught during the period of evaluation. Include course number, course title, number of credits, % responsibility, number of sections taught, range of enrollment and course format (e.g., lecture, discussion, laboratory, asynchronous, online).

Example table:

Course No.	Course Title	Credits	% Responsibility	No. of sections taught	Enrollment range	Course format
ALS 1003	Importance of the Life Sciences in STEM	2	100%	7	35-40 per section	Discussion
ALS 2301	Opportunities in Natural Resources	3	50%	1	150 total	Online
ALS 3500	Professional development in CALS	3	50%	3	10-15 per section	Lecture

- b. For each of your courses, provide a short (one-paragraph) description of the course and your goal(s) for it along with your approach to teaching and innovative features you have developed. Include a description of collaborative teaching efforts as appropriate.

2. Other instructional activities

Provide information about other instructional activities you have engaged in during the period of evaluation. These activities may include, but are not limited to, guest lectures, supervision of individual students, curriculum enhancement, international teaching, undergraduate academic advising and mentoring. *NOTE: graduate student supervision is documented in section 12.*

Examples of instructional activities and suggested information to be provided are given below. Include only the sections where you have activities to report.

Guest lectures – a summary table of guest lectures given by the candidate.

Example:

GUEST LECTURES GIVEN 20XX-20XX (the period of evaluation)						
Course No.	Course Title	Credits	No. of lectures given per semester	No. of semesters taught	Enrollment range	Course format
ALS 4404	International Studies	1 to 3	2	3	5-8	Lecture/ Discussion
ALS 5036	Contemporary Issues in Science	2	1	6	10-18	Lecture

Individual studies – a summary table of individual studies (e.g. 4905 and 6905), internship, and/or supervised teaching directed by the candidate. Do not include courses from Masters Research (XXX 6971), Advanced Research (XXX 7979), or Doctoral Research (XXX 7980).

Example:

INDIVIDUAL STUDIES SUPERVISED 20XX-20XX (the period of evaluation)					
Course No.	Course Title	Credits	% Responsibility	No. of students supervised	Course format
ALS 4915	Honors Thesis Research	1 to 3	100%	7	Individual projects
ALS 6940	Supervised Teaching	3	100%	1	Guided instruction

Curriculum enhancement – a description of any significant activity in developing courses, curricula, practicums/internships, technological enhancements, and/or alternative course delivery systems.

Scholarship of teaching and learning – a brief narrative of scholarly activities related to teaching and learning including creative works, funded grants, presentations, and publications. Details will be listed in the appropriate sections later in the packet.

International teaching activities – a brief summary of activities.

Undergraduate advising - discuss your role, responsibilities, time commitment, and number of students. Indicate service as undergraduate coordinator or other leadership role. Include evaluative data if available.

Student development - describe activities in recruitment of new students, student retention efforts, and/or career and graduate/professional school placement activities.

Mentoring - describe mentoring of undergraduate and graduate students in research, extension or other creative activities including supervision of honors students, interns, and exchange students. List or summarize lectures, speeches, or posters presented by postdoctoral associates, graduate students, or others under your supervision. *NOTE: Graduate student committee membership is documented in Section 12; do not repeat these activities here.*

Club and organization advisement – describe your role, responsibility, and time commitment with university-based clubs or organizations. Include significant club accomplishments at the college, university, regional and/or national levels while under the leadership of the candidate.

SECTION 10. TEACHING EVALUATIONS

This section is to include all UF teaching evaluations for the period of evaluation.

A. Student evaluations of teaching

This section will be automatically populated with results for questions 1-10 on the standard UF course evaluation.

B. Prior to the individual course teaching evaluations, insert a summary table of ratings of Instructor Overall and Course Overall with comparison to departmental and college means using the format below. NOTE: Courses should be grouped together and presented in reverse chronological order as shown below.

Example:

Course	Term	# of students	Required yes/no	Candidate Overall		Department Overall		College Overall	
				Instructor	Course	Instructor	Course	Instructor	Course
ALS 3500	F07	75	No	4.34	4.21	4.19	4.44	4.37	4.29
ALS 3500	F06	62	No	4.12	3.75	4.23	4.53	4.39	4.25
ALS 3500	F05	50	No	3.86	3.56	4.18	4.47	4.40	4.31
ALS 1003	S08	37	Yes	4.72	4.56	4.21	4.42	4.03	4.01
ALS 1003	F07	40	Yes	4.48	4.37	4.19	4.44	4.37	4.29

C. Peer evaluation of teaching activities (updated after approval of the IFAS Faculty Assembly, June 1, 2015)

A summary of **Peer Teaching Assessment** (<http://personnel.ifas.ufl.edu/tenure.shtml>) is required. This peer teaching assessment narrative is prepared by the Peer Teaching Assessment Committee, based on the candidate’s teaching accomplishments, course materials, peer observations and teaching evaluations. The narrative should be no more than three pages in length and is to be inserted as section 10.C. of the Tenure and Promotion document.

The Peer Teaching Assessment Committee is appointed by the Unit Leader in collaboration with the faculty being assessed in accordance with the CALS Peer Teaching Assessment policies and procedures (<http://personnel.ifas.ufl.edu/tenure.shtml>). The Committee should work closely with

the candidate in securing and reviewing appropriate materials. The narrative should include the following components:

1. Peer Teaching Assessment Committee membership, and a brief summary of the procedures followed in preparing the narrative
2. Aggregate comments from the committee members of what they observed that the instructor did well and areas that could be improved. Prior peer teaching assessments and action plans should be referenced in this report, using the major headings:
 - a. Course Organization and Instructor Preparation
 - b. Course Goals, Objectives, and Activities
 - c. Learning Environment
3. The assessment report, along with a brief narrative from the instructor on how the instructor used the assessment(s) and action plan(s) should be included.

Individual summaries of classroom observations or other reviews are NOT to be included in the Tenure and Promotion packet. Those observations and reviews are used in the development of the peer teaching assessment narrative.

SECTION 11. EDUCATIONAL PORTFOLIO

Use this section to provide and/or summarize evidence that you are having an impact with your instructional accomplishments and achieving the educational goal(s) listed in Section 9A. This may include, but is not limited to, evidence from peer and student evaluations, improvements made in course design and delivery and documented impact on student learning, student artifacts, lesson plans, publications, presentations, etc. This section should be no more than 2-3 pages in length.

- A. For each of your educational goals listed in section 9.A.3., provide a statement of your approach to achieving this goal and describe the evidence you have that you are achieving the goal.
- B. Teaching-related improvement activities – a brief narrative of activities conducted to improve teaching including participation in workshops, Teacher’s College, service as a peer observer, and/or service on a peer evaluation committee.

SECTION 12. GRADUATE COMMITTEE ACTIVITIES

Follow the format specified in the UF guidelines.