



**Teaching Section of the
Tenure & Promotion Packet**
Guidelines and Suggestions
Third Year Packets



1

The Teaching Section

- ▶ Refer to current guidelines - IFAS HR website
- ▶ Includes sections 9-12 of the T and P packet
- ▶ Organize this section to be as easy as possible for the reader.
 - Help us to understand what your teaching program looks like and the context for your teaching.
 - Use summary tables and bulleted lists wherever possible.



Teaching Section


2

Section 9. Educational Program

What is a Teaching/Educational Program?

Teaching Program -

- ▶ Addresses an educational need at the undergraduate and/or graduate levels.
- ▶ What if you have no formal teaching appointment?



Teaching Section

3

9. Teaching Context Statement

- ▶ Similar to Extension, this should be a succinct overview of your program rationale.
- ▶ “Why is my teaching/mentoring important?” and “What is my intended outcome/impact?”
- ▶ Should be easy to understand.
 - ❑ “Introductory level courses in my field are critical for students finding us as a major.”
 - ❑ “My teaching and education program is intended to introduce students from a wide range of majors to my field and its central tenets.”

UF IFAS CALS Teaching Section

4

9. Teaching Philosophy

- ▶ Brief statement of your philosophy in teaching/mentoring, what you hope to accomplish and why, for undergraduate and/or graduate students.
- ▶ Should include advising and mentoring as well as formal teaching, especially for faculty with low teaching appointments.

UF IFAS CALS Teaching Section

5

9. Educational Goals

- ▶ Succinct statements of your own personal goals in teaching/mentoring.
 - ❑ Not overall program goals or specific course learning outcomes.
- ▶ Specific, Measurable, Attainable, Realistic but challenging, Time Element.

UF IFAS CALS Teaching Section

6

Section 9. Instructional Activities - Courses Taught

- ▶ Activities that support your educational goals.
- ▶ Include:
 - ❑ Courses taught that you teach on a regular basis.
 - ❑ Provide short description for each of the courses you teach.
 - ❑ Use summary tables as outlined in the guidelines.

UF IFAS CALS Teaching Section

7

Courses Taught Summary Table

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

Example table:
 * Only count unique sections (e.g., two lab sections) and not multiple sections created by different student cohorts (e.g., multiple online sections as a result of the location of the student or cohort such as UF Online).

UF IFAS CALS Teaching Section

8

Section 9. Instructional Activities - Other Instructional Activities

- ▶ Include:
 - ❑ Curriculum development, scholarship of teaching and learning, advising, guest lectures, international teaching activities, mentoring, etc.
 - ❑ Headings only for the activities you are involved in.
 - ❑ Use summary tables as outlined in the guidelines.
 - ❑ Individual studies for students you mentor.

UF IFAS CALS Teaching Section

9

Section 9. Instructional Activities - Other Instructional Activities...

- ❑ Mentoring of Undergraduate, Graduate, and Post-Docs.
- ❑ Document presentations, posters, and achievements of your UG, GRAD, and Post-Docs.
- ❑ Do **NOT** include master's and doctoral research as "courses taught" or "individual studies".
 - XXX7979, XXX7980, etc.

UF IFAS CALS Teaching Section

10

Section 10: Teaching Evaluations

- ▶ Student evaluations - section self populates.
- ▶ New course evaluation system starting Fall 2019
- ▶ The summary table also self populates. Place this before the individual course evaluations.
 - ❑ **Organize by course** in chronological order.
 - ❑ Departmental and college means are to be calculated separately for UG and GRAD courses.
 - Currently the BLUE system report does not separate, but OPT does.
 - ❑ In one table, create separate lists for your UG and GRAD courses.

UF IFAS CALS Teaching Section

11

Teaching Evaluation Summary Table

Example:

Course	Term	# of students	Required yes/no	Candidate Metrics		Department Overall Averages		College Overall Averages	
				Instructor Instrumental to My Learning ¹	Overall, Course was a Valuable Experience ²	Instructor Instrumental to My Learning ¹	Overall, Course was a Valuable Experience ²	Instructor Instrumental to My Learning ¹	Overall, Course was a Valuable Experience ²
ALS 3600	F21	75	No	4.90	4.70	4.39	4.44	4.37	4.29

Course Evaluation Questions

Course Evaluation Questions - Comparative Scores

Question	Your Score		Department Average (UG-Honors Office)		College Average (Office of Provost)		University Average	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
Course content (e.g., readings, activities, assignments) was relevant & useful.	4.60	5.00	4.55	5.00	4.13	4.00	4.16	4.00
The course fostered regular interaction between student and instructor.	4.60	5.00	4.67	5.00	4.24	5.00	3.94	4.00
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	4.50	5.00	4.43	5.00	4.16	4.00	4.08	4.00
Overall, this course was a valuable educational experience.	4.70	5.00	4.57	5.00	4.21	4.00	4.16	4.00
Overall	4.60	-	4.56	-	4.19	-	4.08	-

Doc - Candidate | Department

12

Section 10: Peer Assessment of Teaching

- ▶ A summary of all Peer Teaching Assessments (<https://hr.ifas.ufl.edu/tenure-and-promotion/>) is required.
 - ❑ At least one assessment before the third year.
 - ❑ Peer evaluation summary (3 pages max).
- ▶ Peer assessment narrative for each assessment is prepared by the Peer Teaching Assessment Committee.
 - ❑ Based on the candidate's teaching accomplishments, course materials, peer observations and teaching evaluations.

UF IFAS CALS Teaching Section

13

Section 11: Educational Portfolio

- ▶ Provide evidence of achievement of educational goals and describe measures taken to improve teaching.
- ▶ For each goal in section 9, describe your approach and evidence of progress/achievement.
- ▶ Evidence could be student work, results of surveys, pre/post testing, etc.
 - ❑ Goal: Students in natural resources fields will be able to describe the importance of water quality.
 - ❑ Approach: Give guest lectures annually on water quality in five large introductory classes.
 - ❑ Evidence: Student survey at end of semester, and student response to midterm exam question.

UF IFAS CALS Teaching Section

14

Section 11: Educational Portfolio...


- ▶ Teaching-related self-improvement activities: brief narrative or bulleted summary.
 - CALS Teacher's College
 - CALS Teaching Enhancement Symposium
 - Educational Conferences and Workshops in CALS
 - Educational activities in your discipline.

UF IFAS CALS Teaching Section

15

Section 12: Graduate Committee Activities


- ▶ This section will automatically populate with graduate student committee activity from GIMS.
- ▶ Verify your records with GIMS.
- ▶ We look at trends, types of committees, and numbers.

 Teaching Section

16

Section 19: Service Narrative (750 words)


- ▶ Rationale and goals for engagement.
- ▶ Summarize participation in the governance processes and service to your unit(s), college, UF or external constituencies.
- ▶ Describe the impact of your engagement.
- ▶ State how your service informs your research, teaching, outreach, and/or profession.
- ▶ Summarize and assign significance
 - ❑ Do not list items, or repeat items noted elsewhere except to summarize or reference their impact.
- ▶ Breadth and depth of service should grow over time.

 Teaching Section

17

Distinction in Teaching


- ▶ Mentoring Excellence
 - ❑ Undergraduate student research engagement.
 - ❑ Graduate students and their achievements.
 - ❑ Student clubs and noteworthy achievements.
 - ❑ Post-Docs and their contributions.
- ▶ Creativity and innovation

 Teaching Section

18

Distinction in Teaching...


- ▶ Scholarship of Teaching and Learning.
 - Teaching related grants.
 - Publications and presentations.
- ▶ Involvement in departmental, college, or university:
 - Teaching committees.
 - Curricula development.
- ▶ International teaching activities.

 Teaching Section

19

Distinction in Teaching...


- ▶ Excellence in instruction
 - Peer Assessment of teaching documents excellence and/or improvement; action plans for future.
 - Awards for teaching.
 - Course evaluations - showing improvement, attention to areas of concern.

 Teaching Section

20

Distinction in Teaching...

- ▶ Educational Portfolio
 - Documented impact of your teaching program.

 Teaching Section

21

Recommendations

- ▶ Have someone actually read your packet and provide constructive criticism to include formatting, spelling, grammar, etc.
- ▶ FOLLOW THE GUIDELINES!
- ▶ Questions?
 - Unit leader/mentoring committee.
 - CALS Dean's office (2020 McCarty Hall D).
 - ▶ Al Wysocki and Joel Brendemuhl
 - ▶ 352-392-1963