

# Teaching Section of the Promotion & Tenure Packet

Guidelines and Suggestions  
Associate to Professor  
Senior Lecturer to Master Lecturer



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## The Teaching Section

- ▶ Refer to current guidelines - IFAS HR website
  - ❑ [CALS Guidelines for the Teaching Section of the UF Tenure and Promotion Packet \(ufl.edu\)](https://ufl.edu)
- ▶ Includes sections 9-12 of the P and T 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.



IFAS Promotion and Tenure Workshops (Spring 2023)

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## The Teaching Section

- ▶ For non-tenure-track faculty with 0% budgeted teaching FTE, consult with your unit leader about expectations depending on whether or not you chair graduate student committees.

## 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?
  - Brief statement of the context of your contributions to teaching, grad student mentoring, UG research, guest lecturers.

## 9. Teaching Context Statement

- ▶ Similar to Extension, this should be a succinct overview of your program rationale (150 words).
- ▶ “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.”

## 9. Teaching Philosophy

- ▶ Brief statement of your philosophy in teaching/mentoring, what you hope to accomplish and why, for undergraduate and/or graduate students (150 words).
- ▶ Should include advising and mentoring as well as formal teaching, especially for faculty with low teaching appointments.

## 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.

## Section 9. Instructional Activities - Courses Taught

- ▶ Activities that support your educational goals.
- ▶ Include:
  - ❑ Courses taught that you teach on a regular basis.
    - Identify those courses you teach on a regular basis (4932's)
  - ❑ Provide a short description for each of the courses you teach.
  - ❑ Use summary tables as outlined in the guidelines.
  - ❑ Use a heading for mentoring.

# Courses Taught Summary Table

Example:

Course No.	Course Title	Credits	% Responsibility	How Often Course Is Taught	Enrollment Range	Course Format
ALS 1003	Importance of the Life Sciences in STEM	2	100%	Every Fall	35-40 total	Lecture
ALS 2301	Opportunities in Natural Resources	3	50%	Every Fall & Spring	50 per section	Online
ALS 3500	Professional development in CALS	3	50%	Every Other Summer	10-15 per section	Hi-Flex

\* Only count unique sections (e.g., two lab sections) and not multiple sections created by different student cohorts (e.g., multiple online sections because of student location or cohort such as UF Online).

## 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.

## 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”.
  - XXX6971, XXX7979, XXX7980, etc.

## Section 10: Teaching Evaluations

- ▶ Student evaluations - section self populates.
- ▶ New course evaluation system as of Fall 2019
- ▶ The summary table also self populates. Place this before the individual course evaluations.
  - ❑ **Organize by course** in chronological order.
    - May need to hunt for pre-Fall 2019 course numbers (Ent. Analytics).
  - ❑ Departmental and college means are to be calculated separately for UG and GRAD courses.
    - Both the BLUE system report and OPT separate these.
  - ❑ In one table, create separate lists for your UG and GRAD courses.

# Teaching Evaluation Summary Table

Example:

SUMMARY TABLE OF STUDENT EVALUATIONS									
Course	Term	Enroll #	Required yes/no	Candidate Overall <sup>a</sup>		Department Overall		College Overall	
				Instructor <sup>b</sup>	Course <sup>c</sup>	Instructor	Course	Instructor	Course
ALS 3500	F20	75	No	4.34	4.21	4.19	4.44	4.37	4.29
ALS 3500	F19	62	No	4.12	3.75	4.23	4.53	4.39	4.25
ALS 3500	F17	50	No	3.86	3.56	4.18	4.47	4.40	4.31
ALS 1003	S20	37	Yes	4.72	4.56	4.21	4.42	4.03	4.01
ALS 1003	S18	40	Yes	4.48	4.37	4.19	4.44	4.37	4.29

<sup>a</sup> Rating Scale (Fall 2019-present): 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. Rating Scale (pre-Fall 2019): 1=Poor, 2=Below Average, 3=Average, 4=Above Average, 5=Excellent

<sup>b, c</sup> The new course evaluation system will populate the summary table by taking the average of the means for six questions about the instructor and the average of means for four questions about the course. The instructor and course numbers came from questions 10 and 20, respectively, in the old student course evaluation system.

If you are missing any numbers use an asterisk \* and provide an explanation.

# Individual Course Evaluations (new)

## B. Student evaluations of teaching

This section will auto-populate with results for (11 questions from the new evaluation system beginning fall 2019) and (questions 1-10 for courses evaluated under the old UF course evaluation system). In the heading provided for each course, indicate whether or not the course was team-taught (and the percentage for which you were responsible), the mode of delivery (classroom, online, distance learning context) and whether the course was required. (Required courses are General Education courses, or those required for a particular major). See examples below.

### Comparative Evaluation Results

#### University Core Instructor Evaluation Questions

	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
The instructor was enthusiastic about the course.	60.0%	4.89	4.94	4.79	4.91	4.59	4.79
The instructor explained material clearly and in a way that enhanced my understanding.	60.0%	4.89	4.94	4.78	4.90	4.42	4.69
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	60.0%	4.78	4.94	4.71	4.87	4.51	4.75
The instructor fostered a positive learning environment that engaged students.	60.0%	4.89	4.94	4.81	4.91	4.48	4.74
The instructor provided prompt and meaningful feedback on my work and performance in the course.	60.0%	4.78	4.94	4.66	4.86	4.34	4.66
The instructor was instrumental to my learning in the course.	60.0%	4.56	4.86	4.62	4.87	4.33	4.66
Overall	60.0%	4.80	-	4.73	-	4.45	-

#### University Core Course Evaluation Questions

	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
Course content (e.g., readings, activities, assignments) was relevant & useful.	60.0%	4.67	4.86	4.62	4.78	4.38	4.54
The course fostered regular interaction between student and instructor.	60.0%	4.67	4.75	4.66	4.78	4.04	4.29
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	60.0%	4.67	4.75	4.66	4.74	4.25	4.45
Overall, this course was a valuable educational experience.	60.0%	4.67	4.75	4.66	4.74	4.36	4.57
Overall	60.0%	4.67	-	4.65	-	4.26	-

## Individual Course Evaluations (old)

Term: 2019 Spring Course: ALS 6932 Special Topics Section: ALS43 Enrolled: 23					
Required Course: Yes Team Taught No % Responsible: 100% Mode of Delivery: Classroom					
Questions	Responded	Response Rate	Mean	Dept Mean	College Mean
1. Description of course objectives and assignments	3	13%	5.00	4.84	4.52
2. Communication of ideas and information	3	13%	5.00	4.75	4.42
3. Expression of expectations for performance in this class	3	13%	5.00	4.78	4.51
4. Availability to assist students in or out of class	3	13%	5.00	4.85	4.47
5. Respect and concern for students	3	13%	5.00	4.85	4.57
6. Stimulation of interest in course	3	13%	4.67	4.71	4.45
7. Facilitation of learning	3	13%	4.67	4.67	4.41
8. Enthusiasm for the subject	3	13%	4.67	4.87	4.62
9. Encouragement of independent, creative, and critical thinking	3	13%	4.67	4.76	4.49
10. Overall rating of the instructor	3	13%	4.67	4.78	4.47

20. Overall, I rate this course as:

## 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 since your last promotion.
  - ❑ 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.

## 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.

## 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 Center for Teaching Excellence programs

## 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.
- ▶ Guiding students to completion (M.S. or Ph.D.).

## 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.

## Section 19: Service Narrative (750 words)

- ▶ Mentoring of junior faculty
- ▶ 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.**

## Distinction in Teaching

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

## Distinction in Teaching...

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

## Distinction in Teaching...

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

## Distinction in Teaching...

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

## Recommendations

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