


**Teaching Section of the  
Tenure & Promotion Packet**

Guidelines and Suggestions  
Assistant to Associate Professor  
Lecturer to Senior Lecturer



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**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 make the case for your promotion and/or tenure.
  - Use summary tables and bulleted lists wherever possible.



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**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?



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**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.”

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**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.

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**9. Educational Goals**

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

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### 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.

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### 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).

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### 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.

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

- ❑ Mentoring of Undergraduate, Graduate, and Post-Docs.
- ❑ Mentoring of non-tenured teaching faculty.
- ❑ 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.

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### 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.

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### Teaching Evaluation Summary Table

Example:

| Course | Term | # of Students | Required Yes/No | Candidate Metrics                                  |  | Department Overall Averages                        |  | College Overall Averages                           |  |
|--------|------|---------------|-----------------|--|--|--|--|--|--|
|        |      |               |                 | Instructor Course was Instrumental to My Learning* | Overall, Course was a Valuable Experience* | Instructor Course was Instrumental to My Learning* | Overall, Course was a Valuable Experience* | Instructor Course was Instrumental to My Learning* | Overall, Course was a Valuable Experience* |
|        |      |               |                 |  |  |  |  |  |  |

Course Evaluation Questions

Course Evaluation Questions - Comparative Scores

| Question   | Your Score |        | Department Average (PA-Honors Office) |        | College Average (Office of Process) |        | University Average |      |
|--|------------|--------|---------------------------------------|--------|-------------------------------------|--------|--------------------|------|
|  | Mean       | Median | Mean                                  | Median | Mean                                | Median | Mean               |      |
| 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       | -      | 4.58                                  | -      | 4.19                                | -      | 4.08               | -    |

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**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 and at least one assessment between third year and submission.
  - ❑ 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.

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**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.

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**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.

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**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.

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**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.

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**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

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**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.

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**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.

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**Distinction in Teaching...**

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

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### 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



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