

**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 Third Year Progress Assessment and Tenure 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 the university levels). Include the course numbers you teach on a regular basis in this statement.
2. Brief statement (no more than 150 words) of your teaching philosophy.
3. List the 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; e.g XXX6971, XXX 7979)
 - 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 semesters 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* / semester	No. of semesters taught	Enrollment Range	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

* 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).

- 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 student mentoring. *NOTE: graduate student supervision is documented in Section 12.*

Examples of instructional activities and suggested information to be provided are shown below.

Include only the headings 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. XXX 4905 and XXX 6905), internship, supervised undergraduate research (e.g., XXX 4911 and XXX 4915), supervised extension (XXX 4900), and/or supervised teaching (e.g., XXX 6940) directed by the candidate. Do not include Master’s 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
ANS 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. Indicate service as undergraduate or graduate coordinator or other curricular leadership roles.

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. Put detailed information relating to international teaching activities under Section 22: International 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. Graduate and Undergraduate Coordinators should describe student development activities they oversee in this section.

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.

Mentoring - describe mentoring activities and approach for 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 graduate students, postdoctoral associates, or others under your supervision. Awards earned by your students should be listed here as well. *NOTE: Graduate student committee activities are documented in Section 12; do not repeat these activities here.*

SECTION 10. TEACHING EVALUATIONS

This section is to include all UF teaching evaluations for the past ten years.

- A. **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

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

- B. Student evaluations of teaching

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

- C. Peer teaching assessment activities

A summary of all **Peer Teaching Assessments** (<http://personnel.ifas.ufl.edu/tenure.shtml>) is required. The peer 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 using the major headings:
 - a. Course Organization and Instructor Preparation
 - b. Course Goals, Objectives, and Activities
 - c. Learning Environment
3. The assessment report, prior peer teaching assessments, along with a brief narrative from the instructor on how the instructor used the assessment(s) and action plan(s) should be included.
4. If a content assessment of the course(s) was completed, a summary of the assessment would go in this section.

Individual summaries of classroom observations or other reviews are NOT to be included in the Tenure and Promotion packet. Those observations and reviews are to be a part of the peer 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 assessments 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 two-three 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 assessment committee.

SECTION 12. GRADUATE COMMITTEE ACTIVITIES

This section will auto-populate from the Graduate Information Management System (GIMS). Do not change the order (candidate’s role) that is produced from GIMS. You should indicate which Master’s committees were a non-thesis option (use an * with a footnote).