Guidelines for Preparing the Teaching Section

OF THE UF/IFAS TENURE AND PROMOTION PACKAGE

Academic Development Committee

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In an effort to increase the efficiency of reporting instructional accomplishments, highlight critical components in the IFAS teaching portfolio and align activities with the UF T&P guidelines, the Academic Development Committee of 2000-2001 was asked by Dean Cheek to revisit the portfolio requirements and identify specific instructional related activities and accomplishments. These items were incorporated into the teaching section of the UF/IFAS T&P package. They are based on the contents of the teaching portfolio. The Committee determined that the new guidelines provide a sufficient detail on instructional related activities that a teaching portfolio should not be submitted with the T&P package.

When preparing the teaching section of the UF Tenure & Promotion Package, use bullet lists whenever possible. Omit any subsections below the major numbered headings (#8, #9, #11, #26, #30) that do not apply. If subsections are omitted, renumber the outline WITH THE EXCEPTION OF THOSE ITEMS THAT APPEAR IN THE UNIVERSITY T&P GUIDELINES.

Guidelines for the Teaching Section of the UF Tenure & Promotion Package

8. TEACHING, ADVISING, AND INSTRUCTIONAL ACCOMPLISHMENTS

A. Teaching philosophy, goal and methods

1) Discuss your expectations of students learning after taking your course(s) and your efforts in helping them reach these goals;

2) Provide a narrative of teaching philosophy, goals, and methods.

B. Instructional activities

1) Nature and description of courses taught

   a. Table summary of courses taught, including course number, course title, number of credits, % responsibility, number of students and course format;
b. Table summary of guest lectures, including semester, course, credits, enrollment, and role;

c. Brief description of courses taught, including content and role of the course (i.e. required for major, required by College, elective);

d. Curriculum development and revision activities;

e. Course development and revision activities.

2) Instruction related activities and professional development

a. State the number of teaching related presentations (List actual presentations under #15 Lectures, Speeches or Posters Presented at Professional Conference/Meetings of the University T&P document.);

Example: A total of 11 teaching related posters and oral presentations have been made to a variety of local, state and national audiences. Details are summarized in section 15: Lectures, Speeches or Posters Presented.

b. Teaching related self-improvement activities;

c. Undergraduate honors scholars and interns;

d. Collaborative teaching activities;

e. International teaching activities (Summarize activities in this section but list actual activities under #21 International Activities of the University T&P document.);

f. State the number of teaching related grants and the dollar amount (List grants under #16 Contracts and Grants of the University T&P document.);

Example: A total of $10,000 has been obtained as PI or Co-PI for 2 grants to support web-based graduate courses. Details are summarized in section 16: Contracts and Grants.

g. Practicum or internship development.
C. Academic advisement

1) Coordinators
   a. Discuss your role, responsibilities, time commitment, and number of students for whom you are responsible;
   b. New student recruitment and student retention efforts;
   c. Development, implementation and evaluation of curricula and instruction;
   d. Career development for students;
   e. Alumni tracking and activities.

2) Club and organization advisement: CALS, UF, regional, and national
   a. Discuss role, responsibility, and time commitment with university-based clubs or organizations;
   b. Capacities you serve as a club supervisor;
   c. Club names, number of members and their accomplishments, under the leadership of the candidate.

3) Undergraduate advisement
   a. Discuss your role, responsibilities, time commitment, and the number of students for whom you are responsible;
   b. Your role in helping with curriculum selection, class selection, career counseling, and finding/posting part-time or full-time jobs or internships.

4) Letters of Recommendation

Identify the approximate number and types of recommendation letters written for a given period of time.
5) Evaluation of students, peers, and others of the quality of the candidate’s academic advisement.

D. Any other recruitment, retention, and placement efforts not described in 8.C. above.

Describe recruitment of new students, student retention efforts, and career and graduate/professional school placement activities.

9. TEACHING EVALUATIONS

A. Summary of student evaluations

A statistical summary of all UF teaching evaluations since last promotion, including overall course and instructor means, college and departmental means for each of the 13 questions (17 questions for lab classes). For faculty teaching a large number of courses or multiple sections, a summary table of overall scores may be helpful. This summary table should be placed at the beginning of the statistical summary of the teaching evaluations. PLEASE NOTE: THIS SUMMARY TABLE IS IN ADDITION TO THE STATISTICAL SUMMARIES OF THE INDIVIDUAL SECTIONS REQUIRED IN THE UNIVERSITY T&P GUIDELINES.

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Semester and year</th>
<th># of Students</th>
<th>Required yes / no</th>
<th>Candidate Overall Instructor</th>
<th>Department Overall Instructor</th>
<th>College Overall Instructor</th>
</tr>
</thead>
</table>

B. Peer evaluation guidelines

1) The Peer Evaluation Summary (PES) should be no more than 2 pages in length;

2) *The PES should be prepared by the instructor’s academic unit administrator based on the Peer Evaluation Committee report(s);*

3) The PES should be placed under section “B-Peer evaluation” of section “9-Teaching Evaluations” in the UF/IFAS T&P package;
4) The PES should include the following components:

a. Brief description of procedure used in the peer evaluation;
   1) Structure of the observation team: the makeup and appointment of the Committee
   2) Observation format: how the peer evaluation was conducted and types of course materials provided to the Committee by the instructor
   3) Observation document: template provided to the Committee for review
   4) Committee report: submitted to the academic unit administrator

b. Summary of peer evaluation by the academic unit administrator. Discuss the following giving examples where appropriate:
   1) Organization of the course;
   2) Class presentation and delivery;
   3) Rapport and interactions with students;
   4) Instructor credibility and class control;
   5) Syllabus and supplemental course materials;
   6) Effective teaching approaches;
   7) Characteristics making the instructor and course unique;
   8) Suggestions for improvement;
   9) Documentation of improvement since last review (when applicable);
   10) Instructor response to evaluation.

C. Services on peer evaluation
   Your role as member or chair, how many times did you visit the class, etc.
11. GRADUATE COMMITTEE ACTIVITIES

A. Chair
   Provide student name, type of committee (Ph.D., M.S., M.S. nonthesis, professional graduate degrees, etc.), and the associated department beginning and graduation dates of graduate students and perhaps the thesis or dissertation title or topic. An example of the format can be found at http://www.aa.ufl.edu/aa/aapers. This example is Attachment #2 to the University Guidelines and Information Regarding The Tenure, Permanent Status and Promotion Process.

B. Member

   Provide student name, type of committee (Ph.D., M.S., M.S. nonthesis professional graduate degrees, etc.), and the associated department

26. HONORS

A. Instructional
   Any teaching related awards, honors or prizes

B. Student and club accomplishments

   Awards, honors or prizes received by students or clubs under your supervision

30. LETTERS OF EVALUATION

A. The Tenure and Promotion materials call for six to eight letters of recommendation. Five to six (5–6) of those letters must be external to the University of Florida and the State of Florida. Also, faculty and administrators at major land-grant universities (preferably AAU membership) should be asked to evaluate the dossier for promotion. These letters should represent an independent assessment of the dossier by accomplished individuals.

B. Candidates should not ask for letters from the chair of his or her graduate committee, faculty, who have taught the candidate, and faculty who have close relationships with the candidate, i.e. frequently published with the candidate, etc.

C. Obtain no more than two letters from your home department.