

**CALS Guidelines for preparing the Teaching Section of the UF Tenure and Promotion Packet
Revision approved by IFAS Faculty Assembly May 29, 2014 (Revised 3-10-21)**

**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 (Note: The university guidelines suggest limiting Section 9 to **750 words**.)

All tenure-track faculty are expected to contribute to the teaching mission of IFAS, regardless of budgeted appointment.

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).
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., XXX 6971, XXX 7979, XXX 7980)
 - a. Summary of Regular Teaching Assignment table: Using the format below, list courses you teach or plan to teach on a regular basis. Do not include a course you have only taught one time unless this course will be taught consistently in the future. Include course number, course title, number of credits, % responsibility, frequency of offering, enrollment range and course format (e.g., lecture, discussion, laboratory, asynchronous, online, hi-flex). Courses taught as part of a self-supported (self-funded) program should not be included in this section or in the teaching evaluation section. Teaching effort from self-supported programs can be described in Section 34: Further Information.

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).

- b. For each of the courses you teach on a regular basis, 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, program coordination, curriculum enhancement, undergraduate academic advising and student mentoring. *NOTE: graduate student supervision is documented in Section 12; international teaching activities are documented in Section 23.*

Examples of instructional activities are shown in bold below with suggested information to be provided. *NOTE: 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

Program coordination – briefly summarize your role as coordinator of undergraduate or graduate degree program(s), certificate program(s) or other academic program(s) including efforts in recruitment, retention, student development, curriculum leadership, advising and assessment.

Curriculum enhancement – a brief description of any significant activity in developing courses, curricula, practicums/internships, technological enhancements, and/or alternative course delivery systems. Service on departmental, college or university curriculum committees should be listed in Section 20 and may also be referenced here.

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 are to be listed in the appropriate sections later in the packet.

Undergraduate advising - discuss your role, responsibilities, time commitment, and number of students and any leadership roles or scholarship in this area. 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.

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 approach and summarize activities for undergraduate and graduate students and post-doctoral associates 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 undergraduate or graduate students, post-doctoral 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

The summary table and the student evaluations of individual course sections will auto-populate and should include all UF teaching evaluations for the past ten years.

- A. **Summary table** of ratings of Instructor Overall and Course Overall with comparison to departmental and college means using the format below. *NOTE: Re-arrange the order so courses are grouped together and presented in reverse chronological order as shown below.*

Example:

SUMMARY TABLE OF STUDENT EVALUATIONS									
Course	Term	Enroll #	Required yes/no	Candidate Overall ^a		Department Overall		College Overall	
				Instructor ^b	Course ^c	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

^a 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

^{b, c} 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.

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.

Term: 2020 Fall Course: ALS 4932 Special Topics Sections: 051J Enrolled: 12								
Required Course: No Team Taught No % Responsible: 100% Mode of Delivery: Online (100%)								
Questions	Responded	Response Rate	Mean	IM ^a	Dept Mean	Dept IM	College Mean	College IM
How would you rate your own participation (completed readings, assignments, etc.) in this course?	7	58%	5.00	5.00	4.23	4.32	4.05	4.12
The instructor was enthusiastic about the course.	7	58%	5.00	5.00	4.84	4.93	4.57	4.78
The instructor explained material clearly and in a way that enhanced my understanding.	7	58%	5.00	5.00	4.69	4.87	4.41	4.68
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	7	58%	5.00	5.00	4.76	4.89	4.50	4.74
The instructor fostered a positive learning environment that engaged students.	7	58%	5.00	5.00	4.75	4.89	4.47	4.73
The instructor provided prompt and meaningful feedback on my work and performance in the course.	7	58%	5.00	5.00	4.71	4.84	4.34	4.65
The instructor was instrumental to my learning in the course.	7	58%	5.00	5.00	4.67	4.86	4.31	4.65
Course content (e.g., readings, activities, assignments) was relevant & useful.	7	58%	4.00	4.00	4.65	4.80	4.36	4.52
The course fostered regular interaction between student and instructor.	7	58%	4.00	4.00	4.47	4.65	4.01	4.26
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	7	58%	4.00	4.00	4.56	4.74	4.23	4.41
Overall, this course was a valuable educational experience.	7	58%	4.00	4.00	4.67	4.82	4.33	4.54

a – IM = Interpolated Median (<http://aec.umich.edu/median.php>)

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

C. Peer teaching assessment activities

A summary of all **Peer Teaching Assessments** is required.

(https://hr.ifas.ufl.edu/assets/pdf/tenure/Peer_Teaching_Assessment_Summary_7-15-15.pdf) 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 member being assessed in accordance with the CALS Peer Teaching Assessment policies and procedures https://hr.ifas.ufl.edu/assets/pdf/tenure/Peer_Teaching_Assessment_7-15-15.pdf. The Committee should work closely with the candidate in securing and reviewing appropriate materials. The summary 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 summarized in 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 to three pages in length. *NOTE: IFAS faculty with a budgeted teaching appointment must include this section. This section is optional for faculty with no budgeted teaching appointment.*

- 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, CALS Teacher’s College, CALS Teaching Enhancement Symposium, CALS Spring Teaching Retreat, other CALS and UF teaching-related activities, 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 that is produced from GIMS. Enter an expected completion term under “Date” for current students. You should indicate which Master’s committees were a non-thesis option (use an * with an explanatory footnote).