CALS Guidelines for preparing the Teaching Section of the UF Promotion and Tenure Packet
Revision approved by IFAS Faculty Assembly May 29, 2014 (Revised 3-10-21)
Addendum added April 3, 2023

Effective June 1, 2014 for Third Year Progress Assessment and Promotion and Tenure 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. Faculty with 0% budgeted Teaching FTE should follow the Addendum (page 7).

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, online
      (synchronous or asynchronous), hybrid). Courses taught only as part of a self-supported
      (self-funded) program should not be included in this section or in the teaching
      evaluation section. Teaching effort for self-supported programs can be described in
      Section 34: Further Information.

         | Course No. | Course Title                     | Credits | % Responsibility | How Often Course Is Taught | Enrollment Range | Course Format |
         |            |                                 |         |                 |                          |                 |             |
         | ALS 1003   | Importance of the Life Sciences  | 2       | 100%            | Every Fall                | 35-40 total     | Lecture      |
         |            | in STEM                          |         |                 |                            |                 |             |
         | 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 | Hybrid       |

   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:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
<th>No. of Lectures Given Per Semester</th>
<th>No. of Semesters Taught</th>
<th>Enrollment Range</th>
<th>Course Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALS 4404</td>
<td>International Studies</td>
<td>1 to 3</td>
<td>2</td>
<td>3</td>
<td>5-8</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>ALS 5036</td>
<td>Contemporary Issues in Science</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>10-18</td>
<td>Lecture</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
<th>% Responsibility</th>
<th>No. of Students Supervised</th>
<th>Course Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALS 4915</td>
<td>Honors Thesis Research</td>
<td>1 to 3</td>
<td>100%</td>
<td>7</td>
<td>Individual projects</td>
</tr>
<tr>
<td>ANS 6940</td>
<td>Supervised Teaching</td>
<td>3</td>
<td>100%</td>
<td>1</td>
<td>Guided instruction</td>
</tr>
</tbody>
</table>

**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 your mentoring approach and summarize mentoring of 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. Honors and awards earned by your students should be listed here as well. You may also include placement of mentees and a summary of student authored publications, however, publication details go in Section 16. *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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Enroll #</th>
<th>Required yes/no</th>
<th>Candidate Overall(^a)</th>
<th>Department Overall</th>
<th>College Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALS 3500</td>
<td>F20</td>
<td>75</td>
<td>No</td>
<td>4.34 4.21</td>
<td>4.19 4.44</td>
<td>4.37 4.29</td>
</tr>
<tr>
<td>ALS 3500</td>
<td>F19</td>
<td>62</td>
<td>No</td>
<td>4.12 3.75</td>
<td>4.23 4.53</td>
<td>4.39 4.25</td>
</tr>
<tr>
<td>ALS 3500</td>
<td>F17</td>
<td>50</td>
<td>No</td>
<td>3.86 3.56</td>
<td>4.18 4.47</td>
<td>4.40 4.31</td>
</tr>
<tr>
<td>ALS 1003</td>
<td>S20</td>
<td>37</td>
<td>Yes</td>
<td>4.72 4.56</td>
<td>4.21 4.42</td>
<td>4.03 4.01</td>
</tr>
<tr>
<td>ALS 1003</td>
<td>S18</td>
<td>40</td>
<td>Yes</td>
<td>4.48 4.37</td>
<td>4.19 4.44</td>
<td>4.37 4.29</td>
</tr>
</tbody>
</table>

\(^a\) 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.

<table>
<thead>
<tr>
<th>Term: 2020 Fall</th>
<th>Course: ALS 4932 Special Topics</th>
<th>Sections: 051J</th>
<th>Enrolled: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course: No</td>
<td>Team Taught No</td>
<td>% Responsible: 100%</td>
<td>Mode of Delivery: Online (100%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responded</th>
<th>Response Rate</th>
<th>Mean</th>
<th>IM&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Dept Mean</th>
<th>Dept IM</th>
<th>College Mean</th>
<th>College IM</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate your own participation (completed readings, assignments, etc.) in this course?</td>
<td>7</td>
<td>58%</td>
<td>5.00</td>
<td>5.00</td>
<td>4.23</td>
<td>4.32</td>
<td>4.05</td>
<td>4.12</td>
</tr>
<tr>
<td>The instructor was enthusiastic about the course.</td>
<td>7</td>
<td>58%</td>
<td>5.00</td>
<td>5.00</td>
<td>4.84</td>
<td>4.93</td>
<td>4.57</td>
<td>4.78</td>
</tr>
<tr>
<td>The instructor explained material clearly and in a way that enhanced my understanding.</td>
<td>7</td>
<td>58%</td>
<td>5.00</td>
<td>5.00</td>
<td>4.69</td>
<td>4.87</td>
<td>4.41</td>
<td>4.68</td>
</tr>
<tr>
<td>The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)</td>
<td>7</td>
<td>58%</td>
<td>5.00</td>
<td>5.00</td>
<td>4.76</td>
<td>4.89</td>
<td>4.50</td>
<td>4.74</td>
</tr>
<tr>
<td>The instructor fostered a positive learning environment that engaged students.</td>
<td>7</td>
<td>58%</td>
<td>5.00</td>
<td>5.00</td>
<td>4.75</td>
<td>4.89</td>
<td>4.47</td>
<td>4.73</td>
</tr>
<tr>
<td>The instructor provided prompt and meaningful feedback on my work and performance in the course.</td>
<td>7</td>
<td>58%</td>
<td>5.00</td>
<td>5.00</td>
<td>4.71</td>
<td>4.84</td>
<td>4.34</td>
<td>4.65</td>
</tr>
<tr>
<td>The instructor was instrumental to my learning in the course.</td>
<td>7</td>
<td>58%</td>
<td>5.00</td>
<td>5.00</td>
<td>4.67</td>
<td>4.86</td>
<td>4.31</td>
<td>4.65</td>
</tr>
<tr>
<td>Course content (e.g., readings, activities, assignments) was relevant &amp; useful.</td>
<td>7</td>
<td>58%</td>
<td>4.00</td>
<td>4.00</td>
<td>4.65</td>
<td>4.80</td>
<td>4.36</td>
<td>4.52</td>
</tr>
<tr>
<td>The course fostered regular interaction between student and instructor.</td>
<td>7</td>
<td>58%</td>
<td>4.00</td>
<td>4.00</td>
<td>4.47</td>
<td>4.65</td>
<td>4.01</td>
<td>4.26</td>
</tr>
<tr>
<td>Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.</td>
<td>7</td>
<td>58%</td>
<td>4.00</td>
<td>4.00</td>
<td>4.56</td>
<td>4.74</td>
<td>4.23</td>
<td>4.41</td>
</tr>
<tr>
<td>Overall, this course was a valuable educational experience.</td>
<td>7</td>
<td>58%</td>
<td>4.00</td>
<td>4.00</td>
<td>4.67</td>
<td>4.82</td>
<td>4.33</td>
<td>4.54</td>
</tr>
</tbody>
</table>

<sup>a</sup> – IM = Interpolated Median [http://aec.umich.edu/median.php]
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(2-10-22).pdf](https://hr.ifas.ufl.edu/assets/pdf/tenure/Peer-Teaching-Assessment-Summary(2-10-22).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(2-10-22).pdf](https://hr.ifas.ufl.edu/assets/pdf/tenure/Peer-Teaching-Assessment(2-10-22).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 these 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 Mentor Academy, 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 or remove dropped students from the list 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). You may also provide a footnote explanation of dropped students.
ADDENDUM to CALS Guidelines for preparing the Teaching Section of the UF Promotion and Tenure Packet (4-3-2023)

For tenure-track faculty with 0% budgeted teaching FTE the following sections are expected:

SECTION 9. TEACHING, ADVISING AND INSTRUCTIONAL ACCOMPLISHMENTS

A. Educational Program
   1. Brief statement (no more than 150 words) of the context of your contributions to the teaching mission of IFAS (i.e., how do you support the teaching mission?) This would include graduate student mentoring, and might also include undergraduate research opportunities, guest lectures in formal courses and/or other activities.
   2. Brief statement (no more than 150 words) of your mentoring/teaching philosophy.
   3. Optional: list the primary goals for your teaching-related efforts.

B. Instructional Activities
   Use the headings in the CALS Guidelines (pages 2-3) as appropriate for your teaching-related activities and provide descriptions/information as indicated in the CALS Guidelines. All tenure-track faculty should include a heading for Mentoring. This is where presentations, posters and awards earned by your mentored students and post-docs are listed.

SECTION 10. TEACHING EVALUATIONS

Unless you taught a formal course and have student evaluations, put N/A for this section.

SECTION 11. EDUCATIONAL PORTFOLIO

This section is optional.

SECTION 12. GRADUATE COMMITTEE ACTIVITIES

This section will auto-populate from the Graduate Information Management System (GIMS). Do not change the order or remove dropped students from the list 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). You may also provide a footnote explanation of dropped students.

For non tenure-track faculty with 0% budgeted teaching FTE, consult with your unit leader and the CALS Dean’s Office about expectations for Sections 9-12.