

# UF/IFAS CALS PTR Guide for Teaching

## CALS ADDITIONAL GUIDANCE

The goal is to summarize the last five years and convey faculty activity considering the UF PTR teaching metrics using a 1-page narrative and a CV.

### Guidance for Narrative (1 page limit)

Use the narrative to highlight accomplishments that are difficult to convey in the CV or that are significant and should be highlighted. Example might be:

- Peer assessment info
- Examples of curricula development/enhancement, new programs or certificates, program coordination etc.
- Contributions to educational scholarship
- Leadership nationally & internationally
- Large or unique classes
- Noteworthy achievements of educational goals
- Mentorship and advising of undergraduate students and graduate students

### Guidance for CV

- Awards and recognitions for teaching/mentoring
- Committees or other service to professional organizations and service at the department, college, and university levels related to teaching scholarship
- Teaching funding – internal and external
- Advising, particularly if additional advising or mentorship not included in the list of graduate students pulled in the template
- Participation and leadership in teaching and learning events (CALS Symposium, CITT events, NACTA events, etc.)
- List of courses taught with brief description & semesters taught (1 sentence or phrase). This could be similar to section 9b 1 and 2 in the T&P document. Using section 9b1 and 2 would include many of the items mentioned above and identified in the PTR teaching metrics.

## BACKGROUND INFORMATION (GUIDANCE FROM UF)

**Downloaded from OPT in PTR template included in packet:** effort, teaching evaluations, sponsored projects (last 5 years); graduate committee activity for UF career

**UF narrative guidance for teaching: TEACHING, ADVISING, AND INSTRUCTIONAL ACCOMPLISHMENTS NARRATIVE** Briefly describe your contributions to the teaching mission of the university over the last 5 years. Consider providing: a statement of your educational approach and goals; context for your teaching; and/or any teaching-related improvement activities – a brief narrative of activities conducted to improve teaching including participation in workshops, seminars, service as a peer observer, and/or service on a peer evaluation committee. Include and contextualize any awards/honorifics received.

### **UF Teaching Criteria**

A faculty member who **exceeds expectations** is generally expected to have produced evidence of a sustained and successful commitment to excellence in teaching, mentoring, and other instructional activities during the PTR Evaluation Period, including the following:

- Student teaching evaluations consistently exceed all of the following, contextualized and adjusted, as appropriate, in cases of courses that have historically lower evaluation score averages across teaching faculty:
  - Department means
  - College means
  - GatorEvals instructor average scores of 3.7
- Peer assessments consistently indicate excellence in teaching
- Development of new curricular elements
- Demonstrating pedagogical or curricular innovation enhancing student learning
- Contribution to educational scholarship
- Awards for excellence in teaching / mentoring
- Teaching certificates and significant commitment to pedagogical professional development
- Leadership in regional, national or international educational societies and boards of the candidate's field
- Contribution to funding educational programs through external sources (ex. grants, foundation, or industry support)
- Advisor or member of a significant number of dissertation, masters or undergraduate thesis committees

A faculty member who **meets expectations** is generally expected to have produced evidence of a sustained and successful commitment to high-quality teaching, mentoring, and other instructional activities during the PTR Evaluation Period, including the following:

- Student teaching evaluations consistently exceeding the lower of the following, contextualized and adjusted, as appropriate, in cases of courses that have historically lower evaluation score averages across teaching faculty:
  - The normal range of variation in performance compared to faculty across the faculty member's department and college; and GatorEvals instructor average scores of 3.7
- Teaches in assigned courses as per department expectations/needs
- Effective mentorship of students/trainees (e.g., office hours, meetings and evaluations completed regularly, establishing individualized development plans (IDPs), opportunities to present and publish work)
- Advisor or member of average number of dissertation, masters or undergraduate thesis committees for a tenured faculty in the unit

A faculty member who **does not meet expectations** exhibits the following performance characteristics during the PTR Evaluation Period:

- Both of the following, contextualized and adjusted, as appropriate, in cases of courses that have historically lower evaluation score averages across teaching faculty:
  - A consistent pattern of student teaching evaluations below the department average in any course with a greater than 10% average response rate; or
  - GatorEvals instructor scores repeatedly equal or less than 3.7 in any course with a greater than 10% response rate
- In cases in which student responses fall below the 10% minimum requirements and limit the number of student score averages to be considered, also exhibit:
  - Record of student evaluations response rates consistently below the department average
  - Absence of any peer assessments of teaching or peer assessments of teaching which fail to describe adequate teaching
- Record of poor mentorship of students/trainees (e.g., failure to hold regular meetings, office hours, and evaluations, establish IDPs, or provide opportunities to present and publish work)
- Evidence of Inconsistent acceptance of assignments to meet the teaching needs of the department/unit

A faculty member who is unsatisfactory exhibits the following performance characteristics during the PTR Evaluation Period:

- Evidence of disregard, failure or minimal efforts to follow previous advice or other efforts to provide correction

- Both of the following, contextualized and adjusted, as appropriate, in cases of courses that have historically lower evaluation score averages across teaching faculty:
  - A consistent pattern of student teaching evaluations below the department average in any course with a greater than 10% average response rate; or
  - GatorEvals instructor scores equal or less than 3.5 in any course with a greater than 10% response rate
- In cases in which student responses fall below the 10% minimum requirements and limit the number of student score averages to be considered, also exhibit:
  - Record of student evaluations response rates consistently below the department average
  - Absence of any peer assessments of teaching or peer assessments of teaching which fail to describe adequate teaching
- Evidence of repeated failure to meet expected performance in teaching as evidenced by missed lectures, late grade submissions, or student complaints related to teaching
- Evidence of minimal attempts to mentor or advise or poor mentoring/advising of undergraduate, graduate or professional student

Link to IFAS P & T guidelines: [CALS Guidelines for the Teaching Section of the UF Tenure and Promotion Packet](#)