

**CALS Guidelines for the Teaching Section of the UF Tenure and Promotion Packet**

**Effective September 1, 2008 for Mid-Career and Promotion Documents Submitted in 2009 and Thereafter**

8. {Formerly the section on Teaching, now Promotion and Tenure Guidelines}

9. TEACHING, ADVISING AND/OR INSTRUCTIONAL ACCOMPLISHMENTS

A. Teaching philosophy, goals and methods

Provide a brief narrative of your philosophy of undergraduate and graduate teaching, advising and/or mentoring. Discuss your goals for student learning and the methods used to assist students in achieving these goals.

B. Instructional activities

1. Courses taught (do not include individual studies or graduate student research)

- a. Summary table of courses taught during the period of evaluation. Include course number, course title, number of credits, % responsibility, number of times taught, range of enrollment, and course format (e.g., lecture, discussion, laboratory, asynchronous).

Example:

COURSES TAUGHT 2000-2006						
Course No.	Course Title	Credits	% Responsibility	No. of times taught	Enrollment range	Course format
ALS1003	Importance of Agriculture	2	100%	7	35-40	Discussion
ALS3500	Opportunities in Agriculture	3	50%	3	50-75	Lecture

- b. One-paragraph description of each course including content and role of the course in the curriculum (e.g., required for major, General Education, college requirement, elective). Include description of collaborative teaching efforts as appropriate.

2. Individual studies – summary table of individual studies (e.g. 4905 and 6905), internship, and/or supervised teaching directed by the candidate.

Example:

INDIVIDUAL STUDIES SUPERVISED 2000-2006					
Course No.	Course Title	Credits	% Responsibility	No. of students supervised	Course format
ALS4909	Honors Project	1 to 3	100%	7	Individual projects
ALS6940	Supervised Teaching	3	100%	1	Guided instruction

Guest lectures – summary table of guest lectures given by the candidate.

Example:

GUEST LECTURES GIVEN 2000-2006						
Course No.	Course Title	Credits	No. of lectures given	No. of times taught	Enrollment range	Course format
ALS4404	International Studies	1 to 3	2	3	5-8	Lecture/ Discussion
ALS5036	Contemporary Issues in Science	2	1	6	10-18	Lecture

C. Scholarship of Teaching and Curriculum Enhancement

1. Scholarship – a brief narrative of scholarly activities related to teaching and learning including creative works, funded grants, presentations, and publications. Details of each category will be listed in the appropriate sections later in the Packet.
2. 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 evaluation committee.
3. Curriculum enhancement – a description of any significant activity in developing courses, curricula, practicums/internships, technological enhancements, and/or alternative course delivery systems.
4. International teaching activities (brief summary).

D. Academic advising and mentoring

1. 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.
2. Student development - describe activities in recruitment of new students, student retention efforts, and/or career and graduate/professional school placement activities.
3. Mentoring - describe mentoring of undergraduate and graduate students in research, extension or other creative activities including supervision of honors students, interns, and exchange students. NOTE: Graduate student committee activities are documented in Section 12.
4. 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.

## 10. TEACHING EVALUATIONS

This section is to include all UF teaching evaluations for the period of evaluation.

- A. Summary of student course evaluations (individual course teaching evaluations are provided in Section 10.B)

Summary table of ratings of Instructor Overall and Course Overall with comparison to departmental and college means. Courses should be grouped together.

Example:

Course	Term	# of students	Required yes/no	Candidate Overall		Department Overall		College Overall	
				Instructor	Course	Instructor	Course	Instructor	Course
ALS3500	F07	75	No	4.34	4.21	4.19	4.44	4.37	4.29
ALS3500	F06	62	No	4.12	3.75	4.23	4.53	4.39	4.25
ALS3500	F05	50	No	3.86	3.56	4.18	4.47	4.40	4.31
ALS1003	S08	37	Yes	4.72	4.56	4.21	4.42		
ALS1003	F07	40	Yes	4.48	4.37	4.19	4.44	4.37	4.29

- B. Teaching evaluations

Provide results of all UF teaching evaluations, including instructor, college and departmental means for each of the 13 questions (17 questions for lab classes). Follow the format specified in the UF guidelines.

- C. Peer evaluation of teaching activities

The revised CALS Guidelines for the Teaching Section of the UF Tenure and Promotion Packet (effective January 1, 2009) requires a summary **Peer Evaluation of Teaching Activities**. ([www.cals.ufl.edu](http://www.cals.ufl.edu)) The peer evaluation narrative is prepared by the Peer Evaluation 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 Evaluation Committee is appointed by the Unit Leader in accordance with the policies and procedures of the Unit. The Committee should work closely with the candidate in securing and reviewing appropriate materials. The narrative should include the following components:

- 1 Peer Evaluation Committee membership, and a brief summary of procedures followed in preparing the narrative
- 2 Summative assessment of course syllabi and materials with indications of changes made for improvement
- 3 Summative assessment of course planning, organization and content and improvement
- 4 Summative assessment of class presentation and delivery, including peer observation, student evaluations and student comments, with indications of changes made for improvement

- 5 Specific examples (evidence) of collaborative instructor/peer observer action plan development, implementation of actions steps with follow-up assessments of changes in instructor's teaching

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 evaluation narrative.

#### 11. GRADUATE FACULTY STATUS

Yes or No required

#### 12. GRADUATE COMMITTEE ACTIVITIES

Follow the format specified in the UF guidelines.