
Teaching Section of the Promotion & Tenure Packet

Guidelines and Suggestions
Tenure and/or First Promotion

The Teaching Section

- For non-tenure-track faculty with 0% budgeted teaching FTE, consult with your unit leader about expectations for including this section depending on whether or not you chair graduate student committees.

The Teaching Section



- Refer to current guidelines – IFAS HR website
 - [https://hr.ifas.ufl.edu/media/hrifasufledu/docs/tenure/IFAS-Guidelines-for-preparing-Teaching-section-\(2024-2025\).pdf](https://hr.ifas.ufl.edu/media/hrifasufledu/docs/tenure/IFAS-Guidelines-for-preparing-Teaching-section-(2024-2025).pdf)
- Includes sections 9-12 of the Promotion and Tenure (P&T) packet
- Organize this section to be as easy as possible for the reader.
 - Help us to understand what your teaching program entails and the context for your teaching.
 - Use summary tables and bulleted lists wherever possible.

Section 9. Teaching, Advising and Instructional Accomplishments

What is a Teaching/Educational Program?

- Addresses an educational need at the undergraduate and/or graduate levels.
- What if you have no formal teaching appointment?
 - Brief statement of the context of your contributions to teaching, e.g., graduate student mentoring, undergraduate research, guest lectures (see Addendum to CALS guidelines).

Section 9.A.1 Teaching Context Statement

- This should be a succinct overview of your program rationale (150 words).
- “Why is my teaching/mentoring important?”, “What is my intended outcome/impact?” and “Who is my audience?”.
- Should be easy to understand.
 - “Introductory level courses in my field are critical for students finding us as a major.”
 - “My teaching and education program is intended to introduce students from a wide range of majors to my field and its central tenets.”

Section 9.A.2 Teaching Philosophy

- Brief statement of your philosophy in teaching/mentoring, what you hope to accomplish and why, for undergraduate and/or graduate students (150 words).
- Should include advising and mentoring as well as formal teaching, especially for faculty with small teaching appointments.

Section 9.A.3 Educational Goals

- Succinct statements of your own personal goals in teaching/mentoring.
 - Not academic goals for your department or specific course learning outcomes.
- SMART: Specific, Measurable, Attainable, Realistic but challenging, Time Element.

Section 9.B.1 Instructional Activities – Courses Taught

- Include:
 - Courses taught that you teach on a regular basis.
 - Include Special Topics (e.g., 4932/6932) if planned to be on-going
 - Do not include individual study (e.g., 4905) or graduate research (e.g., 6971, 7979, 7980)
 - Provide a short description for each of the courses you teach.

Courses Taught Summary Table

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	Lecture
ALS 2301	Opportunities in Natural Resources	3	50%	Every Fall & Spring	50 per section; 2 sections/term	Online
ALS 3500	Professional Development in CALS	3	50%	Every other Summer	10-15	Hybrid

* 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).

Section 9.B.2 Instructional Activities - Other Instructional Activities

- Include:
 - Guest lectures, program coordination, curriculum development, scholarship of teaching and learning, undergraduate advising, international teaching activities, student development, club/organization advisement, mentoring, etc.
 - Use headings only for the activities you are involved in.
 - Use summary tables as outlined in the guidelines.

Section 9.B.2 Instructional Activities – Other Instructional Activities

- Individual studies for students you mentor.
 - e.g., 4911, 6940
 - Do NOT include master’s and doctoral research (6971, 7979, 7980) as “courses taught” or “individual studies.”
- Mentoring of undergraduate, graduate, and postdocs.
 - Document presentations, posters, and achievements of your undergraduates, graduate students, and postdocs.

Section 10. Teaching Evaluations

- Student evaluations – section self populates.
- New course evaluation system as of Fall 2019
- The summary table also self populates. Place this before the individual course evaluations.
 - Organize by course in chronological order.
 - May need to hunt for pre-Fall 2019 “Course Overall” numbers (Enterprise Analytics/GatorRater).
 - In one table, create separate lists for your UG and GRAD courses.
 - Departmental and college means are calculated separately for UG and GRAD courses.
 - Both the BLUE system report and OPT separate these.

Section 10.A Summary Table

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.

Section 10.B Individual Course Evaluations (post F19)

- The system will populate course evaluations for you.
- Don't strand tables across multiple pages
- If you have missing data, refer to:

- GATOREVALS (Fall 2019 – present)

- <https://ufl.bluera.com/ufl/>



- GatorRater Historical Data (pre-Fall 2019)

- <https://evaluations.ufl.edu/evals/Default.aspx>



Term: 2022 Fall, Course: Course Name Here, Sections: 12347, Enrolled: 57								
Required Course:	yes	Team Taught no %:	100%	Mode of Delivery: Classroom, Online				
Questions - Instructor	Responded	Response Rate	Mean	IM	Dept Mean	Dept IM	College Mean	College IM
How would you rate your own participation (completed readings, assignments, etc.) in this course?	20	35%	4.40	4.59	4.01	4.13	4.14	4.22
The instructor was enthusiastic about the course.	20	35%	4.90	4.97	4.36	4.69	4.57	4.79
The instructor explained material clearly and in a way that enhanced my understanding.	20	35%	4.85	4.94	4.34	4.64	4.34	4.67
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	20	35%	4.85	4.94	4.49	4.71	4.45	4.72
The instructor fostered a positive learning environment that engaged students.	20	35%	4.80	4.91	4.31	4.64	4.44	4.73
The instructor provided prompt and meaningful feedback on my work and performance in the course.	20	35%	4.80	4.91	4.20	4.58	4.25	4.63
The instructor was instrumental to my learning in the course.	20	35%	4.80	4.91	4.13	4.59	4.25	4.65
Course content (e.g., readings, activities, assignments) was relevant & useful.	20	35%	4.75	4.88	4.30	4.43	4.28	4.42
The course fostered regular interaction between student and instructor.	20	35%	4.55	4.79	3.75	4.01	3.99	4.25
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	20	35%	4.70	4.83	4.10	4.30	4.18	4.38
Overall, this course was a valuable educational experience.	20	35%	4.75	4.88	4.20	4.41	4.27	4.50

Section 10.B Individual Course Evaluations (pre F19)

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

20. Overall, I rate this course as:

- o GatorRater Historical Data (pre-Fall 2019)
 - <https://evaluations.ufl.edu/evals/Default.aspx>



Section 10. Peer Assessment of Teaching

- A summary of all Peer Teaching Assessments is required (<https://hr.ifas.ufl.edu/tenure-and-promotion/>).
 - At least one assessment before the third year and at least one assessment between third year and submission.
 - Peer assessment summary (3 pages max).
- Peer assessment narrative for each assessment is prepared by the Peer Teaching Assessment Committee.
 - Based on the candidate's teaching accomplishments, course materials, peer observations and teaching evaluations.
- Important – document your response to peer suggestions!



Section 11. Educational Portfolio

- Provide evidence of achievement of educational goals and describe measures taken to improve teaching/mentoring.
- For each goal in section 9, describe your approach and evidence of progress/achievement.
- Evidence could be student work, results of surveys, pre/post testing, etc.
 - Consider engaging in Scholarship of Teaching and Learning.
 - Goal: Students in natural resources fields will be able to describe the importance of water quality.
 - Approach: Give guest lectures annually on water quality in five large introductory classes.
 - Evidence: Student survey at end of semester, and student response to midterm exam question.

Section 11. Educational Portfolio

- Teaching-related self-improvement activities: brief narrative or bulleted summary.
 - CALS Teacher's College.
 - CALS Mentor Academy.
 - CALS Teaching Enhancement Symposium.
 - Educational conferences and workshops in CALS.
 - Educational activities in your discipline.
 - UF Center for Teaching Excellence programs.
 - Include badges or other microcredentials earned.

Section 12. Graduate Committee Activities

- This section will automatically populate with graduate student committee activity from GIMS.
- Verify your records with GIMS.
- Do not delete students who dropped.
- Fill in anticipated graduation date for current students.
- Guiding students through completion (M.S. or PhD).
- Do you have a student pipeline?

Section 19: Service Narrative (750 words)

- Summarize participation, with rationalization and goals, in the governance processes and service to your unit(s), college, UF or external constituencies.
 - Do not list items, or repeat items noted elsewhere except to summarize or reference their impact.
- Describe the impact of your engagement.
- State how your service informs your research, teaching, outreach, and/or profession.
- Breadth and depth of service should grow over time.

What Shows Distinction in Teaching?

- Dedication to continuous improvement
 - Course development and improvement
 - Responsiveness to feedback
 - Purposeful efforts to improve
 - Innovation and creativity
- Mentoring excellence
 - Undergraduate student research engagement.
 - Graduate students and their achievements.
 - We look at trends, types of committees, and numbers.
 - Student clubs and noteworthy achievements.
 - Post-docs and their contributions.
 - Junior faculty.

What Shows Distinction in Teaching?

- Excellence in instruction
 - Course evaluations – showing improvement, attention to areas of concern.
 - Peer Assessment of teaching documents excellence and/or improvement; action plans for future.
 - Awards for teaching.
- Fully developed Educational Portfolio
 - Documented impact of your teaching program.

What Shows Distinction in Teaching?

- Engagement in the Scholarship of Teaching and Learning
 - Teaching related grants.
 - Publications and presentations.
 - Participation in RiTL (Research in Teaching and Learning).
- Sustained teaching leadership at the department, college, or university
 - Teaching committees.
 - Curricula development.
 - College/University Committees.
- Engagement in international teaching activities

Recommendations

- FOLLOW THE GUIDELINES!
- Have someone READ your packet and provide constructive criticism to include formatting, spelling, grammar, etc.
- Questions and request for feedback
 - Unit leader/mentoring committee
 - Dean's office (2020 McCarty Hall D, 352-392-1963)

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