

Outline for the mentoring conference

Teaching Enhancement Symposium 2015

Proposals due in May to the Teaching Resource Center (TRC) and the CALS Dean's Office

1. Mentoring the new graduate student, Ben Dunn, Distinguished Professor, Department of Biochemistry and Molecular Biology
2. Mentoring the Ph.D. candidate, Colette St. Mary, Associate Professor/Associate Chair Department of Biology
3. Mentoring underrepresented backgrounds, including women, racial/ethnic minority students, and sexual minority students. Bonnie Moradi, Professor of Psychology, Director of the Center for Women's Studies and Gender Research

TEACHING PEER ASSESSMENT PROCESS

Form Peer Assessment Committee

Junior Faculty: Mentoring Committee
Tenured Faculty: Three member committee

Prepare Teaching Portfolio

1. Distribute to committee members

Peer Assessment Committee Meeting

1. Review course history, goals, organization, teaching strategies, learning objectives, past challenges and perceived strengths.
2. Provide a context for the instructor's course(s).
3. Decide number of observations and "what to look for".
4. Discuss committee member roles during actual observations.

Pre-Observation Instructor/Observer Meeting

Individual observer meets with instructor to collaboratively define their role and review the class objectives just prior to making the specific observation

Classroom Observation Completed

Follow-up
observation

Post-Observation Instructor/Observer Meeting

1. Review observations based on class objectives previously set by instructor and observer
2. Develop suggested modifications to positively enhance the instructor's teaching.
3. Modifications (action plan) serve as the basis for follow-up observations to assess effectiveness.

Peer Evaluation of Teaching Activities Narrative

1. Peer evaluation of teaching activities narrative is prepared by teaching peer assessment committee according to CALS T&P Guidelines.
2. Peer assessment narrative reviewed by instructor for input prior to finalization.
3. Assessment Committee Chair transmits final narrative to unit administrator.
4. Narrative included as section 10-C in the UF/IFAS Tenure & Promotion document.

OUTLINE OF POSSIBLE RECOMMENDATIONS

I. PEER REVIEW

[I was not sure about item C. I have a reference in my note to “best practices,” but I was unsure whether it related to peer review. MTS]

What recommendations or suggestions should the Council include in the report?

A. Limit mandatory peer review for faculty members whose student evaluations exceed a specified level

The Council could propose that mandatory peer review be limited if the circumstances indicate that the faculty member’s teaching is satisfactory. The Council could propose that such a faculty member be exempt from the requirement *or* that mandatory peer be limited in such a case to specified intervals—e.g., no more than one every three years.

B. Recommend a procedure for a faculty member to request peer review for teaching enhancement purposes (without the results becoming part of promotion file)

If the Council concludes that peer review can enhance teaching, then the Council should recommend that the University adopt a procedure allowing a faculty member to request a peer review without needing to be concerned about the impact of the evaluation on promotion and other interests.

C. Prepare a report on “best practices” in using peer review for teaching enhancement (only teaching enhancement or for both teaching enhancement and promotion assessment?)

The Council should prepare recommendations regarding “best practices” in using peer review for teaching enhancement.

II. TEACHING EVALUATIONS

What recommendations or suggestions should the Council include in the report?

A. APC and Welfare Council should work together to resolve issues relating to online evaluations

1. The APC has had ownership of online teaching evaluation response rates, but the minutes reflect that the APC has on several occasions suggested that the Welfare Council and the APC form a joint subcommittee to deal with online evaluations. The Welfare Council should endorse doing so.

2. Furthermore, the APC has looked primarily at how to increase response rates rather than at the entire picture. A less piecemeal approach is needed.

B. Collect information relating to the use of teaching evaluation to determine whether they have a significant impact on faculty interests/ welfare

1. The APC or a joint subcommittee should gather information relating to the use of teaching evaluations and how these uses affect faculty members of various ranks and responsibilities.

2. The APC or a joint subcommittee should consider whether the method of reporting teaching evaluation results in the promotion packet remains meaningful, given the significant decrease in submission of evaluations.