

An exceptional educational environment which promotes, recognizes and rewards teaching excellence is fundamental to achieving the mission of the University of Florida. ~~An~~ This exceptional educational environment requires a long-standing commitment to the pursuit and ~~the transfer~~ sharing of new ideas both ~~inside~~ and ~~outside~~ of the classroom through effective instructional techniques. The Welfare Council of the Faculty Senate, the Academy of Distinguished Teaching Scholars, and the Office of Faculty Development and Teaching Excellence support the assessment of instructional quality and effectiveness to ensure the University of Florida is providing an effective learning environment and to promote and recognize teaching excellence. We believe in a holistic/comprehensive assessment of teaching effectiveness incorporating information from the instructor in the form of teaching statements/portfolios, student evaluations and peer assessments.

Peer Assessments: The primary intent of peer assessment is to provide a process for improving teaching effectiveness (formulative evaluation). Our joint position is that peer assessments should be conducted a minimum of two times for each course taught by the instructor during the tenure probationary period. If after after appropriate feedback and the second review the peer assessment committee has deemed the instructor to have achieved satisfactory or distinction in teaching, then additional assessments of teaching may not be warranted during the pretenure period. The individual reports of the assessment committee should not be part of the tenure and promotion or annual assessment of the faculty member. At the end of the pretenure period, a summary report of the committee could be included in section xxx of the T&P packet. Thereafter formulative evaluation through peer assessment should be conducted at least once per class every 3-5 years or when triggered by performance that dips below 1SD of departmental and college means from the online student evaluations.

Online Student Evaluations: Student evaluations of teaching effectiveness are important components of the overall assessment of instructional quality. Faculty are encouraged to follow best practice guidelines for enhancing participation in the online student evaluation process. Faculty and units that do not feel the standardized questions provide adequate information to be useful in enhancing instructional effectiveness are encouraged to create additional student assessments in a manner consistent with UF student evaluation policies (ie. anonymity protection). Our joint position is that Online instructor evaluations that fall $\geq 2SD$ from the departmental or college mean, whichever is lower require peer assessment in the following term – $1SD$ of the departmental and college mean, whichever is lower on two consecutive terms require a peer assessment.

Teaching statements/portfolios:

Commented [MEK1]: Might add this: Currently there is very significant variation in the extent and manner in which peer assessment of teaching is conducted in the various colleges at the University of Florida. It is believe that more uniform and effective procedures are needed.. These procedures should be developed with comprehensive from faculty and administrators from all colleges.

Commented [MEK2]:
Chris,
Not sure if the ADTS will support these very specific recommendations at the moment until the they complete the peer assessment workshop. How were these thresholds decided upon, The CALS student evaluations are often 1SD. We need to discuss this.

Mike