Preamble

The shared goals of the faculty and administration of the Entomology & Nematology Department are to attain excellence in academic responsibilities of teaching, research, extension and service and to gain national and international recognition for these programs. These goals can best be achieved with a governance structure from the Department level to the University level that fosters collegiality, collaboration, mutual responsibility and accountability, and transparency.

Article I – Governance of the Entomology & Nematology Department

These Bylaws establish the general principles by which the Entomology & Nematology Department shall be governed. These Bylaws are governed by and subordinate to the Constitutions of the Institute of Food and Agricultural Sciences and the University and the policies and directives of the University of Florida’s Board of Trustees and the Florida Board of Governors. Operating within the context of these Bylaws, the governance of the Entomology & Nematology Department shall be shared between the administration and the faculty.

Article II – The Faculty

Section 1 – Faculty Membership

The faculty of Entomology & Nematology shall consist of individuals in tenured, tenure-accruing, and non tenure-accruing faculty positions. Faculty are defined by the University of Florida Constitution and Senate Bylaws and include the various ranks of Professor, Scholar, Lecturer, Research Scientist, Extension Scientist and Assistant In. Courtesy and Affiliate faculty are encouraged to participate fully, but are not voting members of the Department.

Section 2 – Faculty Rights

Faculty have the right to know the expectations of their job assignment and how they will be evaluated.

Faculty have the right to assemble without limit to discuss issues of concern.

Faculty have the right to open academic discourse without fear of retribution.

Section 3 – Faculty Responsibilities
Faculty are responsible for planning and conducting teaching, research, extension and service in a competent and professional manner.

Faculty are responsible for contributing to the professional development of students.

Faculty are responsible for contributing to the operations of the Department, including building, infrastructure, social, public relations, and outreach functions.

Faculty are responsible for contributing to the governance of the Department, IFAS (CALS, Cooperative Extension, Experiment Station), the University, and their professional societies.

Section 4—Department Chair Responsibilities

The Department is headed by a Chair appointed by the Senior Vice President in accordance with the University Constitution. The Chair serves as chief executive and administrative officer of the Department. The Chair provides financial planning and policy and supervises routine operations of the Department, including faculty evaluations and evaluations of selected staff (see Appendix A for more complete description). The Chair is responsible to the Senior Vice President for administration of the Department and the three Deans for programmatic issues, and is the agent of the Department faculty for execution of academic policy. The Chair is expected to operate the Department in the spirit of shared governance and seek faculty input, consider it, and provide feedback and rationale about final decisions. The Chair may maintain a program of teaching, research and/or extension, as time permits.

Article III—Committees

Purpose and Classification

Service on Entomology & Nematology committees is the primary means by which faculty can participate directly in the governance of the Department. Faculty, both on-campus and center faculty, shall have the opportunity to participate in the standing committees through which the major governance of the Department occurs: Administrative Advisory Committee, Graduate Committee, Undergraduate Committee, as well as ad hoc committees. General rules for standing committees include:

1. Standing committees shall meet regularly, or as needed. Each committee shall keep and archive minutes and records (edited for confidentiality as necessary).
2. Reports of the standing committees shall be made to the faculty via email messages or presentation at faculty meeting.
3. Policy recommendations developed in the standing committees shall be considered at faculty meetings, at which time faculty input and discussion will be entertained.
Section 1 – Administrative Advisory Committee

The Administrative Advisory Committee is responsible for providing input to the Department Chair on matters of space, allocation of year-end matching funds, and long-range planning. The committee will review the Bylaws of the Department every three years and propose modifications to the entire faculty, as necessary.

An ad hoc committee, consisting of three faculty members, will be formed from the whole committee when necessary to review faculty CRIS projects prior to external review. A separate ad hoc committee, consisting of three faculty members, will be formed when necessary to perform the following duties: 1) summarize faculty evaluation of the progress towards tenure of tenure-accruing faculty at the time of their three-year mid-career review; 2) review faculty packets for tenure and promotion; and 3) review the productivity and performance of tenured faculty (at the request of the faculty member) who have received Below Satisfactory ratings on annual evaluations or the Sustained Performance Evaluation Program (SPEP) and are being required to develop an IFAS Performance Improvement Plan (PIP). Evaluation of faculty members at the time of their three-year mid-career review will follow the guidelines in Appendix C (Mentoring of Junior Faculty).

The Administrative Advisory Committee shall consist of six faculty who will each serve three-year staggered terms. Three members shall be elected by paper or electronic ballot and three members shall be appointed by the Chair. Two members shall rotate off the committee every year and shall be replaced by one elected and one appointed faculty member. The department chair will serve as chair of the Committee. The two members rotating off the Committee each year will form a nominating subcommittee to solicit candidates for the Administrative Advisory Committee. Meeting minutes (edited for confidentiality) will be disseminated via email to the faculty after each meeting.

Section 2 – Graduate Committee

The Graduate Committee shall be chaired by a member of the graduate faculty who will be known as the Graduate Coordinator. The Graduate Coordinator will be appointed by the Chair and shall serve a period of time to be agreed upon by the Graduate Coordinator and the Chair. Six faculty, in addition to the Graduate Coordinator, will serve as members of the Graduate Committee, each serving three-year staggered terms. Three committee members shall be elected by the faculty by paper or electronic ballot after nomination (either by consensus of the Graduate Committee or by self-nomination) and three shall be appointed by the Graduate Coordinator. Two members shall rotate off the committee every year and shall be replaced by one elected and one appointed faculty member. The Graduate Committee shall meet monthly on a regular schedule published at the beginning of each semester. An agenda shall be distributed to all faculty before each meeting. Minutes shall be published, and the Graduate Coordinator, or other designated committee member in the Graduate Coordinator’s absence, will make a report of the committee’s actions at faculty meeting.
The responsibilities of the committee shall include:
1. advising on the distribution of scholarships and teaching assistantships,
2. recommending enhancements and improvements to the graduate curriculum,
3. reviewing new and revised graduate courses, in conjunction with the department’s representative to the CALS curriculum committee, before submission to the CALS curriculum committee,
4. recommending on graduate student admissions,
5. recommending courtesy faculty appointments,
6. recommending theses and dissertations to be nominated for IFAS, University and other national awards and honors,
7. developing policies and procedures related to graduate students and graduate studies including grievances,
8. providing oversight and promotion of graduate Certificate and Distance Education programs.

Section 3 – Undergraduate Committee

The Undergraduate Committee shall be chaired by a member of the faculty who will be known as the Undergraduate Coordinator. The Undergraduate Coordinator will be appointed by the Chair and shall serve a period of time agreed upon by the Undergraduate Coordinator and the Chair. The committee shall consist of the Undergraduate Honors coordinator (if this individual is not the Undergraduate Coordinator) and four other faculty members, in addition to the Undergraduate Coordinator. Two members would be elected and two appointed by the Undergraduate Coordinator and each would serve two-year staggered terms. Committee members shall be nominated by the outgoing members of the committee and elected by paper or electronic ballot. Minutes of the Undergraduate Committee shall be archived, and the Undergraduate Coordinator, or other designated committee member in the Undergraduate Coordinator’s absence, will make reports of the committee’s actions at faculty meeting.

The responsibilities of the committee shall include:
1. advising on the distribution of scholarships,
2. recommending enhancements and improvements to the undergraduate curriculum including oversight of undergraduate concentrations, certificates, and distance education programs,
3. review of new and revised undergraduate courses, in conjunction with the department’s representative to the CALS curriculum committee, before submission to CALS curriculum committee,
4. evaluation of learning compacts,
5. oversight of undergraduate research experience course (ENY4911) and honors theses (ENY4909).

Section 4 – Ad hoc Committees
Ad hoc committees can be formed by the Chair or by faculty, as needed. Members of these committees shall volunteer for the assignment and shall elect a chair from among their members, if a chair is deemed necessary. Current ad hoc committees include:

1. Mentoring committees

A mentoring committee for a particular faculty member shall be formed by at least two members of the faculty (see Appendix C). The Mentoring Committee will be chosen by the mentee. The mentee may seek advice from the Chair and faculty colleagues on selection of faculty to serve on the committee. Committee members shall meet with the mentee as often as the mentee requests, but at least once a year, individually or as a group. Committee members should review the mentee’s annual evaluation packet and meet with the mentee at this time. Committee members will submit a written annual evaluation to the mentee discussing his/her progress towards tenure.

2. Peer evaluation of teaching committees

Faculty members requesting that their courses be evaluated will form a committee of two to four members of the faculty (from within or outside the department, as appropriate) and the Chair. Committees will meet with the faculty member whose course is being evaluated before the semester begins to discuss the course history and provide evidence and course materials. Committee members will observe at least two lectures and at least two laboratories (if appropriate) with prior notice, and will meet with the faculty member and the Chair for a final summary and feedback session. Each member will provide a written evaluation to the Chair who will summarize the evaluation and provide it to the faculty member. (See Appendix D for further guidelines).

3. Landscape committee

The landscape committee may consist of faculty, students and staff with interest in landscape issues. They shall periodically review the health and quality of the Department’s landscape and seek to improve it, and work with student organizations to enhance the landscape.

4. Web presence committee

This committee may consist of faculty, students and staff. The committee will review websites maintained by Entomology and Nematology faculty and staff (on campus and at centers) and recommend updates (broken links, outdated content, outdated logos). Minutes of the Web Presence Committee will be provided as a report of the committee's actions at faculty meetings following actions. The committee will work to promote websites that are updated by providing information to the Departmental Newsletter.
5. Honors and awards committee

This committee may consist of faculty, staff and students. The committee will solicit nominations from the faculty, staff and students for IFAS, University, and professional honors and awards for faculty and staff (student awards will be managed by the Graduate and Undergraduate Committees). Minutes of the Honors and Awards Committee will be provided as a report of the committee's actions at faculty meetings following actions. The committee will work to promote award winners by providing information to the Departmental Newsletter and to the Graphics Department so Award photos can be posted in the front lobby.

6. Social committee

The social committee may consist of faculty, staff and students, and organizes and implements plans for departmental social occasions to foster community among faculty, students and staff. Current social events include: Welcome Back Reception in September, and a Holiday party in December.

7. Seminar committee

Provide leadership for a student-led committee. Promote seminar attendance and participation among the faculty, students and staff, including meeting with visiting speakers and hosting social events for out-of-town speakers.

Article IV – Faculty Meetings

The faculty meeting is the primary means of fostering communication among all faculty within Entomology & Nematology on campus and around the state. Faculty meetings should be held once monthly on a schedule published at the beginning of each semester. Faculty and administration have the right to place items on the agenda for discussion by contacting the Department Chair. The agenda should be distributed via email at least one week before the faculty meeting. Entomology & Nematology faculty serving as UF Senators, members of the IFAS Faculty Assembly, and other IFAS and University committees and councils should provide updates on critical items currently before these governing bodies.

The faculty meeting is the most important venue for discussion of policy issues, tenure and promotion packages, changes in curriculum, new positions, and other issues relevant to our academic mission. Departmental faculty, plus emeritus, courtesy, and affiliate faculty, and student and staff representatives may speak on any issue before the faculty. Voting on most matters shall be restricted to departmental faculty. However, voting on promotion and tenure will follow IFAS and University guidelines. Discussions regarding tenure and promotion should be considered confidential. Votes taken on tenure and promotion should be by paper or electronic ballot and the results made available upon request to those eligible to vote.
After all candidates for new faculty positions have interviewed, the merits of each candidate will be discussed in a faculty meeting. Written input on candidate qualifications will be submitted on an evaluation form (Appendix B). Any faculty member may fill out an evaluation form for candidate tenure-acrueing and non tenure-accruing faculty for use by the Chair in faculty hiring decisions.

Paper or electronic ballots will be used for election of faculty to the standing committees. The results of any balloting conducted should be relayed to the faculty.

The Chair and Chairs of standing committees will present activity reports during the year, which will be included in, or appended to, the faculty meeting minutes.

Faculty meeting minutes will be posted electronically for review and archiving, but will be password protected.

**Article V – Ratification and Amendments**

Section 1. These Bylaws shall become effective upon their ratification by the faculty of Entomology & Nematology with a two-thirds majority vote, concurrence of the Chair, and approval of the IFAS Senior Vice President.

Section 2. Proposals for amendments to these Bylaws may be made to the Chair by any member of the faculty.

Section 3. Changes in these Bylaws shall be made by a two-thirds majority vote.

Section 4. Faculty will have one month to review and register a vote for adoption and amendment of the Bylaws.

(majority is defined as two-thirds of the faculty that vote by ballot).
APPENDIX A

Department Chair Position Description

The Department Chair serves as the faculty’s representative to the UF/IFAS administration, and the administration’s representative to the faculty. The primary role of the chair is to develop excellence in entomology-nematology by functioning as a facilitator, guiding and overseeing the Department’s personnel in providing needed services to the residents of the State of Florida.

The Department Chair provides coordination, accountability, and administrative functions for the Department in Gainesville by:
1. Providing leadership to faculty, staff, and students in carrying out the IFAS mission and the Land-Grant philosophy, fostering an appropriate tone, developing a set of policies, and promoting department programs in instruction, research, extension, and service;
2. Developing and managing human, fiscal, and physical resources in support of departmental instruction, research, extension, and service activities, within the constraints imposed by resource availability;
3. Developing and maintaining networks and relationships, both internal and external to the department, including fostering interagency, interdisciplinary, and private partnerships in support of academic functions of the Department;
4. Evaluating and rewarding excellence in all forms of scholarship.

The Department Chair also shares responsibility with Center Directors for 40 faculty at Research and Education Centers statewide, and communicates with faculty and Center Directors with respect to direction and evaluation of entomology-nematology faculty.

The Department Chair is directly accountable to the IFAS Deans for the quality and direction of departmental programs, to the IFAS Vice President for administrative matters and the overall administrative efficiency of the Department, and to the Faculty for internal program management of space, personnel, and other resources provided.

Specific Tasks and Duties of the Department Chair

1. Governance
   - Facilitate development and administration of department policies, goals, and objectives
   - Conduct faculty meetings
   - Establish department committees
   - Use committees effectively
   - Delegate some administrative responsibilities to faculty and/or committees
   - Facilitate development and administration of department policies, goals and objectives
   - Help determine services to be supplied by the department to College, University, and State
Serve as an advocate for the department and its personnel
Monitor library acquisitions, and other resources and services that affect the quality of the department and its programs
Enhance diversity of Department and oversee compliance with affirmative action plans of the University

2. Department Programs
   Communicate and facilitate vision of Department directions and programs to faculty, students, staff, and administration
   Provide oversight of class scheduling
   Provide oversight of graduate student activities and research
   Provide oversight of department curriculum, stimulating change as needed
   Support the activities of the undergraduate and graduate coordinators
   Work to assure availability of space and equipment to meet needs for teaching, research, and extension efforts

3. Faculty Activities
   Set tone of high professional, ethical, and scientific excellence in Department
   Reward academic scholarship in all forms, including discovery, dissemination, and application of knowledge
   Establish processes for recruitment and selection of faculty members
   Assign faculty responsibilities such as teaching, research, committee work, etc. to faculty in Gainesville, and in collaboration with Center Directors for departmental faculty located in RECs.
   Provide oversight of peer evaluation process
   Facilitate coordination among faculty for statewide programs
   Monitor and evaluate faculty performance in teaching, research, extension, service, and citizenship; communicate with Center Directors as necessary
   Deal with unsatisfactory faculty and staff performance
   Maintain communication between department and other units of the university
   Reduce, resolve, and prevent conflict among faculty members
   Encourage, when appropriate, faculty participation in departmental, college, and university activities, including governance

4. External Communication
   Serve as interface between department and deans, and other administrators
   Serve as interface between department and USDA, State Department of Agriculture, and other agencies and groups as necessary
   Serve as contact for outside groups requesting information about department and programs
   Provide for the completion of forms and surveys
   Oversee production of department advertising and recruitment material

5. Budget and Resources
   Communicate department needs to administration
   Administer department budget (state and federal funds allocated by deans)
Provide oversight of faculty contract and grant budgets
Review travel expenditures, especially foreign travel
Coordinate special requests to deans for funding
Encourage submission by faculty of grant and contract proposals
Reallocate space and support staff to meet changing needs and requirements
Administer funds generated by DE programs

6. Facilities and Office Personnel Management
Manage department facilities, including inventory control
Initiate and supervise new construction projects and renovation, as necessary
Provide for building security, safety, and maintenance, including grounds
Hire, supervise and evaluate selected staff
Supervise department personnel, record-keeping, and accounting functions
Compile information for productivity reports

7. Professional Development
Foster the development of each faculty member’s interests and talents, blending these efforts into a functional program
Encourage faculty personnel development, including participation in self-improvement programs, faculty development leaves, consulting, and international experiences
Foster excellence in teaching, research, extension, and service
Promote affirmative action
Encourage faculty to contribute to the enhancement of the department’s and institution’s visibility and reputation

8. Personal Development
Keep current with developments in field of expertise
Contribute to productivity and reputation of the department through participation in the department’s programs in instruction, research, extension, and/or service
APPENDIX B

CONFIDENTIAL

Evaluation of Prospective Faculty

You are invited to evaluate the candidate according to the requirements and qualifications stated for this position and his/her suitability to serve in the role. These evaluative comments will be kept confidential, summarized for use by the Chair of the Entomology & Nematology Department, and then destroyed.

Please indicate your rating and comments and return this form as soon as you have completed the interviewing process. Your help in this important matter is very much appreciated. Additional comments are very useful.

Candidate: ____________________________
Position: ____________________________
Rating: ________ Recommend highly and without reservation
           ________ Recommend with reservation
           ________ Do not recommend

Please state what factors influenced the above rating:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Other comments regarding this candidate’s suitability for the position:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Contact with candidate (circle those that apply):
1. Did you review the candidate’s application packet? Y/N
2. Did you attend the candidate’s seminars? Y/N
   a. Teaching / Research / Extension
3. Did you have individual contact with the candidate? Y/N
   a. Meal / social / lab visit / group faculty visit

Submitted by: ______________________________________________________________
Name  Unit  Date

Please return form by email or FAX, marked confidential, by _________ to Blair Siegfried: bsiegfried1@ufl.edu
FAX: (352) 392-0190
APPENDIX C

Mentoring and Three-Year Review of Junior Faculty

1. All tenure-track faculty must select a mentoring committee composed of at least two tenured faculty members from within the Entomology & Nematology department (with additional members from outside the department, if appropriate). Faculty mentors should be chosen based on their expertise and Research/Teaching/Extension assignment.

2. Mentees should provide their mentoring committee members with their annual plan of work and report of accomplishments.

3. Mentors provide an annual written assessment of the mentee’s progress towards tenure to the tenure-track faculty member.

4. A mid-career review will be conducted for faculty members in the tenure probationary period no later than the close of the third year of academic service.

5. Junior faculty will prepare a packet documenting their achievements (without external letters).

6. The packet will be emailed to all tenured departmental faculty who are invited to review the packet and provide written comments to the Chair.

7. The Chair synthesizes faculty comments and shares this assessment with the tenure-accruing faculty member.

8. The Chair’s letter and the faculty assessment letter accompany the three-year packet to IFAS Administration.
ENTOMOLOGY-NEMATOLOGY PEER ASSESSMENT OF TEACHING

College of Agricultural and Life Sciences guidelines for Peer Assessment of Teaching are located here: http://cals.ufl.edu/faculty-staff/documents/Peer-Teaching-Assessment(7-15-15).pdf

All faculty should read the current Peer Teaching Assessment Procedures, much of which is repeated below in this appendix.

All faculty should read the current CALS Guidelines for the Teaching Section of the Tenure and Promotion package here: http://cals.ufl.edu/faculty-staff/staff-resources.php

Goals
The principal goal of peer assessment of teaching in CALS is to enhance a faculty member’s instructional performance. Specific objectives of peer teaching assessment are:

1. Promote improvement of instructor performance and effectiveness through a holistic assessment process.
2. Provide feedback to the instructor, based on a variety of performance criteria, which can be used to improve teaching and learning.
3. Encourage instructional innovation and self-reflection.

Process
The teaching assessment process is divided into the following steps: 1) teaching portfolio preparation; 2) selection of teaching peer assessment committee; 3) pre-observation dialogue; 4) peer in-class observations (repeated); 5) post-observation dialogue (repeated); 6) completion of post-observation write-up and action plans; and 7) follow-up observations.

The teaching peer assessment committee is responsible for: 1) evaluating the instructor’s course materials; 2) providing consistent and constructive feedback for improvement through repeated peer observation of the instructor’s teaching; 3) collaborating with the instructor to develop post-observation write-ups and action plans for instructional improvement; and 4) preparation of the teaching peer evaluation narrative for the instructor’s T&P packet.

Documentation
One of the critical outputs of teaching peer assessment is the generation of post-observation write-ups and action steps that, when implemented, are intended to positively affect an instructor’s teaching and enhance student learning. The action steps require follow-up observation to assess changes in an instructor’s teaching. Peer observation should be repeated during the period that a course is taught. Note that it is the responsibility of the faculty member being assessed to decide when the teaching assessment process is to be initiated, including establishment of the peer teaching
assessment committee.

Each instructor should schedule the teaching assessment as early as possible during the semester of observation and/or the period of employment to allow sufficient time for multiple peer observations, implementation of action plans and allowance for follow-up peer observations.

The teaching portfolio required for peer teaching assessment differs from the Educational Portfolio in the UF tenure and promotion package, which includes evidence of impact and achievement of the instructor’s educational goals and materials from the instructor’s teaching program. Please refer to the current CALS guidelines for preparing the Educational Portfolio section of the UF Tenure and Promotion package.

Teaching portfolio

1. Teaching philosophy statement
2. Course syllabi (for each course being observed)
3. Representative ungraded quizzes and exams
4. Final grade summaries
5. Instruction-related teaching materials including representative handouts,
6. study guides, published materials (both peer and non-peer reviewed),
7. computer software or video media
8. Course websites
9. Effective techniques or aids to teaching
10. Evidence for previous course revision/improvement and self-improvement

Teaching Peer Assessment Committee Composition and Selection
The chair, the center director (for those faculty at Research and Education Centers), and the instructor will collaboratively seek out committee members during the semester before peer assessment will take place. The committee should consist of at least three members. One of the members of the faculty’s mentoring committee who has an interest in teaching should be asked to serve on the committee. The department chair should request that one of the assessment committee members serve as the chair. It is recommended that at least one of the committee members be from an outside department. If possible, at least one member, if not more, of the initial peer assessment committee should serve on subsequent committees.

The role of the peer assessment committee is to assess classroom or online instruction. Committee selection and assessment procedures are the same for tenure-track and non-tenure track teaching faculty. Committee members assess the instructor in a given semester, and provide a verbal debrief and input on an action plan for instructional improvement. For third-year progress assessment and tenure and promotion reviews, a formal assessment report is developed by the committee, in addition to the verbal debrief and action plan.
**Timeframe for Peer Teaching Assessment**

This peer assessment process emphasizes assessing an instructor’s overall teaching program, one course at a time. Graduate and undergraduate courses, in an instructor teaches at both levels, should be assessed. This may mean that multiple courses would be assessed over an instructor’s teaching career but not necessarily in the same semester.

1) **New (non-tenured) tenure-track faculty:** Peer teaching assessment should be completed at least twice (one undergraduate and one graduate, or two undergraduate or two graduate) before the instructor’s third-year assessment and once more prior to submitting his/her tenure and promotion packet.

2) **Tenured faculty:** A minimum of two peer teaching assessments should be completed within each five year period.

3) **Non-tenure track faculty:** A minimum of two peer teaching assessments should be completed within each five year period.

**Initial Teaching Peer Assessment Committee Meeting**

Each committee member should be provided with a copy of the instructor’s teaching portfolio and access to the online course management system prior to scheduling a peer assessment committee meeting. The purpose of this meeting is to help the members understand the context for the instructor’s course(s) and review course materials. Other objectives of this meeting are to review the course history, goals, organization, teaching strategies, student learning objectives, past problems and perceived strengths. The schedule and number of observations to be conducted can be agreed upon during this meeting. Evaluation criteria can be discussed by both instructor and observers, based on needs expressed by the instructor, previous observations, student evaluations or other methods of feedback.

Information to be provided to the committee should include:

1. What knowledge, skills, and attitudes do you expect from incoming students?
2. What knowledge, skills, and attitudes from students who have completed the course?
3. Type of course and role in curriculum
   a. lecture / activity / seminar / laboratory / other
   b. required / general education / elective / personal interest
   c. developmental / lower division / upper division / graduate
   d. role in degree program (critical / introductory)
   e. technology: computers / distance / other
   f. student population (e.g., number of students, mix, other)
   g. role of observed class in course or program (previous, future)
   h. length of lecture / times per week
   i. recent changes in program / course / student outcomes

**Teaching Peer Assessment Committee Observations**

The observer’s data collection should be specific, accurate, descriptive, and relate to the goals that are defined by the instructor being observed.
Due to the statewide and geographically dispersed nature of the teaching program, it is recognized that actual in-person class observations may not always be possible and may be substituted by viewing web-based materials, and/or by participating remotely via PolyCom. It is important that the method of observation be listed for each peer observer.

Among the items to be recorded are:

- The instructor’s teaching goal(s) for that date.
- Specific teacher instructional activities and behaviors related to these goals.
- Specific student learning and behaviors related to these goals.
- Positive behaviors/outcomes observed.
- Areas in which the observer believes the instructor has improved.
- Areas that could be further improved.
- Action plan for change.

**Follow-up Instructor/Observer Meeting**

The post-observation dialogue is designed to allow the instructor and observer to review the observations regarding the goals(s) the instructor set. This dialogue should focus on helping the instructor to understand the events that transpired during the observed class sessions. The post-observation dialogue should occur as close to the time of the observation as possible. In order for the instructor to make effective changes to teaching, peer feedback should be: specific, focused, concrete, action-oriented, accurate, clear, honest and positively phrased.

Each observer should look for changes in the instructor’s teaching based on the agreed upon action steps from the previous observation. Follow-up observations are essential to gain an accurate picture of the improvement of teaching over time. The observer should provide the write-ups, action steps and results of the follow-up observations to the teaching peer assessment committee chair. This information will be critical to construct the teaching peer assessment narrative.

**Teaching Peer Evaluation Narrative**

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). The peer assessment narrative is prepared by the peer teaching assessment committee based on the candidate’s teaching accomplishments, course materials, peer observations, and teaching evaluations. The committee chair will transmit the peer assessment report to the unit administrator and the instructor. The narrative should be no more than three pages in length and will be reviewed by the unit administrator before being inserted as section 10-C of the Tenure & Promotion document.

The peer evaluation narrative should be a compilation/summation of the information generated during the teaching assessment and include the following components:

- Peer assessment committee membership and a brief summary of the procedures followed in preparing the narrative;
• Description of course(s) evaluated;
• Summative assessment of course syllabi and materials with indications of changes made for improvement;
• Summative assessment of course planning, organization, content, and improvement;
• Summative assessment of class presentation and delivery, including peer observation, student evaluations and student comments, with indications of changes made for improvement;
• Specific examples (evidence) of collaborative instructor/peer observer action plan development, implementation of actions steps with follow-up assessments of resultant changes in instructor’s teaching
Appendix: What to Look for When Observing Teaching

The Peer Observation for Teaching Assessment system assumes that the observer is well-versed in the science of teaching and learning. Obviously that cannot always be a safe assumption. Therefore, observers will find the following recommendations helpful in focusing on instructor behaviors that are associated with student learning.

The list of instructor behaviors can be helpful as the instructor and observer determine what to look for during the observation. The observer can also use similar terminology when preparing the post-observation written summary.

1. Planning and Organization

- Instructor prepares and makes use of daily and long-range plans having specific objectives in mind.
- There is evidence that the instructor’s overall assignments are clear and purposeful as they pertain to the aims of the goals of the course.
- The instructor is sufficiently interested in what he/she is doing so that he/she is able to make plans that will interest the students.
- The instructor was well-prepared for class.
- The instructor had a thorough knowledge of the subject.
- Course goals and objectives were clearly communicated to the students.
- Presentations were well-organized.
- The instructor is flexible in use of teaching plans. Instructor shows ability to meet challenges presented by interaction with students.
- The instructor centers teaching on individual needs of the students.
- The instructor plans meaningful activities and involves students in their learning.

2. Teaching Strategies

- Instructor guides and directs the learning process although all activities are not instructor centered.
- Instructor has initiative, can keep the class moving, and is well prepared to meet situations that may arise at the spur of the moment.
- Instructor stimulated interest in the course topic.
- Instructor used a variety of teaching strategies.
- Teaching methods used were appropriate for the class objectives.
- Instructor stimulated independent thinking.
- Instructor led class discussion skillfully.
- Instructor helped clarify difficult materials.
- Instructor used questions to obtain student participation in the lesson.
- Instructor’s questions helped the students to think and reason, to make judgments, and to analyze problem situations rather than emphasize memorization.
- Instructor selected appropriate instructional materials for the lesson.
Instructor effectively used the selected instructional materials.
Student practice and application were parts of the teaching-learning process.
Instructor selects an appropriate strategy to develop a particular concept.
Instructor recognizes differences in capacities and interests of students and selects relevant content and materials to meet the needs of all individuals.
Instructor uses a variety of techniques appropriate for evaluation of student progress.

3. Instructor Enthusiasm

- The instructor aroused the interest of the students in the lesson by helping them see the importance of the lesson in terms of their needs.
- The instructor maintained the interest of the students in the lesson by appealing to various student interests and values, and by varying the types of student participation.
- Instructor enjoys his/her work.
- Instructor possesses ability to inspire enthusiasm, demonstrates initiative, has self-confidence, and is aware of individual and group feelings.
- Instructor displays warmth and friendliness in classroom.
- A spirit of shared enthusiasm is evident in the class.
- Students are motivated by instructor’s enthusiasm.
- Class is lively and students are attentive.
- Students respect instructor.
- Students respect other students.
- Students respect the opinions of others in group discussions.
- Instructor seemed interested and enthusiastic about the course topic.

4. Instructor Motivation

- The instructor, by his or her presentation, arouses interest.
- The instructor praises work well done, shows an interest in student progress, and helps those needing special attention.
- The instructor attempts to keep interest at a high level.
- The instructor arouses the curiosity, interest and special aptitudes of pupils and inspires them to explore.
- The instructor varies methods and approaches to subject matter presentation.
- The instructor stimulated interest in the course topic.
- The instructor motivates students to reach levels of performance consistent with their abilities.
- The instructor uses diagnostic techniques frequently as a guide for instruction, and as a motivator for learning.

5. Student Engagement
• Instructor recognizes good work by giving praise for sincere effort and good results by student.
• Instructor’s behavior is unbiased; no excessive criticism of individual pupils.
• Instructor uses common sense and remains fair and tolerant.
• Instructor is cordial, friendly, courteous and sympathetic towards pupil feelings.
• Instructor respects opinion of others.
• Instructor is aware of student needs.
• Instructor displays evidence of good judgment, poise, and assurance.
• Instructor recognizes all individuals are different and uses a variety of techniques and ideas to help all pupils.
• Instructor encourages individual effort and creativity.
• Students give and take suggestions freely; they share experiences and knowledge through discussion.
• The majority of the students show genuine interest in the activity being conducted.
• Students are able to attack assignments promptly and successfully following instructor directions.
• Students feel free to discuss, argue and even disagree.
• Students show evidence of having being taught how to work as individuals and as members of a group.
• Instructor’s explanations were clear and concise.
• Instructor answered questions carefully and clearly.
• Instructor’s rapport with students was good.
• Students were actively involved in the class session.
• Instructor stimulates student thinking, reasoning, analysis and judgment.
• There was evidence of positive inter-personal relationships between individual students, the instructor and the group.
• Instructor is patient and self-confident.
• The students were given practice in problem definition, exploration of alternatives, collection and evaluation of factual information (supervised study), and the defense of conclusions or decisions.
• There was satisfactory “emotional tone”, congeniality, and rapport in the teaching learning situation.

6. Credibility

• Is the instructor competent in the course content area?
• Is the instructor confident when responding to student questions?
• Is the instructor an authority on the subject?
• Can the instructor admit an error or insufficient knowledge?
• Is the instructor able to utilize criticism constructively?

7. Content

• Is the text integrated into classroom instruction?
• Is current course content related to the past and future?
• Are course objectives related to real-life needs?
• Are examples used to make instruction more meaningful?
• Are a variety of views expressed on the topic?
• Is theory applied to problem solving?
• Are multiple levels of cognition employed?
• Are difficult terms and concepts adequately explained?
• Is the information up-to-date and relevant?
• Are assignments clearly related to course objectives?
• Are assignments and expectations clearly explained?
• Are facts and concepts from related fields employed to clarify the lesson?

8. Interaction

• Are student questions, comments, debate and other involvement encouraged?
• Are adjustments made in course content and pace based on student feedback?
• Are student questions answered clearly and directly?
• Does the instructor give adequate time for students to respond to questions?
• Does the instructor refrain from answering his/her own questions?
• Does the instructor respond to incorrect answers positively?
• Are students encouraged to respond to one another’s questions?
• Are cues provided to assist students with difficult questions?
• Is relevant discussion allowed?
• Are diverse points of view used to stimulate discussion?
• Are challenging questions presented to facilitate discussion?

9. Laboratories

• Are directions and procedures clearly explained?
• Is the goal of the activity clearly identified?
• Are the supplies and equipment necessary to perform the task readily available?
• Is there room for individual expression?
• Is prompt attention given to individual problems?
• Is the activity safe?
• Is the activity carefully supervised?
• Are students given enough time to complete the activity?
• Is an adequate demonstration performed to give direction?
• Is time allotted to allow for discussion of results?
• Are the students’ skill levels and the difficulty of the activity matched?
• Does the activity provide for dialogue between peers and the instructor?
• Is there sufficient time for clean-up?
APPENDIX E

Criteria for Awarding Graduate Faculty Status in Entomology & Nematology

**Graduate School Policy** (complete policy at [http://graduateschool.ufl.edu/faculty-staff/resources/graduate-faculty/](http://graduateschool.ufl.edu/faculty-staff/resources/graduate-faculty/))

All faculty in the United Faculty of Florida bargaining unit are automatically granted graduate faculty status upon hire in tenure-track or tenured positions. This may soon extend beyond the in-bargaining unit faculty to IFAS and Medical School faculty. In the meantime, the current procedures are shown below:

**Graduate School Procedures**
- Provide complete CV
- Discussion at a faculty meeting and 2/3 faculty vote
- Chair endorsement
- Graduate School review

**Departmental Guidelines for Awarding Graduate Faculty Status**

Privileges conferred by Graduate faculty status – ability to chair student committees (Master’s and doctoral committees). Responsibilities – understand and follow the graduate education policies of the department and the Graduate School, and commit to frequent and conscientious mentorship of graduate students in the department. Graduate faculty status is automatically removed upon resignation, termination, or retirement from the University of Florida, unless committee service is needed beyond retirement. Graduate status is conferred with a 2/3 vote of budgeted Entomology & Nematology faculty with graduate faculty status. This will be done by anonymous Qualtrics survey and a positive vote will be 2/3 of the votes cast, regardless of the number of faculty voting.

**Training and Preparation**

Talk with the Graduate Coordinator and members of mentoring committee; read the departmental Graduate Handbook and major academic milestones document; attend UF- or CALS-sponsored mentoring workshop if/when it becomes available.

**A. Newly-hired tenure track or tenured Entomology & Nematology faculty**
- No need for Graduate Committee review.
- Recommend serving as a member on a committee prior to serving as the chair of a committee.
- Provide CV prior to faculty vote.

**B. Entomology & Nematology faculty hired into non-tenure track positions**
e.g., Assistant Research Scientist, Assistant Extension Scientist
• Provide CV and cover letter requesting graduate faculty status.
• Within the letter, provide evidence of: 1) student research mentorship, 2) quality and quantity of peer-reviewed publications, 3) a developed or developing independent research program and service to the Department, 4) continued expectation of contribution to graduate student mentoring at UF, and 5) names of three references who may be contacted.
• Except in exceptional circumstances, complete service on one graduate committee as a member before serving as the chair of a committee.
• Graduate Committee will review and recommend to the faculty who will then vote by Qualtrics survey.

C. Affiliate faculty (other departments within the University)
• Provide CV and cover letter requesting graduate faculty status.
• Document in the cover letter or CV service on at least one thesis/dissertation committee as a special member.
• Within the cover letter, provide evidence of: 1) student research mentorship, 2) quality and quantity of peer-reviewed publications, 3) a developed or developing independent research program, 4) continued expectation of contribution to graduate student mentoring at UF, and 5) names of three references who may be contacted.
• Graduate Committee will review and recommend to the faculty who will then vote by Qualtrics survey.
• Graduate committee will re-evaluate continued graduate faculty status every five years or upon change of employment status.

D. Courtesy faculty (scientists not employed by UF)

In most cases, graduate faculty status is not warranted for graduate committee service. Many courtesy faculty are appointed for one committee and then do not serve again. Special member status is appropriate for this type of service. Courtesy faculty who expect to serve repeatedly on student committees may request graduate faculty status.

• Provide CV and cover letter requesting graduate faculty status.
• Document in the cover letter or CV service on at least one thesis/dissertation committee as a special member.
• Within the cover letter, provide evidence of: 1) student research mentorship, 2) quality and quantity of peer-reviewed publications, 3) a developed or developing independent research program, 4) continued expectation of contribution to graduate student mentoring at UF, and 5) names of three references who may be contacted.
• Graduate Committee will review and recommend to the faculty who will then vote by Qualtrics survey.
• If status is granted, courtesy faculty must have a budgeted Entomology and Nematology graduate faculty member serve as co-chair of committees they chair to provide guidance on departmental, college and university academic policy.

• Graduate committee will re-evaluate continued status every five years or upon change of employment status. Graduate faculty status is revoked automatically upon retirement, termination, or resignation.