

# COS TIP Workshop

1/30/19

Zack Knauer



# Agenda

- General TIP Information
- Application Contents
- Tips on TIPS
  - General Advice
  - Committee Trends
- Electronic System Navigation
- Q & A

# General TIP Information

- Teaching Incentive Program
  - Recognizes teaching productivity and excellence
- Resources:
  - UCF Faculty Excellence website: (schedule, application contents, etc.)
  - <https://facultyexcellence.ucf.edu/recognition/teaching-incentive-program/>
  - COS Faculty Affairs website:(past workshops, bookmarks, combine PDFs, etc.)
  - <https://sciences.ucf.edu/faculty-affairs/awards/teaching-incentive-program/>
- For 2019-20 COS may award up to 14 TIP awards
- Approximately 64 people have stated intent to apply
- Electronic application system open 2/3
- Application deadline 2/17, 11:59pm
- You must inform Zack that you intend to apply

# Application Contents

<https://facultyexcellence.ucf.edu/files/2019/11/UCF-TIP-Procedures-2019-20-1.pdf>

- More concise application than in previous years (as of 2017-18)
- **Application Sections: Text Boxes**
  - **Teaching and Learning Philosophy Statement**: (500 words)
    - Text box with highest word count. It may be the best place utilize space
    - Your philosophies, how you implement them, effectiveness/impact
  - **Summary of Instructional Activities**: (300 words)
    - Talk about activities and why they are important
  - **Impact of Instruction, Including Evidence of Student Learning**: (300 words)
    - Demonstrate impact. Learning gains. Evidence of student learning.

The three text boxes are probably the most important part of the application. They are the first thing that the committee members will read. Provide what is expected in each box but also use them to make your case.

# Application (2)

- **Application Sections: Attachments**
  - **Current Curriculum Vitae**
    - Tailor your CV for the award (highlight teaching, last 4 years)
    - This is the one section that doesn't have any restrictions (i.e. format)
  - **Annual Assignments**
    - AA-46 form (FTE in research, teaching, service)
    - Single PDF, last 4 years in descending order (2018-19 through 2015-16)
    - Include cover page with summary table and brief context as needed.
    - Some units provide an AA-46 every semester some do it once per year
    - Ask your department HR person if you need copies
  - **Annual Evaluations**
    - AA-17 form (yearly chair eval. Rating teaching, research, service)
    - Same instructions as above for annual assignments
    - Include the whole document. You do not need to redact anything

# Application (3)

- **Application Sections: Attachments**
  - **Course Assignments**
    - List of all courses taught 2018-19 through 2015-16
    - Can access through Pegasus Mine Portal (Faculty Courses or TIP Report)
      - <https://pegmine.ikm.ucf.edu/> > log in > Faculty > Faculty Courses
    - May want to make your own table (perhaps also include official printout)
  - **Student Evaluations (SPIs)**
    - Include 1-2 page summary with table/graph and brief explanation as needed.
    - Single PDF, summaries of each course last 4 years in descending order (2018-19 through 2015-16)
    - Comments optional, but if you want to include comments for a course section include all comments for that course section.
    - Ask your department HR person if you need copies

# SPI Overall Summary Page

University of Central Florida's Student Perception of Instruction, TERM REDACTED

DEPARTMENT REDACTED, College of Sciences

Instructor Summary for INSTRUCTOR NAME REDACTED

## Overall

Question	% Excellent 5	% Very Good 4	% Good 3	% Fair 2	% Poor 1	N	Mean	Std Dev	Overall Dept Mean	Overall College Mean	Overall UCF Mean
1. Effectiveness organizing the course	████	████	████	████	████	█	████	████	4.23	4.10	4.16
2. Effectiveness explaining course requirements, grading criteria, and expectations	████	████	████	████	████	█	████	████	4.26	4.12	4.16
3. Effectiveness communicating ideas and/or information	████	████	████	████	████	█	████	████	4.20	4.03	4.10
4. Effectiveness showing respect and concern for students	████	████	████	████	████	█	████	████	4.32	4.18	4.25
5. Effectiveness stimulating interest in the course	████	████	████	████	████	█	████	████	4.17	4.01	4.09
6. Effectiveness creating an environment that helps students learn	████	████	████	████	████	█	████	████	4.18	4.04	4.11
7. Effectiveness giving useful feedback on course performance	████	████	████	████	████	█	████	████	4.08	3.97	4.07
8. Effectiveness helping students achieve course objectives	████	████	████	████	████	█	████	████	4.18	4.04	4.12
9. Overall effectiveness of the instructor	████	████	████	████	████	█	████	████	4.20	4.05	4.12

# SPI Course-Section Summary Page

University of Central Florida's Student Perception of Instruction, TERM REDACTED

DEPARTMENT REDACTED, College of Sciences

COURSE NUMBER AND NAME REDACTED

INSTRUCTOR NAME REDACTED

Number of Students Enrolled: 23

Question	% Excellent 5	% Very Good 4	% Good 3	% Fair 2	% Poor 1	N	Mean	Std Dev	Overall Dept Mean	Overall College Mean	Overall UCF Mean
1. Effectiveness organizing the course	████	████	████	████	████	█	████	████	4.23	4.10	4.16
2. Effectiveness explaining course requirements, grading criteria, and expectations	████	████	████	████	████	█	████	████	4.26	4.12	4.16
3. Effectiveness communicating ideas and/or information	████	████	████	████	████	█	████	████	4.20	4.03	4.10
4. Effectiveness showing respect and concern for students	████	████	████	████	████	█	████	████	4.32	4.18	4.25
5. Effectiveness stimulating interest in the course	████	████	████	████	████	█	████	████	4.17	4.01	4.09
6. Effectiveness creating an environment that helps students learn	████	████	████	████	████	█	████	████	4.18	4.04	4.11
7. Effectiveness giving useful feedback on course performance	████	████	████	████	████	█	████	████	4.08	3.97	4.07
8. Effectiveness helping students achieve course objectives	████	████	████	████	████	█	████	████	4.18	4.04	4.12
9. Overall effectiveness of the instructor	████	████	████	████	████	█	████	████	4.20	4.05	4.12



# Application (4)

- **Application Sections: Attachments**
  - **Examples of Teaching Products (Max 3 attachments)**
    - Examples should be from the last 4 years
    - Should provide evidence for things you have stated in the application
    - Examples (syllabi, teaching tools, documentation of awards/recognition, evidence of student learning/gains, etc.)
    - Can combine like items and include as a single attachment (strategically)
    - Can include a cover page explaining what is in the attachment and it's importance
    - For longer documents utilize bookmarks, table of contents, links, etc.
    - Emphasis on quality over quantity

# Tips on TIPS

## General Advice

- Follow the guidelines/criteria (word counts, timeframe, section contents)
- Put yourself in the committee members' shoes
- What sets you apart? Find your niche. Focus on strengths/advantages
- Contextualization/Presentation
  - Clear, concise, organized, readable / convenient visuals / provide explanation
- Cross discipline appeal/understanding
- What have you done to improve teaching and/or student learning
- Provide evidence
- Explain impact
- Learn from not winning / use feedback
- Project your enthusiasm for teaching
- Utilize colleagues – 2<sup>nd</sup> set of eyes / past winners / former committee members
- Always be thinking about it – Keep a file update it continuously

# Positive Committee Feedback

- Advising/Mentoring/Supervision (students/faculty) (64)
- Strong evaluations (relative to discipline/course/etc.) (47)
- Course/Program/Curriculum – Development/Revision (38) ↑
- Impact on student success (recognitions/awards/learning) (37) ↑
- Efforts to improve teaching (attend/implement) (36) ↑
- Innovative/Diverse teaching methods/techniques/assignments (35) ↑
- Publishing/Presenting/Collaborating with students (34)
- Development/Leadership related to Teaching Materials or Education Programs (22) ↑
- Grad/UG coordinator, program director, etc. (17)
- Teaching/Education Research (Grants/Publications) (14)
- Strong Narrative sections (text boxes) (14) ↑
- Recognition and Awards (14) ↑
- Outreach (K-12 work, etc.) (13) ↑
- Strong student support (SPIs, letters, etc.) (11) ↑
- Strong Supporting Materials (10)
- Outside of classroom activities (club advising, etc.) (8)
- Involvement in experiential/service learning (5)
- Excellence while handling large teaching load (5)
- Well Organized/Presented (4)
- Good contextualization of evals or other materials (4)

\*Numbers in parenthesis indicate how many times the topic was mentioned among feedback of folders in the past cycles. (2017-18 forward)

# Constructive Feedback

- More effective use of application materials (provide evidence, context, etc. (37) ↑
- Better organization/presentation (whole file or specific section) (33) ↑
- Stronger evidence of efforts to improve teaching (attend/implement) (31)
- More evidence of impact on student success (learning/recognition) (25)
- Stronger case for exceptionality of record and/or why award is deserved (24) ↑
- Stronger student evaluations (and/or better contextualization) (20)
- Full/Better use of text box sections (13) ↑
- Contextualization of Chair evaluations (6)
- Greater focus on teaching (traditional vs. mentoring etc.) (5)
- More time for the record to mature (3)
- Greater evidence of activities/contributions outside of the formal classroom (2)
- Clearer focus on the years of the award period (2)

\*Numbers in parenthesis indicate how many times the topic was mentioned among feedback of folders in the past cycles. (2017-18 forward)

# Electronic System Navigation

## Applicant Training Manual

[https://facultyexcellence.ucf.edu/files/2019/12/TIP\\_Candidate\\_Training-Manual-REV-12-20-19-.pdf](https://facultyexcellence.ucf.edu/files/2019/12/TIP_Candidate_Training-Manual-REV-12-20-19-.pdf)

System opens 2/3/20

Recommended that you log in and at least start your dossier well before the 2/17 deadline to ensure that you are loaded into to the system and that you don't encounter any technical issues.



**Questions?**

