

# COS TIP Workshop

2/1/21

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/award/teaching-incentive-program/>
  - COS Faculty Affairs website:(past workshops, bookmarks, combine PDFs, etc.)
    - <https://sciences.ucf.edu/faculty-affairs/awards/teaching-incentive-program/>
- For 2020-21 COS may award up to 16 TIP awards
- Approximately 74 people have stated intent to apply
- Electronic application system open 2/1
- Application deadline 2/15, 11:59pm
- You must inform Zack that you intend to apply

# Application Contents

<https://facultyexcellence.ucf.edu/award/teaching-incentive-program/>

- **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, effectiveness/impact
  - **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 academic 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 (2019-20 through 2016-17)
    - Cover page – 1-page includes summary table and any needed context
    - Some units provide an AA-46 every semester some do it once per year
    - Ask your department/school 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 2019-20 through 2016-17
- 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 (2019-20 through 2016-17)
- 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
    - 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 its 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

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

- Advising/Mentoring/Supervision (students/faculty/HIM/etc.) (94)
- Effectiveness/Impact on student success (recognitions/awards/learning) (74) ↑
- Strong evaluations (relative to discipline/course/etc.) (57)
- Course/Program/Curriculum – Development/Revision (57)
- Innovative/Diverse teaching methods/techniques/assignments (51) ↑
- Efforts to improve teaching (attend/implement) (49) ↓
- Publishing/Presenting/Collaborating with students (47)
- Development/Leadership related to Course Prep/Teaching Materials/Ed. Programs (40)
- Grad/UG coordinator, program director, etc. (19)
- Teaching/Education Research (Grants/Publications) (17)
- Outside of classroom activities (club advising, etc.) (17) ↑
- Strong Narrative sections (text boxes) (16)
- Outreach (K-12 work, etc.) (16)
- Strong student support (SPI comments, letters, etc.) (15)
- Strong Supporting Materials (12)
- Excellence while handling large/varied teaching load (11) ↑
- Involvement experiential/service learning (10)
- Well Organized/Presented (5)
- Good contextualization of evals or other materials (4)

# Constructive Feedback

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

- Stronger evidence of efforts to improve teaching (attend/implement) (50)
- More effective use of application materials (provide evidence, context, docs) (45)
- Stronger case for exceptionality of record and/or why award is deserved (44) ↑
- More evidence of impact on student success (learning/recognition) (39) ↑
- Better organization/presentation (whole file or specific section) (33) ↓
- Stronger student evaluations (and/or better contextualization) (21)
- Full/Better use of text box sections (18)
- Greater focus on teaching (in classroom instruction ,materials, etc.) (14) ↑
- Contextualization of Chair evaluations (7)
- More/stronger discussion/examples of pedagogy, strategies, methods, etc. (6) ↑
- Clearer focus on the years of the award period (5) ↑
- Greater evidence of program contributions/leadership (design, revision, etc.) (5) ↑
- More time for the record to mature (4)
- Greater evidence of activities/contributions outside of the formal classroom (3)

# Interesting Committee Comments

- “For example, the committee liked the improvements in SPIs over the award period.”
- “The committee noted... strong and improving SPIs...”
- “While overall, the committee constructive feedback includes improving SPIs and professional development, the committee did want to also note that they recognize that the applicant does seem to be working on those areas and is making progress in the right direction.”

# PDF Prep

## [How to Combine PDFs](#) (COS Faculty Affairs Site under P&T)

- Option 1: Combine PDFs.
- Option 2: Insert Pages.
- Option 3: Convert to word, copy and paste, save as PDF (not ideal)
- Option 4: Print documents, put together, scan as a single document (not ideal)

**Do not** combine files into PDF Portfolios. Just use standard PDF documents.

- To make sure you are not saving as a Portfolio, when in the “Combine Files” screen. Click “options” and make sure “Save as PDF Portfolio” is NOT checked.

Beware of disappearing signatures.

- If a document was prepared and signed electronically, sometimes the signatures will disappear when combining files.
- To avoid this, you can first “print to PDF” the original document, and then combine them as needed. (Just go to print the document as usual, then on the print menu change the printer to “Microsoft print to PDF” before printing)



# Electronic System Navigation

## Applicant Training Manual

[https://facultyexcellence.ucf.edu/wp-content/uploads/sites/9/2020/12/TIP\\_Candidate\\_Training-Manual-REV.12.2020.pdf](https://facultyexcellence.ucf.edu/wp-content/uploads/sites/9/2020/12/TIP_Candidate_Training-Manual-REV.12.2020.pdf)

System opens 2/1/21

Recommended that you log in and at least start your dossier well before the 2/15 deadline to ensure that you are loaded into the system and that you don't encounter any technical issues.

Recommended that you submit before 5pm on 2/15 if you are ready. Deadline is 11:59pm, but there will not be anyone available after 5pm if you encounter submission issues. If there are issues take a screen shot of error message and email to Zack.



# Questions?