

# COS TIP Workshop

1/31/22

Zack Knauer



# Agenda

- General TIP Information
- Application Contents
- Tips on TIPS
  - General Advice
  - Committee Trends
- PDF Prep & 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/>
- For 2021-22 COS may award up to 16 TIP awards
- Approximately 72 people have stated intent to apply
  - (last year 74 expressed intent 57 applied)
- Electronic application system open 1/31
- Application deadline 2/14, 11:59pm
- Check system to make sure you have access

# 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 philosophy, how you implement it, effectiveness/impact

- **Summary of Instructional Activities:** (300 words)

- Talk about activities and why you do those things, importance, etc.

- **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 and 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 (2020-21 through 2017-18)
    - 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, last 4 years. 2020-21 through 2017-18
  - Order not specified, can use ascending or descending order.
- Can access through Pegasus Mine Portal (Faculty Courses or TIP Report)
  - <https://pegmine.ikm.ucf.edu/>
    - Must be on UCF VPN even if on campus.
  - log in
  - From left menu pane click Faculty then Faculty Courses
  - This report includes all courses from earliest to most recent
    - May want to make your own table (perhaps also include official printout)

# Application (4)

- **Application Sections: Attachments**
  - **Student Evaluations (SPIs)**
    - Include 1-2 page summary with table/graph and brief explanation or context as needed.
    - Single PDF, summaries of each course last 4 years in descending order (2020-21 through 2017-18)
      - Include the overall summary for each term, and the summary for each specific course section.
      - You do not need the summaries for lower-level, upper-level, small classes, large classes, etc.
    - Comments optional (recommended)
      - If you 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
      - Recommend sticking with academic years for consistency (2017-18 through 2020-21)
    - Provide evidence for things you have stated in the application
    - Examples (syllabi, teaching tools, assignments, 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
- Project your enthusiasm for teaching
- Utilize colleagues – 2<sup>nd</sup> set of eyes / past winners / former committee members
- Learn from not winning / use feedback
- Always be thinking about it – Keep a file update it continuously

# Positive Committee Feedback

Positive Committee Comments	Times Mentioned	Position
Advising/Mentoring/Supervision (students/faculty, HIM, Grad, etc.)	90	
Effectiveness/Impact on Student success (recognitions, awards, learning.)	71	
Innovative/Diverse teaching methods/techniques/assignments	64	up
Course or Program development / Curriculum Revision	47	
Efforts to improve teaching / Pro Dev. (attend/implement)	47	
Course prep/Teaching Materials/Programs Development or Leadership	45	up
Strong or improved evaluations (relative to discipline/course/etc.)	41	down
Publishing/Presenting/Collaborating with students	31	
Strong Philosophy, Instruction Activities, and/or impact section	24	up
Excellence while handling large/varied teaching load	19	up
Involvement in experiential or service learning activities	16	up
Strong student support	16	
Recognitions and Awards	14	up
Outside of Classroom activities (club advising, etc.)	13	down
Strong supporting materials	13	
Teaching/Education - Research/Grants/Publications	10	down
Teaching Related Service/Outreach (K-12 work, etc.)	9	
Good contextualization of evals or other materials	8	
Grad/Undergrad Coordinator, Program Director, etc.	7	down
Well Organized/Presented	7	
Clear Enthusiasm for teaching	4	new
Good comparisons to unit expectations	1	new

Number of times a topic was mentioned in notification letters over the past 3 years, and position relative to where item was on last year's list.

# Constructive Feedback

Constructive Feedback Notes	Times Mentioned	Position
Stronger case for exceptionality of record and/or why award is deserved, impact, etc.	52	up
Better Organization/Presentation (whole file or specific section)	49	up
More Evidence of impact on student success (learning/recognition)	44	
More effective use of application materials (provide evidence, context, docs, etc.)	40	
Stronger/Better use of narratives/text box sections	36	
Stronger evaluations (and/or better contextualization)	26	
More evidence of efforts/activities to improve teaching / pro dev	22	down
Greater Focus on Teaching (excellence in classroom instruction, materials, etc.)	18	
More/stronger discussion/examples of pedagogy, strategies, methods, creativity	16	
Clearer focus on the years of the award period	11	up
Greater evidence of activities/contributions outside of the formal classroom	5	
Greater evidence of program contributions/leadership (curriculum revisions, course design, etc.)	5	
More time for the record to mature	2	

Number of times a topic was mentioned in notification letters over the past 3 years, and position relative to where item was on last year's list.

## Interesting specific comments:

- “For example, the committee liked the improvements in SPIs over the award period.”
- “...the committee noted... strong and improving SPIs...”
- “...improved evaluations with demonstrated change in approach...”
- “...formatting the CV to better highlight teaching activities during the award period.”
- “The CV could be better tailored for the award.”

# 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.

- [How to lock in 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/9/2022/01/TIP\\_Candidate\\_Navigation-Manual-REV.12.2021.pdf](https://facultyexcellence.ucf.edu/wp-content/uploads/sites/9/2022/01/TIP_Candidate_Navigation-Manual-REV.12.2021.pdf)

System opens 1/31/22

Recommended that you log in and at least start your dossier well before the 2/14 deadline to ensure that you are loaded into to the system and that you don't encounter any technical issues.

Recommended that you submit before 5pm on 2/14 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?

