UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF SCIENCES
TEACHING INCENTIVE PROGRAM AWARDS 2016-17

The University of Central Florida Teaching Incentive Program (UCF-TIP) is an initiative designed as a successor to the Teaching Incentive Program (TIP) funded by the Florida Legislature in previous years. The Office of Academic Affairs provides the funding for this award program. The details of this award program were developed through consultation between the Office of Academic Affairs and the Faculty Senate Steering Committee.

A faculty member will be considered eligible for an award if all the following criteria are met:

1. The faculty member must be on a full-time, 9- or 12-month tenured or tenure-track appointment with the rank of professor, associate professor, or assistant professor; or be a full-time 9- or 12-month employee who is appointed to a rank which is equivalent to professor, associate professor, or assistant professor; or be on a full-time appointment as an instructor or a lecturer; or be under a multi-year non tenure-track appointment. Faculty on visiting (or similar temporary) appointments and faculty on less than full-time appointments are not eligible for these awards.

2. The faculty member must have a substantial teaching commitment at the University through classroom instruction during the past four academic years (2012-2013, 2013-2014, 2014-2015, and 2015-2016).

3. No employee may be selected for a UCF-TIP more than once every five years. Specifically, any employee who received a TIP or UCF-TIP increase in previous years that became effective August 8, 2012 or later is not eligible for this year’s UCF-TIP. Further any employee who last received a TIP or UCF-TIP increase that was effective August 8, 2011, or earlier is eligible for this year’s UCF-TIP.

General Instructions for Applicants

1. The Selection Committee will evaluate your merits as a TIP candidate based on the material in your portfolio. The portfolio must be submitted electronically through the award system via my.ucf.edu and materials must meet with system requirements and restrictions. You must provide relevant material on the previous four academic years. The instructions for the contents of the portfolio are included so as to assist you in putting the relevant material together and to assist the Committee in their evaluation process. You should give the portfolio the same care and attention as any professional proposal. The abstract should state the most effective case possible. The body of the proposal should be lucid but succinct. Details and supporting material should be relegated to an appendix in the electronic dossier. In preparing the portfolio, you might imagine yourself as a member of the Selection Committee and not as the applicant.

2. You are trying to present yourself as one of the most deserving candidates at UCF based
on your accomplishments as a teacher. Be sure to include all relevant accomplishments. Be brief, but do not make unsupported statements. For example, if you have written two textbooks, you should include the titles, publishers, and dates. Necessary details should be given in the body of supporting material, appendix, and/or CV.

3. Remember your audience is outside your discipline and it is your responsibility to contextualize your teaching. In putting yourself in the place of the Selection Committee, you should make it apparent to the reviewers that you are a worthy candidate. Most committee members will not be impressed with an embellished document or weigh the evidence in terms of the volume of supporting material. Tell the reviewer where more detailed information could be found. Insofar as possible, make it a document that will be easy to read and understand by members of the Selection Committee.

4. Members of the Selection Committee are well aware that student evaluations and the statistics derived from them have limitations. Be helpful but realistic if you interpret these for the benefit of the reviewers. For example, if a course which you regularly teach is required and has large sections, then it is expected that evaluation scores may be lower than in an elective course with small enrollment. The reviewers are also aware that evaluations may be positively associated with the grade expectations of the students. Reviewers are aware that a candidate who supplies only a portion of past relevant evaluations has the ability to cull the less outstanding ones.

5. All candidates, including previous TIP recipients, should ensure their files are current and timely, and address the criteria carefully. Failure to adhere to any of the stated guidelines may be grounds for rejection of the applicant’s file (see “PORTFOLIO CONTENT” instructions).
CRITERIA FOR TEACHING AWARDS

The following are the criteria to be used by the Selection Committee:

1. Effectiveness in the classroom

   This will be judged by a combination of peer evaluations, chair evaluations, student evaluations and success of students in their careers.

   Extreme caution must be used with student evaluations. Full note should be taken of the relationship between evaluations and type of course taught (GEP course, required course, course for majors only, Honors course, elective course, new course offering, etc.). The relationship between evaluations and size of class must be considered in evaluation of the candidate's teaching effectiveness; the relationship between evaluations and student grade expectation also may be considered.

2. Extra efforts outside the classroom

   These include the following:

   i) efforts to improve the candidate's own teaching or that of others
   ii) attendance at conferences directed toward teaching
   iii) presentations or publications related to teaching, including textbooks
   iv) grants related to teaching
   v) development or use of new or innovative teaching methods
   vi) student advisement
   vii) mentoring of colleagues in teaching
   viii) recruiting and/or mentoring students
   ix) independent study

In judging efforts outside the classroom, emphasis should be placed on quality and effectiveness rather than quantity.
PORTFOLIO CONTENT

** (In this transition year to the electronic award process the college portfolio contents requirements do not directly match the system template. Please see the notes in red below to help guide you as to which section of the electronic system each of the below content materials should be placed.) **

The format for the Portfolio is given below. Its purpose is to assist both the candidate and the Selection Committee. **Failure to adhere to stated requirements may be grounds for rejection of the applicant's file.**

I. Cover Page (include name, department, and college)
(No longer required. Built into the electronic system.)

II. Table of Contents (with section numbers)
(No longer required. Built into the electronic system.)
With the electronic system, consider bookmarks and hyperlinks to help committee members navigate large documents.

III. Abstract of no more than 500 words (word count required and must be indicated at the bottom of the page) stating the most convincing case possible for your candidacy.
(In the electronic system, this is now 3 separate text boxes.)
- “Teaching and Learning Philosophy Statement” (500 words)
- “Summary of Instructional Activities” (300 words)
- “Impact of Instruction, Including Evidence of Student Learning” (300 words)

IV. List of courses taught in the last four academic years (Fall 2012–Spring/Summer 2016) as applicable, by prefix, number, title, enrollment, and type of course (new, revised, GEP, majors only, required, elective, honors). This list may be followed by a brief statement outlining for each relevant course such characteristics as instructional innovation, course development and evaluation methods. Be brief. If necessary, give further details in an appendix.
(This information should be attached as the “Teaching Assignments” attachment in the electronic system.)

V. A brief narrative of no more than 250 words (word count required and must be indicated at the bottom of the page) describing your involvement in undergraduate and graduate teaching prior to the last four academic years, as applicable.
(This information should be included as an attachment under the “Other” attachment option in the electronic system. Multiple “Other” attachments are permitted.)
VI. Information on classes evaluated (Data for summer teaching may be included at the option of the candidate).
   A. Original or photocopies of Student Evaluation Summaries for all courses evaluated by students in the past four academic years, as applicable.
   B. Grade distribution for each course evaluated. (Data must be provided by the Department Chair using the attached form.)
   C. Documented evidence of your expectation of students for each class evaluated. This may include class handouts, syllabi, tests or other evaluative methods.

   Your student evaluations of teaching should be contextualized. You may wish to interpret the data you present based on class size, GEP course, majors only, required course, etc., in an additional brief narrative summary. The narrative summary shall not exceed 250 words (word count required and must be indicated at the bottom of the page).

   (Parts “A”, “B”, and the contextualization listed above should be included as the “Student Evaluations” attachment in the electronic system. Part “C” should be included as “Supporting Materials” attachments in the electronic system. Multiple “Supporting Materials” attachments are permitted.)

VII. Evidence of efforts to improve teaching skills of yourself or others, for example, mentoring students, teaching assistants, or other colleagues. All attached letters in the TIP Portfolio should be clearly identified as solicited, unsolicited, or routine evaluation. Letters from students currently enrolled at UCF shall not be included.

   (This information should be included as an attachment under the “Other” attachment option in the electronic system. Multiple “Other” attachments are permitted. Additionally, you will probably want to discuss some of this information in the text boxes at the beginning of the application.)

VIII. Photocopies of only the Teaching portion of the Annual Chair’s Evaluation for the past four academic years, as applicable. The Department Chair must provide the following data for the appropriate four academic years:
   A. Number of faculty evaluated by Department Chair or predecessor
   B. The number of faculty in each category (Outstanding, Above Satisfactory, etc.).
   C. Department methodology and criteria for evaluating teaching.

   (This information should be included as the “Annual Evaluations” attachment in the electronic system.)

IX. If applicable, describe your administrative duties as determined by assigned administrative FTE.

   (This information should be included as an attachment under the “Other” attachment option in the electronic system. Multiple “Other” attachments are permitted.)

X. Description of advising activity in the past four academic years, as applicable.

   (This information can be included as an attachment under the “Other” section in the electronic system. You may also wish to address some of these activities in one of the...
three text boxes at the beginning of the application. Multiple “Other” attachments are permitted.)

XI. Listing of documented relevant instructional material such as pedagogical publications and grants directly related to teaching and/or any material demonstrating successful academic experience for the teacher and student (e.g., papers co-authored, student success in graduate school or professionally, etc.). This includes directed individual study taken in its broadest context. (Much of this information should be highlighted in your CV, but you may also wish to include an attachment in the “Other” section in the electronic system. Multiple “Other” attachments are permitted.)

XII. Appendices (Any additional materials that do not fit under one of the designated headings in the electronic system should be uploaded as attachments under the “Other” section. Multiple “Other” attachments are permitted.)