INDIANA UNIVERSITY KOKOMO EVALUATION OF TEACHING for TRUSTEES TEACHING AWARD CONSIDERATION

The Trustees Teaching Award (TTA) was established by the Board of Trustees of Indiana University under the following guidelines:

•The TTA is to be awarded to no more than 6% of tenured and tenure-track faculty members and 6% of full-time lecturers and clinical faculty members who have demonstrated that they were the campus' best teachers during the previous calendar year.

•Recipients of the TTA shall receive $2500.

•Winners of the TTA are eligible to receive the award in subsequent years.

Campus Guidelines for Application and Review

The following guidelines were developed in consultation with the Faculty Senate Faculty Affairs Committee and the Vice Chancellor for Academic Affairs. In addition, attention was given to the guidelines of other IU campuses in the formation of these guidelines.

A committee to be called The Trustees Teaching Award Committee (TTAC will be responsible for recommending campus recipients of the Trustees Teaching award to the Vice Chancellor for Academic Affairs. This committee will be constituted using processes similar to the formation of Faculty Senate Committees *(Bylaws Section 1.2: Composition of Committees).* It shall allow for representation of faculty from all academic units. Chairs/deans will be responsible for submitting the name of their unit's TTAC representative to the Vice Chancellor for Academic Affairs no later than April I of each year. As candidates will change from year to year, a new committee will be formed each year. Individual academic units and unit chairs/deans will be responsible for the creation of a unit nomination process (a written process description will be forwarded to the Vice Chancellor for Academic Affairs' office by the responsible unit administrator) and the selection of their respective candidates and the development of a candidate-selection process that limits the number of candidates to no more than 25% of the eligible faculty. Representatives to the committee are ineligible to receive a TTA in the years that they serve.

Only tenured and tenure-track faculty members whose workload is at least 50% classroom instruction and full-time lecturers and clinical faculty members are eligible for the award. The number of awards given each year will be determined by the amount of money designated for the awards under Trustee guidelines. Awards are annual and will be based solely on the teaching contributions of the year under review.

The committee will establish and publicize future deadlines for chairs/deans to submit the materials of unit candidates each spring, in consultation with the Vice Chancellor for Academic Affairs (this year's date for submission is April 1, 2003). Eligible faculty members who wish to be considered for an award should submit information to their chair/dean in the form of an abbreviated or edited version of the teaching portion of the annual report. See the detailed description below. Additional documentation may be submitted, as long as the application does not exceed eight pages, plus two pages of summary analysis. TTAC will review no more than ten pages (including summary tables, graphics or other analyses of numerical or written student evaluations of teaching. The TTAC recognizes that except for items I and II (see below), faculty members may not have materials in each of the categories. Organizing the teaching section of the annual report in the manner described below will aid the TTAC in evaluation of candidates as consistently as possible across schools and disciplines. TTAC will notify deans, chairs, and unit candidates that the dossiers have been received, and inform them of the steps in the review process. This process will consist of review by the committee members who are not in the applicant's school/division, using the scoring rubric that is attached. The full committee will review cases in which a tie cannot be resolved.

The Office of Academic Affairs will inform unit candidates by campus mail as to whether or not they were successful in their application for a TTA. In no event will documents completed by committee members be made available to applicants, nor will there be any comments or summaries of scores given to applicants. The TTAC will use a score sheet to assist in the evaluation of the candidates. This form is designed to coordinate with the criteria listed below.

Changes in these campus guidelines may be recommended by future TTAC's.

Recommended Format for Teaching Section

I. **Teaching/Learning goals and practice**: For each course you have taught during the calendar year covered by this report, identify the learning goals established for the course and briefly describe how the course is designed to achieve these goals. When leading goals are set departmentally, discuss how teaching techniques have been developed or refined to meet these goals.

II. **Evidence of teaching effectiveness:** Evidence of teaching effectiveness should include substantive information about student learning. Such evidence may include summaries of student comments on student evaluations as well as peer advising of teaching effectiveness. Use only **student evaluation data for courses taught during the calendar year covered by this report.**

(a) Acceptable evidence includes summary sheets from student evaluations as well as statistical summaries presented in tabular or graphic format. **Do not submit raw data**.

(b) Summary information must make clear exactly what questions were asked and the value assigned to responses. (e.g., Strongly Agree= 1 or Strongly Agree=5)

(c) If student comments are presented, they should be presented in some summary fashion and should be a representative sample. The total number of responses should be indicated and accompanied by some analysis of the proportion of positive, neutral or negative comments.

III. **Participation in the scholarship of teaching**: Describe the ways in which you keep abreast of changes in teaching practices in your field, for example, have contributed to the advancement of teaching in the department, division, school and/or discipline (e.g., presentations at teaching-related conferences, facilitating workshops, publishing teaching-related articles in refereed print or online journals). In addition, you should describe your participation in organizations with a teaching mission, as well as your efforts to keep abreast of changes in teaching practices in your field. You should include, but are not limited to, describing your participation in teaching conferences, workshops, and other teaching-related development activities. Some projects reported under the research section of the annual report may be included in this category.

IV. **Serving as a catalyst for enhancement of teaching**: Include activities such as:

-Mentoring of other faculty

-Peer-review projects

-Participation in preparing or presenting workshops or symposia designed to help faculty enhance teaching skills

-Participation in preparing guidelines, teaching-aids, assessment tools and other materials related to discipline, campus, or university-wide efforts to improve teaching.

-Contribution to course and curriculum development in your department, division, school, campus, or university.

More weight will be given to these activities when they are accompanied, where appropriate, by evidence of effectiveness. Some projects reported under the service section of the annual report may be included in this category.

V. **Interaction with and availability to students:** provide evidence of effective academic advising of students as well as mentoring of students in other capacities. This may include, but is not limited to, activities such as participation in a mentoring program; working with students on research projects, to get papers accepted at conference or exhibitions and performances; and supervising students in internship and service learning programs.

VI. **Teaching Awards, Honors and Grants**: Report only teaching-related awards, honors and grants received during the calendar year covered by this report.

VII. **Other:** Provide any evidence of teaching excellence that does not fit into the categories above.

INDIANA UNIVERSITY KOKOMO
Trustees Teaching Award Scoring Rubric

Criteria	Excellent	Good	Satisfactory	Poor	Score
Remember submissions can only be for the calendar year reported	Clear and Comprehensive	Coherent and Organized	Minimal information	Missing information	
Teaching/Learning goals and practice *Narrative formatted philosophy statement that describes your teaching and learning goals and how courses are designed to achieve them.*	15 – 20 points	10 – 14 points	5 – 9 points	0 – 4 points	
Evidence of teaching effectiveness *Evidence of student learning demonstrated through data including but not exclusive to peer evaluations and summaries of student evaluations and comments on course evaluations.*	15 – 20 points	10 – 14 points	5 – 9 points	0 – 4 points	
Participation in the scholarship of teaching *Evidence of participation may include attending and/or presenting at teaching sessions at professional conferences as well as researching teaching issues and submitting this research for publication*	12 – 15 points	8 – 11 points	4 – 7 points	0 – 3 points	
Serving as a catalyst for enhancement of teaching *Narrative format that describes how you have engaged in mentoring and professional development activities for college-level faculty in a leadership or developmental capacity. These activities could include peer review projects, participating in and presenting professional development workshops and preparing and disseminating instructional aids to college-level faculty.*	8 – 10 points	5 – 7 points	2 – 4 points	0 – 1 point	
Interaction with and availability to students *Narrative format that describes how you have advised, mentored, interacted with students outside your course obligations such as internships/service learning, research, that result in student outcomes such as research papers, presentations.*	8 – 10 points	5 – 7 points	2 – 4 points	0 – 1 point	
Teaching Awards, Honors and Grants *List of awards, honors, and grants awarded.*	5 points	3 – 4 points	1 – 2 points	0 points	
				TOTAL	