

**UNIVERSITY OF ILLINOIS AT CHICAGO
COUNCIL FOR EXCELLENCE IN TEACHING AND LEARNING**

**2008-2009 TEACHING RECOGNITION PROGRAM
PROGRAM GUIDELINES**

Introduction

The University of Illinois at Chicago (UIC) Council for Excellence in Teaching and Learning (CETL) invites applications for the 2008-2009 Teaching Recognition Program (TRP). The TRP is UIC's only campus-wide, self-nominated, faculty-administered teaching award program. It recognizes the teaching excellence of faculty at any of UIC's teaching sites. The 2008-2009 TRP will grant awards of a \$1500 increment to annual base salary to up to 20 faculty. In the case of partial appointments, the amount to the award will be prorated to the percentage of appointment.

Eligibility

All tenured and tenure-track faculty, clinical faculty, and others with a demonstrated long-term commitment to teaching at UIC (such as lecturers and instructors) are eligible to apply. All applicants must hold a teaching appointment that is greater than 49 percent (> 49%). A demonstrated long-term commitment is defined as continuous involvement in teaching at UIC during the Fall and Spring semesters of the previous three years (2005-2006, 2006-2007 and 2007-2008). Tenured, tenure-track, and clinical faculty who have not taught in each Fall and Spring semester in the past three years due to a sabbatical leave or other reasons are eligible to apply. The term faculty will refer to all persons eligible for the TRP Award from this point forward.

Past recipients may submit applications five (5) years after the receipt of their award. Thus, persons who were last selected for awards in 2003-2004 or earlier are eligible to apply in 2008-2009. As the TRP recognizes accomplishments over the past five (5) years, past recipients who choose to apply for further recognition are reminded that their applications must focus on their instructional accomplishments since the receipt of their previous award (see below).

Nomination for Award

The TRP is a self-nominated program. Eligible faculty are encouraged to nominate themselves for this award.

Amount of Award

TRP recipients receive a \$1500 increment to annual base salary. This is a permanent raise that becomes effective with the following year's appointment (for the 2008-2009 TRP, awards would become effective August 16, 2009).

Program Period

The 2008-2009 TRP focuses on the academic years 2005-2006, 2006-2007 and 2007-2008. Applicants **must** document their teaching activities for this period. Applicants must note any interruptions in their teaching activities during this period due to sabbatical leave or other reasons. Applicants may also, at their option, provide additional materials from academic years 2003-2004 and 2004-2005 as part of their optional documentation (described below). **No material documenting teaching activities prior to the Fall 2003 term will be considered.**

Application Procedure

Preparation of Materials

Since the TRP is a self-nominated program, applicants have the responsibility for gathering and organizing relevant materials.

Deadline

The deadline for receipt of applications is **4:30 P.M. on Thursday, October 30, 2008**. Late applications will not be considered.

Submitting an Application

Applicants are encouraged to submit **one pdf version** of their application by the deadline to Matt Slomka at the following email address: mslomka@uic.edu. Please title the document with the applicant's name followed by "TRP application 2008". Faculty needing assistance converting their application to pdf format are encouraged to visit the Instructional Technology Labs (ITL), located in the Daley Library on the east end of campus and in the Benjamin Goldberg Building on the west end of campus. It is the responsibility of the applicant to have checked to make sure the pdf prints and reads properly.

Alternatively, applicants can submit ten (10) copies of their application materials by the deadline to:

**CETL (m/c 103)
2715 University Hall
601 South Morgan Street
Chicago, Illinois 60607**

What to Include in an Application

The TRP recognizes documented teaching excellence in the variety of venues and settings in which teaching occurs at UIC. The primary resource for documenting teaching at UIC is the *Final Report of the UIC Teaching Documentation Task Force*. This report, issued in June 1996, is available on CETL's web site, located at <http://www.uic.edu/depts/oa/cetl/Resources>.

Appropriate activities to document for consideration for the TRP include:

- Individual and collaborative classroom efforts
- Clinical instruction
- Development of new courses
- Planning and implementation of new curricula
- Advising/mentoring of undergraduate, graduate, and/or professional students
- Implementation of new instructional methods

Required Application Materials

Regardless of whether the application is submitted in electronic or hard-copy form, all applicants **must** include the following in their applications:

- A cover sheet (available at <http://www.uic.edu/depts/oa/cetl/trp>)
- A one to two page listing of the teaching activities of the applicant during the program period (Fall 2005 to the present). This listing should include a brief description of all courses taught (including course numbers and enrollments), descriptions of all

- clinical teaching/supervision (including the level and number of people for whom the applicant is responsible), a description of any course or curriculum development activities, and a description of any other teaching activities in which the applicant has engaged at UIC during the program period. Applicants should include information on credit hours and/or student contact hours for each term of the program period. The applicant's contribution to any group activity must be clearly stated. Applicants should also include information regarding department, program, or unit norms regarding teaching load, course/clinic size, involvement in curriculum development, and in any other area of the applicant's teaching activities
- A one to two page teaching philosophy statement written by the applicant. The statement provides applicants the opportunity to state why their teaching activities are excellent and deserving of special recognition. This statement should tie together the applicant's teaching philosophy, actual practice, and any materials that support that practice. Applicants are encouraged to describe how they have improved their teaching during the program period, if appropriate. The statement should describe the nature and challenges of teaching in the applicant's discipline and setting in a manner that makes the application accessible to a colleague who does not teach in that discipline or setting. **The teaching statement provides the context in which readers understand the applicant's teaching and in which they weigh supporting materials.**

Documentation

Primary Documentation

Applicants may include up to ten (10) pages of primary documentation. Primary documentation is supporting material that provides primary evidence of the applicant's teaching excellence during the program period. While the program is not intended to reward documentation per se, applicants should select and organize materials so as to demonstrate the excellence of their teaching activities. Materials included as primary documentation should relate to the experience, philosophy, and practice described in the applicant statement (see above) and must be from academic years 2005-2006, 2006-2007, and 2007-2008.

The primary documentation section should include materials of the following types:

- **Peer Review.** Peer review is a core methodology for communication of instructional quality. Peer review refers to an assessment of the quality of an instructor's teaching offered by a peer based on *direct observation* of performance (such as observing a lecture or laboratory session). Peer reviews included as primary documentation may be reviews performed as part of a regular unit process, for promotion and tenure, for personal growth, or specifically for this program. Peer reviews need not be lengthy, but should provide enough detail to give readers a picture of the applicant's classroom teaching. **Peer review letters should focus specifically on the teaching of the applicant.** Letters commenting on the overall quality of the applicant as a scholar within her/his discipline are not appropriate for inclusion.
- **Learning Experiences of Students.** The learning experiences of students are the essential outcome of all teaching activities. Applicants should include a *summary* of student evaluations (**please do not submit raw student evaluation data**). If student evaluation data is not available, please briefly explain why evaluations are not available. Original survey data is not appropriate for inclusion for this program. Applicants should include information regarding how student evaluation data were

collected, the number of students returning evaluations for any course reported, the total enrollment of any course for which evaluation data is presented, and any relevant department, program, and/or unit means, where available. Written comments from students may be included as primary documentation. Student comments submitted as primary documentation should not be solicited for purposes of this application (applicants may ask students to submit a confidential letter on their behalf; please see below for details) and should show student reflection on their learning experiences. Applicants should organize evidence of the learning experiences of students to show outstanding performance in teaching settings, achievement of specific teaching and learning objectives, and/or improvement over the program period.

- **Role of Applicant's Teaching in the Curriculum.** Applicants should provide evidence of the role their teaching plays in meeting the instructional objectives of the department, program, or unit. This should be authoritative and may be, though not necessarily, prepared by a department head, program director, or other appropriate administrator.

Applicants are encouraged to use their own judgment in selecting materials for inclusion as primary documentation. While not including evidence of any of the types listed above does not disqualify an applicant from consideration for the award, applicants should explain any omissions or missing data. Please refer to the *Final Report of the Teaching Documentation Task Force* (available at <http://www.uic.edu/depts/oaa/cetl/Resources>) or contact CETL at (312) 413-3614 or by e-mail at cetl@uic.edu for more information on documentation of teaching.

Optional Documentation

Applicants may provide up to ten (10) pages of additional documentation in support of their application. Examples of materials that might be included as optional documentation include:

- **Course Materials Developed by the Applicant.** Applicants submitting course materials should include an explanation of how the materials help them achieve their instructional goals and foster student learning. Applicants should highlight any parts of the materials that are particularly innovative and/or effective. Applicants wishing to submit a web page developed for a course as documentation should refer to the section below regarding submission of electronic materials.
- **Student Work.** Applicants submitting student work should describe the goal of the assignment that produced the student work, the teaching activities that led to the student completion of the assignment, and the student learning that occurred as a result of the assignment. Inclusion of student work may be particularly important in courses that include a studio component. Applicants are required to protect the anonymity of any student whose work is submitted as documentation for this program.
- **A Description of Training and/or Mentoring Provided in Clinical or Other One-to-One Teaching Contexts.** Applicants should include any materials regarding training of students in clinical environments, advising of graduate student research, or any other one-to-one teaching contexts, if applicable. Applicants may provide information regarding efficient instruction and outcomes assessment in these contexts.

For applicants whose primary teaching role is clinical or one-to-one, this description would appear as part of the listing of teaching activities and as the learning experiences of students in the primary documentation. These applicants may wish to include information on guest lectures, supplemental instruction, etc. that were given to benefit UIC students.

- **Any Materials from Academic Years 2003-2004 and 2004-2005 Included for Consideration.** Applicants may include documentation of their teaching activities from academic years 2003-2004 and 2004-2005. This documentation might relate to a curriculum development project, materials developed for classes, outstanding classroom instruction, etc. Applicants should note that this material is provided **in addition to** materials from 2005-2006, 2006-2007, and 2007-2008 not instead of it. Materials from terms prior to Fall 2003 will not be considered.
- **Any Other Material Relevant to the Applicant's Teaching Activities.** Applicants may provide any other material that is relevant to their application. Applicants should include any other evidence that supports their application that relates to their teaching activities at UIC. C.V.s, however, should not be included in the application.

Note to Applicants Wishing to Submit Electronic Course Materials: Applicants wishing to submit a web page as documentation should provide the web address (URL) and a hard copy of the first printed page of the web site. The printed page will count against the optional documentation page limit. Please refer to the section above regarding course materials for information on submitting course materials in any format as part of the TRP application.

Applicants may, at their discretion, submit electronic course materials on disk, CD, DVD, etc. Materials submitted electronically should be materials that cannot be submitted as printed documents (animations, hypertext, etc.). These materials must contain material substantially created by the applicant (please do not submit proprietary materials used to support instruction or materials developed by others) and all programs, plug-ins, etc. that are not commonly used that are required to access the electronic materials. Electronic materials will count as one (1) page against the total page limit. Applicants are required to submit ten (10) copies of the media. Electronic materials will not be returned to applicants.

Please contact Laura Stempel at (312) 355-4299 if you have any questions regarding submission of electronic materials.

Confidential Letters

Applicants may ask up to two people to submit confidential letters of no more than two (2) pages assessing their teaching. Peers, students, or anyone familiar with the applicant's instructional activities may submit confidential letters. Confidential letters may be solicited from students for this program. These letters differ from peer review (see Primary Documentation, above), as they are global assessments of the overall quality of the applicant's teaching activities rather than assessments based on direct observation of classroom performance. As with peer reviews included for consideration, **confidential letters should focus specifically on the applicant's instructional activities.** These letters are neither to be assessments of the overall quality of the applicant as a scholar nor to detail the applicant's contribution to the discipline. These confidential letters are not required as part of the application. Authors of confidential letters should place the letter in an envelope and sign across the seal. Confidential letters may be returned to CETL by the applicant along with the rest of the application packet.

Authors of confidential letters wishing to return their letter directly to CETL should contact Matt Slomka at (312) 413-3470 or <msslomka@uic.edu> to make arrangements. Authors of confidential letters should not directly submit letters to CETL without first making arrangements in order to assure that those letters are attached to the proper applications. Only one (1) copy of confidential letters should be submitted. Confidential letters will not count against either the primary or optional documentation page limits.

Application Length

Applications may not exceed twenty-five (25) pages and two (2) confidential letters. Applications exceeding 25 pages will not be considered.

Review Process

Panels of faculty drawn from the membership of CETL, previous recipients of the TRP award, and faculty nominated by college deans review TRP applications. Applications are read by faculty from many disciplines across the campus community. It is important for applicants to remember that faculty colleagues not necessarily from their own discipline will judge their application.

The TRP Award is a special recognition of teaching excellence. It is the responsibility of the applicant to demonstrate why her/his teaching is deserving of such additional recognition.

Eligibility for Future TRP Awards

Applicants selected to receive 2008-2009 TRP Awards will not be eligible to receive another TRP Award for five (5) years. Applicants not selected for recognition this year are eligible to reapply in any subsequent year.

Public Recognition

Recipients of the 2008-2009 TRP Award will be honored at a campus-wide awards ceremony to be held in the Fall of 2009. The accomplishments of TRP recipients will be celebrated by the UIC community along with the contributions of the recipients of other campus-wide awards.

For More Information

For more information about the Teaching Recognition Program, please visit CETL's web site at <<http://www.uic.edu/depts/oa/cetl>>. Questions regarding the TRP may be directed to *Robert Paul Malchow*, (312) 413-3614 or paulmalc@uic.edu.