

**Purdue University Northwest
Teaching Incentive Program (TIP) Award**

The Teaching Incentive Program (TIP) Award recognizes and incentivizes contributions to Purdue University Northwest in instructional excellence and teaching productivity. The TIP Awards provides an increase in the base salary for recipients. Specific details of award eligibility and criteria follow.

Description of the TIP Award:

1. The Office of the Chancellor provides the funding for these awards to the Office of Academic Affairs. These awards are determined at the institution level, with candidates' eligibility based on meeting the criteria for outstanding teaching outlined below. The final criteria for the awards and the process for selection of award winners were developed through consultation between the Office of Academic Affairs and the Office of the Chancellor. The process will be administered by the Office of Academic Affairs.
2. Award recipients will receive a \$3,000 recurring increase to their base salary at the start of the next fiscal year (fiscal years start July 1). This amount is set regardless of the faculty member's contract length (academic or fiscal year).

Eligibility:

3. A faculty member will be considered eligible for the award if the faculty member is tenure track, tenured, clinical faculty, or lecturer and whose assigned teaching FTE is at least 0.50 for each of the three academic years prior to the award year. A faculty member who has been awarded a TIP award may apply for an addition TIP award five years after the date of the most recent TIP award.
4. The eligible faculty member must have a substantial teaching commitment at Purdue University Northwest as demonstrated through excellent classroom instruction during the previous three academic years before the award year. At the start of the award cycle in 2018-2019, evidence of this substantial teaching commitment would be from 2015-2016, 2016-2017, and 2017-2018.
5. Substantial teaching commitment based on the eXplorance Blue survey (initiated summer 2017) is defined as having above departmental average for each of the 5 core evaluation items for the award year. Interested faculty must have submitted their student evaluation of teaching survey results to their department chair to be considered for award eligibility. Figure 1 shows an example of a course where the instructor's average on each of the core items is above the departmental average.

For semesters prior to summer 2017 substantial teaching commitment is based on the IDEA survey is defined as having an average Summary Evaluation (adjusted) score for the award year that is above your department's median value of that measure. Interested faculty must have their IDEA survey results automatically submitted to their department head to be considered for award

eligibility. The departmental median for the Summary Evaluation (adjusted) score will be calculated based on submitted IDEA results from the past 4 years (as data become available). : Zeros will be included in the calculation of the median for faculty who have not had their IDEA results directly submitted to their Department Head. The converted Summary Evaluation (adjusted) score can be located on page 1 of the individual IDEA survey report (see Figure 2); the scores reported for each course taught in the award year will be used to calculate the individual's mean score.



Figure 1. Example of evaluation scores in eXplorance

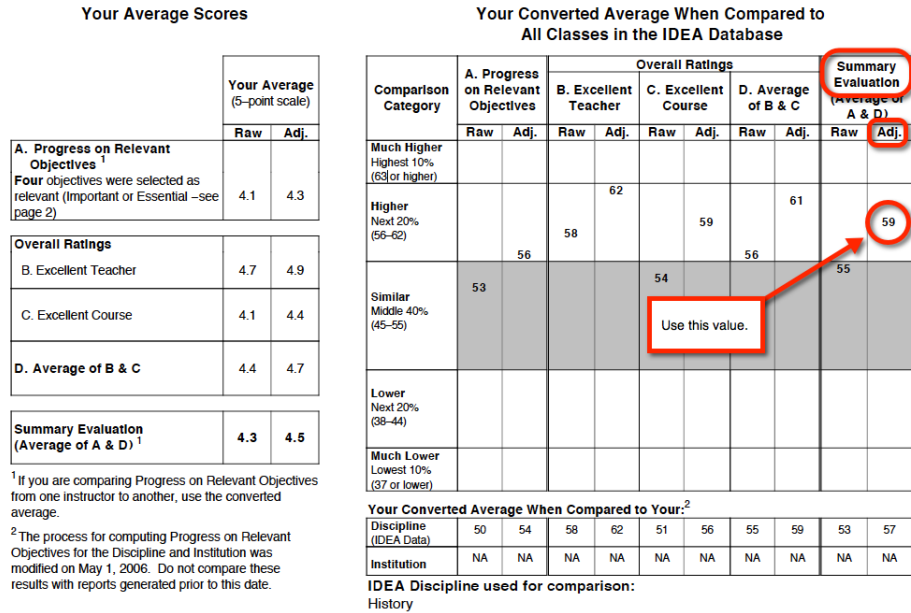


Figure 2. Locating the individual's converted (adjusted) score for the Summary Evaluation

TIP Committee Process and Policies:

6. Each College will establish a TIP Committee to review the selection criteria and make yearly recommendations of award winners. This committee will be comprised of one person from each department or school within the college and will have no less than three members. The faculty members on the committee will be elected by their department or school. The committee, to the extent possible, should be composed of faculty who previously won a TIP award and/or an Outstanding Teaching Award. In addition to the faculty members, the TIP Committee will have a student member appointed by the Dean of each College. Faculty candidates for the award are not eligible to serve on the TIP Committee.
7. The TIP committee's primary function is to evaluate and recommend candidates for a TIP award.
8. Selection criteria for the TIP award shall include teaching quality and effectiveness, and innovation and creativity in instruction, as specified in the TIP Rubric at the end of this document.
9. Candidates will be asked to submit their current academic year Teaching Portfolio. In addition, TIP applicants will also submit teaching assignments, student evaluations, and other supporting documentation for the past **three** academic years. TIP applications will be submitted digitally.

The TIP submission, in addition to the teaching portfolio, should include the following **required** components:

- Name, Title, Department, list of courses taught for past 3 academic years with credit hours and course enrollment.
- Grade distributions for every course taught during past 3 academic years, including summers
- Student evaluations for every course taught during past 3 academic years, including summers
- Evidence of mentoring students (and faculty if relevant)
- Narrative statement (1-2 pages) explaining how applicant meets the selection criteria as outlined in the rubric

The TIP submission should include **additional supporting documentation** from past 3 academic years, which may include evidence from any or all of the following sources:

- Students including Mentees (comments, feedback, etc.)
- Peers (peer review of teaching – internal or external)
- Administrative (administrator evaluation)
- Self (self-evaluation/reflection)
- Alumni (letters, feedback, etc.)

10. The TIP Committee shall review and evaluate all the portfolios submitted by eligible faculty. The Selection Committee shall provide written recommendations to the College Dean for the award(s) providing rationale for the recommendation(s) made. The Dean shall review the recommendations of the Selection Committee and the associated portfolios and provide to the Vice Chancellor for Academic Affairs his/her endorsement or not. Final Awards will be made by the Chancellor.

Cost of TIP Award Program

11. The funding from the Office of the Chancellor to Academic Affairs provides for 16-17 awards annually. There will be approximately one award for every twenty (20) instructional faculty per college. The award numbers will be reviewed and revised if necessary in even numbered years. The following table provides an example of the breakdown on the proposed distribution of awards by college and year:

College	Total Faculty*	Number of awards in even years	Number of awards in odd years
Humanities, Education, and Social Sciences	114	5	6
Engineering and Science	80	4	4
Business	45	2	2
Nursing	38	1	2
Technology	35	1	2
Total	307	13	16

*as of September 11, 2017

12. The cost for 12 awards given annually at $\$3,000 \times 13 = \$39,000$ recurring (starting in 2019 – 2020, with this cost not including estimated benefits).

13. If for any given academic year, recipients of the TIP awards leave their employment at Purdue University Northwest, the awards and attached benefits will be returned to the Office of Academic Affairs for awarding for the following year to new recipients.

TEACHING INCENTIVE PROGRAM (TIP) RUBRIC

The following rubric will be used to assess the portfolio of each TIP applicant. The evaluation will focus on the following criteria:

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| • Teaching Quality and Effectiveness | Weighted Value |
| 1. Student evaluation of teaching | 8% |
| 2. Instructional design | 7% |
| 3. Instructional delivery | 7% |
| 4. Student Engagement | 7% |
| 5. Assessment methods | 7% |
| 6. Rapport with students | 7% |
| 7. Instructor impact on student learning | 7% |
| • Continuing Commitment to and Innovation in Instruction | Weighted Value |
| 1. Reflective practice | 8% |
| 2. Professional development | 7% |
| 3. Teaching related service | 7% |
| 4. Teaching related scholarship | 7% |
| 5. Instructional & Curricular innovation | 7% |
| 6. Technology Integration | 7% |
| 7. Mentoring of students | 7% |

Teaching Quality and Effectiveness

	Exemplary (3)	Good (2)	Fair (1)	Not Evident (0)
Student evaluation of teaching	Qualitative and quantitative evidence provides sustained evidence of exemplary teaching in student perception of faculty member. Students perceive this professor as uniquely excellent and ranks faculty among the best of their university experience.	Qualitative and quantitative evidence provides sustained evidence of excellence in student perception of teaching excellence.	Qualitative and quantitative evidence provides inconsistent evidence of excellence in student perception of teaching excellence.	Qualitative and quantitative evidence does not provide evidence of excellence in student perception of teaching excellence.
Instructional Design	Designs courses which demonstrate clear alignment of instructional objectives, learning activities, and assessments. The courses are well-organized and all instructional elements are current and consistent with the course outcomes and goals.	Designs courses which demonstrate clear alignment of instructional objectives, learning activities, and assessments.	Designs courses which may demonstrate some misalignment between instructional objectives, learning activities, and assessments. Some instructional elements may be inconsistent with the course outcomes or goals.	Instructional design is not adequately addressed in portfolio.

<p>Instructional Delivery</p>	<p>Inspires curiosity toward the course content and engages in the learning process with students.</p>	<p>Serves as an effective facilitator of learning by employing a variety of engaging teaching methods which might include interactive lecture, discussion, small group work, problem/project-based learning, simulations, case studies, etc.</p>	<p>Serves as a dispenser of information and employs little variety in one's teaching methods.</p>	<p>Instructional delivery is not adequately addressed in portfolio.</p>
<p>Student Engagement</p>	<p>Uses a variety of active learning strategies to foster engagement and interaction among students, between student and instructor, and with the course content. Inspires and supports student learning outside of the class context.</p>	<p>Uses a variety of active learning strategies to foster engagement and interaction among students, between student and instructor, and with the course content.</p>	<p>Use of active learning strategies is limited. There may be little or no interaction among students, between student and instructor or with the course content.</p>	<p>Student engagement is not adequately addressed in portfolio.</p>

<p>Assessment Methods</p>	<p>Utilizes a variety of formative and summative assessment strategies to monitor student progress, evaluate student learning and improve practice. (examples may include assessments align with “real world” or authentic demonstrations of professional work, course objectives, test analysis.</p>	<p>Utilizes a variety of summative assessment strategies to monitor student progress and evaluate student learning and align with course objectives.</p>	<p>Demonstrates little variety in assessment strategies employed. Formative assessment strategies may not be utilized.</p>	<p>Assessment methods are not adequately addressed in portfolio.</p>
<p>Rapport with Students</p>	<p>Demonstrates effort and enthusiasm to create and maintain a highly professional relationship with students that often extends beyond the typical teacher/student relationship. Serves as a mentor and role model who effectively motivates and challenges all learners. Engages in and contributes to student achievement.</p>	<p>Demonstrates effort and enthusiasm to create and maintain a highly professional relationship with students that is supportive of students’ learning.</p>	<p>Demonstrates little effort to create a supportive relationship with students.</p>	<p>Rapport with students is not adequately addressed in portfolio.</p>

Instructor Impact on Student Learning	Demonstrates significant individual faculty impact on students' progress on course objectives. Provides support of student learning and student achievement beyond course objectives.)	Demonstrates individual faculty impact on students' progress on course objectives.	Demonstrates little individual faculty impact on students' progress on course objectives.	Instructor impact on student learning is not adequately addressed in portfolio.
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Continuing Commitment to and Innovation in Instruction

	Exemplary (3)	Good (2)	Fair (1)	Not Evident (0)
Reflective Practice	Engages in self-evaluation and regularly solicits learners and peers for feedback on one’s teaching as a way to ensure continuous review and improvement of teaching practices. Provides specific examples of how feedback and self-evaluative information are used to improve teaching practices.	Engages in self-evaluation and regularly solicits learners and peers for feedback on one’s teaching.	Engages in limited self-evaluation and obtains infrequent feedback on one’s teaching from learners and peers.	Reflective practice is not adequately addressed in portfolio.
Professional Development	Participates in and assists in the coordination/facilitation of professional development opportunities (e.g., workshops, conferences, programs, readings, discussions) intended to improve instructional practices.	Participates in professional development opportunities (e.g., workshops, conferences, programs, readings, discussions) intended to improve instructional practices.	Demonstrates limited effort in and/or perceived value of professional development as a way to improve instructional practices.	Professional development is not adequately addressed in portfolio.
Teaching-Related Service	Consistently engages in service activities that improve one’s own teaching and advance teaching-related initiatives	Engages in some service activities that improve one’s own teaching and/or advance teaching-related initiatives within the	Engages in limited service activities that improve one’s own teaching and/or advance teaching-related initiatives.	Teaching-related service is not adequately addressed in portfolio.

	<p>within the university and beyond. This might include mentoring other faculty, serving on committees, presenting at workshops for PNW faculty, assisting with program assessment/accreditation, etc.</p>	<p>university, and/or beyond. This might include mentoring other faculty, serving on committees, presenting at workshops, assisting with program assessment/accreditation, etc.</p>		
Teaching-Related Scholarship	<p>Engages in scholarship activities that examine and improve one's teaching. Contributes to the advancement of teaching by presenting at workshops locally, nationally or internationally and disseminating teaching-related practices and scholarship within the university and/or one's field of study.</p>	<p>Engages in scholarship activities that examine and improve e one's teaching.</p>	<p>Demonstrates limited effort in and/or perceived value of scholarship related to one's teaching.</p>	<p>Teaching-related scholarship is not adequately addressed in portfolio.</p>
Instructional Innovation	<p>Consistently implements new instructional strategies, (e.g., new course development, revision of existing courses, EXL integration) to promote student learning and better meet student needs and/or address</p>	<p>Demonstrates efforts to improve teaching and learning through new instructional strategies and or curriculum redesign.</p>	<p>Demonstrates limited effort in and/or perceived value of implementing new instructional strategies and or curriculum redesign.</p>	<p>Instructional and or curriculum innovation is not adequately addressed in portfolio.</p>

	instructional challenges. Advances curriculum by also aiding others in their curriculum redesign efforts.			
Technology Integration	Demonstrates an eagerness to effectively and creatively integrate instructional technologies to promote student learning and meet student needs. Technology is seamlessly integrated and demonstrates a clear “value added” to instruction.	Effectively integrates technology into one’s teaching to promote student learning and meet student needs.	Demonstrates limited effort in and/or perceived value of integrating technology to promote student learning and meet student needs.	Technology integration is not adequately addressed in portfolio.
Mentoring of Students	Demonstrates significant mentoring activities with students at all levels resulting in demonstrable outcomes. Faculty member meets frequently with students, both on campus and at outside professional/academic events. Faculty member actively identifies and facilitates experiential learning experiences	Mentors students on a regular basis facilitating both academic and professional growth.	Demonstrates limited effort in and/or perceived value in mentoring of students.	Mentoring is not adequately addressed in portfolio