

Trustees Teaching Award

2009-10 IUPUI Guidelines

THE AWARD

In June 2000, the Trustees of Indiana University reviewed the Teaching Excellence Recognition Award (TERA), which had been established by the Trustees in 1997. The Trustee's review process considered surveys of faculty across the campuses of IU and resulted in a series of recommended changes. The Trustees formally replaced TERA with the Trustee's Teaching Award (TTA) in June 2000 and amended the new award in January and February 2001. It is to be awarded before the completion of each academic year to tenured and tenure track faculty and to clinical faculty and full-time lecturers. The TTA is to be awarded to those from among these groups who have demonstrated they are the best teachers. The amount of the award will be \$2,500, and it will be given to no more than 6% of the total eligible faculty in each of the two categories.

ELIGIBILITY

Tenured and tenure-track faculty and librarians engaged in teaching are eligible as are full-time clinical faculty and full-time lecturers whose primary duties are teaching, including faculty in the School of Medicine who may be located at medical centers or be paid by institutions other than Indiana University (e.g., Clarian, Wishard, VA). Each academic unit is responsible for setting criteria and developing a selection process for the TTA within these general guidelines. Each unit has been assigned a proportionate number of the total campus awards and will select the faculty to receive awards within the unit.

The TTA honors individuals who have a positive impact on learning through the direct teaching of students, especially undergraduates. Award recipients must have demonstrated a sustained level of teaching excellence in the form of documented student learning and must have completed at least three years of service at IUPUI to be eligible (thus, faculty in their third year at IUPUI at the time the selection is being made would not be eligible). Eligible individuals automatically will be considered each year without special application or nomination by relying on the annual faculty report as the means to provide required documentation.

DOCUMENTATION

The Faculty Annual Summary Report should ordinarily be the basis of making decisions regarding actual awards. All eligible faculty are to be considered within their schools without special application, hence the use of the Faculty Annual Summary Report. Up to a maximum of three additional pages may be added to document teaching excellence at the unit's discretion but the objective of focusing documentation on existing evidence should be preserved. Increasingly, however, documentation should include evidence of student learning. Extra burdens on faculty, review committees and deans should be kept to a minimum. The enclosed guidelines were developed by a campus advisory committee to provide some consistency across diverse academic programs, but required documentation will be determined by each academic unit. These recommended factors should be considered but not all of them may be equally applicable in all units. While some persons who are selected for the TTA may not meet all of the criteria or offer evidence to document achievement in a particular area, there is an expectation that such items will be considered in selecting individual recipients.

SELECTION

Ordinarily, an existing school or departmental faculty committee is to be responsible for administering the award process. Committees should be composed substantially of faculty peers and faculty should be consulted about the method of composing the committee. Once identified, the committee should use the criterion of excellence in teaching as the primary factor for selection. It is the responsibility of this selection committee to review the documentation relating to teaching for each faculty member, to select those faculty members who best meet the University, campus and school criteria, and to recommend the winners to the academic dean, who will be responsible for making the final determination and for presenting the award on behalf of the Trustees.

DEADLINE

Each school should complete its selection process and report the selected names (including University ID numbers and e-mail addresses for each recipient) to ofaa@iupui.edu **no later than March 5, 2010**. Schools should establish earlier deadlines as necessary to meet this campus-wide requirement.

FREQUENCY

Faculty may be eligible for the TTA annually subject to school-specific determinations and may receive an award in successive years. There is no limitation on the number of awards an individual may receive. Only one award may be received by an individual in any year, however.

THE AWARD

Each award will be \$2,500. The award takes the form of a cash supplement and is not added to the recipient's base salary. The award is subject to income tax withholding.

ANNOUNCEMENT

Each unit should establish an appropriate public occasion when TTA recipients can be recognized and awards presented. The occasion might be a special reception or part of a school faculty meeting, but there should be a public announcement of the occasion and an opportunity for peers to attend. In addition, TTA recipients will be recognized at the annual campus **Chancellor's Academic Honors Convocation on April 16, 2010**.

RECOGNITION

Each academic unit will develop an appropriate plaque where the names of TTA recipients can be permanently recorded and displayed. This plaque will be hung in an area where both students and faculty peers will see the display.

IUPUI Documentation Guidelines for Trustees Teaching Award

Please use the individual faculty member's Faculty Annual Report Summary as the basis for determining recipients. This standard annual report may be supplemented by up to three additional pages of documentation. As you consider candidates, please note each of the following items that may be useful in assessing candidates. The annual report and supplementary pages should provide the necessary evidence for judging candidates on these criteria through a careful summary of student and peer testimony as well as the candidates' own report of activities, awards, and accomplishments.

Facilitates student learning through use of teaching strategies that

- Are based on sound pedagogical and content knowledge
- Engage students through collaborative learning, service learning, or other active learning methods appropriate to the context
- Provide students with timely feedback and assessment
- Encourage critical thinking
- Provide appropriate challenge
- Help entry-level students adjust to university life
- Employ technology effectively
- Promote diverse perspectives
- Help students with special needs
- Create connections between classroom and life experiences
- Display general characteristics of effective teaching such as organization, clarity, fairness, and enthusiasm, creativity, and flexibility

Provides leadership on teaching and learning issues through such activities as

- Participating in curriculum planning and/or new course development
- Serving on committees relevant to teaching/learning issues
- Presenting workshops on teaching topics
- Serving as a consultant or mentor to others
- Leading professional association activities on teaching in the discipline
- Publishing on the scholarship of teaching and learning
- Presenting on teaching topics at conferences

Pursues professional development opportunities in teaching through such activities as

- Attending workshops, meetings, and conferences on teaching
- Working with a peer or consultant on teaching development
- Obtaining grants to pursue the scholarship of teaching
- Engaging in individual or group scholarship or reflective activity on teaching