North Carolina A&T State University
Teaching Excellence Awards
2012-2013 Academic Year

Award Descriptions, Award Criteria, Application/Selection Procedures, and Timelines

---

- Outstanding College/School Teaching Awards
- UNC Board of Governors Award for Excellence in Teaching
- NC A&T State University Junior Faculty Teaching Excellence Award

---

Nomination form and this document available at:

http://www.ncat.edu/divisions/academic-affairs/atl/teaching-awards/index.html

OUTSTANDING COLLEGE/SCHOOL TEACHING AWARDS

DESCRIPTION:

These awards are given each year to recognize teaching excellence in each undergraduate College/School. One faculty member per undergraduate College/School is selected to receive this award. College/School selection committees determine the award recipients. The awards are sponsored by the University of North Carolina General Administration and carry a cash stipend.

CRITERIA:

At the time of application, all nominees for this award must meet the following criteria:

1. Be a full-time tenured faculty member. Faculty members who are also serving in an administrative capacity as department chairpersons *are* eligible if they meet all the criteria for this award.
2. Have completed at least seven full years of teaching at North Carolina A&T State University, with demonstrated excellence over a sustained period of time. Teaching effectiveness shall include evidence of non-classroom involvement with students, including advisement, student organization sponsorship, undergraduate research experiences, service learning, and related activities.
3. Meet the criteria for the UNC Board of Governor's Award for Excellence in Teaching and submit the required documentation [see next section of this information package].
4. Previous winners of the Outstanding College/School Teaching Award *are* eligible for this award. [However, note that previous recipients of the UNC Board of Governors Award for Excellence in Teaching are eligible to receive *that* award only once. The College/School Teaching Award recipients form the pool for the UNC Board of Governors Award each year, so if a School/College winner has previously won the UNC Board of Governors Award she/he will not be eligible to win that award again.]
5. Anyone submitting a portfolio for consideration for a teaching award should not be a participant in the School/College selection committee.

PROCEDURE:

Nominees for this award must:

1. Be nominated by faculty, students, administrators or alumni using the "Teaching Excellence Awards" nomination form (download from the Academy for Teaching and Learning web site – see cover of this document for web link)

2. Submit a completed portfolio of teaching/learning materials at the time of application to the College/School selection committee.

Specific information on developing the teaching/learning portfolio is provided below. Please refer to this information before developing your portfolio.

Developing the Teaching/Learning Portfolio:

Because the *Outstanding College/School Teaching Award* winners form the pool for the *UNC Board of Governors Award for Excellence in Teaching*, applicants for the College/School award are encouraged to develop their teaching/learning portfolio with the evaluation criteria and performance indicators used for the *UNC Board of Governors Award for Excellence in Teaching* in mind. Information regarding the evaluation criteria, performance indicators, and selection process for that award is provided in the *UNC Board of Governors Award for Excellence in Teaching* section of this information package [see EVALUATION CRITERIA].

Each teaching/learning portfolio must include the items listed below. Please organize these materials in the order listed:

a. Completed and signed **"Teaching Excellence Awards Nomination Form"**.

b. **Letters of support** (including the nominator, dean, department chair, three North Carolina A&T State University colleagues, and at least two current or former students).

c. **Brief biographical sketch** (1 page max.). These will be used for the campus award ceremony, if selected (see examples on p. 5)

d. Current **curriculum vitae** highlighting teaching/learning-related activities and accomplishments (4 page max.).

e. A **teaching philosophy statement** (4 page max.). The teaching philosophy statement should include a discussion of pedagogical methods, assessment techniques, instructional technology, and/or teaching innovations used to promote student learning in and out of the classroom and the reasons for their use. *Competitive proposals will intentionally link pedagogical methods/activities used by the applicant to expected student learning outcomes, assessment of student learning, evidence of student learning outcome achievement, and scholarly research on teaching and learning (generally and/or in the discipline).*

f. **Copies of syllabi and other relevant course materials** from at least **three (3)** different courses taught by the nominee that provide evidence of teaching excellence (scholarly teaching and evidence of student learning). Pertinent course materials could include student learning artifacts, course teaching/learning portfolios, project descriptions and examples, and/or student reflections on learning (student work must be anonymous and used with permission).

g. A copy of **official student course evaluations** for all courses taught over the previous **two (2) years**, not including summer school (please list courses and enrollment by semester on a separate sheet).

h. Copies of **peer teaching evaluations** for the **previous two (2) years**.

i. Any **additional supporting material** providing evidence of teaching excellence and student learning.

The portfolio should be developed in an organized, professional manner and is limited to <u>one THREE INCH binder</u>. Portfolios that do not meet these criteria will be returned.

SCHEDULE:

1. College/School teaching excellence committee appointed by each Dean	August - October
2. Applicant teaching/learning portfolios and nomination form submitted to the College/School teaching awards committee	October –November *Check with your College/School teaching excellence selection committee for specific dates*
3. Outstanding College/School Teaching Award recipients selected and approved by the Dean. Application materials of award recipients forwarded to the Academy for Teaching and Learning (313 Dowdy Building)	By December 1
4. Outstanding College/School Teaching Award recipients recognized at the North Carolina A&T State University Honors Day Convocation and NC A&T Teaching Excellence Awards Luncheon	Spring (March)

AWARD/RECOGNITION:

1. College/School teaching award plaque
2. $1,000 University stipend
3. Recognition at the University Honors Day activities and NC A&T Teaching Excellence Awards Luncheon

Brief Bio Examples – 2010-2011 Outstanding Teaching Award Recipients

---

Dr. Godfrey C. Ejimakor - For Dr. Ejimakor, building rapport with students in each class is essential for both effective teaching and learning. He uses a student-centered approach to engage and focus students' attention on lecture objectives and draws examples from contemporary events to underscore the relevance and application of materials covered in class. This approach enlivens learning, makes it fun, and enhances long-term retention of course material. According to one of his former students, "*... my success is directly correlated with Dr. Ejimakor's positive mentorship, thorough scholarship and instruction. Professors like him are what make alumni like me reflect on how Historically Black institutions prepare students for the real world."*

Dr. Doretha B. Foushee - Dr. Foushee is recognized for her dedication to the development of students as independent, life-long learners. Teaching cutting-edge content in a learning environment that promotes active engagement of students in the learning process, she consistently guides her students to high levels of scientific understanding by using a variety of pedagogical strategies. In addition, Dr. Foushee's excitement about science motivates her students to excel beyond their self-imposed limits. One student noted that Dr. Foushee's enthusiasm inspires her to learn more, while another student said that she was inspired to achieve things that she never thought possible because of the nurturing support and encouragement she received from Dr. Foushee.

Dr. Beryl C. McEwen - She is inspired by the belief that "If better is possible, good is not enough." Dr. McEwen demands the best from her students and provides them with the support they need to achieve their goals. She derives great satisfaction from watching them learn, grow and mature into strong, committed professionals. Commenting on Dr. McEwen's educational impact, students note that: *"Her ability to connect with her students and her talent at teaching are both truly superior."* and *"She wants all of her students to excel and go beyond their initial expectations. We need more like her."*

Dr. Vivian H. Hampton - Dr. Hampton follows in the footsteps of influential role models who motivated her to enter the field of education. She sets high learning standards for every student, leads by example, and ignites students' enthusiasm for the vocation of teaching and their own lifelong learning. Colleagues laud her efforts to make a difference for each and every student that she teaches. As a former student writes, "*Dr. Hampton modeled the highest professional standards in working with students. She set high academic standards for students, but never lost sight of the humanity of her students. She reached out with compassion, respect and patience to students who wrestled with difficult personal challenges.*"

Dr. John C. Kelly, Jr. - In addition to leading the Department of Electrical and Computer Engineering, Dr. Kelly teaches both graduate and undergraduate courses, interacting with the students as they learn together. He believes that learning is more important than teaching. As a result, he is continually innovating in the classroom in an effort to help his students more effectively connect and apply engineering concepts and ideas. His efforts pay dividends for his students, as indicated by the following quote: "*This is a very interesting class! Dr. Kelly is a great teacher and always wants to see his students do well and be able to comprehend the work. He is always willing to help and no one should ever do poorly in his class because he is very fun and understanding.*"

Dr. Ji Yao Shen - He strongly believes that teachers must provide students with cutting edge knowledge so that they can attain success as the future leaders of our nation. His office door is always open to students, regardless of the time of day. Commenting on Dr. Shen's ability to promote learning, one of his students stated, "Dr. Shen's intense knowledge of advanced concepts and processes is not confined to just the classroom environment or his instructional materials, but to real-world applications as well. His caring demeanor and passion for his profession will be the most important lessons that I will take with me as I continue to prosper throughout my career."

UNC BOARD OF GOVERNORS AWARD FOR EXCELLENCE IN TEACHING

DESCRIPTION:

The Board of Governors of the University of North Carolina System, in recognition of teaching excellence, gives this award annually to one faculty member at each UNC institution. This is the highest teaching award available at the university. The North Carolina A&T State University nominee for this award is selected from the pool of Outstanding College/School Teaching Award recipients for the current year. The award is sponsored by the University System and carries a cash stipend.

CRITERIA:

General information and minimum eligibility requirements for this award are provided in sections 400.3.6 and 400.3.6.1[G] of the UNC Policy Manual, available at:

http://www.northcarolina.edu/policy/index.php

Additional North Carolina A&T State University criteria for this award are listed below.

1. Current year recipients of the Outstanding College/School Teaching Award form the pool of nominees for this award.
2. The NC A&T Teaching Excellence Awards Committee will use teaching/learning portfolios submitted by Outstanding College/School Teaching Award recipients to make recommendations for the UNC Board of Governors Award for Excellence in Teaching.
3. The Teaching Excellence Awards Committee may, at its discretion, collect additional data on nominees' teaching effectiveness.
4. Recipients of this award (at any UNC institution) are ineligible to receive this award more than once in their lifetime.

SELECTION COMMITTEE:

The NC A&T Teaching Excellence Awards Committee is a university-level committee appointed by the Chancellor based on recommendations from the deans. The committee is comprised of representatives from each undergraduate School/College, along with the director of the Academy for Teaching and Learning. The Director of the Academy for Teaching and Learning serves as the chair for this committee.

PROCEDURE:

1. Each undergraduate College/School forwards the teaching/learning portfolios of its Outstanding College/School Teaching Award recipient to the Academy for Teaching and Learning.

NOTE: Beginning in fall, 2012 the teaching/learning portfolio must be submitted in a digital format (pdf file/files). Schools/colleges will need to scan the hard-copy portfolios into this digital format prior to submitting to the ATL. Additional information will be provided in November, 2012.

2. The NC A&T Teaching Excellence Awards Committee reviews candidates' nomination materials and gathers additional data if necessary.

3. The NC A&T Teaching Excellence Awards Committee makes a recommendation to the Chancellor for endorsement and submission to UNC General Administration.

4. The selected individual's portfolio is prepared for submission to the UNC Board of Governors.

EVALUATION CRITERIA:

The NC A&T Teaching Excellence Awards Committee will include the following dimensions of teaching excellence in its evaluation of nominees' application portfolios. The weight of each dimension in the scoring rubric is indicated in brackets [∗].

1. Evidence of continuous growth in appropriate areas of professional development (content, pedagogy, and assessment) [20%]
2. Evidence of an intentional teaching process consistent with scholarly work on teaching and learning [25%]
3. Evidence of the development of a student-centered learning environment [15%]
4. Evidence of effective use of a variety of teaching pedagogies [10%]
5. Evidence of success in promoting critical thinking and communication skills [20%]
6. Evidence of contributing to the intellectual development of students beyond the classroom [10%]

Each of the dimensions of teaching excellence will be evaluated using the three performance levels listed below:

Marginal: nominee's portfolio provides *little evidence* to support this dimension and support for this evidence is *inconsistent* throughout the portfolio

Acceptable: nominee's portfolio provides *some evidence* to support this dimension but the evidence is *not consistent* throughout the portfolio

Exemplary: nominee's portfolio provides *a variety of evidence* to support this dimension and support for the evidence is *consistent* throughout portfolio

Evidence for the dimensions of teaching excellence listed above may include:

- examples from classroom teaching, in particular examples of student work or descriptions of projects linked to and demonstrating student learning.
- a clearly articulated teaching philosophy statement that demonstrates ongoing professional development in the area of teaching and learning and intentional linkage to classroom teaching practices and improvement in student learning.
- a demonstration of course development/redesign, curricular materials development, and assessment practices linked to formative and summative assessment of student learning.
- intentional linkages between scholarly work on teaching/learning and classroom practices, assessment processes, and development of student-centered learning environments.
- examples of active and ongoing scholarship of teaching and learning (presentations, publications, and/or funded research on teaching and learning).
- participation in teaching/learning workshops.
- peer review summaries and action plans (classroom observation with structured feedback).

- faculty letters of recommendation.
- formative evaluations done by professors in their classes.
- student comments and letters.
- course evaluations (including open-ended questions).

Highly-rated portfolios will: (1) include a variety of evidence to support the award nomination; (2) emphasize linkages among scholarship on teaching and learning, classroom teaching and assessment practices, and student learning outcomes; and (3) demonstrate ongoing excellence in teaching and learning.

SCHEDULE:

1.	Digital teaching portfolios of Outstanding School/College Teaching Award recipients are forwarded to the Academy for Teaching and Learning (313 Dowdy Building)	By December 1
2.	The NC A&T Teaching Excellence Awards Committee reviews teaching portfolios and gathers additional data if necessary	December - January
3.	The NC A&T Teaching Excellence Awards Committee submits the name of a nominee for the UNC Board of Governors Award for Excellence in Teaching to the Chancellor.	By January 15
4.	The digital portfolio of the NC A&T State University nominee is forwarded by the Chancellor to UNC General Administration	By January 30
5.	UNC Board of Governors announces system-wide UNC Board of Governors Awards for Excellence in Teaching	Late Spring
6.	North Carolina A&T State University recipient of UNC Board of Governors Award for Excellence in Teaching recognized at Commencement	May

AWARD/RECOGNITION:

1. $7,500 stipend
2. Framed citation and recognition by the UNC Board of Governors
3. Recognition at the University's May Commencement
4. Recognition on permanent award plaque of past UNC Board of Governors Award for Excellence in Teaching recipients [currently displayed outside the Academy for Teaching and Learning director's office, 313 Dowdy Building]

Junior Faculty Teaching Excellence Award

DESCRIPTION:

This award is presented annually to **two (2)** North Carolina A&T State University tenure-track, untenured (junior) faculty members to recognize teaching excellence at the junior faculty level. The award is sponsored by North Carolina A&T State University and carries a cash stipend. The award was initiated in 2008.

CRITERIA:

At the time of application, all nominees for this award must meet the following criteria:

1. Be a tenure-track, untenured, full-time faculty member
2. Have completed a minimum of two (2) consecutive years of teaching at North Carolina A&T State University as a tenure-track faculty member
3. Demonstrated overall excellence in teaching during the candidate's employment at North Carolina A&T State University as a tenure-track faculty member
4. Provide complete nomination package by application deadline

Notes: (1) No more than one faculty member per department may be nominated each year.
(2) Previous winners are not eligible to be nominated for this award.
(3) Anyone submitting a portfolio for consideration for a teaching award should not be a participant in the School/College selection committee.

SELECTION COMMITTEE:

The NC A&T Teaching Excellence Awards Committee is a university-level committee appointed by the Chancellor based on recommendations from the deans. The committee is comprised of representatives from each undergraduate School/College, along with the director of the Academy for Teaching and Learning. The Director of the Academy for Teaching and Learning serves as the chair for this committee.

PROCEDURE:

One nominee is selected from each School/College to compete for the NC A&T State University Junior Faculty Teaching Excellence Award(s). Nominees must:

1. Be nominated by faculty, students, administrators or alumni using the "Teaching Excellence Awards" nomination form (download from the Academy for Teaching and Learning web site - see cover of this document for web link)

2. Submit a completed portfolio of teaching/learning materials at the time of application to the College/School selection committee.

NOTE: Beginning in fall, 2012 the teaching/learning portfolio must be submitted in a digital format (pdf file/files). Schools/colleges will need to scan the hard-copy portfolios into this digital format prior to submitting to the ATL. Additional information will be provided in November, 2012.

Specific information on developing the teaching/learning portfolio is provided below. Please refer to this information before developing your portfolio.

Developing the Teaching/Learning Portfolio:

Information regarding the evaluation criteria, performance indicators, and selection process for this award is provided in the EVALUATION CRITERIA section below. Please use this information to help prepare your teaching/learning portfolio.

Each teaching/learning portfolio must include the items listed below. Please organize these materials in the order listed:

a. Completed and signed **"Teaching Excellence Awards Nomination Form"**.

b. **Letters of support** (including the nominator, dean, department chair, two North Carolina A&T State University colleagues, and at least two current or former students).

c. **Brief biographical sketch** (1 page max.). These will be used for the campus award ceremony, if selected (see examples on p. 5)

d. Current **curriculum vitae** highlighting teaching/learning-related activities and accomplishments (4 page max.).

e. A **teaching philosophy statement** (4 page max.). The teaching philosophy statement should include a discussion of pedagogical methods, assessment techniques, instructional technology, and/or teaching innovations used to promote student learning in and out of the classroom and the reasons for their use. *Competitive proposals will intentionally link pedagogical methods/activities used by the applicant to expected student learning outcomes, assessment of student learning, evidence of student learning outcome achievement, and scholarly research on teaching and learning (generally and/or in the discipline).*

f. **Copies of syllabi and other relevant course materials** from at least **two (2)** different courses taught by the nominee that provide evidence of teaching excellence (scholarly teaching and evidence of student learning). Pertinent course materials could include student learning artifacts, course teaching/learning portfolios, project descriptions and examples, and/or student reflections on learning (student work must be anonymous and used with permission).

g. A copy of **official student course evaluations** for all courses taught over the previous **two (2) years**, not including summer school (please list courses and enrollment by semester on a separate sheet).

h. Any **additional supporting material** providing evidence of teaching excellence and student learning.

The portfolio should be developed in an organized, professional manner and is limited to <u>one TWO-INCH binder</u>. Portfolios that do not meet these criteria will be returned.

EVALUATION CRITERIA:

The NC A&T Teaching Excellence Awards Committee will include the following dimensions of teaching excellence in its evaluation of nominees' application portfolios. The weight of each dimension in the scoring rubric is indicated in brackets [∗].

1. Evidence of an intentional teaching process consistent with scholarly educational research [25%]
2. Evidence of the development of a student-centered learning environment [25%]
3. Evidence of ongoing professional development in teaching and learning [20%]
4. Evidence of success in promoting student learning in class [20%]
5. Evidence of promoting student learning beyond the classroom [10%]

Each of the dimensions of teaching excellence will be evaluated using the three performance levels listed below:

Marginal: nominee's portfolio provides *little evidence* to support this dimension and support for this evidence is *inconsistent* throughout the portfolio

Acceptable: nominee's portfolio provides *some evidence* to support this dimension but the evidence is *not consistent* throughout the portfolio

Exemplary: nominee's portfolio provides *a variety of evidence* to support this dimension and support for the evidence is *consistent* throughout portfolio

Evidence for the dimensions of teaching excellence listed above may include:

- examples from classroom teaching, in particular examples of student work or descriptions of projects linked to and demonstrating student learning.
- a clearly articulated teaching philosophy statement that demonstrates intentional linkages among scholarly educational research, classroom teaching practices, and improvement in student learning.
- a demonstration of course development/redesign, curricular materials development, and assessment practices linked to formative and summative assessment of student learning.
- intentional linkages between scholarly work on teaching/learning and classroom practices, assessment processes, and development of student-centered learning environments.
- examples of active and ongoing scholarship of teaching and learning (presentations, publications, and/or funded research on teaching and learning).
- participation in teaching/learning workshops.
- peer review summaries and action plans (classroom observation with structured feedback).
- faculty letters of recommendation.
- formative evaluations done by professors in their classes.
- student comments and letters.
- course evaluations (including open-ended questions).

Highly-rated portfolios will: (1) include a variety of evidence to support the award nomination; (2) emphasize linkages among scholarship on teaching and learning, classroom teaching and assessment practices, and student learning outcomes; and (3) demonstrate commitment to excellence in teaching and learning.

SCHEDULE:

1. Completed nomination packages due to School/College awards committees	October – November *Check with your College/School teaching excellence selection committee for specific dates*
2. Nomination packages reviewed by School/College teaching awards committees; one nominee per School/College selected and nominee's digital teaching portfolio forwarded to Academy for Teaching and Learning (313 Dowdy Building)	By December 1
3. Review of nomination packages by NC A&T Teaching Excellence Awards Committee and selection of Junior Faculty Teaching Award recipients	December – January
4. Junior Faculty Teaching Excellence Award recipients recognized at Honors' Day Convocation and NC A&T Teaching Excellence Awards Luncheon	March

AWARD/RECOGNITION:

Two awardees will be selected each academic year. Each award recipient will receive:

1. $1,000 stipend and plaque.
2. Recognition at Honors Day Convocation and NC A&T Teaching Excellence Awards Luncheon.
3. Recognition on permanent award plaque of past Junior Faculty Teaching Excellence Award recipients [currently displayed outside the Academy for Teaching and Learning director's office, 313 Dowdy Building]