

**North Carolina A&T State University
Junior Faculty Teaching Awards
2017-2018 Application Information**

A. 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. One faculty member per college/school is selected as a nominee for this award. College/school selection committees determine the nominees. The award is sponsored by North Carolina A&T State University and carries a cash stipend. The award was initiated in 2008.

B. APPLICANT 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 a complete nomination package by application deadline
5. Cannot be a member of the school/college teaching awards selection committee

Limitations:

1. No more than one faculty member per department within a school/college may be nominated each year.
2. Previous winners are not eligible to be nominated for this award.

C. SELECTION COMMITTEE

The 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, Bluford Library.

D. APPLICATION 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).
2. Submit a complete portfolio of teaching/learning materials to the college/school teaching awards selection committee (see portfolio requirements, next section).

Each college/school will select one nominee for the Junior Faculty Teaching Award.

E. DEVELOPING THE TEACHING/LEARNING PORTFOLIO

Digital Portfolio Submission Process

Junior Faculty Teaching Award portfolios must be uploaded in digital format [using Adobe Acrobat (.pdf) files] to a designated NC A&T State University SharePoint (intranet) site.

Once this information is received a personal SharePoint folder will be created for you to upload your teaching portfolio materials digitally.

Teaching portfolios must:

- be developed in a professional manner,
- include all of the required materials,
- meet the page limitations outlined in the next section, and
- use a font no smaller than 11 point for any applicant-authored portions of the portfolio.

Teaching portfolios that do not meet these criteria will not be reviewed.

IMPORTANT: Create one Adobe Acrobat PDF file for each of the teaching portfolio **sections** (nomination form, letters of support, etc.) included in the table on the **following page**. Use the file naming conventions listed.

Note: Replace "username" with your university email username (e.g. **nomination-simkinss.pdf**, where **simkinss@ncat.edu** is your NCAT email address).

You will upload these files to your personal SharePoint folder. Be sure to note the page limitations for each section of the portfolio (when listed), as indicated in the next section.

**Naming conventions for files to be uploaded to SharePoint site for
Junior Faculty Teaching Excellence Awards:**

Teaching Portfolio Section	File Name to Use (with <i>username</i> replaced)
1. Nomination form	<i>nomination-username.pdf</i>
2. Letters of support	<i>support-username.pdf</i>
3. Brief biographical sketch	<i>bio-username.pdf</i>
4. Current curriculum vitae	<i>vitae-username.pdf</i>
5. Teaching philosophy statement	<i>statement-username.pdf</i>
6. Syllabi	<i>syllabi-username.pdf</i>
7. Official student course evaluations	<i>studentevals-username.pdf</i>
8. Additional supporting material	<i>additional-username.pdf</i>

Portfolio Composition: Required Items and Page Limitations

Note: Information regarding the evaluation criteria for this award is provided in the next section. Please use this information to help prepare a competitive teaching/learning portfolio.

1. Completed and signed "Teaching Excellence Awards Nomination Form"
2. Letters of support (16 pages max.)

Include letters from: (1) the nominator, (2) department chair, (3) **two** North Carolina A&T State University colleagues, and (4) **at least two (and no more than four)** current or former students. Letters should be no longer than two pages each.

Note 1: Letters of support should focus **only on teaching/learning-related achievements and activities**. Include comments on research, grants, service, and engagement **ONLY** if they are directly related to the teaching activities of the applicant.

Note 2: After the school/college has selected its Junior Faculty Teaching Award nominee, a **letter from the dean** must also be included in the teaching portfolio.
3. Brief biographical sketch (1 page max.).

These will be used for the campus award ceremony if the applicant is selected for an award (see examples in Appendix).
4. Current curriculum vitae (4 page max.)

The CV should focus on/highlight teaching/learning-related activities and accomplishments.

5. 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.

Note: *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).*

6. Syllabi

Include syllabi from **at least two (2) different courses** taught by the nominee that provide evidence of teaching excellence (scholarly teaching and evidence of student learning).

7. Official student course evaluations

Include full end-of-course evaluations for all courses taught over the **previous two (2) academic years**, not including summer school.

Also include a **single-page summary sheet** listing, for each course you have taught over the previous two academic years (four semesters, not including summer school):

- course number
- course title
- undergraduate/graduate
- overall instructor rating
- number of students in course, and
- number of students completing course evaluations

8. Additional supporting material providing evidence of teaching excellence and student learning (25 pages, max.).

Note: *This could include public recognition of teaching excellence and samples of course materials. Relevant course materials could include course-related student learning artifacts, project descriptions and examples, and/or student reflections on learning (student work must be anonymous and used with permission).*

F. EVALUATION CRITERIA

The 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 includes, but is not limited to:

- 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, evidence-based 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 and evidence-based teaching practices
- 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)

Exemplary 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 an ongoing commitment to excellence in teaching and learning.**

G. SCHEDULE

1. **Submission of teaching/learning portfolio to college/school committee.** Applicants should plan to submit a complete teaching/learning portfolio and nomination form to their college/school teaching awards committee in early fall. Check with your college/school teaching award for specific submission dates in your unit.
2. **Forwarding of nominees to Teaching Excellence Awards Committee:** Names of Junior Faculty Teaching Award nominees selected by the college/school teaching awards committee and approved by the Dean should be forwarded to the Teaching Excellence Awards Committee (c/o Academy for Teaching and Learning, tbrussell@ncat.edu) by **November 22, 2017**.

Review of teaching/learning portfolios by Teaching Excellence Awards Committee will take place between November, 2017 and January, 2017. Junior Faculty Teaching Award recipients will be notified in February, 2017.

H. AWARD/RECOGNITION

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

- Junior Faculty Teaching Award plaque
- \$1,000 stipend
- Recognition at the North Carolina A&T State University Faculty Awards Dinner (April/May)
- 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, Third Floor, Dowdy Building]

I. QUESTIONS

If you have questions regarding the application process for the Junior Faculty Teaching Awards, please contact:

Ms. Tiffany Russell, Chair
 Teaching Excellence Awards Committee
 Email: tbrussell@ncat.edu | Phone: 336-285-4191

APPENDIX: EXAMPLES OF BRIEF BIOGRAPHICAL SKETCHES (from past 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. 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.*"