

## TEACHING EXCELLENCE AWARDS

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### DESCRIPTION

These awards will be given annually to recognize teaching excellence in each school. One faculty member per school will be selected to receive this award. School selection committees will determine the award recipients. The awards will be sponsored by the University of Maryland Eastern Shore and will not carry a cash stipend.

### QUALIFICATIONS

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

1. Be a full-time 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 three (3) full years of teaching at the University of Maryland Eastern Shore, 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, instructional technology, or related activities.
3. Previous winners of the Outstanding School Teaching Award are eligible for this award.
4. Each school's Outstanding Teaching Award recipient will be eligible for the University of Maryland Eastern Shore's Outstanding University Teaching Award.
5. Anyone submitting a portfolio for consideration for a teaching award should not be a participant on the school's selection committee.

### PROCEDURE

Nominees for this award must:

1. Be nominated by faculty, students, administrators or alumni using the "University of Maryland Eastern Shore Teaching Excellence Awards" nomination form.
2. Submit a completed portfolio of teaching/learning materials at the time of application to his/her school's dean.
3. The school dean will submit the portfolio of teaching/learning materials to the school selection committee, who is appointed by the dean.
4. The school selection committee will evaluate the candidates' portfolio of teaching/learning materials and provide the highest ranked candidate's name to the dean.
5. The school dean will submit the highest ranked candidate's portfolio of teaching/learning materials to the Vice President for the Division of Academic Affairs.

**NOTE:** Specific information on developing the teaching/learning portfolio is provided on the following page. Nominees should refer to this information before putting together their portfolio materials.

## Developing the Teaching/Learning Portfolio

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Because the *University of Maryland Eastern Shore's School Award for Excellence in Teaching* winners form the pool for the *University of Maryland Eastern Shore's University Award for Excellence in Teaching Award*, nominees for the school award are encouraged to develop their teaching/learning portfolio with that in mind.

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**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, from three academic colleagues who have observed your teaching effectiveness, and at least two current or former students).
- c. Current **curriculum vita** highlighting teaching/learning---related activities and accomplishments (4 page max.)
- d. 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).*
- e. **Copies of syllabi and other relevant course materials** from 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).
- f. 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).
- g. Copy of the department chair's **teaching evaluations of the nominee** for the **previous two (2) years**.
- 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 one THREE INCH binder.**

## SCHEDULE

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|--|-------------------|
| 1. School selection committee is appointed by each dean  | January 20, 2012  |
| 2. Current year Teaching Excellence Awards guidelines sent to deans  | January 27, 2012  |
| 3. Applicant's teaching/learning portfolio and nomination form submitted to dean   | February 20, 2012 |
| 4. Applicant teaching/learning portfolios and nomination form submitted to the school teaching awards committee by the dean  | February 27, 2012 |
| 5. Outstanding School Teaching Award recipients identified by committee and submitted to the dean. Application materials of award recipients forwarded to the Office of Academic Affairs.                | March 9, 2012     |
| 6. The University Committee will use teaching/learning portfolios of the school award recipients to make recommendations for the <i>University of Maryland Eastern Shore University Teaching Award</i> . | March 23, 2012    |
| 7. The Outstanding School Teaching Award and Outstanding University Teaching Award recipients recognized on Honor's Day.   | April 5, 2012     |

## AWARD/RECOGNITION

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1. School teaching award plaque
2. University teaching award plaque
3. Recognition on Honor's Day.

## EVALUATION CRITERIA

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The University of Maryland Eastern Shore Teaching Excellence Awards Committees 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:

SCALE									
Marginal				Acceptable			Exemplary		
1	2	3	4	5	6	7	8	9	10

**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 the 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 department chairpersons 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.**