

Academy of Distinguished Teaching Scholars Application Information and Guidelines

Nuts and Bolts:

- Use a 3-ring binder with labeled tab dividers for each section. Sections should be in order listed below. (Section titles are numbered below.) In addition to the binder, please provide all materials (other than the cover page and letter of nomination) on a CD-ROM as a PDF, with separate folders for each section.
- Use 11-12 pt font (Times New Roman or similar).
- Course evaluation data and information related to mentoring of graduate and undergraduate students should be presented using the format shown in the detailed instructions that follow.

Include the following sections of information in your packet in the following sequence:

- **Cover page nomination form (to be inserted by Associate Provost’s office after packet is submitted)**
 - **Letter of nomination (to be inserted by Associate Provost’s office after packet is submitted)**
 - **Letter of support from Chair.**
- 1. Teaching Accomplishments:** *Provides evidence of sustained teaching accomplishments that sets the individual apart from his/her peers. This might include:*
- *Teaching awards/recognitions/honors: unit, college, state/regional, national or international levels*
 - *Awards/recognitions for program or curriculum development, tools, technologies, etc.*
 - *Advising role: specific evidence of what you accomplished in this role; what is unique about your advisement/mentoring with students; evidence of “success” as an advisor/mentor*
 - *Student course evaluations (Use the table shown below. Do not include summary scores from individual questions listed on the original course evaluation form and do not include student comments from evaluations.)*

Table 1.1 Summary of Scores for Student Evaluations: Mean for instructor evaluation (questions 1-9); instructor overall and course overall)*

All teaching evaluation scores based on the following rating system: 5 = excellent; 4 = above average; 3 = average; 2 = below average; 1 = poor.

| Course | Section | Sem/ Yr | # Enrolled/ Eval | | Req’d Yes/No | Nominee | | | Department | | | College | | |
|-------------|---------|------------|---------------------|----|-----------------|---------|-------|--------|------------|-------|--------|---------|-------|--------|
| | | | | | | 1-9 | Instr | Course | 1-9 | Instr | Course | 1-9 | Instr | Course |
| XXX 1234 | 5678 | F ‘06 | 40 | 35 | Yes | | | | | | | | | |
| | | | | | | | | | | | | | | |

*Indicate total number of students enrolled and number of students completing the evaluation.

2. Teaching Innovations and Enhancements

- *Unique aspects of program/course development, support materials developed for courses, etc*
 - *Study abroad/travel programs; service learning programs, other program development*
 - *Technology-based innovations/enhancements: simulations, Web-based tools and/or Web sites, educational software, other non-standard uses of technology*
 - *Labs (innovations beyond the traditional)*
 - *Internships*
 - *Teaching across disciplines/colleges*
- *Unique evaluation strategies*
- *Other creative approaches*

3. Scholarly Accomplishments: *Provides evidence of sustained scholarly accomplishments that sets the individual apart from his/her peers. Shows evidence of peer recognition at the national/international level. This might include:*

- *Awards/honors/recognitions received for scholarly works (include awarding organization and year received)*
- *Distinguished record of peer-reviewed publications in area of expertise (full citations; include names of undergraduate/graduate student co-authors); include scholarly publications related to pedagogy*
- *Books authored, edited, and book chapters (full citation)*
- *Editor/editorial board status*
- *Study section member/leader*
- *Fellow status*
- *Visiting scholar*
- *Founder of a journal or other scholarly publication*
- *Major contributor to a field (substantiated in some way)*
- *Coverage in national and international media*

4. Integration of Teaching and Scholarship

- *Narrative or bulleted points that show how teaching and scholarly work are integrated; the integration must be explicit and preferably novel*
- *Selected accomplishments of students: awards, recognitions and placement*
- *List of graduate students for whom you served as Chair or Co-Chair of their Supervisory Committee, topic, department, start and completion dates (use Table 4.1 shown below; **limit to past 10 years**)*
- *List of undergraduate students who nominee sponsored/mentored for programs such as USP, McNair, honors theses, summer high school programs, etc. (use Ttable 4.1 shown below)*

Table 4.1

| Applicant's Role | Student | Research Topic | Home Department | Start Date | Complete Date |
|-----------------------------------|----------------|-----------------------|------------------------|-------------------|----------------------|
| Chair or Co-Chair, PhD Committees | | | | | |
| | | | | | |

| | | | | | |
|---------------------------------|--|--|--|--|--|
| Chair or Co-Chair, MS Committee | | | | | |
|---------------------------------|--|--|--|--|--|

(Table 4.1 continued)

| Applicant's Role | Student | Research Topic | Home Department | Start Date | Complete Date |
|------------------------------------------------------------------------------------------------------------------------|---------|----------------|-----------------|------------|---------------|
| Undergraduate advisor (specify: University Scholars Program, Honors Program, Externally funded undergraduate research) | | | | | |

5. Mentoring of Others (non-student)

- *Peer mentoring committees, programs*
- *Sharing resources, ideas, innovations*

6. Service activities related to pedagogy and teaching enhancement

- *Participation on departmental, unit, college, university committees*
 - *Curriculum committee*
 - *Peer evaluation committee*
 - *Undergraduate/graduate coordinator (specific evidence of what you accomplished in this role)*

7. Vision of Excellence in Teaching and Scholarly Pursuits

- *Provide a statement of vision for how the university can distinguish itself in teaching and scholarly pursuits. How might the Academy of Distinguished Teaching Fellows help implement this vision? What would be your ideal role in the Academy?*

8. Course syllabi

- 1 copy of syllabus **for each different course taught** in the last two years. (Do not include multiple syllabi from the same course.)