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DATE: December 10, 2010

SUBJECT: Faculty Recognition Awards

TO: IUP Faculty

FROM: Mary Anne Hannibal, Director  
Center for Teaching Excellence

One of the goals of IUP's Center for Teaching Excellence (CTE), as set forth in its original mission statement, is to develop mechanisms for recognizing the excellence in teaching that exists at our university. To this end, the Faculty Recognition Program for Excellence in Teaching was established in 1990. The purpose of the Faculty Recognition Awards is to acknowledge the multi-dimensional nature of the practice of teaching and to recognize some of the many excellent faculty members at IUP. There are twelve award categories that define ways of thinking about teaching excellence and commitment to our students.

Descriptions of all award categories, procedures for applying, and a nomination form are provided here. Self nominations are encouraged. If you need additional information, please call x7-7800 or send an e-mail to [Hannibal@iup.edu](mailto:Hannibal@iup.edu).

## **FACULTY RECOGNITION AWARD CATEGORIES**

**1. ACADEMIC ADVISING:** Recognizes members of the IUP community who have achieved excellence in providing academic advising and mentoring to undergraduate and/or graduate students. All current faculty and staff who advise IUP students are eligible. The nominee should submit a statement on advising (three double-spaced pages, maximum), letters of support from appropriate sources (e.g., students and colleagues), and any relevant advising artifacts (limited to one file folder in size, please).

*Example:* A faculty member designs and implements a new advising form for his/her department, which is determined to be more efficient and more helpful to students, or has designed a handout to supplement existing materials which provides crucial information and guidelines.

**2. CONTENT PEDAGOGY:** The use of techniques which are especially effective in teaching content within a particular discipline.

*Examples:* A physics teacher has a particularly large and effective repertoire of examples to illustrate aspects of the theory of relativity. A psychology instructor develops a class exercise that enables students to understand a difficult concept in Piagetian developmental theory. Student projects, comments and/or student evaluations reflect the effectiveness of these teaching strategies.

**3. DISTANCE EDUCATION:** Exemplary instructional design and teaching at a distance.

*Example:* An instructor teaches an online course that utilizes the hallmarks of quality online instruction, including providing a clearly defined structure, encouraging interaction and collaboration, and making accommodations for both copyright and accessibility.

**4. DIVERSITY:** Respects students' differences and/or makes diversity central to the intellectual content of courses taught.

*Example:* An astronomy professor introduces students to Mayan, Arabic, Polynesian, and Chinese ways of investigating and understanding the solar system, time, seasons, and the universe in addition to the contributions of "western" science. Included in the application are lesson plans, a syllabus, a student project and all student evaluations for the course.

**5. EXPERIENTIAL EDUCATION:** The Heiges-Lamberski Award for exemplary commitment demonstrated by an experiential education coordinator in the design, development, delivery, evaluation and/or advocacy of experiential education at IUP.

*Example:* The coordinator of a practicum program, clinical program, student teaching program, cooperative or internship program who: develops exemplary support materials or databases, extends the university's image, receives state or national recognition for efforts in this area, or performs outstanding service relevant to this category. Materials supporting both the quality and quantity of productivity are to be included.

**6. EXPOSITORY INSTRUCTION:** Excellence in instruction that is based in verbally-delivered expository teaching, i.e., a “good” lecture.

*Example:* Information is presented in a meaningful context; analogies and examples are provided when appropriate to create relevance and add clarity; student questions and comments are invited; important points are clearly identified and reviews and summaries are provided; critical thinking is encouraged; generalization and transfer are emphasized; links between old and new material are established. Lesson plans are included that show how the professor develops the linkage between concepts; student work and all course evaluations of the class section are included to demonstrate the claim to excellent expository instruction.

**7. INNOVATION:** The use of techniques or materials outside the traditional teaching methods and tools. This may include the introduction of techniques common in one discipline to another discipline.

*Example:* An educational psychology teacher develops a series of case studies designed as "lab exercises." Students are asked to identify relevant data, form hypotheses, experiment with appropriate actions, and analyze results supplied by the instructor in a simulation of a real classroom environment. Course materials are included that demonstrate carefully organized and well-developed innovations in the presentation of lab exercises. Include student evaluations.

**8. INSTRUCTIONAL TECHNOLOGY:** The innovative use of technology in the classroom as a tool to empower students to be actively involved in their learning.

*Examples:* An instructor assigns students to develop “virtual field trips” which are taken over the World Wide Web, or an instructor assigns students the development of interactive multi-media presentations utilizing technologies studied in the classroom. Included in the application are lesson plans, a syllabus, a student project and all student evaluations of the course.

**9. INTERDISCIPLINARY PRACTICE:** A team approach by individuals from different departments or the infusion of one discipline into another in such a way that learning is enhanced.

*Example:* An instructor uses literary examples to illustrate important concepts in a science course; students gain a clearer understanding of the concept and of the relevance of the literature. Course lesson plans, student papers/projects, and student evaluations demonstrate the educational value of the use of this example.

**10. PEDAGOGICAL RESEARCH:** Study that increases knowledge about teaching and learning as a function of actual classroom practice. This includes descriptive, correlational, experimental, or causal-comparative research.

*Example:* In one of two sections of the same course, an instructor introduces collaborative learning techniques; in the other s/he maintains a direct instruction approach. At the end of the semester, the efficacy of the two approaches is assessed by student achievement levels and by student attitudes toward the content and the instructor. Lesson plans/syllabi are included that show how the professor differentiated the same lesson for the two subject groups and all student evaluations from the two sections are submitted.

**11. REFLECTIVE PRACTICE:** The thoughtful consideration of classroom events with the purpose of improving instruction and solving problems as they arise. Experience and careful analysis allow for new patterns of practice that enable the instructor to deal with present-day learning in a proactive rather than reactive manner.

*Example:* A foreign language teacher uses a “quality circle” to monitor class progress and obtain feedback about learning in the classroom. The circle consists of three to five students who agree to meet weekly with the instructor. Supporting materials are included that show how the professor assesses the effectiveness of the quality circles and all course evaluations of the class section are included to demonstrate the claim to reflection and subsequent growth in student development, teacher effectiveness or general professional growth.

**12. GENERAL PRACTICE:** Any example of effective classroom practice which does not fall into one of the categories described above. Supporting materials and student evaluations are submitted with the description of the practice.

**NOMINATION PROCEDURE:** Faculty may nominate themselves for recognition in any of the categories described. The examples of each category do not represent an exclusive list. Several awards may be made in one category, and none in other categories, depending on the strength and the number of applications. Faculty and academic administrators may also nominate colleagues, informing the nominee in sufficient time so that he/she can submit all required materials by February 14. Members of the Center for Teaching Excellence Advisory Committee do not nominate candidates for these awards.

Previous recipients of these awards are ineligible to apply until three award years have elapsed since receipt of their award, in order to recognize as many faculty members as possible. For example, a Spring 2010 award recipient would not be eligible until the Spring 2014 awards, letting 2011, 2012 and 2013 elapse. The Center for Teaching Excellence (CTE) Advisory Committee will review the applications and select the award recipients. The CTE Director and Co-Chairs of the CTE Advisory Committee will announce the names of the award winners, who will then be recognized for their teaching or advising at the April 28<sup>th</sup> CTE Faculty Recognition Dinner.

**Support materials are limited to what fits in one 8 ½ x 11-inch manila folder, excluding student evaluations.** Appropriate student evaluations (both summary sheet and student comments) should be submitted with the application. Please provide recent evidence to support the category selected, such as student projects or portfolios. If submitting CD’s or websites for review, make certain they are easily accessible and can be viewed with available equipment in the library, as all applications and supporting materials remain in the library throughout the review process.

**AWARD STRUCTURE:** The *Instructional Technology Award* is sponsored by Information Technology Services, the *Distance Education Award* is sponsored by the Office of Distance Learning and the *Heiges-Lamberski Award* is sponsored by the Career Development Center. In addition, up to five awards are sponsored by the Center for Teaching Excellence. Award recipients will each receive \$500 transferred to their departmental budgets for professional development, travel, course materials, etc.

**AWARDS DINNER:** Each award recipient and his/her guest will be honored by the IUP community at a Recognition Dinner sponsored by the Center for Teaching Excellence on **Thursday, April 28, 2011** (5:00-7:00 p.m.). This event brings together many of our most dedicated teachers, their Deans, the Provost, and other supportive and interested members of the IUP community. It is a wonderful opportunity for a large population to hear about the terrific work of their colleagues.

**DEADLINE:** Deadline for receipt of completed nominations is **Monday, February 14, 2011.**

**NOMINATION FORM**  
**IUP Center for Teaching Excellence**  
**2011 Faculty Recognition Awards**

NOMINEE \_\_\_\_\_

DEPARTMENT \_\_\_\_\_ CAMPUS ADDRESS \_\_\_\_\_

CAMPUS PHONE \_\_\_\_\_ E-MAIL ADDRESS \_\_\_\_\_

Nominated by (if other than self): \_\_\_\_\_

**NOMINEE'S ACCEPTANCE**

I accept the nomination for the award circled below.

\_\_\_\_\_  
Nominee's signature

\_\_\_\_\_  
Date

**AWARD CATEGORY** (Please circle only one category):

**ACADEMIC ADVISING**

**EXPERIENTIAL EDUCATION**

**INTERDISCIPLINARY PRACTICE**

**CONTENT PEDAGOGY**

**EXPOSITORY INSTRUCTION**

**INSTRUCTIONAL TECHNOLOGY**

**DISTANCE EDUCATION**

**GENERAL PRACTICE**

**PEDAGOGICAL RESEARCH**

**DIVERSITY**

**INNOVATION**

**REFLECTIVE PRACTICE**

Please provide a brief (up to three pages typed, no smaller than 12-point font) description of activities. Attach copies of relevant assignments, examples, student evaluations, etc.

**Deadline is Monday, February 14, 2011.**

Please submit this nomination form and materials to: **Sharon Aikins, 103 Stabley**

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