

2012 SCHEV Outstanding Faculty Awards

The **Outstanding Faculty Awards** are the Commonwealth's highest honor for faculty at Virginia's public and private colleges and universities. These awards recognize superior accomplishments in teaching, research, and public service.



Types of SCHEV Awards:

1. *Outstanding Faculty Award*: A nominee in this category must demonstrate excellence in the four areas of scholarly endeavor: teaching, research, integration and service.
2. *Rising Star Award*: A Rising Star nominee must be in no more than his/her sixth year of continuous service as a full-time faculty member, and no less than his/her third year of continuous service as a full-time faculty member in Virginia (i.e., no more than 6 years, total, as a higher education instruction, but at least 3 years at a Virginia institution). A nominee in this category must demonstrate excellence in the four areas of scholarly endeavor: teaching, research, integration and service.
3. *Teaching with Technology Award*: A Teaching with Technology nominee must possess a record of superior accomplishment in the use of innovative educational/instructional technologies for instruction. This focus on the teaching and learning process must lead to demonstrable student learning outcomes.

Timeline:

September 5, 2011: Nomination Dossiers Due
September 9, 2011: University Honorifics Committee Meets
September 26, 2011: Revised Nomination Dossiers Due
September 29, 2011: Nomination Dossiers Sent to SCHEV

Center for Instructional Development and Educational Research
SCHEV Outstanding Faculty Award

General Timeline

April

- SCHEV releases the award guidelines
- SCHEV award PR to faculty

June

- SCHEV award PR to faculty

August

- SCHEV award PR to faculty
- Nomination material prep workshops

September

- Nomination material prep workshops
- Nomination packets due to CIDER, September 5, 2010

October

- Nomination packets due to SCHEV, October 6, 2010

Previous VT Winners

Gary Downey	Science and Tech in Society	Professor	2011	
Romesh Batra	Engineering Science & Mech	Professor	2010	
Maura Borrego	Engineering Education	Assistant Professor	2010	Rising Star
Edwards, Marc Andrew	Civil Engineering	Professor	2007	
Zallen, Doris Teichler	Science & Technology	Professor	2007	
Murray , Thomas M.	Structural Steel Design	Professor	2006	
Sorrentino , Paul	English	Professor	2006	
Claus, Richard O.	Engineering	Professor	2005	
Geller, E. Scott	Psychology	Professor	2005	
Roy, Lucinda	English	Professor	2005	
Gardner, Thomas	English	Professor	2003	
Vorster, Michael	Civil Engineering	Professor	2003	
Craig, James	Geology	Professor	2002	
Seiler, John	Forestry	Professor	2002	
Wightman, James	Chemistry	Professor	2001	
Liu, Y.A.	Chemical Engineering	Professor	2000	
Purcell, Wayne	Ag & Applied Economics	Professor	2000	
Keown, Arthur	Finance	Professor	1999	
Plaut, Raymond	Engineering	Professor	1998	
Hackney, Cameron	Food Science	Professor	1997	
Martin, James	Civil Engineering	Associate Professor	1996	
Sherali, Hanif	Engineering	Professor	1993	
Robertson, James	History	Professor	1991	
Snizek, William	Sociology	Professor	1991	
Holzer, Siegfried	Civil Engineering	Professor	1989	
Burkhart, Harold	Forestry	Professor	1988	
Kraige, L. Glenn	Engineering Science & Mech	Professor	1988	
Knocke, William	Engineering	Professor	1987	
Owen, James	English	Professor	1987	
Quinn, Frank	Mathematics	Professor	1987	

What are the Broad Criteria for the Awards?

The following is taken from the SCHEV guideline:

A nominee *must* possess a record of superior accomplishment in the four areas of scholarly endeavor described in Ernest Boyer's *Scholarship Reconsidered* (1990, Jossey-Bass): (a) teaching; (b) discovery; (c) integration of knowledge and (d) service. *A nominee will be judged in each of these four areas* (within the context of the institution's mission).

1. A record of superior accomplishment in the scholarship of **TEACHING** should contain clear and compelling evidence related to: (i) instruction; and (ii) student development and learning.
2. A record of superior accomplishment in the scholarship of **DISCOVERY** should contain clear and compelling evidence related to: (i) scholarly works (objective, subjective, and/or artistic); and (ii) scholarly activities (new knowledge and research).
3. A record of superior accomplishment in the scholarship of **KNOWLEDGE INTEGRATION** should contain clear and compelling evidence related to: (i) curricular development, including placing the nominee's discipline in larger interdisciplinary and cross-disciplinary contexts; and (ii) meaningful connections between a nominee's discovery and teaching.
4. A record of superior accomplishment in the scholarship of **SERVICE** should contain clear and compelling evidence related to: the application of knowledge and expertise in the broader contexts of (i) institution; (ii) community/society; and (iii) professional service.

Who Tends to Receive SCHEV Awards?

In reviewing the past 5 years of winners, several trends emerged regarding who *tends* to win the SCHEV awards. It should be noted that these trends are just that, trends, and do not include or exclude any nominee from receiving an award.

Outstanding Faculty Award (for highly experienced faculty)

- Typically full professors (90 of 123 recipients since 2000)
- National/international reputation
- Exceptionally strong record of scholarship (i.e., publications, grants)
- Involved in leadership roles in professional service
- Demonstrates a passion for teaching
- Promotes a student-centered teaching approach
- Strong record of teaching effectiveness
- Has a record of receiving awards for teaching or scholarship
- Demonstrates a strong impact on students through teaching, research or service

Rising Star Award (for new faculty, at least 3 yrs in Virginia, no more than 6 total years)

- Demonstrates a passion for teaching
- Promotes a student-centered teaching approach
- Has established an advanced record of scholarships (i.e., publications, grants)
- Has a national/international reputation
- Has a record of receiving awards for teaching or scholarship
- Courses reach beyond the classroom, involving students in projects outside
- Strong professional service record
- It should be noted that the Rising Star Award is fairly new, so only a few people have received it; thus, these guidelines should be taken cautiously

Teaching with Technology Award (for experienced faculty using technology)

- A long (20+ yrs) history of using/building/inventing technologies
- Innovation in creating and using technologies
- Teaching that "involves" technologies, not necessarily the use of educational technologies
- Technology expertise is wide reaching, beyond the university
- Involved, over time, in more than one technology
- Grants/scholarship based on the use/innovation of technology
- Technology use affecting a fairly large number of students (need not be 300 students, but not simply 5-10 majors)
- Last two winners focused on Assistive Technologies and Underwater Robots
- It should be noted that the Teaching with Technology Award is fairly new, so only a few people have received it; thus, these guidelines should be taken cautiously

Essential Components of a SCHEV Nomination Packet

A SCHEV award nomination packet consists of the following components (maximum page length = 19 pages). The following is taken from the SCHEV guidelines.

(i) **Cover Sheet.** The informational Cover Sheet provided herein *must* be completed and submitted as the **first page** of the Nomination Package.

(ii) **Excerpts from Mission Statement.** Excerpts from the official mission statement of the nominee's institution must appear as the **second page** of the Nomination Package. The five or six sentences of the institution's mission statement that most accurately (and succinctly) capture the institution's core mission should be included. **Excerpts should occupy no more than one-half of a single page.**

(iii) **Summary of Accomplishments.** The major highlights of the nominee's record of superior accomplishments must be identified and briefly described in a summary. This document must directly address the nomination criteria (see page 3). The Summary **must not exceed six pages**, and the amount of space/attention given to each area of scholarship (teaching, discovery, knowledge integration, and service) should be reflective of his/her employment responsibilities and institution's mission/type. *The Summary may be prepared using bulleted sections; complete sentences are not required. Third-person perspective is suggested.*

(iv) **Personal Statement.** The nominee must prepare a (**two-page** maximum) personal statement addressing: the distribution of his/her faculty responsibilities across Boyer's four areas of scholarship; his/her educational philosophy; and any other information deemed relevant by the nominee. Restating accomplishments discussed in the Summary section should be avoided as much as possible. *Statement should be presented as a first-person narrative in complete sentences.*

(v) **Abbreviated Curriculum Vitae.** An abbreviated (**two-page** maximum) *vitae* outlining the nominee's education, teaching experience, scholarly works and activities, public and academic service, awards, and other significant contributions must be included.

(vi) **Letters of Support (Excerpted).** Excerpts of support letters from supervisors (president, CAO, dean, dept. chair), colleagues (institutional and/or disciplinary), students (former and/or current), and/or community leaders/members must be included. Regardless of the number of letters, the excerpts must not exceed **three pages**.

(vii) **Additional Documentation.** Additional relevant documentation and/or evaluation of the nominee's teaching (e.g., summaries of student and/or peer evaluations), scholarship, knowledge integration, and service should be submitted. Objective (quantitative) information is encouraged. This section *must* be typewritten (no audio or video tapes, CD-ROMs, etc.) and **must not exceed four pages**.

General Guidelines for the Construction of SCHEV Award Materials

The following guidelines are provided based on an analysis of the SCHEV OFA award winners over the past several years. These points will be elaborated upon in CIDER Dossier Development Workshops.

Format

The awards committee is a stickler for format, so make sure your nomination materials follow the following basic formatting guidelines.

- 1-inch margins (top, bottom, left, right)
- Single spacing
- 11 pt font size
- Arial font type

Cover Page

- Use the cover page provided by SCHEV

Mission Statement (1/2 page)

The Mission Statement page should contain only the Mission Statement, without further explanation.

- Keep it short
- Boldface any sections that are especially pertinent to your case

Virginia Polytechnic Institute and State University is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life. (Virginia Tech Mission Statement: <http://www.vt.edu/about/about-university.html>)

Accomplishments (6 pages)

The Accomplishments pages should be organized around Boyer's four areas (i.e., teaching, discovery, knowledge integration, service; use these headers) and constructed to inform the committee of your accomplishments through persuasive language – now is *not* the time to be shy and humble.

- Use a *third-person* narrative format, not a bulleted list (use bullets sparingly)
- Use *persuasive writing*; while it is important to write to inform, it is also important to write to convince; use superlative language (e.g., pioneer, foremost scholar, outstanding)
- Provide a 1 paragraph introduction to frame your career focus
- Use sub-headers
 - Teaching
 - Discovery
 - Knowledge Integration
 - Service
- Use additional sub-headers as necessary
- Provide *specific details* of teaching, research, integration and service projects
- Contextualize accomplishments within the nature of the university, college and/or department (i.e., a research university); this can be accomplished by linking the accomplishments to the university's mission
- Beyond identifying accomplishments (e.g., wrote a book), also *place the accomplishments in context* with regard to the accomplishment's effectiveness, impact or recognition (e.g., the book was deemed "top history text of the year")
- Use short stories or anecdotes when appropriate
- Use short quotes from colleagues, agencies or students when appropriate
- For the Outstanding Faculty Award, include information from your entire career
- For Teaching with Technology provide specific details of the technology, technology use, and outcomes of the technology use

Personal Statement (2 pages)

The Personal Statement should focus on who you are and your personal journey, it should not include much regarding your accomplishments – make yourself human.

- Use a *first-person* narrative, not bullets
- *Contextualize your self* with regard to teaching, research, integration, and service; where do you spend the majority of your time/effort.
- *Do Not* use the personal statement to reiterate your accomplishments.
- Tell a story, who are you? What's important to you? How did you get *here*? Tell a story of your journey.
- Include examples and anecdotes to *personalize your foci*
- The accomplishments section should convince the award committee of your expertise *logically*, the personal statement should convince the award committee of your expertise *affectively*, and should answer the question of "why."

Abbreviated CV (2 pages)

The CV should be a bulleted list of your outstanding accomplishments; but make sure to include a brief indication of publication and grant totals when providing “selected” information.

- Include some or all of the usual sections:
 - Education
 - Professional Positions
 - Honors/Awards/Recognition
 - Courses Taught
 - Peer-Reviewed Publications (selected)
 - Books/Chapters (selected)
 - Research Grants (selected)
 - Service to Department/College/University (selected)
 - Service to Profession (selected)
 - Invited Talks/Keynote Addresses (selected)
- Other sections as needed:
 - Undergraduate Research Projects Supervised
- Included a brief indication of totals when providing only “selected” information
 - Peer Reviewed Publications (selected from a total of 49 publications)
- Keep boldfacing and underlining to a minimum

Letters of Support - Excerpts (3 pages)

The Letters of Support should represent *excerpts* from a wide range of stakeholders, including students, VT colleagues, non-VT colleagues, administrators and/or community connections.

- Indicate the author of the excerpt at the end of the quote
- No need to include quotation marks
- Include 10-15 excerpts, separate excerpts by a blank line
- Include administrators, teachers, students as well as other from outside VT, a wide variety
- Include book blurbs (back cover commentary quotes) or book review quotes
- Quotes do not have to be written specifically for the SCHEV award
- Excerpts should address teaching, research, integration and service, when possible
- Use sub-headers where appropriate

Note: You do not really need “letters,” but rather short statements or excerpts. You may make life a bit easier for your letter writers by asking for comments or a single page letter with really good comments included.

Additional Documentation

The additional documentation varies widely, although details regarding student course evaluations, additional letters of support/student comment excerpts and pictures are most common.

- Quantitative data on course evaluations
- Student comments from course evaluations
- Additional quotations, beyond those in the Letters of Support
- Doctoral/Post-Doctoral students mentored/advised/led dissertation
- Additional Professional Service (e.g., boards)
- Pictures from teaching, outreach and service
- Providing a brief numeric summary of accomplishments (e.g., Peer-Reviewed Articles: 39)
- Achievements of students
- News article