THE CHANCELLOR’S
AWARD FOR TEACHING EXCELLENCE
FOR ACADEMIC YEAR 2014-2015
(Fall 2014, Spring 2015 and Summer 2015)

I. Introduction
The Chancellor’s Award for Teaching Excellence represents the University’s highest honor for teaching. The award highlights the contributions of our most accomplished faculty. Teachers of the year within each College are selected on an annual basis at the beginning of each spring semester. The Awards Committee then reviews and selects the USF St. Petersburg teacher of the year. The honoree will be introduced and recognized at the Faculty and Staff Appreciation Luncheon in spring.

II. Eligibility
Candidates must meet the following criteria:

- Must be a full-time tenured or tenure-track faculty member of USF St. Petersburg.
- Must have not previously received this award within the last five years (i.e., since 2009).
- Must be employed by USF St. Petersburg for at least two years at the time the award is presented.

III. Nominations
The nomination process works in the following way:

- Nominations can be made by any member of the university community (including self-nominations).
- Nominations should be submitted to the Regional Vice Chancellor’s Office via email to twisoff@usfsp.edu
- The Vice Chancellor’s Office will inform faculty of the nominations.

IV. Application Instructions and Required Materials
Applicants must submit the following:

1. Eligibility form.

2. A one-page cover letter indicating your typical teaching load, types of courses taught, and general teaching evaluations.

3. A single-spaced, 2-page teaching philosophy. Any page beyond two will not be considered. The philosophy should include the following sections:
   a. Goals for student learning: What knowledge, skills, and attitudes are important for student success in your discipline? What are you preparing students for? What are key challenges in the teaching-learning process?
b. **Enactment of goals (teaching methods):** What teaching methods do you use? How do these methods contribute to your goals for students? Why are these methods appropriate for use in your discipline?

c. **Assessment of goals (measuring student learning):** How do you know your goals for students are being met? What sorts of assessment tools do you use (e.g., tests, papers, portfolios, journals) and why? How do assessments contribute to student learning? How do assessments communicate disciplinary priorities?

d. **Creating an inclusive learning environment:** How do your own and your students’ identities (e.g., race, gender, class), background, experience, and levels of privilege affect the classroom? How do you account for diverse learning styles? How do you integrate diverse perspectives into your teaching?

Optional (if applicable):

4. Supplementary evidence may be provided and should be representative, not all inclusive, e.g. if a lengthy document is being offered as evidence than perhaps the first couple of pages and/or the signature page is sufficient. Only items or activities that occurred within the award date limits should be included. Every piece of evidence should be clearly dated and labeled. Please do not use post-it notes to label. The following supplementary evidence may be included:

   a. A syllabus illustrating the points that were raised in your teaching philosophy. There is no page limit on the syllabus, but limit the number of syllabi to three.

   b. Teaching evaluations:

      a. Provide the aggregate scores for each course

      b. Provide a one-page typed summary of a few representative student comments

      c. Do NOT submit a scan / PDF of each individual student’s evaluation form

      d. Provide summaries of peer review, if available

   c. A SUMMARY of the applicable semester FAIR information

      a. Do NOT submit PDFs of the FAIR screen for each semester.

      b. Use the example format shown below:

<table>
<thead>
<tr>
<th></th>
<th>Teaching</th>
<th>Service</th>
<th>Univ Cmtee/Admin</th>
<th>Dept Research</th>
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<tbody>
<tr>
<td>Fall 2014</td>
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<td>Spring 2015</td>
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<td>Summer 2015</td>
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</tr>
</tbody>
</table>

V. Procedures

College deans will announce and publicize the teaching award and provide copies of guidelines.

- Each College Faculty Council shall select a teaching awards committee comprised of three full-time faculty members or direct nominations to an appropriate standing committee. Faculty Councils may choose to add a student representative on the awards committee.
- College Awards Committees shall establish their own standards and procedures for evaluating all applicants. Each College Awards Committee shall select one College teacher of the year to be considered for the Chancellor’s Award for Teaching Excellence.
- Teachers of the year from each College (Education, Business, and Arts and Sciences) shall
receive a plaque and a one-time award of $1,000. The three Colleges will forward the application of their teacher of the year to the Office of the Regional Vice Chancellor for Academic Affairs. Submissions should be sent to twisoff@usfsp.edu. Files may be submitted either via email (allowable file size) or a shared document using the Google Drive. It must be received by the posted deadline.

- The Regional Vice Chancellor shall forward the materials to the USF St. Petersburg Faculty Awards Committee.
- The Awards Committee will recommend the overall USFSP teacher of the year from these three applications. The recommendation will be sent to the Regional Vice Chancellor of Academic Affairs.
- The Regional Vice Chancellor of Academic Affairs will forward the Award Committee’s recommendation to the Chancellor for review.
- The USFSP teacher of the year will receive a plaque and a one-time award of $4,000, in addition to the $1,000 College prize.

VI. Deadlines

Materials may be submitted up to 5:00 p.m. on the day indicated.

October 2, 2015  Announcement of awards sent to College Deans.

October 16, 2015  Nominations due to Regional Vice Chancellor’s office (via email to twisoff@usfsp.edu)

November 6, 2015  Applications due to the College Dean’s office. Files may be submitted either via email (allowable file size) or a shared document using the Google Drive.

December 11, 2015  College finalists’ applications due to Regional Vice Chancellor’s office
Please email your pdf electronic submission to twisoff@usfsp.edu

December 13, 2015  College finalists’ applications forwarded to the USF St. Petersburg Awards Committee.

January 22, 2016  Awards Committee sends recommendations to Regional Vice Chancellor.
(vdurand@usfsp.edu and cc: twisoff@usfsp.edu).

Please note:

- Academic year is Fall 2014, Spring 2015, Summer 2015
- College Faculty Councils must determine the College schedule for reviewing the Teaching Applications in order to review and select a College winner to be forwarded to Academic Affairs on December 11, 2015.
- College contacts for submission:
  - College of Arts and Sciences – Harriett Fletcher <hfletcher2@usfsp.edu>
  - College of Business – Dena Chastain <dchastai@usfsp.edu>
  - College of Education – Ramona Forbes <forbesr@usfsp.edu>
<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Satisfactory (1)</th>
<th>Strong (2)</th>
<th>Outstanding (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals for student learning:</strong>&lt;br&gt;What knowledge, skills, and attitudes are important for student success in your discipline? What are you preparing students for? What are key challenges in the teaching-learning process?</td>
<td>Broad goals are articulated.</td>
<td>Goals are clearly articulated and specific to the discipline. Goals focus primarily on basic knowledge.</td>
<td>Goals are clearly articulated and specific and go beyond the knowledge level, including skills, attitudes, career goals, etc. Goals are sensitive to the context of the instructor’s discipline. They are concise but not exhaustive.</td>
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<tr>
<td><strong>Enactment of goals (teaching methods):</strong>&lt;br&gt;What teaching methods do you use? How do these methods contribute to your goals for students? Why are these methods appropriate for use in your discipline?</td>
<td>Generic descriptions of teaching methods are provided.</td>
<td>Description of teaching methods is provided and clearly connected to goals. Some examples of the instructor’s use of the methods within the discipline are communicated.</td>
<td>Enactment of goals is specific and thoughtful. Includes details and rationale about teaching methods. The methods are clearly connected to specific goals and are appropriate for those goals. Specific examples of the method in use within the disciplinary context are given.</td>
</tr>
<tr>
<td><strong>Assessment of goals (measuring student learning):</strong>&lt;br&gt;How do you know your goals for students are being met? What sorts of assessment tools do you use (e.g., tests, papers, portfolios, journals), and why? How do assessments contribute to student learning? How do assessments communicate disciplinary priorities?</td>
<td>General descriptions of assessments are provided.</td>
<td>Assessment examples are aligned with teaching goals and methods. Focus is on traditional methods of assessment.</td>
<td>Specific examples of assessment tools are clearly described. Assessment tools are aligned with teaching goals and teaching methods. Assessments reinforce the priorities and context of the discipline both in content and type.</td>
</tr>
<tr>
<td><strong>Creating an inclusive learning environment, addressing one or more of the following questions:</strong>&lt;br&gt;How do your own and your students’ identities (e.g., race, gender, class), background, experience, and levels of privilege affect the classroom? How do you account for diverse learning styles? How do you integrate diverse perspectives into your teaching?</td>
<td>Inclusive teaching is addressed. Author briefly connects identity issues to aspects of his/her teaching.</td>
<td>Indicates awareness of diversity issues within the context of the student’s identities, and indicates methods of instructions that integrate diverse issues. Focuses on diversity in experiences and background.</td>
<td>Portrays a coherent philosophy of inclusive education that is integrated throughout the philosophy. Makes space for diverse ways of knowing, and/or learning styles. Discussion of roles is sensitive to historically underrepresented students. Demonstrates awareness of issues of equity within the discipline.</td>
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<td><strong>Monitoring and evaluating your own teaching:</strong>&lt;br&gt;How do you evaluate and improve your teaching over time? What sources of information do you use to make improvements to your teaching methods?</td>
<td>Explains how common sources of feedback are used to make minor changes in instruction, assignments, etc. Makes attempts to incorporate recent disciplinary developments into teaching.</td>
<td>Integrates multiple sources of information in making adjustments to teaching methods. Updates course content with new disciplinary knowledge, and includes reference to best practices in teaching.</td>
<td>Describes multiple sources of information beyond the required teaching evaluations. Provides explanation of how changes tie in with own personal teaching philosophy. Demonstrates initiative in learning about best teaching practices and recent disciplinary knowledge.</td>
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APPLICATION
THE CHANCELLOR’S AWARD FOR TEACHING EXCELLENCE
FOR ACADEMIC YEAR 2014-2015

Please type or print clearly.

Name___________________________________________________________

College ________________________________________________________

Department/Unit ________________________________________________

Rank __________________________________________________________

Years at USF St. Petersburg _______________________________________

If this award has been previously won at USFSP, please list the year________

Applicant certifies that she or he meets the eligibility requirements of the Chancellor’s Award for Excellence in Teaching.

_____________________________  ____________
Signature                        Date

I certify that the applicant meets all eligibility requirements.

_____________________________  ____________
College Awards Committee Chair Signature    Date

NOTE: Submitted applications that do not have the two above signatures will be deemed incomplete and thus will not be considered by the Awards Committee.