**BOARD OF GOVERNORS EXCELLENCE IN TEACHING**

**and**

**ALUMNI TEACHING EXCELLENCE AWARDS**

**University of North Carolina at Greensboro**

**2020-2021**

**COVER SHEET**

Name: .

Rank: .

Department: .

College/School: .

Total years at UNCG (do not include current school year): .

**Please indicate which award you are applying for. You may apply for one.**

**\_\_\_\_\_ UNC Board of Governors Excellence in Teaching Award** (for Tenured Faculty) is open to tenured faculty members who have completed at least seven years of teaching at UNCG. The BOG Award is the highest post-secondary award in the state and carries the expectation that applicants will be exceptional teachers who have extended their pedagogical activities beyond the classroom. The award recognizes outstanding teaching (including online or blended instruction, mentorship and educational service) that has resulted in the advancement of the profession. The Board of Governors presents one faculty member from each UNC school with this award every year. The award brings statewide recognition.

**\_\_\_\_\_ Mary Settle Sharp Alumni Teaching Excellence Award** (for Tenured Faculty) is open to tenured faculty members who have completed at least three years of teaching at UNCG. The award recognizes outstanding teaching (including online or blended instruction, and mentorship) at UNCG.

**\_\_\_\_\_ James Y. Joyner Alumni Teaching Excellence Award** (for Untenured, Tenure-Track Faculty) is open to untenured, tenure-track faculty members who have completed at least three years of teaching at UNCG. The award recognizes outstanding teaching (including online or blended instruction, and mentorship) at UNCG.

**\_\_\_\_\_ Anna Maria Gove Alumni Teaching Excellence Award** (for Non-Tenure-Track Faculty) is open to any full-time non-tenure-track faculty member (lecturer, academic professional, clinical faculty, etc.) who has completed at least three years of teaching at UNCG. The award recognizes outstanding teaching (including online or blended instruction) at UNCG.

**APPLICATION DUE as a single pdf emailed to teach\_xl@uncg.edu by Monday, October 26, 2020**

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**Application Checklist**

Applicants for all awards must submit a packet as a single pdf file to *teach\_xl@uncg.edu* in the University Teaching & Learning Commons for consideration. The entire packet should be prefaced by the above cover sheet. To present a convincing case of excellent teaching, the committee asks that applicants submit the following:

1. A narrative (a story) that describes your approach to teaching and the application of this approach to achieve educational goals. This narrative should be the heart of your application and should include the following information woven into a larger narrative (2,000 words maximum, except as noted below for BOG applicants). Items a – f, below, are part of this 2,000 word limit.
	1. Approach: Describe your approach to teaching (your teaching philosophy).
	2. Application: Describe how your approach to teaching has been applied in your course and/or assignment design, and the impact these applications have had on your students.
	3. Rigor: Describe the type and rigor of the course(s) you have taught. For instance, what student level and/or audience do your courses serve? How do you set appropriate standards or goals in your courses? and so forth.
	4. Challenges: Describe the challenges you encountered in teaching and how you met and resolved these challenges. The challenges may be related to the difficulty students have with the subject matter, the diversity of the student population, or other issues that were overcome in helping students achieve educational goals.
	5. Innovation: Describe how you have adapted or developed new teaching/learning materials, methods, courses, or programs to promote student learning or to address a pedagogical issue.
	6. OPTIONAL: The following items are optional. They are listed here for your consideration.
		1. When appropriate, describe how your pedagogical publications, presentations, teaching awards, grants, and service have improved student learning and contributed to your discipline and/or profession. The background and context of these achievements must be made clear. The committee will not know the significance of an award or accomplishment unless you explain it.
		2. When appropriate, describe how your scholarship informs your teaching, both in the formal course environment and in less structured settings.
	7. BOG applications only: For the Board of Governors award: Provide a description of how your pedagogical activities have extended beyond regular course teaching.[[1]](#footnote-1) BOG applicants may extend their narrative to 2,500 words to address this criterion.
2. Provide copies of at least one, but no more than three, peer reviews of teaching (classroom, online, and/or hybrid teaching). At least one of these reviews must have been completed in the past two years. Peer reviews of teaching may come from a candidate’s departmental colleagues, from outside of the candidate’s department, or from outside the university (3 peer reviews, maximum).
3. Student Evaluations: Student evaluations provide instructors with valuable feedback that help them transform their teaching, either by calling attention to a needed adjustment or by affirming aspects that are working well. In this part, you will include two sections.
	1. Section 1: From your student evaluations of teaching over the past three academic years, please provide three or more student comments that highlighted an issue you decided to address in your teaching. The comments you cite simply serve as evidence of what made you consider making a substantive change. The nature of the change (e.g., addressing a challenge, emphasizing an effective aspect, etc.) and number of comments beyond three are inconsequential. For each comment, please cite the course prefix, course number, title, and number of students enrolled.
	2. Section 2: Based on the pattern of student comments you provided, please describe a significant improvement you made in your teaching (500 words or fewer). What you describe here should be based solely on feedback from your student evaluations and different from the content included in your 2000-word narrative statement. The ‘Student Evaluations’ part of the dossier will be evaluated on this ‘Section 2’ narrative only.
4. Please complete the *Table for Entering Teaching Load for the Past Three Years* below and provide a description of a normal teaching load in your department.
5. Provide no fewer than three, and no more than four letters of support. You are free to select colleagues and/or students to write these letters. No single letter should exceed two pages. (8 pages, maximum)
6. Provide your most recent CV (no page limit).
7. Board of Governors applicants only: Provide a recent photograph (head shot). This requirement is set by the Board of Governors (300 dpi or higher, please). *The head shot should be sent as a separate jpg, tiff or png file. It should not be part of the pdf packet.*

**Table for Entering Teaching Load for the Past Three Years**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Semester** | **Course Prefix & Number** | **Course Name** | **Credit Hours** | **Enrolled Students** |
| 2017 | Fall | BIO 422 | Plant Diversity | 3 | 46 |
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[Please add rows if needed and remove sample data (and this sentence) before using the table.]

Also, please provide a short description of a normal teaching load in your department (e.g., 3/3, 3/2, 2/2, etc.). If needed, please explain any substantial deviation from your departmental norm.

**Frequently asked questions:**

1. What is the difference between the UNC Board of Governors (BOG) Excellence in Teaching Award and the Mary Settle Sharp Alumni Teaching Excellence Award?
	1. There are a number of technical differences, but in terms of your application a BOG packet should explain how your pedagogical impact has extended beyond the traditional/online classroom. This explanation is not essential for the Sharp award. If you work meets this criterion, we encourage you to apply for the BOG award.
2. Am I eligible for these awards if I had a reduced teaching assignment in the past three years?
	1. It depends. For the BOG award you must be teaching during the year when you apply, and when the award is granted. For all the awards you must have had a teaching role that is normal for your appointment for at least the past three years, though interruptions to this role are allowed for research assignments, brief administrative appointments, etc. Faculty who have taken on major administrative assignments and thus have a reduced teaching role on a permanent or semi-permanent basis are advised to wait until they return to full-time teaching to apply.
3. I received my unit’s teaching award last year. Should I submit my nomination for one of these awards this year?
	1. You may decide to submit your package, or you may be nominated for one of these awards in the year following receipt of a unit award.
	2. If you decide to proceed, you should prepare a new package, not cut and paste information from you unit package. The university awards are more competitive and require a new application.
4. Are longer applications better?
	1. No. The quality of the application is what matters. A short, clear application often has an advantage over a long, overly detailed packet. The Committee is primarily interested in a concise account of your teaching work and its impact. They are less interested in the details of every pedagogical conference you attended (for instance).
5. Should I divide my narrative (Part 1) into sections a – f, corresponding to the sections listed above?
	1. No. You should write a clear, coherent narrative that addresses these topics.
6. Should I include information about my workload and teaching assignments?

a. Yes. To assist the committee in understanding the scope of your teaching you should describe the course levels (including undergraduate/graduate) and number of preparations you have taught and/or developed over the relevant period.

1. How should I organize my CV?
	1. Your normal CV is fine, but you might consider highlighting your pedagogical activities by placing them in **bold**.
2. I want to include citations to my published work in my narrative (Item 1). Are citations included in the word limit for the narrative?
	1. No

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| --- | --- | --- |
| Criteria | Pertinent Sections of the Dossier | Criteria Descriptions |
| Student learning | Narrative statementPeer evaluationsStudent evaluationsLetters of support | *Evidence of student learning may include: 1) narrative statement from the ‘Student Evaluations’ 2) letters of support that speak to the quality of learning in the candidate's class, lab, or other venue, 3) student achievement in difficult classes, 4) other lines of evidence that document student learning.* |
| Innovation and creativity | Narrative statementPeer evaluationsLetters of support | *Evidence of innovation and creativity may include: 1) adapting teaching/learning methods from other fields or contexts, 2) using methods and tools not commonly used in the candidate’s field, or not regularly applied in the candidate’s department/program, 3) implementing a unique combination of teaching strategies to address a pedagogical issue, 4) crafting new materials to promote student learning, 5) other lines of evidence that document innovation and creativity in teaching.* |
| High academic standards | Narrative statementPeer evaluationsLetters of support | *Evidence of maintaining high academic standards may include:1) establishing rigorous learning goals, 2) requiring completion of numerous and varied assignments at a high level of competency, 3) establishment of rigorous, but fair, grading criteria, 4) offering infrastructure and support to help students meet course goals, 4) other lines of evidence that document the maintenance of high academic standards.* |
| Support for academic and professional pursuits of students | Narrative statementPeer evaluationsLetters of support | *Evidence of support for the academic and professional pursuits of students may include 1) student publications, design projects, research awards, and/or other products than show that students have achieved beyond what is required for the course or program, 2) a strong record of mentoring students demonstrated through student comments on course reviews, letters of support, or other methods, 3) other activities that demonstrate that the candidate supports students’ academic and professional pursuits.* |
| Leadership | Narrative statementLetters of support | *Evidence of leadership may include: 1) service as chair of departmental, collegiate, or university level committees related to issues of teaching and learning, 2) presentation of workshops on pedagogy, assessment, or other facets of teaching and learning, 3) the publication of articles or manuscripts on teaching and learning, 4) other activities that demonstrate the candidate is actively sharing pedagogical accomplishments at and/or beyond the UNCG campus.* |

1. Candidates should consider the term course to be broadly defined to include online and blended learning. The Committee is asking you to describe the impact of your activities beyond these settings. [↑](#footnote-ref-1)