**20XX AACP Emerging Teaching Scholar Award Application**

Name

Institution

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**Part 1A: Demographic Information**

1. Administrative Acknowledgement Letter

* Name of applicant, contact information, signature of applicant
* Name and title of academic administrator (e.g., Department Chair, Division Head, Associate Dean, or Dean) who is supporting application; signature of academic administration on submission letter.

**Part 1B: Curriculum Vitae**

1. Current CV

* The first scholarly work disseminated by the applicant (as primary or co-author/senior author) related to teaching and learning will be clearly BOLDED. The first scholarly work must have been disseminated when the applicant was a faculty member and must have been disseminated eight (8) years or less from the application deadline.
* A complete list of the applicant’s publicly disseminated scholarly works including publications, books, book chapters, blog essays, webpages/sites, instructional tools or videos, poster presentations, and podium presentations related to the teaching or learning should be included in the CV.  If the applicant is the primary author or senior author of the work, the item should be designated with an insertion character (^).   Items that were peer-reviewed should be designated.

**Part 2: Narrative**

**Excellence in Teaching and Learning**

1. Evidence of Excellence in Teaching and Learning:  Describe evidence of excellence in two or more of the following areas:

* positive learner-faculty contact
* effective active learning
* sets achievable, yet high expectations for learners
* respecting diverse talents and ways of learning
* effective communication skills
* commitment to teaching well

**Scholarly Teaching and Learning**

1. Evidence of a Scholarly Approach to Teaching and Learning:  A self-reflective statement regarding the applicant’s growth as an educator and how the scholarly works of others have influenced his/her teaching. In addition, comment on scholarly teaching methods, themes, and initiatives over the years including one or more examples of scholarly teaching. For guidance, we provide the following definitions (developed by the Council of Faculties Committee on Scholarship of Teaching and Learning Committee) to differentiate scholarly teaching (ST) from SoTL).

1. ST
   1. Teacher-focused
   2. Teaching grounded in critical reflection using systematically and strategically gathered evidence, related and explained by well-reasoned theory and philosophical understanding, with the goal of maximizing learning through effective teaching. Typical methods for ST:
      * Self-reflection
      * Consult of published evidence and theories of teaching
      * Develop and revise teaching philosophy and/or methods informed by literature and self-reflection
      * Institute changes and improvements and observe for effectiveness
      * Self-reflection
2. SoTL
   1. Student-focused
   2. Systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviors, attitudes, and values) can maximize learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community. Typical methods for producing SoTL:

* Observing a teaching-learning problem or opportunity
* Consulting literature
* Selecting and applying an educational intervention
* Conducting systematic observation
* Documenting observations
* Analyzing results
* Obtaining peer evaluation

**Scholarship of Teaching and Learning (SoTL)**

1. Evidence of Contributions to the Scholarship of Teaching and Learning:  Narrative/reflection commenting on SOTL themes and initiatives over the years, including one or more examples of SOTL with description/evidence of:

* identifying key issues from ST
* outlining methods for educational intervention
* conducting intervention and assess results
* analyzing results
* placing into context of existing knowledge
* preparing a manuscript or proposal for presentation
* submitting for peer review
* disseminating and adding to existing knowledge base
* your role and roles of others involved

**APPENDIX 1: Example of Artifacts of Excellence in Teaching and Learning**

Artifact 1:

* Award for teaching excellence (copy of certificate or other proof) – this includes awards and related forms of formal recognition bestowed for teaching excellence in classroom, laboratory, or experiential learning environments and may be at the national, state, university, school/college or departmental level.  A brief description of the selection process and criteria for the teaching award must be included.
* Letters of support from current and/or former students and trainees, or peers. It is strongly encouraged that the applicant provide guidance to the letter writers so that the letter content supports the narrative content. It is highly recommended that letter content should describe the impact and/or value of the applicant’s “Excellence in Teaching and Learning” on the letter writer.  No more than three (3) letters of support may be included and count as one artifact.
* Peer evaluations – this may include formal peer evaluations conducted as part of the annual or promotion review process at the applicant’s academic institution.  The formal evaluation must (at a minimum) include an assessment of the applicant’s ability to plan and execute a learning event or experience as well as assess learning outcomes.  In other words, the assessment must go beyond simply evaluating the applicant’s presentation skills.  No more than three (3) peer evaluations conducted over the five (5) years preceding the application may be included and count as one artifact.
* Summary data from learner evaluations (e.g., end-of-course or rotation evaluations) from three (3) of the last five (5) years. Graphical presentation is recommended when applicable. An interpretation of the student evaluation data (300 words or less) must be included in the artifact explanation.

Table Example for Learner Evaluations from 3 of last 5 years

The table below is the summary data on the Instructor Evaluations based on a \_\_\_\_\_\_ scale for the last 3 years of teaching at the XXXXXXX. The term is indicated by following the year (YYYY) and term (S, F, Winter) format.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Course # | Student Response (response rate n=%) | Institution-specific criteria |  |  |  |  | Overall Average |
| Example: PHAR523: Foundations I | 45/99 (45.5%) | Evaluation question 1: XXX clearly communicated learning objectives: 3.75 of 4 | Evaluation question 2: XXX had an effective style of presentation: 3.76 of 4 | Evaluation question 3: XXX was knowledgeable on the subject material: 4 of 4 | Evaluation question 4: XXX was well-prepared and organized: 3.8 of 4 | Evaluation question 5: XXX actively engaged students in learning during class: 3.82 of 4 | 3.826 |
|  |  |  |  |  |  |  |  |
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| **Overall Average** | |  |  |  |  |  |  |

* Summary data from alumni evaluations from three (3) of the last five (5) years. Graphical presentation is recommended when applicable.

Artifact 2:

Artifact 3:

**APPENDIX 2: Example Artifacts of Scholarly Approach to Teaching and Learning**

Artifact 1:

Example Artifacts of Scholarly Approach to Teaching and Learning (in no particular order)

* Example(s) of designing a course or lesson plan taking a scholarly approach (e.g., including literature foundation and peer review).
* Analysis of teaching related artifacts (e.g., assignment) with description of scholarly approach to development, implementation and evaluation (e.g., baseline measures, pre-post results).  A self-assessment and reflection on teaching, including: 1) a description of development over time, including failures, 2) with evidence of student and/or faculty discussion and input.
* A list and brief description of self-development/CPD activities completed by the applicant that have enhanced the applicant’s ability / competencies as an educator.  This may include degrees in education (or closely related fields), formal coursework, certificate training programs, and continuing education programs.

Example Table for self-development/CPD Activities completed by applicant

|  |  |  |
| --- | --- | --- |
| Self-Development Activities | Name | Description |
| Education/Teaching Continuous Professional Development |  |  |
|  |  |
| Clinical CPD |  |  |
|  |  |
| Compounding CPD |  |  |
|  |  |
| Scholarship CPD |  |  |

* Letters of support from current and/or former students and trainees, or peers. It is strongly encouraged that the applicant provide guidance to the letter writers so that the letter content supports the narrative content. It is highly recommended that letter content should describe the impact and/or value of the applicant’s “Scholarly Approach to Teaching and Learning” on the letter writer.  No more than three (3) letters of support may be included and count as one artifact.

Artifact 2:

Artifact 3:

**APPENDIX 3: Example Artifacts of Contributions to the Scholarship of Teaching and Learning**

Artifact 1:

* A list of the educational journals or books that the applicant has served as a reviewer or editor,  the number of papers or chapters the applicant has reviewed or edited during each of the past 3 years.

Example Tables and Organization:

Since XXXX, I have published and presented the following works in the field of SoTL.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Journal Names | Peer-Reviewed SOTL publications | | | |
| **First-author** | **Senior Author** | **Co-Author** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total** |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | SOTL Presentations Summary | | |
| **Posters** | **Invited Oral** | **Total** |
| Local/Regional |  |  |  |
| National |  |  |  |
| **Total** |  |  |  |

* Recognition by peers for contributions to SOTL as evidenced by awards documented in the CV (e.g., Rufus A. Lyman Award, Section awards: Excellence in Scholarship of \_\_\_\_\_\_).  Applicant must include copy of certificate or other proof and a brief description of the selection process and criteria of the award.

Artifact 2:

* A list of the educational journals or books that the applicant has served as a reviewer or editor, the number of papers or chapters the applicant has reviewed or edited during each of the past 3 years.

Example Table:

Since XXXX, I have reviewed for X journals related to SOTL for X different manuscripts.

|  |  |  |
| --- | --- | --- |
| **Dates** | **Journal Name** | **Papers Reviewed** |
| YYYY-YYYY |  |  |
| YYYY-YYYY |  |  |
| YYYY-YYYY |  |  |
| YYYY-YYYY |  |  |
| **Total** | |  |

Artifact 3:

* A sample of scholarly works.  These works are selected by the applicant as a representative sample of the applicant’s best scholarly work related to teaching and learning.   Sample works may include copies of written scholarly works or digital audio or video files. A description of the applicant’s role in the project should be included in the artifact explanation.  Number of citations and impact factor may be included.
* If such works won any awards, please indicate so.

**Thank you very much for considering my application for**

**the Emerging Teaching Scholar Application.**

**Signature**

**Name**