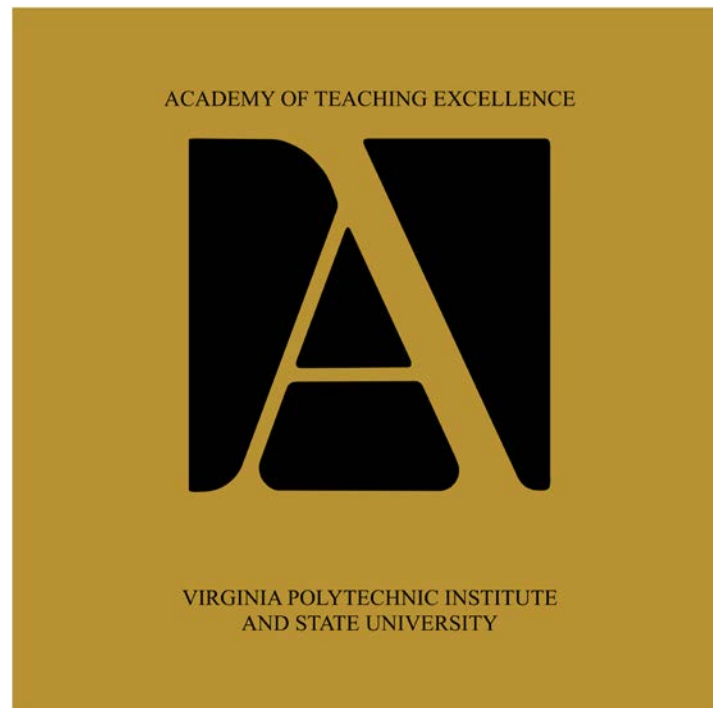


2019-2020 ATE Teaching Dossier Workshop



Academy of Teaching Excellence (ATE)

University
Wine Teaching
Award

Alumni
Teaching
Award

University
Sporn Teaching
Award

Certificate of Teaching Excellence (CTE)

College of
Agriculture &
Life Sciences

College
Architecture
& Urban
Studies

Pamplin
College of
Business

College of
Engineering

College of
Liberal Arts
& Human
Sciences

College of
Natural
Resources &
Environment

College of
Science

College of
Veterinary
Medicine

Dossier Contents

- Limit total length to 15 pages (excluding cover page and SPOT form appendix)
- **Cover Page (Download Template)**
- **Section 1: Distinctive Contributions and Achievements**
- **Section 2: Nomination Letter**
- **Section 3: Teaching Statement**
- **Section 4: Student Perception of Teaching/Instruction (SPOT/SPOI scores)**
- **Section 5: Letters of Recommendation and/or Peer Evaluations of Teaching**
- **Section 6: Additional Documentation**
- Required appendix: SPOT form

Distinctive Contributions and Achievements

- no more than one page
- Provide a bulleted list of:
 - Significant teaching accomplishments
 - Contributions
 - awards
 - Activities demonstrating the nominee's commitment to excellence in teaching and student learning



Examples of Headings

- Classroom Excellence
- Teaching Contributions through undergraduate curriculum innovation
- Teaching Contributions through graduate curriculum creation and innovation
- Enhancing Student Educational Environment
- Education Grants to Enhance Teaching and Learning
- Teaching Service and Outreach
- Honors and Awards Recognizing Excellence in Teaching and Learning

Examples of Headings - continued

- Scholarship of Teaching and Learning (SoTL)
- Pedagogical and Curricular Contributions to the Graduate & Undergraduate Teaching Mission
- Education Grants Funded Teaching-related Service and Outreach

Most
recent

Least
recent

Distinctive Contributions and Achievements

Classroom Excellence

2011 | CERTIFICATE OF TEACHING EXCELLENCE, College of Architecture & Urban Studies
2011 | FAVORITE FACULTY NOMINATION, Virginia Tech, Office of Residence Life
2010 | MOST ADMIRABLE DESIGN EDUCATOR (1 of 25 chosen from all design educators—architecture, landscape architecture, interior design and industrial design—from the U.S. and Canada), by Design Intelligence
2010 | THANK A TEACHER RECOGNITION, Virginia Tech, CIDER
2009 | TEACHING EXCELLENCE AWARD College of Architecture & Urban Studies, Virginia Tech
2008 | NEW FACULTY TEACHING AWARD, School of Architecture + Design, Virginia Tech
2003 | TEACHING EXCELLENCE AWARD, Pan-Hellenic Council, Virginia Tech
Average Student Evaluation (SPOI Item 7) of 3.85 for all courses at Virginia Tech—during period department average was 3.46 in similar courses

Selected Teaching Contributions through Undergraduate Curriculum Innovation Undergraduate Interior Design Program Ranked 6th in North America, 2012 (of 350+ programs) Have taught 16 different courses at Virginia Tech
Created first and only online course for the School of Architecture + Design (ITDS 4114)
Created 5 special topics courses 4XXX since 2007
Led the Accreditation effort in 2011, wrote pre-visit report, set up exhibit and hosted site visitors

Selected Teaching Contributions through Graduate Curriculum Creation and Innovation

Graduate Program Ranked in the top ten in North America (2008-2010)
Re-started the Graduate Program for interior design within the School of Architecture + Design
Created and taught both Advanced Design Labs, the Design Theory and Research class, and the Project and Report for the Graduate Program in interior design

Enhancing Student Educational Environment

Have written three textbooks for interior design education: *Building Systems and Construction for Designers* (2010—adopted at 37 institutions in the US and Canada); *Designing for Cradle to Cradle* with Anna Marshall-Baker UNCG (2012—adopted at 5 institutions); and *Designing Commercial Interiors: Sustainable Concepts and Practices* (2013—in press)

Education Grants to Enhance Teaching and Learning

2013 | Provost Grant for Online Course Development for ITDS 4114 (\$3911)
2009 | ICTAS Grant with CPES—engineering and interior design students (\$189,000)—one of four researchers (2009-2011)
2008 | Nuckolls Grant for an Introductory Lighting Program at Virginia Tech—created relevant courses and solicited fixtures for and installed a new lighting lab (\$20,000, 2008-2012)
2002 | CEUT Grant for Building Systems for Interiors, ITDS 3175-3176 (\$4900)

Teaching Service and Outreach

Chair, Diversity Committee (2011-present); Honorifics Committee (2007-2012); Chair Search Committee (2 positions) 2012; Chair, interior design program (2012-present); Chair, graduate program (2008-present); member Peer Review Committee (2011-12); Curriculum committee (2012-present)

Headings

use headings related to nomination text

Highlighted use of text

Dates in reverse chronology

These emphasize achievements and contributions over time

Honors and Awards Recognizing Excellence in Teaching and Learning

- 2013, **Council of Educators in Landscape Architecture**, Excellence in Teaching Award (*international*).
- 2013, University Certificate of Teaching Excellence.
- 2011, College of Architecture and Urban Studies Teaching Excellence Award.
- 2010, Certificate of Appreciation from US Mission to the United Nations (*developed and implemented a competitive program for American landscape architecture students*).
- 2010, College of Architecture and Urban Studies Excellence in Outreach Award (*coordinated on-site construction by landscape architecture students at the 2006 VT Solar House in Washington DC*).

Pedagogical and Curricular Contributions to the Graduate & Undergraduate Teaching Mission

- **Developed and taught** 21+ new and revised courses (2 with others) to address changing disciplinary expectations in community engagement, professional competencies, communication and critical thinking skills, and contemporary research areas.
- **Advise** masters and PhD students in Blacksburg and at the Washington-Alexandria Architecture Center (WAAC), and senior thesis students in Blacksburg.
- **Regularly mentor** undergraduate and graduate independent studies each semester.
- Develop and lead annual interdisciplinary education abroad program through Europe (10+ yrs)
- Develop and lead annual community engagement teaching-learning programs both in and outside of normal curricula offerings, including interdisciplinary and honors course offerings (15+ yrs).
- Developed Department of Landscape Architecture (LAR) Writing Across the Curriculum (WAC) requirement and subsequent ViEWS program (continue to teach WAC course).
- Developed (with others) and managed two revisions of undergraduate curriculum in LAR.
- Developed (with others) revision of advanced masters curriculum in LAR.
- Developed (with other VT Design Consortium faculty members) UG and Honors courses and lecture series focused upon interdisciplinary and trans-disciplinary teaching and learning (4 yrs).
- Developed and coordinated Graduate Research Symposium (Blacksburg and WAAC).
- As interim director, led re-establishment of the first professional masters program at the WAAC.

Scholarship of Teaching and Learning (SoTL)

- 3 papers published and 9 conference presentations in SoTL; 12+ papers & presentations co-authored with students; 25+ public and community exhibitions of student work.

Education Grants Funded

- CEUT/UOIP International Faculty Fellow. Developed a VT image database for teaching & learning.
- USDA Higher Education Grant (6 US universities). Developed an on-line image database for teaching.

Teaching-related Service and Outreach

- Department and School: UG academic advisor, advisor & coordinator of 4th year studio option, advisor to ASLA-VT (student professional organization), coordinator of senior projects and competition for best senior project, peer review and faculty search committees, UG curriculum committee (former chair), graduate curriculum committee (former chair).
- College: Curriculum Committee, Promotion and Tenure Committee, VT Design Consortium: member and chair, CAUS Multicultural Affairs Committee.
- University: UOIP: member & chair, co-author of UOIP white paper on engagement at VT; Core Curriculum Committee: member & chair, faculty-lead for development and implementation of university-wide ViEWS program; Environmental Studies Working Group: member, developed major & minor in Environmental Studies.
- Professional: VA ASLA liaison for faculty & students; CELA Design Education & Pedagogy conference track chair, IFLA Education Committee, chair; ASLA VP of Education.

Use full titles before relying on acronyms. Not all reviewers will recognize your shorthand

Use of action verbs and numbers

I. Distinctive Contributions and Achievements

Honors and Awards Recognizing and Supporting Excellence in Teaching and Learning

- Certificate of Teaching Excellence, College of Arts and Sciences – 2001 & 2013
- Program of Excellence Award from the Basic Course Division of the National Communication Association; courses designed by nominee – 2012
- Awards from Communication Centers Section of National Communication Association for work in support of students' oral communication: Service Award (recipient twice); Preston Leadership Award named for nominee and awarded annually at national conference
- Exemplary Department Award for Introductory Courses – COMM 1015-16, **designed and directed by nominee** – 2006
- XCaliber Certificate of Excellence – (1) Teaching with Technology (Honorable Mention) – 2007; (2) Exemplary work for Teaching with a Team – 2005
- Commendation for Exceptional Leadership and Service, CEUT, 2003
- Grand Award for Innovation from the Professional and Organizational Development Network in Higher Education (national) for faculty development strategy – 2002
- Individual and collaborative grants awarded to support course design and curriculum innovation from Office of Academic Assessment (2), Office of the Provost (2), Center for Excellence in Undergraduate Teaching (8) – Total grants: \$48,962

Pedagogical and Curricular Innovations to the Undergraduate Teaching Mission

- **Designed, implemented and currently direct** Communication Skills I&II (COMM 1015-16)
- Designed, implemented, and currently direct CommLab, a speaking center for students across disciplines, housed in Newman Library
- Designed, implemented, and directed hybrid model for **Public Speaking** (COMM 2004)
- Designed and implemented online model of **Interpersonal Communication** (COMM 3124)
- Designed and implemented **Group Processes and Presentation** (COMM 3164)–1-credit co-requisite course
- Designed and implemented study abroad: International Perspectives on Communication
- Created and implement procedures for department's new Center for Advising Support

Pedagogical and Curricular Innovations–Faculty Development and Graduate Teaching

- Designed and implemented GTA training program, including Orientation and seminars
- Designed and implemented COMM Pedagogy course for graduate students
- Designed and implemented numerous faculty development programs for faculty across campus, including week-long Summer Writing Workshops, GTA Seminars, and workshops for CEUT, University Writing Program, FDI, Graduate School Orientation, and Assessment
- As chair of UCCLE, designed and hosted two-part Symposium on General Education, 2010; invited guest speaker from AAC&U; 80 faculty participated.

Scholarship of Teaching and Learning – all scholarship related to T&L

- 1 chapter, 8 papers, 49 conference/invited presentations, 2 course manuals

Teaching-related Service and Outreach, including Assessment

- **Department service:** Curriculum Committee, chair
- **College service:** Curriculum Committee member (5 years), chair (2 years)
- **University service:** UCCLE member and past chair (7 years); Common Book Committee (5 years); Diversity Committees – task force and working group (4 years)
- Office of Academic Assessment Advisory Committee (2 years)
- **Directed or co-directed university assessments for SCHEV** (4 years)

Responsibility verbs clearly indicate personal impact

Use course names related to student evaluation charts

Includes recognitions and contributions from sources external to VT as well as multiple internal levels

Distinctive Contributions and Achievements

Honors and Awards Recognizing Excellence in Teaching

- College (CLAHS): Certificate of Teaching Excellence (2015); Excellence in Undergraduate Mentoring Award (2009–10, inaugural year).
- University: University Exemplary Department Award (share), for the CLAHS Undergraduate Research Institute (2008); Diggs Teaching Scholar Award (2005–06).
- Commonwealth of Virginia: Finalist, SCHEV Outstanding Faculty Award (2009–10).

Instructional Accomplishments

- SPOT scores — average 3.74/4.0 (2006–11); average 5.36/6.0 (2012–14).
- Theses directed — 12 MA theses; 4 Honors BA theses; 1 History BA thesis.

Curricular Development

- Graduate — Taught most courses in US history; created and taught 3 new courses.
- Undergraduate — Courses created and taught: 10 new History courses; 7 University Honors colloquia; 1 special History course for entering Honors freshmen; many courses routinely revised and taught but not necessarily created.

Promotion of the Professional Development of Undergraduates

- Year after year, a number of my students present at conferences; some have won prizes for their projects; many have published their work, with me or separately.

Leadership Roles in Undergraduate Research

- CLAHS: Undergraduate Research Institute — Founding member of the URI Faculty Board (2005–); Search Committee member, for new URI director (2013–14).
- University: Office of Undergraduate Research (OUR) — Search Committee co` chair, for the founding director of the OUR (2009–10); original member of the OUR Faculty Advisory Board (2011–); currently Advisory Board co` chair (2014–).

Teaching Publications

- 4 books for my classes or for Virginia history classes anywhere; 4 journal articles for K–12 and college teachers anywhere; 3 books (2011; widely adopted in Virginia, on Virginia or US history) for 4th–6th graders and their teachers.
- *Cradle of America* made a History Book Club selection (2007) in view of its perceived potential for reaching a broad audience of general readers.

Outreach Excellence in Teaching

- Led and/or made 40 presentations at workshops for K–12 teachers; taught 2 graduate courses for K–12 teachers at the Roanoke Higher Education Center.

Bullet point descriptions promote and clarify range of contributions

Implied impacts of contributions revealed through wording of each bullet point

Most
impact

DISTINCTIVE CONTRIBUTIONS AND ACHIEVEMENTS (2004-present)

Selected Honors and Awards Recognizing Excellence in Teaching and Learning

- CLAHS Carroll B. Shannon Excellence in Teaching Award, 2014
- E. Gordon Erickson (Outstanding Graduate Faculty) Award, Department of Sociology, 2012
- Undergraduate Teaching Excellence Award, Department of Sociology, 2007, 2011
- Edward S. Diggs Teaching Scholar Award, 2011

Selected Involvement with Student Education and Research

- Faculty Editorial Advisory Board, *Philologia*, 2008-2010, 2011-
- Founding Faculty Scholar of the Academy for GTA Excellence, 2014-
- Associate Faculty Principle (AFP) of West Ambler Johnston Residential College, 2014-

Selected Teaching Workshops/Presentations

- "Leaders of the New School: Applying a Hip-Hop Studies Paradigm to the First Year Experience." Conference on Higher Education Pedagogy, 2015
- "Ethnocentricity Workshop." Training Workshop for VT Global Ambassadors, 2014
- "Pedagogy of Community." Inclusive Praxis Workshop, 2014
- "Diggs Training for New GTAs." Diggs Scholar Panel Presentation, 2012, 2013
- "Teaching With Our Mouths Shut." Series of three co-led Interactive Colloquia, CIDER/CEUT, 2007, 2009
- "Classroom Teaching in Arts, Humanities, and Social Sciences." GTA Panel, 2005-2008

Selected Publications on Teaching and Learning

- "Displaced Anthropologists Teaching Anthropology" Section News, *Anthropology News* (AAA) newsletter, (forthcoming)
- "Why Students Take Anthropology" Teaching Anthropology Interest Group Blog, 2015
- "Ground up Pedagogy: Teaching & Stuttering." *Pedagogy in Practice*, Spring (2012): 9-10.

Selected Contributions to Curriculum and Diversity on Campus

- Curriculum Consultant, Pathways to Knowledge Administrative Team, 2014
- Human Behavior, Social Relationships, and Traditions of Thought subcommittee for VT General Education, 2013-2014
- CLAHS Diversity Award (co-recipient with April Few), 2008
- Co-founded (with April Few), the Virginia Tech Coordinated School Visit Program, 2007

Selected Teaching Related Service

- Representative to the CLAHS Undergraduate Research Institute, 2009-
- Diggs Teaching Scholar Association Board, Virginia Tech, 2013-
- CLAHS Associate Dean of Undergraduate Academic Affairs Search Committee, 2013

Selected Teaching Related Outreach

- Academic Affairs Committee, The Bement School, Board of Trustees, 2011-
- Virginia Tech Faculty Representative at Virginia Higher Education Advocacy Day, 2015
- "Campus Diversity and the Structural Inequalities of Underrepresentation." Invited presentation sponsored by the Hollins University Student Government Association, 2014
- Consultant on Anthropology curriculum for Syracuse (New York) School District, 2014
- Outside Member, Committee for Revising Sociology Curriculum, Hollins University, 2013
- Sample College Lecture, VT Upward Bound and Talent Search Programs, 2013

Least
impact

'Selected' bullet lists highlight the highest and highest impact contributions

Range of headings reveal the range of contributions

Recognition of co-founded, co-authored, and other shared contributions

SECTION 2. Nomination Letter (no more than three pages).

Describe the nominee's extraordinary success in teaching by providing a narrative of the nominee's background, teaching experiences, pedagogical approaches, scholarship of teaching and learning, special contributions to student learning, other education-related awards, and any additional evidence of the nominee's exceptional achievements in promoting effective student learning.

Key part of nomination packet:

- Chance to **tell the story of nominee** and why deserving of recognition
 - Think of it as a **roadmap for the dossier** that follows: highlight key themes
 - Best nomination letters tie up dossier in a **nice neat package**: line up teaching philosophy, record of specific achievements, peer and student letters
 - **Take time to do it well**: should not be put off until the last minute
-
- Meet with the person whose letter you're writing
 - Ask candidate to provide you emails of students. Solicit testimonies about candidate's teaching, impact on students' lives etc.
 - Ask candidate to provide you with student comments from evaluations, include course, year

Things to include:

- Document **specific accomplishments**: don't just talk in platitudes and generalizations
 - Guidelines speak of "extraordinary success in teaching" and "exceptional achievements in promoting effective student learning"
 - Chance to **make the case**
 - **Demonstrate impact**:
 - on students/alumni: letters, emails, written evaluations, SPOT scores
 - on department: curriculum development, teaching-related committee work, peer reviewing of teaching, mentoring of colleagues
 - on university: workshops, curriculum development, teaching-related committee work, awards
 - on profession: conference presentations, grants, publications (textbooks and scholarship of teaching and learning), awards
- **Incorporate impressive/telling quotes** from other parts of the dossier
 - student comments and letters
 - peer teaching reviews
 - teaching philosophy
 - collaborators
- Include your own **firsthand discussion/testimony** if available
- Provide limited background about the candidate but **focus on teaching and learning**

Be sure to follow guidelines: **no more than 3 pages** long (and should generally not be much shorter than that)



Who should write and sign the nomination letter?

- Varies, but usually the chair or the head of the honorifics committee signs it
- In some departments the nominee helps draft the letter
- Find out what the practice is in your department

Sample letters available on ATE website

SECTION 3. Teaching Statement **(no more than one page)**

Provide an engaging, reflective narrative of your beliefs about teaching and learning and how you put these beliefs into practice.

A teaching statement is a unique statement conveying your educational values, objectives, methods, approach and/or expertise. It illustrates how you concretely enact your core values to promote learning.

Perhaps focus on one key lesson and allow the reader to see you in action facilitating student learning. Your statement should demonstrate that you are both reflective and purposeful about teaching and learning and that you have translated these values into goals and goals into actions that have had a positive impact on student learning. Two suggested sources for guidance and inspiration follow:

- University of Minnesota Center for Teaching and Learning: [Getting Started on a Teaching Philosophy Statement](#)
- Faculty Focus (publication of Magna Publishers): [Philosophy of Teaching Statements](#)

Statement of Teaching Philosophy

Things to remember:

- 1) Don't rehash your CV
- 2) Find the right tone. Don't sound as if you know all there is to know about teaching. Find a confident tone combining humility and sincerity. "Be yourself"
- 3) It is not a statement about pedagogy
- 4) Teaching is about the Students



How to begin? A few approaches:

- 1) Pretend to write a friend about the joys and challenges of teaching
- 2) Make a list of the qualities of an effective teacher
- 3) Free write on a memorable experience in the classroom. What went well? What might you do differently? This may be the lesson you describe in detail in your one page statement.
- 4) Think about concrete details:
 - What sets you apart as a teacher?
 - How would an observer describe your teaching?
 - What specific skills and knowledge should students gain in your classroom?
 - What kind of learning happens thanks to your teaching, assignments, exams, or papers?
 - What are 3 things that define your teaching?

Answer some of these questions & provide examples

- What do I teach and what is effective learning? How do I know when learning has occurred?
- How do I teach and which methods are most effective? What can learners expect from me?
- How am I unique as a teacher? What do I do to improve?
- Why do I teach? What motivates me? What does good teaching mean?
- Why am I passionate about teaching & learning, or my discipline, or both? What strategies make teaching and learning in my discipline come to life?
- How do I believe students learn my course material best? How do I promote diversity and the use of technology? What other skills/values do I promote?



Additional points to consider:

Ground your Teaching Statement in your discipline

Explain what you do and how you do it: What kinds of activities do you have students do or what specific teaching techniques have you found successful?

What approach has worked for you or what do you stress in the classroom? Anchor the general with concrete examples

- Collaborative learning?
- Student-centered teaching?
- Critical thinking?

How do I organize class time to enable students to be actively involved in reaching my goals? How does the work I assign outside of class help students make progress toward those goals?

How do I address the range of learning styles among students in my classes?

How do I help students understand the implications or significance of what they're learning in my classes?



Sources

- Previous ATE presenters
- The McGraw Center for Teaching and Learning (www.princeton.edu/mcgraw)
- Lee Haugen, Center for Teaching Excellence, Iowa State University: Writing a Teaching Philosophy Statement
- University of Minnesota “Teaching Philosophy Samples”
- The Teaching Center at Washington University in St Louis, “Writing a Teaching Philosophy Statement”
- Teaching Philosophy Template
- Gabriela Montell, “How to Write a Statement of Teaching Philosophy” *The Chronicle of Higher Education*

Student comments from SPOI/SPOT FORMS

Table compiled by:

List course designator, number, brief title, term taught and parenthetically list number of respondents commenting/number enrolled	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Qualities of Instructor																
Best amazing, awesome, wonderful, professor	3	6	8			5	1		1	5	2	1		4	11	
Energetic, passionate, enthusiastic	3	6	7			3	1		2	1	1	2			6	
Relevant, engaging, interesting, stimulating	2	1	1	1	3	3	2		1	1	1	6		2	8	
Concerned about, respect for students		4	6		2	4		1	1		1				6	
Knowledgeable, knows her/his stuff	1	1	4			1			1							
Clear communicator, great at explaining	2	2	7		2	2	1			6	5	1	1		4	
Makes topics, class interesting						3		1	2	1					5	
Approachable, accessible, flexible, helpful	2	9	9		1				1	8	1		1		1	
Well-paced, organized, methodical		1	1		1	3	1			1	1	1			1	
Helpful, thorough, timely feedback	1	4	2	1									1			
Other positive comments about instructor	1	6			2	2	1			4	2	3	1		8	
Total negative comments about instructor						1				3	1					
Qualities of Student Learning																
Challenging; I learned a lot			3					1	1	1						
Gave me confidence; motivated me		1	1					1	1			1			2	
Held me to high standards and expectations	1			1					1						2	
Understands that learning is important		1	2													
Other positive comments about student learning					1											
Total negative comments about student learning																
Qualities of Course and Administration																
Excellent, great, best class		1	4					1							1	
Helpful/useful materials, assignments, projects	2	33	30	3		5		4	4	8	7		2	2		
Great in-class examples, activities, materials		2	7		4	3	5		1	2	1	3	1	4	13	
Well-prepared, well-organized materials		1	4		1	4	1			2	1					
Fair assessments, evaluations		2	2			1	2		1		1		2		2	
Other positive comments about course/admin		3	4		1		2						1	1		
Total negative comments about course		2	3	1		2	1			1	1					
Key:	1 -										6 -					11 -
	2 -										7 -					12 -
	3 -										8 -					13 -
	4 -										9 -					14 -
	5 -										10 -					15 -




SECTION 5. Letters of Recommendation and/or Peer Evaluations of Teaching (4 to 5 letters

suggested). Letters should demonstrate the breadth of the nominee's impact on teaching and learning.

Letters from the nominee's present or former students are strongly recommended; please indicate whether the letters of recommendation were unsolicited or solicited and, if solicited, by whom. The Academy strongly encourages the use of unsolicited letters or letters solicited by a third party whenever possible.

Other letters can include those from the nominee's colleagues who are directly familiar with the nominee's teaching or the impact or outcomes of her/his teaching, and/or from anyone qualified to comment on the nominee's extraordinary instructional impact. Student nomination letters for the Sporn Award may be used in place of letters of recommendation.

- letters from Alumni are especially powerful
- do not request letters from current students without using a third party to protect both the student and the integrity of the letter



SECTION 6. Additional Documentation (flexible up to 15 total pages for the dossier). Submit evidence to document the nominee's extraordinary teaching successes; however, including links to external sites is discouraged because the linked text or graphics could significantly increase the number of pages beyond fifteen. Additional documentation will vary greatly, but may include:

- *peer evaluation of teaching letters (if not included in Section 5),*
- *student mentoring or advising activities,*
- *pedagogical innovations and their impact on student learning,*
- *visual images and innovations and their impact on learning,*
- *details about course design and development and its impact on student learning,*
- *curriculum revision and its impact on student learning, retention, numbers, or other metric,*
- *educational publications or presentations authored,*
- *teaching and learning workshops presented,*
- *educational grants received,*
- *educational outreach and service activities, and*

- any other documentation of effective teaching and learning.

This is your space to personalize/customize your package!

2019-2020 Alumni Teaching Award Rubric

2019-2020 Alumni Teaching Award Rubric for the Virginia Tech Academy of Teaching Excellence

Discuss/evaluate dossiers according to four teaching excellence focus areas (left column). Detailed descriptions of each of the four focus areas are shown in the gray boxes in Italics that span the middle columns.					
<i>Teaching excellence focus areas</i>	<i>Pertinent sections of the dossier</i>	<i>Excellent Evidence – 3</i>	<i>Very Good Evidence – 2</i>	<i>Good Evidence – 1</i>	<i>No Evidence – 0</i>
Evidence of effective student learning	<ul style="list-style-type: none"> Contributions and achievements Nomination letter Teaching statement SPOT/SPOI scores Letters of recommendation Additional documentation Appendix 	<i>Dossier includes compelling evidence that students are learning effectively as a direct result of the pedagogies employed by the candidate. Evidence of learning can include: 1) SPOT/SPOI scores that exceed departmental averages, 2) exemplary student and faculty comments that directly relate candidate's pedagogy to extraordinary student products such as student publications, design projects, and/or other products above and beyond the course or program, 3) letters of recommendation that demonstrate learning in the candidate's class, lab, or other venue with significant professional success, 4) any other lines of evidence that document student learning outcomes.</i>			
		Dossier includes many lines of independent evidence that students are learning effectively as a direct result of the pedagogies employed by the candidate.	Dossier includes several lines of independent evidence that students are learning effectively as a direct result of the pedagogies employed by the candidate.	Dossier includes a few lines of independent evidence that students are learning effectively as a direct result of the pedagogies employed by the candidate.	No evidence
Evidence of exemplary course/curriculum design	<ul style="list-style-type: none"> Contributions and achievements Nomination letter Teaching statement Letters of recommendation Additional documentation 	<i>Dossier presents clear evidence of exemplary course and/or curriculum design incorporating pedagogical practices that manifest the candidate's beliefs about learning. This evidence may include: 1) descriptions of course design project/s that successfully support a learning-centered classroom, workshop, or laboratory environment, 2) descriptions of curriculum design project/s that focus on student learning over multiple courses, 3) active participation in teaching and learning committees, including curriculum committees.</i>			
		Dossier presents clear evidence that the candidate has actively and successfully contributed to several course/curriculum design projects or at several levels of course/curriculum design.	Dossier presents clear evidence that the candidate has actively and successfully contributed to at least two course/curriculum design projects or in at least two levels of course/curriculum design.	Dossier presents clear evidence that the candidate has actively and successfully contributed to at least one course/curriculum design project or in at least one level of course/curriculum design.	No evidence
Evidence of professional development and impact across the University	<ul style="list-style-type: none"> Contributions and achievements Nomination letter Teaching statement Letters of recommendation Additional documentation 	<i>Dossier includes examples of professional development, service, and/or campus/community outreach documented over time. Evidence of professional development can include: 1) advising and mentoring (undergraduate and graduate), 2) service on departmental, collegiate, or university level teaching and learning committees, 3) attendance at CIDER, FDI or other professional development opportunities (beyond what is required for computer receipt), 4) presentation of workshops on pedagogy, assessment, or some other facet of teaching and learning to other faculty at VT.</i>			
		Dossier includes many examples of professional development, service, and/or campus/community outreach documented over time.	Dossier includes several examples of professional development, service, and/or campus/community outreach documented over time.	Dossier includes a few examples of professional development, service, and/or campus/ community outreach documented over time.	No evidence
Evidence of broader teaching impact beyond Virginia Tech	<ul style="list-style-type: none"> Contributions and achievements Nomination letter Additional documentation 	<i>Dossier includes examples documenting that the candidate has shared his/her pedagogical innovations, course/curriculum design, and success publicly beyond the VT campus. Evidence of this can include: 1) the publication of articles or abstracts or the distribution of white papers, 2) presenting at (or attending) education-related regional or national conferences, 3) presenting at (or attending) education-related regional or national workshops and seminars, or 4) any other activity that demonstrates that the candidate is actively sharing his/her teaching and learning accomplishments broadly and repeatedly beyond the VT campus. The candidate may also have received sponsored support to conduct research on learning, although obtaining outside funding is not an essential criterion of "mastery."</i>			
		Dossier includes many examples documenting that the candidate has shared his/her pedagogical innovations and success publicly beyond the VT campus.	Dossier includes several examples documenting that the candidate has shared his/her pedagogical innovations and success publicly beyond the VT campus.	Dossier includes a few examples documenting that the candidate has shared his/her pedagogical innovation and success publicly beyond the VT campus.	No evidence