AUBURN UNIVERSITY SENATE

$30,000 Departmental Award for Excellence in Education
Call for Preproposals

AWARD GOAL:
The award’s goal is to recognize a departmental campus culture that meaningfully values and advances teaching and learning excellence.

The University Senate Departmental Award for Excellence in Education provides a structure for both recognizing teaching excellence and for future teaching and learning improvement efforts. It thereby provides an incentive for teaching enhancement that is greater than an individual award-only program. The award becomes a shared community honor and represents an attainable goal achieved through intentionality and planning. It is envisioned the University Senate Departmental Award for Excellence in Education will have long lasting impact and will “institutionalize” scholarly teaching excellence by supporting excellence and innovation in teaching and learning.

Award Specifics

The University Senate Departmental Award for Excellence in Education will be awarded to one (1) academic department at Auburn University. The award will provide:

- A plaque describing the award to be displayed in the academic department’s office
- A plaque describing the award to be displayed at the Biggio Center
- An award of $30,000 to be granted in three yearly installments of $10,000
  - At least 50% of the funds must be allocated toward the support of activities that enhance teaching and learning within the department (see description of the three-year development plan below for suggestions)
  - The remaining funding can be used at the department’s discretion
- A public recognition activity where all members of the campus community will be invited to participate
- Appropriate press releases will be made in the local media

Disclaimer: It is not mandatory that an award be selected. The award committee reserves the right to deny funding of proposals due to inadequate information or qualities commensurate with expectations of the award and to alter subsequent years funding based on assessment and progress.

Award Administration
The Biggio Center will receive the funds, establish and provide oversight for the management of the overall accounts and internal transfer distribution of funds to the department.

REVIEW PROCESS

Department eligibility for consideration of an award is determined by a two-step review process. In the first step of the review process, each department on campus is encouraged to submit a three (3) page pre-proposal that briefly summarizes department activities that document commitment to learning excellence. Demonstration of commitment to a department culture of learning excellence will be expressed through but not limited to: a) planning documentation and ongoing assessment of improvement in the quality of the teaching and learning environment; b) documentation of the strength of the overall curriculum and teaching program; c) evidence of commitment to enhancing the abilities of faculty teaching skills; d) allocation of department resources to student engagement in the learning process; e) evidence of linking discovery, creative activity and engagement with teaching and learning pedagogies; and f) evidence of scholarship around the practice of teaching and learning; and documentation of recognition and achievements.

Departments judged favorably by the pre-proposal review process will be identified as finalists and will proceed to a second-step evaluation process where departments are invited to prepare and submit a more comprehensive Portfolio of Education and Learning Excellence (guidelines online at: http://wp.auburn.edu/biggio/excellence/). The posted guidelines are suggested as a means to help applicants more effectively communicate how their department fosters a culture of learning excellence.
**Pre Proposal Content**

**First-Step Award Application: Pre-proposal Summary of Department Activities**

The three (3) page Pre-proposal Summary of Department Activities briefly summarizes department activities that document commitment to education and learning excellence. The deadline for submission of the Pre-proposal Summary of Department Activities is 4:45 pm, Monday, February 9, 2015.

The three (3) page pre-proposal summary should contain the following sections:

Section 1. A brief departmental profile that describes the teaching/learning mission of the department and philosophy of teaching and goals.

Section 2. Overview of the curriculum and teaching program and narrative of department-sponsored activities that establish a commitment to learning excellence.

Section 3. A narrative of how the department engages in assessment of learning competency and applies that knowledge to continual improvement in the department culture of learning excellence.

Section 4. Evidences of scholarship around the practice of teaching and learning; and documentation of recognition and achievements.

**Formatting Guidelines**

Use 8-1/2”x11” pages, no smaller than 11 point font, with a left margin of 1-1/2” and top, right, and bottom margins of 1”. Submit an electronic copy of the Pre-proposal Summary of Department Activities in PDF format to https://auburn.qualtrics.com/SE/?SID=SV_9ZuNphB3QMvIzQh and a cover email may be sent to:

Biggio Center  
Teaching Effectiveness Committee  
Departmental Award for Excellence in Education  
136 Foy Hall  
*Attn: Dr. Diane E. Boyd diane.boyd@auburn.edu*

**Application Timeline**

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AUBURN UNIVERSITY SENATE

$30,000 Departmental Award for Excellence in Education

STEP TWO - AWARD APPLICATION PROCESS:

PORTFOLIO OF LEARNING EXCELLENCE CONTENT

Posted on the BC website

The Award

The Department selected as University Senate Departmental Award for Excellence in Education recipient will receive a yearly increment of $10,000 to the department operating budget for a period of three years (max total = $30,000), providing consistent progress and assessment of proposal plans. The award may be used, within state expenditure rules, in any way the department chooses to support activities that nurture a culture of teaching and learning excellence as guided by a departmentally proposed plan detailed in the proposal. The collective accomplishments of the department selected as award recipient will be recognized. The departmental accomplishments for which the award was conferred will be made available to the campus community via widely-circulated descriptive summaries or video interviews.

This RFP will entertain proposal applications from any academic department. Up to three (3) preproposals will be invited to develop a full proposal. The awardees will be excluded from submitting a new application for five years from the date of the award.

The University Senate Departmental Award for Excellence in Education will create an ongoing conversation about teaching excellence in every department. As a result of the application process, departments will engage in in-depth analysis and reflection of their instructional objectives and outcomes. In this way, the award will create a campus-wide community of reflective practitioners, engaged in the assessment of student learning outcomes and effective teaching, and innovative thinking directed at the improvement of teaching and learning.

Only departmental proposals selected as finalists during the pre-proposal (STEP ONE) review process will proceed to a second-step evaluation process and will be invited to prepare and submit a more comprehensive Portfolio of Learning Excellence. The deadline for electronic submission of a PDF document is 4:45 pm, Friday, April 3, 2015.

Formatting Guidelines

1. Cover page;
2. Table of Contents (if possible, hyperlinked to proposal)
3. Statement of the Departmental Philosophy of Teaching and Learning (up to 2 pages) as guided by section 1 below;
4. Narrative on Departmental Excellence in Teaching and Learning (up to 5 pages)
   Describe the approaches used by the department to achieve and measure excellence in teaching and learning and in so doing follow the guidelines provided in sections 2-6;
5. Evidence of recognition by others (up to 6 pages); letters from former students; Awards to the department from professional and other organizations;
6. Attachments (up to 5 pages); Include supporting materials and other documentation relevant to the accomplishments described in the narrative including documentation of success of students.

Use 8-1/2"x11" pages, no smaller than 11 point font, with a left margin of 1-1/2" and top, right, and bottom margins of 1". Submit an electronic copy of the Portfolio of Learning Excellence in a single PDF format to https://auburn.qualtrics.com/SE/?SID=SV_1B1vdl58BZnP4hp3 and a notification of submission email to:

Biggio Center
136 Foy Hall
Teaching Effectiveness Committee
Departmental Award for Excellence in Education
Attn: Dr. Diane E. Boyd  diane.boyd@auburn.edu
Full Proposals
The second-step application portfolio narrative on departmental excellence in teaching and learning must include the following sections:

Section 1. Commitment to sustained excellence in teaching and learning;
Section 2. Ongoing assessment and improvement of teaching and learning quality;
Section 3. Faculty development for teaching;
Section 4. Provision of resources for students;
Section 5. Linking discovery, creative activity, and engagement with teaching and learning for the benefit of students.
Section 6. The department’s three-year professional development plan including a budget should describe three (3) years of teaching enhancement activities with a generalized timeline. The three-year development plan will show how the department will affect the teaching and learning culture at the department, college and campus levels in a positive way. The plan will serve as an agreement between the department and the Biggio Center whereby the department promises to achieve the elements of the plan with Biggio Center monitoring progress. In addition, the department will be expected to share elements of departmental education excellence in forums or workshops and have representation on selection panels in subsequent years.

Departments receiving these awards are expected to demonstrate significant accomplishment in each of the five areas listed above. Departments may focus on broader educational accomplishments. However, academic departments must demonstrate that significant attention has been given to achieving clear and positive educational outcomes of their graduate and undergraduate activities. This requirement highlights the vital importance of emphasizing the quality and effectiveness of graduate and undergraduate education in the climate of a research university.

Listed below are examples of attributes and activities [in each of the five primary sections] that can be considered; these listings merely convey examples and should not be considered as exhaustive or restrictive or even as a checklist:

Section 1. Commitment to sustained excellence in teaching and learning.
• Has and follows a philosophy of teaching.
• Provides a documented record of excellence in teaching. Invests adequate departmental budgetary resources in teaching.
• Weighs teaching quality in recruiting and rewarding individual faculty. Stimulates innovation in teaching.
• Seeks grants for projects on improving teaching and learning.
• A copy of the department’s mission or strategic plan with a special focus on teaching and student learning outcomes.
• A statement of teaching and learning goals for the next 3 years.

Section 2. Ongoing assessment and improvement of teaching and learning quality.
• Regularly monitors teaching effectiveness and student learning and makes changes appropriately.
• Involves faculty, staff and students (current and former) in assessment and planning.
• Provides evidence of use of assessment outcomes for instructional improvement.
• Engages employers of graduates, graduate and professional schools and on-campus users (other departments) of academic offerings (general education, elective courses and service courses) in assessment.
• Addresses the educational program fully with attention to majors, minors, general education, and service offerings for student’s on- and off-campus as appropriate.
• Engages actively through curriculum design and delivery in improving discipline-specific communication skills of students.
• Appropriately addresses issues of ethics and civic responsibility in curriculum and/or professional development activities for students.
• Tracks career and intellectual development of former students.
• A statement of teaching responsibilities within the department (with evidence that teaching expertise and experience are factored into teaching assignments).
• A description of the prevailing teaching methodologies for introductory and advanced courses (demonstrating appropriate use of lecture as well as interactive, student-centered, and technology-supported pedagogies).
• A few representative course syllabi detailing course content and objectives, teaching methods, readings, assignments, student grading procedures.
• A list of advising responsibilities, such as number of undergraduate advisees, direction/supervision of honors projects, or graduate theses and dissertations.
• Descriptions of curricular revisions efforts, including new course projects, materials, class assignments, or other activities.
• A list of teaching honors received by departmental faculty.
• An overall summary of student evaluation of teaching.
• A summary of peer review of teaching reports.
• A list of invitations from outside agencies to teach or present on teaching issues.
• Evidence of professional presentations at teaching related conferences or workshops.
• A list of invitations to other educational institutions to demonstrate effective teaching or to participate in teaching/learning symposia.
• Evidence of student learning.
• Examples of faculty teaching portfolios.
• Examples of student portfolios including examples of student work, pre- and post-test results, etc., that demonstrate student learning in the department’s courses.
• Highlights of a current initiative or programmatic or curricular improvement that involved combined and collaborative effort has made a positive impact on student learning and quality of education, the last 2-3 years.

Section 3. Faculty development for teaching.
• Provides orientation and continued feedback and support for new faculty and teaching assistants.
• Provides opportunities for shared discussion of teaching innovations and problems.
• Encourages teaching conference attendance and research and publication on teaching and learning.
• Provides evidence that faculty development activities have caused substantive improvements in teaching and learning.
• Documentation of participation in individual, Biggio Center, departmental, or national teaching or faculty development activities.
• Narrative of innovation and efforts to stay current and advance.

Section 4. Provision of resources for students.
• Monitors scheduling of courses and sequences to improve availability.
• Insures that students have access to their teachers and advisers outside of class. Provides or refers students to necessary academic support services.
• Resolves student complaints appropriately.
• Provides for student learning opportunities outside the classroom.
• Facilitates opportunities for student study, meetings, and co-curricular activities. Involves students in curriculum development and planning for program delivery. Facilitates transfer student engagement from within and outside the institution.

Section 5. Linking discovery, creative activity, and engagement with teaching and learning for the benefit of students.
• Brings faculty experience and expertise in discovery, creative activity, and engagement to bear on enhancing teaching and student learning.
• Involves students in discovery projects and engagement undertakings.
• Show a list of contributions to educational research and publication.
• Provide descriptions of innovations in educational practice.
• Exhibit lists of grantsmanship and extramural support attempts for teaching.
• Show a list of examples of interdisciplinary collaboration (note: interdisciplinary may be a value point if departments are engaging collaboratively but the award is not meant to drive that process per se).

Selection Procedures

All application materials that document a department’s culture of learning excellence will be reviewed by members of the Teaching Effectiveness Committee utilizing the evaluation form labeled Appendix A or B. At the conclusion of the evaluation of the Portfolio of Education and Learning Excellence, each of the finalist departments will be invited to make a 30-minute oral presentation to the Teaching Effectiveness Committee and respond to questions from the committee regarding their observations.

The award criteria described herein focuses on academic departments that demonstrate notable excellence in undergraduate, graduate, and/or professional teaching. Emphasis is placed on recognizing the synergistic advantage for undergraduate and graduate education of the discovery and engagement capabilities, interests, and programs of the faculty. Note: Departments winning this award will have demonstrated excellence in teaching and learning with collective involvement of the departmental faculty, staff and students.
AWARD SELECTION COMMITTEE

The Teaching Effectiveness Committee will serve as the award Selection Committee and review department documentation in support of learning excellence. A Conflict of Interest Policy will be implemented for the review process. The outstanding department will be selected upon the recommendation of this committee.

REVIEW OF AWARD PROCEDURES AND GUIDELINES – CONTINUAL IMPROVEMENT

The Teaching Effectiveness Committee and applicants will be asked to review the procedures and guidelines of the previous year and recommend revisions for future years through a Qualtrics follow-up survey.

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Auburn University
Department Award for Excellence in
Education 2015 Pre-Proposal Evaluation

Please rate each section in the Pre-Proposal on a scale of 0 to 10 points using the following:
0 = Did Not Address the Subject; and
10 = Did an Outstanding Job in Addressing the Subject

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>Teaching/Learning mission of the department</th>
<th>Department sponsored activities that establish a commitment to learning excellence</th>
<th>Engagement in learning assessment and improvement in learning excellence including scholarship and plans</th>
<th>Total Points</th>
<th>Comments</th>
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Appendix B.

Auburn University
Department Award for Excellence in Education
Portfolio of Education and Learning Excellence
Evaluation Form

Evaluator: _________________________________

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<th>Section 6. Strength of Departments Three-Year Professional Development Plan</th>
<th>Overall Depart Score</th>
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<td>Points</td>
<td>(10 pts)</td>
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<td>(10 pts)</td>
<td>(10 pts)</td>
<td>(50 pts)</td>
<td></td>
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</table>

Please rate each section in the Proposal on a scale of 0 to 10 points using the following:

- 0 - Did Not Address the Subject
- 10 - Did an Outstanding Job in Addressing the Subject
- 50 - The plan is innovative, effective and has high likelihood of success and impact