**Procedures for Selecting New Members for the**

**Purdue University Teaching Academy**

**Purpose of the Teaching Academy**

The Teaching Academy is comprised of a dedicated and dynamic network of scholar-teachers committed to enhancing and strengthening the quality of undergraduate, graduate, and engagement teaching and learning at Purdue University. Under the auspices of the Office of the Provost, the Teaching Academy works with academic Schools/Colleges, the Center for Instructional Excellence, and others to enrich the educational experiences of the Purdue University community.

Membership in the Teaching Academy recognizes outstanding contributions to the broader teaching mission of the university. Individuals selected for this honor will help promote the scholarship of teaching and learning and share their expertise across campus with their colleagues.

***Fellows***

Fellows are tenured and tenure-track faculty, clinical/professional faculty, senior lecturers, and lecturers who have distinguished themselves in teaching and were nominated by the Schools/Colleges and selected by the Executive Council of the Academy. Murphy Outstanding Undergraduate Teaching Award and Excellence in Instruction for Lecturers Award recipients, as well as Distinguished Professors selected based on the scholarship of teaching, will automatically be invited to become Fellows of the Academy.

1. Every year, **each School/College** **may nominate individuals for fellow status in accordance with section A.3. below**.
2. In a typical year, six nominated and qualified fellows will be invited to join the Academy.

***Associates***

Associates are graduate students who have distinguished themselves in teaching and were nominated by the Schools/Colleges and selected by the Executive Council of the Academy.

1. Every year, **each School/College may nominate individuals for associate status.**
2. From these nominees, a maximum of three associates will be invited to join the Academy.

**A. Procedures for Submitting Nominations**

Nominations will be submitted by the respective Schools/Colleges for forwarding to the Teaching Academy Executive Council. *Deans are encouraged to submit nominees based on outstanding and scholarly teaching in graduate, undergraduate, or engagement programs of the university.* The method for selecting the nominees shall follow the guidelines below:

1. The Teaching Academy Executive Council representative for the School/College will collaborate with the School/College selection committee to solicit nominations, peer review the nominations with the rubric provided, and put forth nominations to the School/College Dean. We suggest including current Teaching Academy members as part of the selection committee.
2. The nominee shall have had primary classroom responsibility for instruction during one of the semesters in the previous calendar year (including the summer session).
3. Based on the estimated faculty involvement in undergraduate and graduate teaching, the permissible number of Fellow nominees from each School/College is:

* Agriculture (2)
* Education (2)
* Engineering (4)
* Health and Human Sciences (3)
* Honors College (2)
* Liberal Arts (3)
* Libraries and Information Studies (2)
* Daniels School of Business (2)
* Pharmacy (2)
* Science (4)
* Purdue Polytechnic Institute (3)
* Veterinary Medicine (2)

1. A digital file of each nomination from the Deans of the respective Schools/Colleges should be sent electronically to [teachingacademy@purdue.edu](mailto:teachingacademy@purdue.edu) for forwarding to the Teaching Academy Executive Council selection committee. Nominations are typically due in February.

The nomination packet should include:

* 1. A cover page, including a statement describing the School/College selection process.
  2. No more than six (6) pages single-spaced, single-sided (8 ½ x 11), have at least 1-inch margins and use a Times New Roman or Arial font not less than 12-point. The required cover page does not count as part of the six (6) page limit. Additional materials beyond six (6) pages will be removed from the nomination and not considered.

**B. Structure of Nomination**

It is strongly recommended to use the nomination template provided on the Teaching Academy website ([www.purdue.edu/provost/teaching-excellence/ta-nomination/](http://www.purdue.edu/provost/teaching-excellence/ta-nomination/)) and outlined below. The template includes text highlighted in yellow to provide examples and guidance in developing the nomination package. *This highlighted text should be deleted from the final nomination form*.

**Cover Page**

The Cover Page includes the name of the nominee, current rank, department/school/ college/program, nominee contact information, date of initial appointment to Purdue University, and whether the nomination is for a Fellow or Associate, as well as a statement describing the School/College selection process.

**Nomination (Pages 1-6)**

The nomination will be evaluated by the selection committee in the five areas listed below. In these areas, applicants are encouraged to describe all intellectual and leadership contributions with respect to demonstrating excellence in teaching. Suggested activities and artifacts for documenting this excellence might include, but are not limited to, course and curriculum development; teaching innovations; mentoring learners in a wide variety of contexts, e.g., undergraduates, graduates, interns, and professionals; peer observations; awards and recognitions; professional development; student ratings; alumni feedback; and scholarship of teaching and learning. See [*The Guide for Developing and Documenting Teaching Excellence*](https://www.purdue.edu/provost/teaching-excellence/the-guide/) for specific examples. Other evidence is also acceptable so long as it contributes towards at least one of the five areas. Please provide sufficient evidence on each of the dimensions so that members of the selection committee, many of whom will not be personally acquainted with the nominee’s abilities, can make an informed selection.

1. **Summary of Teaching Impact**

In this section, summarize your impact on students and colleagues, programs and departments, or in other areas you have had as a teacher. You may also include:

1. List of teaching awards, including name, sponsor, year received and source/level of award
2. Table of courses taught and evaluations in the last three (3) years—Table 1 is provided in the template as a guide.
3. Table of engagement programs—Table 2 is provided in the template as a guide.
4. **Teaching Innovations**

The *[Framework for Teaching Excellence](https://www.purdue.edu/provost/teaching-excellence/defining/)* defines *Experimenters* as instructors who proactively incorporate innovative instructional strategies. Use this section to highlight your efforts as an *Experimenter.* The two pieces below may be combined, as the solution to a curricular problem may have been to create a new course or innovation.

a. Demonstrated record of course creation or innovation, engagement program creation or innovation, and/or curricular innovation. Examples may include the attainment of a teaching innovation grant, successful integration of multimedia instruction and technology to enhance student learning, etc. Interdisciplinary efforts and integration of real-world application of course content are strongly encouraged.

b. Description of an instructional or curricular problem that the nominee solved and how the body of knowledge on teaching and learning was used as a vehicle for solving the problem. This might include how the problem was identified, what process/method the nominee took to address the problem, and the evaluation of its impact.

1. **Mentoring, Service, and Professional Development**

The [*Framework for Teaching Excellence*](https://www.purdue.edu/provost/teaching-excellence/defining/) defines the *Exemplar, Enthusiast, and Educator* elements as foundational elements to teaching excellence. Use this section to highlight your efforts as an *Exemplar, Enthusiast, and Educator.*

a. Evidence of mentoring learners in a wide variety of contexts (e.g., undergraduate or graduate research/teaching mentor/advisor; meaningful, sustained extracurricular/co-curricular advising; teaching an Honors section or offering an Honors contract; service-learning mentorship; developing and leading a study abroad; service at university events & activities for students; mentor for junior faculty, fellows, field professionals, communities, etc.)

b. Evidence of participation in School/College or university committees related to graduate or undergraduate education or engagement activities.

c. Evidence of professional development activities related to improving teaching and learning inside and/or outside of the university (e.g., instructional development programs, participation on an education committee for a professional society, etc.)

1. **Scholarship of Teaching and Learning**

The [*Framework for Teaching Excellence*](https://www.purdue.edu/provost/teaching-excellence/defining/) defines *Explorers* as those who contribute to the scholarship of teaching and learning, freely sharing their experiences and serving as role models for other academics*.* Use this section to highlight your efforts as an *Explorer.*

a. Demonstrated record of contributing to the body of knowledge on teaching and learning. Examples might include leadership in institutional change related to teaching and learning, education-related scholarly publications such as academic articles, textbooks, books on pedagogy, invited presentations, and poster sessions.

1. **Contributions to the Teaching Academy**

The goals of the Teaching Academy are to cultivate a culture of teaching excellence across the campus. Please describe where and how you see yourself promoting and supporting the mission of the Teaching Academy as expressed in the [*Framework for Teaching Excellence*](https://www.purdue.edu/provost/teaching-excellence/defining/). Include examples for two of the *Framework* elements that are the most relevant and where you can make the most significant contribution.

1. *Exemplar* – Where and how would you demonstrate and promote instruction based on caring, approachable, and personable relationships with students?
2. *Enthusiast* – Where and how would you demonstrate and promote excitement to work with students in and out of the classroom, model life-long learning, prepare students for careers, and share the passion with colleagues?
3. *Educator* – Where and how would you demonstrate and promote evidence-based and inclusive strategies for motivating students, and developing critical thinking, creativity, and collaboration skills?
4. *Experimenter* – Where and how would you proactively incorporate innovative instructional strategies and technologies using a variety of perspectives?
5. *Explorer* – Where and how would you share your experiences in teaching, contribute to the scholarship of teaching and learning, and assist and provide opportunities to help colleagues grow and develop new teaching skills?

**C. Selection Process**

1. The Executive Council of the Teaching Academy serves as the selection committee.
2. The committee will be chaired by the Chair of the Executive Council.
3. The committee will make final selections, and all nominees and their respective academic Schools and Colleges will be notified as to the outcome of the selection process, by Monday, May 10. Appendix A: Evaluation Rubric.

**D. Induction Ceremony**

The celebration of teaching will be held annually as an occasion to honor and celebrate teaching excellence at Purdue University. At this event, in addition to other university-level award winners (e.g., new Murphy Award, Excellence in Instruction for Lecturers Award Distinguished Professors selected on the basis of scholarship of teaching and learning recipients), individuals selected for Fellow and Associate status via the above-described mechanism will be inducted into the Academy.

**Appendix A: Evaluation Rubric**

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| **Nomination Criteria** | | **Expected of All or Not Applicable (1-4)** | **Above Expectations  (5-8)** | **Exceptional (9-12)** | **Score (max 12)** |
| **Teaching Impact** | *Summarize your impact on students and colleagues, programs and departments, or in other areas you have had as a teacher. (Maximum 1 page.)* | Impact statement is limited and does not broadly demonstrate how students and colleagues, programs, and/or others have benefitted from nominees' teaching contributions. | Impact statement provides examples of how students and colleagues, programs, and/or others have benefitted from nominees's teaching contributions. | Impact statement clearly demonstrates how students and colleagues, programs, and/or others have benefitted from nominees's teaching contributions. | 12 |
| **Teaching Innovations** | *a. Demonstrated record of course creation or innovation, engagement program creation or innovation, and/or curricular innovation. Examples may include the attainment of a teaching innovation grant, successful integration of multimedia instruction and technology to enhance student learning, etc. Interdisciplinary efforts and integration of real-world application of course content are strongly encouraged. b. Description of an instructional or curricular problem that the nominee solved and how the body of knowledge on teaching and learning was used as a vehicle for solving the problem. This might include how the problem was identified, what process/method the nominee took to address the problem, and the evaluation of its impact.* | Description and impact of teaching innovations are limited in scope, number, reflection, assessment, and/or implementation. There is not a clear identification of an instructional or curricular problem that was addressed through innovative evidence-based approaches. | Description and impact of teaching innovations are evident in scope, number, reflection, assessment, and/or implementation. An instructional or curricular problem was identified and efforts made to address the challenge through innovative evidence-based approaches. | The description and impact of teaching innovations are significant in scope, number, reflection, assessment, and/or implementation. There is a clear identification of an instructional or curricular problem that was addressed through innovative evidence-based approaches. Nominee pursues continuous improvement and exhibits adaptation based on reflection and assessment. | 12 |
| **Mentoring, Service, and Professional Development** | *a. Evidence of mentoring learners in a wide variety of contexts (e.g., undergraduate or graduate research/teaching mentor/advisor; meaningful, sustained extracurricular/co-curricular advising; teaching an Honors section or offering an Honors contract; service-learning mentorship; developing and leading a study abroad; service at university events & activities for students; mentor for junior faculty, fellows, field professionals, communities, etc.). b. Evidence of participation in School/College or university committees related to graduate or undergraduate education or engagement activities. c. Evidence of professional development activities related to improving teaching and learning inside and/or outside of the university (e.g., instructional development programs, participation on an education committee for a professional society, etc.)* | Evidence of mentoring or advising students outside of the classroom and/or beyond typical interactions is limited. Support of mentoring activties through committee service is lacking. There is little evidence of participation in professional development activities related to mentoring and advising. | There is evidence of mentoring or advising students outside of the classroom and/or beyond with some demonstrated impact. Support of mentoring activties through committee service is evident primarily in non-leadership roles and there is some evidence of participation in professional development activities related to mentoring and advising. | There is clear evidence and resulting impact of mentoring or advising students outside of the classroom and/or beyond typical interactions. Strong involvement in committees related to supporting mentoring and advising activties. There is significant evidence of participation in professional development activities related to mentoring and advising. | 12 |
| **Scholarship of Teaching and Learning** | *Demonstrated record of contributing to the body of knowledge on teaching and learning. Examples might include leadership in institutional change related to teaching and learning, education-related scholarly publications such as academic articles, textbooks, books on pedagogy, invited presentations, and poster sessions.* | Minimal evidence of contributions to the scholarship of teaching and learning. Lacking evidence of trying new methods, reflecting and assessing the results, and disseminating the results through appropriate channels. | Some evidence of contributions to the scholarship of teaching and learning. There is evidence of trying new methods, reflecting and assessing the results, and disseminating the results through appropriate channels. | Significant evidence of contributions to the scholarship of teaching and learning. Clear evidence and impact of trying new methods, reflecting and assessing the results, and disseminating the results through appropriate channels. | 12 |

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| **Contributions to the Teaching Academy** | *Description of where and how promoting and supporting the mission of the Teaching Academy as expressed in the Framework for Teaching Excellence including examples for two of the Framework elements.  1. Exemplar – where and how would you demonstrate and promote instruction based on caring, approachable, and personable relationships with students?  2. Enthusiast – where and how would you demonstrate and promote excitement to work with students in and out of the classroom, model lifelong learning, prepare students for careers, and share the passion with colleagues?  3. Educator – where and how would you demonstrate and promote evidence-based and inclusive strategies for motivating students, and developing critical thinking, creativity, and collaboration skills?  4. Experimenter – where and how would you proactively incorporate innovative instructional strategies and technologies using a variety of perspectives? 5. Explorer – where and how would you share your experiences in teaching, contribute to the scholarship of teaching and learning, and assist and provide opportunities to help colleagues grow and develop new teaching skills?* | Vision for promoting and supporting excellence in the teaching mission of the university is unclear and only marginally addresses the application of the 5 E's to their role in the Teaching Academy. | Vision for promoting and supporting excellence in the teaching mission of the university is evident and addresses the application of the 5 E's to their role in the Teaching Academy through 1-2 examples. | There is a clear vision for promoting and supporting excellence in the teaching mission of the university and examples of two of the 5 E's are reflected in their vision. Their vision for the role of the Teaching Academy is clear. | 12 |
|  |  |  |  | **TOTAL SCORE**  **(100 possible)** | **60** |