



**2022 - 2023**

**Academic Affairs  
Excellence Awards**

July 1, 2022

Colleagues,

Each college will select nominees for the first eight Academic Affairs Excellence Awards and forward to the University Teaching Excellence Awards committees, which select the recipient for each award category. Award recipients will remain a “secret” until the awards ceremony. The awards and links to associated nomination criteria are:

1. [Excellence in Teaching Award\\*](#)
2. [Excellence in Scholarship of Teaching and Learning](#)
3. [Teaching Excellence for Department or Program](#)
4. [Excellence in Online Teaching](#)
5. [Irene Rose Community Service Award](#)
6. [Excellence in Scholarship & Creative Endeavors](#)
7. [Craig M. Turner Excellence in University Service Award](#)
8. [Laurie Hendrickson McMillan Faculty Award](#)
9. [Regents’ Momentum Year Award for Excellence in Advising and Student Success\\*\\*](#)
10. [Regents’ Momentum Year Award for Excellence in Teaching and Curricular Innovation\\*\\*](#)

The application form can be found on the [Academic Affairs website](#). You must be signed in through Unify to be able to access it.

\* The recipient of the Excellence in Teaching Award is the Fall Graduation Commencement speaker.

\*\* These awards are new in 2019. Georgia College recipient portfolios for the inaugural awards will be submitted directly to the University System of Georgia by December 4, 2019. Beginning in 2020, the nomination and selection process will follow the process for all other Academic Affairs Excellence Awards.

**Due Dates for the Academic Affairs Excellence Awards can be found on the CTL Website**

The following are awarded at the university level and will also be the Georgia College nominees for the equivalent University System of Georgia (USG) Regent's level awards.

- Excellence in Teaching Award ([Regents' Felton Jenkins, Jr. Hall of Fame Faculty Awards](#))
- Excellence in Scholarship of Teaching and Learning ([Regent's Scholarship of Teaching and Learning Awards](#))
- Teaching Excellence for Department or Program ([Regents' Teaching Excellence for Department or Program](#))
- Excellence in Online Teaching ([Regents' Teaching Excellence Awards for Online Teaching](#))
- Momentum Year Award for Excellence in Advising and Student Success ([Regents' Momentum Year Award for Excellence in Advising and Student Success](#))
- Momentum Year Award for Excellence in Teaching and Curricular Innovation ([Regents' Momentum Year Award for Excellence in Teaching and Curricular Innovation](#))

The following awards are awarded at the university level only. There are no equivalent University System of Georgia awards:

- Excellence in Scholarship & Creative Endeavors
- Craig M. Turner Excellence in University Service
- Irene Rose Community Service: The recipient receives funds from the Georgia College Foundation.
- Laurie Hendrickson McMillan Faculty: The recipient receives funds from the Georgia College Foundation.

Past award recipients are not eligible to receive an award in the same category until a minimum of five years has elapsed.

Georgia College will host a combined Faculty & Staff Celebration of Excellence in April 2023. The celebration allows the university community to recognize the good work of faculty and staff alike.

I look forward to seeing you there!

*Costas*

Costas Spirou, Ph.D.  
Provost and Senior Vice President  
for Academic Affairs  
Georgia College

# *Excellence in Teaching Award*



**Purpose:** This award is to encourage and reward excellence, innovation, effectiveness in teaching, and a commitment to student success. The award recipient will be the university's nominee for the Regent's Teaching Excellence Award and will be the December commencement speaker.

**Overview:** The Excellence in Teaching Award is presented by Georgia College to one individual each year. Nominees must be a current full-time member of the teaching faculty or teaching academic staff with at least three years of teaching experience at Georgia College prior to the previous academic year. Eligible individuals must be nominated by a faculty member, director of their unit, department chair, or dean at the college level. College committees select their Excellence in Teaching award recipient and forward to the university selection committee.

To nominate a previous recipient, at least five years must have passed since the faculty member's most recent recognition with this award. It is the nominee's responsibility to ensure completion of the application e-portfolio.

The employee must be in good performance standing (received a Meets or Exceeds Expectations rating on their most recent performance review and no disciplinary actions) to be eligible for an award.

For their meritorious work, award recipients will receive a one-time \$1,000 stipend effective the following fiscal year.

The award is not necessarily given annually.

**Application (Requires Unify Login):** [Link to Academic Affairs Application Form](#)

**Criteria:** The [Excellence in Teaching Award Rubric](#) is used to select the nominee.

# *Excellence in Scholarship of Teaching and Learning Award*



GEORGIA'S PUBLIC  
LIBERAL ARTS UNIVERSITY

**Purpose:** This award encourages and rewards excellence in the scholarship of teaching and learning. The award recipient will be the university's nominee for the Regent's Scholarship of Teaching and Learning Excellence Award.

**Overview:** The Scholarship of Teaching and Learning Award is presented by Georgia College to one individual each year. Individuals are eligible for nomination if they are full-time member of the teaching faculty or teaching academic staff with at least three years of teaching experience at Georgia College prior to the 2022-23 academic year. To be eligible for this university-wide award, individuals must be nominated by a faculty member, director of their unit, department chair, or dean at the college level. College committees will select their Excellence in Teaching and Learning award recipient and forward to the university selection committee.

To nominate a previous recipient, at least five years must have passed since the faculty member's most recent recognition with this award. It is the nominee's responsibility to ensure completion of the application e-portfolio.

The employee must be in good performance standing (received a Meets or Exceeds Expectations rating on their most recent performance review and no disciplinary actions) to be eligible for an award.

For their meritorious work, award recipients will receive a one-time \$1,000 stipend effective the following fiscal year.

The award is not necessarily given annually.

**Application (Requires Unify Login):** [Link to Academic Affairs Application Form](#)

**Criteria:** The [Excellence Scholarship of Teaching and Learning Rubric](#) is used to select the nominee.

# *Teaching Excellence for Department or Program Award*



GEORGIA'S PUBLIC  
LIBERAL ARTS UNIVERSITY

**Purpose:** This award encourages and rewards an outstanding department or program that promotes, supports, and recognizes excellence in teaching and in service to students. The award recipient will be the university's nominee for the Regent's Teaching Excellence for Department or Program Award.

**Overview:** The Department/Program Excellence Award is presented by Georgia College to one program/department each year. To be eligible for this university-wide award, candidates must be nominated by a faculty member, department chair, or dean.

To nominate a previous recipient, at least five years must have passed since the department most recent recognition with this award. It is the nominee's responsibility to ensure completion of the application e-portfolio.

The recipient of this university award will receive \$2,500 one-time operating funds for the following academic year.

The award is not necessarily given annually.

**Application (Requires Unify Login):** [Link to Academic Affairs Application Form](#)

**Criteria:** The [Teaching Excellence for Department or Program Award Rubric](#) is used to select the nominee.

# *Excellence for Online Teaching Award*



GEORGIA'S PUBLIC  
LIBERAL ARTS UNIVERSITY

**Purpose:** This award recognizes excellence in online teaching. The award recipient will be the university's nominee for the Regent's Teaching Excellence for Online Teaching Award.

**Overview:** The Excellence for Online Teaching Award is presented by Georgia College to one individual each year who teaches online courses, meaning 95% to 100% online according to the University System of Georgia. Individuals are eligible for nomination if they are current full-time members of the teaching faculty or teaching academic staff with at least three years of teaching experience at Georgia College prior to the 2022-23 academic year. To be eligible for this university-wide award, candidates must be nominated by a full-time faculty member, director of their unit, department chair, or dean.

To nominate a previous recipient, at least five years must have passed since the faculty member's most recent recognition with this award. It is the nominee's responsibility to ensure completion of the application e-portfolio.

The employee must be in good performance standing (received a Meets or Exceeds Expectations rating on their most recent performance review and no disciplinary actions) to be eligible for an award.

For their meritorious work, award recipients will receive a one-time \$1,000 stipend effective the following fiscal year.

**Application (Requires Unify Login):** [Link to Academic Affairs Application Form](#)

**Criteria:** To be eligible for the Online Award, current full-time members of the teaching faculty and teaching academic staff must teach a minimum of 12 credit hours of fully online instruction at Georgia College across the last three consecutive semesters (Fall 2021 - Summer 2022). Fully online instruction for this award is defined as follows: "95% or more of the course must be delivered fully online."



The [Teaching Excellence for Online Teaching Award Rubric](#) is used to select the nominee.

## *Irene Rose Community Service Award*



GEORGIA'S PUBLIC  
LIBERAL ARTS UNIVERSITY

**Purpose:** This award is to encourage and reward commitment to community service.

**Overview:** The Irene Rose Community Service Award is presented annually to one individual through the generosity of the Georgia College Foundation, and is named in honor of the late Irene Rose, an exemplary community servant. To be eligible for nomination, an employee must (1) hold full-time status, and (2) be in at least the third year of employment at Georgia College. This award recognizes exemplary community service.

To nominate a previous recipient, at least five years must have passed since the nominee's most recent recognition with this award. It is the nominee's responsibility to ensure completion of the application e-portfolio.

The employee must be in good performance standing (received a Meets or Exceeds Expectations rating on their most recent performance review and no disciplinary actions) to be eligible for an award.

Recipients of this award will receive a check from the Georgia College Foundation. The one-time monetary award is determined by the market value of the Irene Rose Community Service Award Endowment at the time of award.

The award is not necessarily given annually.

**Application (Requires Unify Login):** [Link to Academic Affairs Application Form](#)

**Criteria:** The [Irene Rose Community Service Award Rubric](#) is used to select the nominee.

# *Excellence in Scholarship & Creative Endeavors Award*



**Purpose:** This award is to encourage and reward excellence in peer-reviewed, juried scholarship and creative endeavors.

**Overview:** The Excellence in Scholarship and Creative Endeavors Award is presented by Georgia College to one full-time, tenured or tenure-eligible faculty member or permanent lecturer who exhibits evidence of individual or collaborative scholarly activity. Scholarly works may include but are not limited to: research article(s), book(s), book chapter(s), monograph(s), painting(s), sculpture(s), musical composition(s) and arrangement(s), musical performance(s), performance(s) or design of theatrical production(s), or artistic exhibition(s). For collaborative scholarly work, only one Georgia College contributor is recognized, most likely the senior scholar or scholar who contributed the greatest to the scholarly work(s). To be eligible for this university-wide award, individuals must be nominated by a faculty member, department chair, the director of their unit, or dean at the college level. College committees will select their Excellence in Scholarship & Creative Endeavors award recipient and forward to the university selection committee for consideration.

To nominate a previous recipient, at least five years must have passed since the faculty member's most recent recognition with this award. It is the nominee's responsibility to ensure completion of the application e-portfolio.

The employee must be in good performance standing (received a Meets or Exceeds Expectations rating on their most recent performance review and no disciplinary actions) to be eligible for an award.

For their meritorious work, award recipients will receive a one-time \$1,000 stipend effective the following fiscal year.

The award is not necessarily given annually.

**Application (Requires Unify Login):** [Link to Academic Affairs Application Form](#)

**Criteria:** The [Excellence in Scholarship and Creative Endeavors Rubric](#) is used to select the nominee.

# *Craig M. Turner Excellence in University Service Award*



**Purpose:** The award encourages and rewards those who serve the university community (including department and college), as well as their professional communities.

**Overview:** The Craig M. Turner Excellence in University Service Award is presented by Georgia College to recognize extraordinary service and contributions to the Georgia College community by a full-time, tenured faculty member. To be eligible for this university-wide award, individuals must be nominated by a faculty member, department chair, or dean at the college level. College committees will select their Excellence in University Service award recipient and forward to the university selection committee. Should be no more than one nominee from each college, including the library.

To nominate a previous recipient, at least five years must have passed since the faculty member's most recent recognition with this award. It is the nominee's responsibility to ensure completion of the application e-portfolio.

The employee must be in good performance standing (received a Meets or Exceeds Expectations rating on their most recent performance review and no disciplinary actions) to be eligible for an award.

For their meritorious work, award recipients will receive a one-time \$1,000 stipend effective the following fiscal year.

The award is not necessarily given annually.

**Application (Requires Unify Login):** [Link to Academic Affairs Application Form](#)

**Criteria:** The [Craig M. Turner Excellence in University Service Award Rubric](#) is used to select the nominee.

# *Laurie Hendrickson McMillan Faculty Award*



**Purpose:** This award recognizes excellence in teaching, research, and campus and community service to a College of Business or School of Nursing faculty member.

**Overview:** The Laurie Hendrickson McMillan Faculty Award is presented by the Georgia College Foundation. The award rotates between the William J. Bunting College of Business (odd year) and the College of Health Sciences (even year).

Recipient of this award will receive a check from the Georgia College Foundation. The one-time monetary award is determined by the market value of the Laurie Hendrickson McMillan Award Endowment at the time of award.

**Criteria:** The criteria for this award include the following:

1. Must be a faculty member who has taught full-time during the current academic year.
2. Award recipient shall be non-tenured.
3. Selection criteria includes teaching (50%), research (25%), and campus and community service (25%).
4. The employee must be in good performance standing (received a Meets or Exceeds Expectations rating on their most recent performance review and no disciplinary actions) to be eligible for an award.

**Required Process:** The award recipient shall be selected by a standing committee of each college/school, elected as representative of departments/disciplines within the college/school and to include at least two students. Each school/college will determine selection process within the parameters stated in the criteria and required process. The college nomination for this award must include a narrative that outlines how the recipient meets the selection criteria.

The following rubric should be used to determine the recipient.

|                | <b>Exceeds</b>   | <b>Commendable</b>   | <b>Fully Acceptable</b>   |
|----------------|--|--|---|
| Teaching - 50% | Demonstrates high quality, research-based teaching strategies and/or pedagogies with their learners. | Demonstrates elevated teaching strategies and/or pedagogies with their learners. | Demonstrates appropriate teaching strategies and/or pedagogies with their learners. |
| Research - 25% | Two or more high quality scholarly activities.   | One high quality scholarly activity.   | One or more scholarly activities.   |
| Service - 25%  | Performs two or more high quality activities for the university and/or community.                    | Performs one high quality activity for the university and/or community.          | Performs one or more quality activities for the university and/or community.        |

### Excellence in Teaching Award Rubric

Note: Portfolios that do not meet the document requirements noted below will not be accepted.

| Document Requirements  | Yes | No |
|--|-----|----|
| All documents combined into a single PDF file  |     |    |
| Portfolio formatted with 1" margins, single or double-spaced, & ≥12-point font   |     |    |
| *Portfolio length ≤ 20-pages (not including table of contents)   |     |    |
| <a href="#">Faculty Excellence Application Form</a>  |     |    |
| Table of contents (not included with page count)   |     |    |
| Nomination letter from chair and one or more letters of support from colleagues qualified to comment on the nominee's teaching   |     |    |
| Condensed curriculum vitae (2-3 pages)   |     |    |
| Reflective statement summarizing teaching and learning philosophy, strategies and objectives (1-2 pages)   |     |    |
| Brief summary of 2-3 innovative teaching artifacts or practices used in the classroom to promote student success   |     |    |
| One or more letters of support from recent and/or past students  |     |    |
| A well-organized set of documents that provide evidence of teaching excellence (e.g., data showing success of the nominee's students, selected components of course syllabi, handouts, methods of assessing student learning, and achievement that go beyond student evaluations, examinations, summaries of recent student evaluations, peer evaluations, student mentoring/advising, etc.). Brief explanation about how the documents included support the nominee's excellence in teaching. |     |    |

For each criterion, please score the nomination on a scale of 0-5.

| Criteria  | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)  | Need More Evidence (0 points)                                   | Score |
|---|--|--|--|---|-------|
| <b>Use of Effective Teaching Strategies</b><br><br>Uses effective teaching strategies to enhance student learning.<br><br>Strategies might include innovative uses of | The application provides multiple exemplary examples of teaching excellence.<br><br>For example: <ul style="list-style-type: none"> <li>The development and use of innovative pedagogies or</li> </ul> | The application provides a few examples of teaching excellence.<br><br>For example: <ul style="list-style-type: none"> <li>The development of innovative pedagogies or classroom activities</li> </ul> | Portfolio implies evidence of effective teaching strategies to enhance student learning. | Insufficient evidence for use of effective teaching strategies. | (x2)  |



| Criteria  | Exemplary (5 points)  | Rising Star (3 points)  | Beginning to Launch (1 point) | Need More Evidence (0 points) | Score |
|---|---|---|-------------------------------|-------------------------------|-------|
| technology, active learning, learning communities, student portfolios and assessment. | <p>classroom activities that have a demonstrable impact on student success.</p> <ul style="list-style-type: none"> <li>• The adoption of effective pedagogies that strive to enhance student learning and engagement, such as service learning, undergraduate research, flipped courses, etc.</li> <li>• The application of assessment practices that go beyond required institutional means of assessment and that have been used to refine teaching methods.</li> </ul> <p>Portfolio information provides exemplary evidence of effective teaching practices in the summary of innovative teaching artifacts.</p> | <p>that have a demonstrable impact on student success.</p> <ul style="list-style-type: none"> <li>• The adoption of new pedagogies, such as service learning, undergraduate research, flipped courses, etc.</li> <li>• The application of assessment practices that go beyond required institutional means of assessment and that have been used to refine teaching methods.</li> </ul> <p>Portfolio information may state or imply evidence of effective teaching practices in the summary of innovative teaching artifacts.</p> <p>Portfolio information implies a connection between the nominee's teaching philosophy and evidence of teaching excellence. An</p> |                               |                               |       |

| Criteria  | Exemplary (5 points)  | Rising Star (3 points)  | Beginning to Launch (1 point)   | Need More Evidence (0 points)   | Score |
|---|---|---|---|---|-------|
|   | Portfolio information makes a clear connection between the nominee's teaching philosophy and evidence of teaching excellence. There is compelling, reflective analysis on how feedback from students and peers informed one's developing practice as a professional educator.   | explanation on how feedback from students and peers informed teaching is implied.   |   |   |       |
| <b>Strongly Committed to Teaching and Learning</b><br><br>Overall, application materials demonstrate that the nominee is strongly committed to teaching and learning as demonstrated through activities designed to advance the quality and practice of teaching and learning.<br><br>Examples include:<br>application of pedagogical principles, development of critical | The portfolio has exemplary documentation that the nominee is strongly committed to teaching and learning as demonstrated through a diverse range of activities designed to advance the quality and practice of teaching and learning. Application includes exemplary evidence of multiple activities related to nominee's commitment to teaching and learning. | The portfolio has some documentation that the nominee is committed to teaching and learning as demonstrated through activities designed to advance the quality and practice of teaching and learning. Application includes some evidence of activities related to nominee's commitment to teaching and learning. Examples might include: <ul style="list-style-type: none"> <li>• Conducting workshops on or off campus.</li> </ul> | Application focuses on evidence of classroom teaching with little to no evidence of activity beyond the classroom to demonstrate the nominee's commitment to teaching and learning. | Insufficient evidence that the nominee is strongly committed to teaching. | (x1)  |

| Criteria  | Exemplary (5 points)   | Rising Star (3 points)  | Beginning to Launch (1 point)  | Need More Evidence (0 points)  | Score |
|---|--|---|--|--|-------|
| thinking and problem-solving skills; creativity, and/or global and multicultural understanding.   | <p>Examples might include:</p> <ul style="list-style-type: none"> <li>• Conducting workshops on or off campus.</li> <li>• Conducting a Scholarship of Teaching and Learning project.</li> <li>• Participating in faculty learning communities.</li> <li>• Leading book discussion groups.</li> <li>• Providing professional service to campus or professional committees that focus on teaching and learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Conducting a Scholarship of Teaching and Learning project.</li> <li>• Participating in faculty learning communities.</li> <li>• Leading book discussion groups.</li> <li>• Providing professional service to campus or professional committees that focus on teaching and learning.</li> </ul> |  |  |       |
| <p><b>Commitment to Fostering Academic Success of Students</b></p> <p>Has a strong commitment to fostering the academic success of students through interaction with students outside of the classroom (e.g.,</p> | <p>The portfolio has exemplary documentation of the applicant's commitment to and record of achieving student success through activities that transcend the classroom, such as advising student organizations related to</p>   | <p>The portfolio has some documentation or implies the applicant's commitment to and record of achieving student success through activities that transcend the classroom, such as advising student organizations related to one's discipline,</p>   | <p>Application lists interactions with students outside of the classroom but does not provide an in-depth description of those interactions and provides little to no discussion of the impact of those interactions on student success.</p> | <p>Insufficient evidence for commitment to fostering academic success of students.</p> | (x1)  |

| Criteria   | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point) | Need More Evidence (0 points) | Score |
|--|--|--|-------------------------------|-------------------------------|-------|
| advising, mentoring, recruiting, recommending, coaching, etc.) | <p>one's discipline, mentoring students, coordinating special programs, etc. Application provides exemplary evidence of the impact of these activities on student success.</p> <p>Evidence might include:</p> <ul style="list-style-type: none"> <li>• Mentored student research;</li> <li>• Mentored student publications;</li> <li>• Mentored student service learning activities;</li> <li>• Statements from current and former students;</li> <li>• Student evaluations of student organization advisement activities;</li> <li>• Student recruitment;</li> <li>• Recommendations for student awards or academic advancement;</li> </ul> | <p>mentoring students, coordinating special programs, etc. Application provides some evidence or implies the impact of these activities on student success.</p> <p>Evidence might include:</p> <ul style="list-style-type: none"> <li>• Mentored student research;</li> <li>• Mentored student publications;</li> <li>• Mentored student service learning activities;</li> <li>• Statements from current and former students;</li> <li>• Student evaluations of student organization advisement activities;</li> <li>• Student recruitment</li> <li>• Recommendations for student awards or academic advancement;</li> <li>• Mentoring/coaching student performances.</li> </ul> |                               |                               |       |

| Criteria | Exemplary (5 points)   | Rising Star (3 points) | Beginning to Launch (1 point) | Need More Evidence (0 points) | Score |
|----------|--|------------------------|-------------------------------|-------------------------------|-------|
|          | <ul style="list-style-type: none"> <li>• Mentoring/coaching student performances.</li> </ul> |                        |                               |                               |       |
|          |  |                        |                               |                               | Total |

### Excellence in Scholarship and Creative Endeavors Award Rubric

Note: Portfolios that do not meet the document requirements noted below will not be accepted.

| Document Requirements   | Yes | No |
|---|-----|----|
| All text documents combined into a single PDF file  |     |    |
| Portfolio text formatted with 1" margins & ≥12-point font   |     |    |
| <a href="#">Faculty Excellence Application Form</a>   |     |    |
| <p>*Portfolio length ≤ 15-pages (does not include copies of publications)</p> <p>Visual Work Documentation:</p> <p>For documentation of visual work, provide a website URL or attached portfolio containing up to 10 jpeg images, 150 dpi, and 1000 ppi maximum size in either height or width. Each image should be titled with the applicant's first name-dot-last name and a number specifying the image (juana.doe1.jpg. juana.doe2.jpg, etc.). Include with your text documents an image list containing 1) file name, 2) title of artwork, 3) medium, 4) size, 5) year for each corresponding attached image, following this format:</p> <ol style="list-style-type: none"> <li>1) juana.doe1.jpg</li> <li>2) wayfinder</li> <li>3) oil painting</li> <li>4) 18 x 24"</li> <li>5) 2017</li> </ol> <p>There are no limitations on media (may also include documentation images of performances, installation views, video stills, etc.). Website URLs with alternative media, animation, video, etc. will also be accepted with accompanying documentation as specified above.</p> |     |    |
| Nomination Letter from Nominator highlighting noteworthy scholarly/creative endeavors during the previous five years and explaining how the candidate meets the criteria (1-2 pages)  |     |    |
| Letter from candidate highlighting the submitted scholarly works/creative endeavors with respect to depth of scholarship, originality, peer/juried review, competitiveness and reputation of the venue in which the works appear; how widely the scholarship is disseminated; and their relationship to the state of the discipline. (1-2 pages)  |     |    |
| Letter of support from the Chair summarizing the quality of the nominee's scholarly/creative work. (1-2 pages)  |     |    |
| Two additional letters of support that evaluate the submitted scholarly works/creative endeavors with respect to depth of scholarship, originality, peer/juried review, competitiveness and reputation of the venue in which the works appear, how widely the scholarship/creative endeavors are disseminated, and their relationship to the state of the discipline. (1-2 pages per letter) <i>If nominator is the candidate's department chair, then candidate would be allowed an additional letter of support.</i>  |     |    |

|  |  |  |
|--|--|--|
| Chronological listing (most recent to oldest) of scholarly/creative endeavors to be considered within the previous five years. (1-3 pages)       |  |  |
| A reflective statement by the candidate that describes how their scholarship/creative endeavors are integrated with their teaching. (1-2 pages). |  |  |
| Copies/evidence of peer-reviewed or juried scholarly or creative work.   |  |  |

Also, before evaluating the portfolio for the quality of scholarship, please review the contents for the following:

- Does the portfolio contain copies of manuscripts that have been accepted for publication but have not yet been published? If so, do not consider those manuscripts.
- Does the portfolio contain published material that the nominee produced while at another institution? If so, do not consider that material.

For every publication listed, does the nominee provide title, date, and source of the publication as well as information about the publications' peer/jury review processes and the selectivity of the processes? Do not consider **publications for which this information was not provided**.

**For each criterion, please score the nomination on a scale of 0-5.**

| Criteria  | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)  | Needs More Evidence  | Score |
|---|--|--|--|--|-------|
| Depth of Scholarship and Creative Endeavors<br><br>Depth of scholarship, originality, peer review, competitiveness and reputation of the venue in which the work appears. | The nominee's published scholarship and/or creative work reflects a considerable body of peer-reviewed or juried work <b>and</b> the journals/book publishers or venues are consistently of high quality and acceptance for publication or creative works in | The nominee's peer-reviewed published scholarship or juried creative work reflects a considerable body of work and some of the venues are rated as high-quality or highly-competitive.<br><br>Creative Works. In the case of creative works, it is important to note when a single work has been | Few of the nominee's peer-reviewed published scholarship or juried creative work appeared in venues with high acceptance rates.<br><br>Creative Works. In the case of creative works, it is important to note when a single work has been presented, performed, or | There is insufficient evidence to evaluate the competitiveness and selectivity of the venues in which the nominee's published scholarship or creative work appeared.<br><br>Creative Works. In the case of creative works, it is important to note when a single work has been | (x3)  |

| Criteria   | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)  | Needs More Evidence   | Score |
|--|--|--|--|---|-------|
|  | <p>those venues is highly competitive.</p> <p>Creative Works. In the case of creative works, it is important to note when a single work has been presented, performed, or exhibited multiple times and the competitiveness of the venues in which the work was presented, performed, or exhibited.</p> | <p>presented, performed, or exhibited multiple times and the competitiveness of the venues in which the work was presented, performed, or exhibited.</p>   | <p>exhibited multiple times and the competitiveness of the venues in which the work was presented, performed, or exhibited.</p>  | <p>presented, performed, or exhibited multiple times and the competitiveness of the venues in which the work was presented, performed, or exhibited.</p>  |       |
| <p>Breadth and Scope of Dissemination of Scholarship and Creative Endeavors</p> <p>Breadth and scope of dissemination of scholarship (how widely the published work is disseminated). Evidence of dissemination of scholarly work may include but is not</p> | <p>Evidence provided by the nominee indicates that the work has been widely disseminated among and cited by other scholars.</p> <p>Creative Works. This criterion includes the number of times a single creative work (if you are a playwright or visual</p>   | <p>Evidence provided by the nominee indicates that the work has been moderately received and cited by other scholars.</p> <p>Creative Works. This criterion includes the number of times a single creative work (if you are a playwright or visual</p> | <p>Evidence provided by the nominee indicates that the work has had relatively limited reception or citation by other scholars.</p> <p>Creative Works. This criterion includes the number of times a single creative work (if you are a playwright or visual</p> | <p>There is insufficient evidence to evaluate the degree to which the nominee's work has been disseminated among other scholars.</p> <p>Creative Works. This criterion includes the number of times a single creative work (if you are a playwright or visual</p> | (x2)  |



| Criteria   | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)  | Needs More Evidence  | Score |
|--|--|--|--|--|-------|
| limited to number of times a work has been cited by other scholars.                | artist) has been presented (or in the case of theatre designers/performers /directors) where it is performed or exhibited or the inclusion or citation of the work in special collections or reproductions in publications or digital media intended for professional and scholarly audiences. | artist) has been presented performed or exhibited (or in the case of theatre designers/performer s/directors) the quality/prestige of the venue or the inclusion or citation of the work in special collections or reproductions in publications or digital media intended for professional and scholarly audiences. | artist) has been presented performed or exhibited (or in the case of theatre designers/performer s/directors) the quality/prestige of the venue or the inclusion or citation of the work in special collections or reproductions in publications or digital media intended for professional and scholarly audiences. | artist) has been presented performed or exhibited (or in the case of theatre designers/performer s/directors) the quality/prestige of the venue or the inclusion or citation of the work in special collections or reproductions in publications or digital media intended for professional and scholarly audiences. |       |
| Relationship to the Discipline<br><br>Relationship to the state of the discipline. | The nominee's materials, including letters of support from internal and external peers, indicate that the scholar's work is highly significant to the discipline.  | The nominee's materials represent a considerable body of scholarly work, but evaluations of significance of the scholarship for the discipline are not consistent.   | The nominee's materials indicate limited significance of the scholarship for the discipline, although the quantity of the scholarship may be relatively substantial.   | There is insufficient evidence to evaluate the significance of the scholarly/creative work to the nominee's discipline.  | (x1)  |
| Types of Achievement<br><br>Types of achievement recognized by accrediting bodies  | One or more of the applicant's publications or peer-reviewed presentations has received recognition  | One or more of the applicant's publications or peer-reviewed presentations has received citations of   | None of the applicant's publications or presentations has received any form of recognition from the  | There is insufficient evidence to evaluate recognition of the scholarly/creative work by the relevant discipline bodies.   | (x1)  |

| Criteria                       | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)                          | Needs More Evidence | Score |
|--------------------------------|--|--|--|---------------------|-------|
| applicable to that discipline. | <p>by the relevant accrediting body or disciplinary association.</p> <p>Such recognition includes awards, and may also include special mention in media outlets, citations of the work in the organization's media, etc.</p> | the work in the organization's media, etc., but none of the publications or presentations has received awards. | relevant accrediting body or disciplinary association. |                     |       |
|                                |  |  |  |                     | Total |

## Excellence in Scholarship of Teaching and Learning (SoTL) Award Rubric

Note: Portfolios that do not meet the document requirements noted below will not be accepted.

| Document Requirements   | Yes | No |
|---|-----|----|
| All documents combined into a single PDF file   |     |    |
| Portfolio formatted with 1" margins, single or double-spaced, & ≥12-point font  |     |    |
| *Portfolio length ≤ 20-pages (not including table of contents)  |     |    |
| <a href="#">Faculty Excellence Application Form</a>   |     |    |
| Table of contents (not included with page count)  |     |    |
| Nomination letter from chair noting highlights of the nomination portfolio. (1-2 pages)   |     |    |
| A teaching philosophy narrative that outlines how the nominee's research questions and the related goals, theories, and methods of their scholarship activities support his/her teaching philosophy. (1-2 pages)  |     |    |
| Data/evidence of the impact of their teaching techniques/pedagogies on student learning and its potential impact on teaching and learning in the discipline. (3-5 pages)  |     |    |
| Condensed curriculum vitae that includes relevant scholarship of teaching and learning (SoTL) presentations, articles and/or publications. (2-3 pages)  |     |    |
| One or two of letters of support from colleagues qualified to comment on the value and quality of the nominee's scholarship of teaching and learning activities, and its impact in improving undergraduate/graduate education. These letters should describe how the nominee's activities have contributed knowledge in the field and how it has enhanced the learning of students. |     |    |

For each criterion, please score the nomination on a scale of 0-5.

| Criteria   | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)  | Need More Evidence (0 points)   | Score |
|--|--|--|--|---|-------|
| <b>Engaged in the Systematic Examination of Issues</b><br>Engaged in the systematic examination of issues about student learning and | Portfolio demonstrates exemplary documentation of the systematic examination of issues about student learning and instructional conditions | Portfolio includes documentation of the systematic examination of issues about student learning and instructional conditions that promote learning | Portfolio describes a novel teaching strategy and some attempt to evaluate the impact of the strategy on student learning and instructional conditions | Insufficient evidence that the nominee is engaged in the systematic examination of issues about student learning and instructional conditions |       |

| Criteria  | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)   | Need More Evidence (0 points)                            | Score |
|---|--|--|---|--|-------|
| instructional conditions that promote learning and build on previous scholarship. | <p>that promote learning and build on previous scholarship.<br/>For example, the documentation might include:</p> <ul style="list-style-type: none"> <li>• Observations of students' learning challenges or successes;</li> <li>• Review of literature related to observations;</li> <li>• Development of a research question and hypotheses on teaching interventions related to the observation;</li> <li>• Testing of hypotheses;</li> <li>• Dissemination of results.</li> </ul> <p>References to previous scholarship with a description of how that prior research is related to the applicant's scholarship</p> | <p>and build on previous scholarship; however, the systematic approach or systematic examination is not clear. For example, documentation might be missing or have unclear documentation of the following:</p> <ul style="list-style-type: none"> <li>• Observations of students' learning challenges or successes;</li> <li>• Review of literature related to observations;</li> <li>• Development of a research question and hypotheses on teaching interventions related to the observation; testing hypotheses;</li> <li>• Dissemination of results.</li> </ul> <p>References to previous scholarship with a description of how that prior research is related</p> | <p>that promote learning. Applicant's prior scholarship is not noted. For example, documentation might be missing or have unclear documentation for 3 or 4 of the following:</p> <ul style="list-style-type: none"> <li>• Observations of students' learning challenges or successes;</li> <li>• Review of literature related to observations;</li> <li>• Development of a research question and hypotheses on teaching interventions related to the observation; testing hypotheses;</li> <li>• Dissemination of results.</li> </ul> <p>References to previous scholarship with a description of how that prior research is related to the applicant's scholarship</p> | that promote learning and build on previous scholarship. |       |

| Criteria   | Exemplary (5 points)  | Rising Star (3 points)   | Beginning to Launch (1 point)  | Need More Evidence (0 points)   | Score |
|--|---|--|--|---|-------|
|  |   | to the applicant's scholarship.  |  |   |       |
| <b>Documented use of Strategies</b><br><br>Documented the use of strategies for investigating and evaluating the impact of teaching practice on student learning, anchored in the research literature. | Portfolio includes an exemplary, detailed documentation of the strategies for investigating and evaluating the impact of teaching practice on student learning, anchored in the research literature.<br>For example:<br>The applicant provides a detailed description of research methodology and explains how the methodology was related to prior research. | Portfolio includes a general description of documentation of the strategies for investigating and evaluating the impact of teaching practice on student learning, anchored in the research literature.<br>For example:<br>The applicant provides a brief description of research methodology and explains how the methodology was related to prior research. | Portfolio includes a brief description of documentation of the strategies for investigating and evaluating the impact of teaching practice on student learning, anchored in the research literature.<br>For example:<br>The applicant does not provide an adequate description of methodology or provides a vague description of the methodology and little to no reference to prior research. | Insufficient evidence of documented use of strategies.                          |       |
| <b>Public, Peer Reviewed, and Critiqued Scholarship</b><br><br>Engaged in scholarship that is public, peer reviewed and critiqued.   | Portfolio includes exemplary references to public, peer-reviewed, and critiqued scholarship.<br>Examples might include: <ul style="list-style-type: none"> <li>Critiques of pertinent publications or presentations;</li> </ul>   | Portfolio includes references to public, peer-reviewed, and critiqued scholarship; however, the information is general and/or not clear.<br>Examples might include:  | Portfolio implies references to public, peer-reviewed, and critiqued scholarship; however, the information is not clear or missing.<br>Examples might include:   | Insufficient evidence that scholarship is public, peer reviewed, and critiqued. |       |

| Criteria   | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)  | Need More Evidence (0 points)  | Score |
|--|--|--|--|--|-------|
|  | <ul style="list-style-type: none"> <li>Self-reflections on publications or presentations.</li> </ul> <p>Feedback provided by peers and how feedback was incorporated to improve the SoTL project.</p>  | <ul style="list-style-type: none"> <li>Critiques of pertinent publications or presentations;</li> <li>Self-reflections on publications or presentations.</li> </ul> <p>Feedback provided by peers and how feedback was incorporated to improve the SoTL project.</p>   | <ul style="list-style-type: none"> <li>Critiques of publications or presentations;</li> <li>Self-reflections on publications or presentations.</li> <li>Feedback provided by peers and how feedback was incorporated to improve the SoTL project.</li> </ul> |  |       |
| <b>Scholarship Contributes to New Questions and Knowledge</b><br><br>Produced scholarly work that contributes new questions and knowledge about teaching and learning. | The portfolio demonstrates exemplary documentation of how the applicant's peer-reviewed work contributes new questions and knowledge about teaching and learning. Examples might include: <ul style="list-style-type: none"> <li>Redesign of 1 or more courses;</li> <li>Use of new innovative teaching strategies;</li> <li>Development of open educational resources;</li> </ul> | The portfolio has documentation on how the applicant's peer-reviewed work contributes new questions and knowledge about teaching and learning. Examples might include: <ul style="list-style-type: none"> <li>Redesign of a course;</li> <li>Use of new innovative teaching strategies;</li> <li>Development of open educational resources;</li> </ul> | The portfolio has inadequate documentation of how the applicant's peer-reviewed work contributes new questions and knowledge about teaching and learning.  | Insufficient evidence that the scholarship contributed to new questions and knowledge. |       |

| Criteria  | Exemplary (5 points)  | Rising Star (3 points)   | Beginning to Launch (1 point)   | Need More Evidence (0 points)  | Score |
|---|---|--|---|--|-------|
|   | <ul style="list-style-type: none"> <li>Use of <a href="#">AAC&amp;U high impact practices</a> (GC transformative experiences);</li> <li>Use of <a href="#">AAC&amp;U Leap Value Rubrics</a>.</li> </ul>   | <ul style="list-style-type: none"> <li>Use of <a href="#">AAC&amp;U high impact practices</a> (GC transformative experiences);</li> <li>Use of <a href="#">AAC&amp;U Leap Value Rubrics</a>.</li> </ul>  |   |  |       |
| <b>Well-Articulated Teaching Philosophy</b><br>Developed a well-articulated teaching philosophy that drives research questions. | Applicant has an exemplary, well-articulated teaching philosophy that drives research questions. For example: <ul style="list-style-type: none"> <li>The narrative explicitly states the connection between teaching philosophy and SoTL research.</li> </ul> The teaching philosophy is grounded in reflection on his/her teaching and informed by pedagogical theory. | Applicant has a teaching philosophy that relates to research questions. For example: <ul style="list-style-type: none"> <li>The narrative implies the connection between teaching philosophy and SoTL research.</li> </ul> The teaching philosophy is not clearly grounded in reflection on his/her teaching and informed by pedagogical theory. | Applicant describes teaching philosophy but does not explain how philosophy was developed or how it shaped SoTL research.     | Insufficient evidence that the teaching philosophy is well-articulated.                                |       |
| <b>Documented Dissemination of Scholarship Results</b><br>Documented the dissemination of their scholarship results.            | The portfolio focuses on courses taught that were included in the applicant's scholarship. There is exemplary documentation of dissemination of scholarship results. Examples might include:  | The portfolio focuses on courses taught that were included in the applicant's scholarship. There is general documentation of dissemination of scholarship results. Examples might include:   | The portfolio includes courses taught but connections to documentation of dissemination of scholarship results are not clear. | Insufficient evidence of documentation of dissemination of scholarship results for the last 3-5 years. |       |

| Criteria   | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)  | Need More Evidence (0 points)  | Score |
|--|--|--|--|--|-------|
|  | <ul style="list-style-type: none"> <li>• Faculty development workshops;</li> <li>• Peer-reviewed conference podium presentations;</li> <li>• Peer-reviewed conference poster presentations;</li> <li>• Peer-reviewed journal articles.</li> <li>• Invitations to speak at conference presentations.</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty development workshops;</li> <li>• Peer-reviewed conference podium presentations;</li> <li>• Peer-reviewed conference poster presentations;</li> <li>• Peer-reviewed journal articles.</li> <li>• Invitations to speak at conference presentations.</li> </ul> |  |  |       |
| <b>Served in a formal or informal leadership role to promote and support SoTL on their campus or beyond.</b> | The portfolio shows significant engagement in leadership roles that promote SoTL on campus and beyond.   | The portfolio shows some engagement in leadership roles that promote SoTL on campus and beyond.  | The portfolio shows some engagement in leadership roles that promote SoTL on campus, but with little or no evidence of engagement beyond campus. | Insufficient evidence of engagement in leadership roles that promote SoTL on campus. |       |
|  |  |  |  |  | Total |



### Excellence in Online Teaching Award Rubric

Note: Portfolios that do not meet the document requirements noted below will not be accepted.

| Document Requirements  | Yes | No |
|--|-----|----|
| All documents combined into a single PDF file  |     |    |
| Portfolio formatted with 1" margins & ≥12-point font   |     |    |
| *Portfolio length ≤ 20-pages (not including table of contents)   |     |    |
| <a href="#">Faculty Excellence Application Form</a>  |     |    |
| Table of contents (not included with page count)   |     |    |
| Nomination letter from chair and one of more letters of support from colleagues qualified to comment on the nominee's teaching and service   |     |    |
| Condensed curriculum vitae (2-3 pages) that includes a brief description of each of online course the nominee has taught at their institution in the past three years, including the semesters taught and number of sections.  |     |    |
| Reflective statement summarizing teaching and learning philosophy, strategies and objectives as applied to the online environment (1-2 pages)  |     |    |
| Brief summary of 2-3 innovative teaching artifacts or practices used in the online environment to promote student success  |     |    |
| One or more letters of support from recent and/or past students  |     |    |
| A well-organized set of documents that provide evidence of teaching excellence (e.g., data showing success of the nominee's students, selected components of course syllabi, handouts, methods of assessing student learning, and achievement that go beyond student evaluations, examinations, summaries of recent student evaluations, peer evaluations, student mentoring/advising, peer mentoring, service and scholarship relevant to promoting online education, etc.). Brief explanation about how the documents included support the nominee's excellence in teaching. |     |    |

For each criterion, please score the nomination on a scale of 0-5.

| Criteria   | Exemplary (5 points)  | Rising Star (3 points)  | Beginning to Launch (1 point)  | Need More Evidence (0 points)   | Score |
|--|---|---|--|---|-------|
| <b>Strong Commitment to Online Teaching and Learning</b><br>Application materials demonstrate that the nominee is strongly | The portfolio has exemplary documentation that the nominee is strongly committed to online teaching | The portfolio has some documentation that the nominee is committed to teaching and learning as demonstrated | The portfolio focuses on evidence of online teaching with little to no evidence of activity beyond the online courses to | Insufficient evidence that the nominee is strongly committed to teaching. |       |

| Criteria  | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)   | Need More Evidence (0 points) | Score |
|---|--|--|---|-------------------------------|-------|
| committed to quality online teaching and learning as evidenced by teaching, service and scholarly activities designed to advance the quality of online teaching and learning. | <p>and learning as demonstrated through activities designed to advance the quality and practice of teaching and learning. The portfolio includes exemplary evidence of multiple activities related to nominee's commitment to teaching and learning. Examples might include:</p> <ul style="list-style-type: none"> <li>• Conducting workshops on or off campus related to online teaching and learning;</li> <li>• Conducting a Scholarship of Teaching and Learning project related to online teaching and learning;</li> <li>• Participating in faculty learning</li> </ul> | <p>through activities designed to advance the quality and practice of teaching and learning. The portfolio includes some evidence of activities related to nominee's commitment to teaching and learning. Examples might include:</p> <ul style="list-style-type: none"> <li>• Conducting workshops on or off campus</li> <li>• Conducting workshops on or off campus related to online teaching and learning;</li> <li>• Conducting a Scholarship of Teaching and Learning project related to online teaching and learning;</li> <li>• Participating in faculty learning communities related to online</li> </ul> | demonstrate the nominee's commitment to online teaching and learning. |                               |       |

| Criteria  | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)  | Need More Evidence (0 points) | Score |
|---|--|--|--|-------------------------------|-------|
|   | <p>communities related to online teaching and learning;</p> <ul style="list-style-type: none"> <li>• Leading book discussion groups related to online teaching and learning;</li> <li>• Providing professional service to campus or professional committees that focus on online teaching and learning.</li> </ul> | <p>teaching and learning;</p> <ul style="list-style-type: none"> <li>• Leading book discussion groups related to online teaching and learning;</li> <li>• Providing professional service to campus or professional committees that focus on online teaching and learning.</li> </ul>   |  |                               |       |
| <p><b>Use of Effective and Innovative Online Teaching Practices</b></p> <p>Use of effective and innovative online teaching practices that result in student engagement, student satisfaction, and effectiveness in achieving desired learning outcomes.</p> | <p>The portfolio provides multiple exemplary examples of effective and innovative online teaching practices.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The development of innovative online learning activities that have a demonstrable</li> </ul>   | <p>The portfolio provides a few examples of effective and innovative online teaching practices. For example:</p> <ul style="list-style-type: none"> <li>• The development of innovative online learning activities that have a demonstrable impact on student success;</li> <li>• The adaptation of active learning</li> </ul> | <p>The portfolio implies evidence of effective and innovative online teaching practices.</p> |                               |       |

| Criteria | Exemplary (5 points)  | Rising Star (3 points)   | Beginning to Launch (1 point) | Need More Evidence (0 points) | Score |
|----------|---|--|-------------------------------|-------------------------------|-------|
|          | <p>impact on student success;</p> <ul style="list-style-type: none"> <li>• The adaptation of active learning pedagogies to the online environment, such as service learning, undergraduate research, collaborative learning, etc.;</li> <li>• The application of assessment practices that go beyond required institutional means of assessment and that have been used to refine teaching methods;</li> <li>• There is clear alignment across stated learning objectives, assessments, and learning activities.</li> </ul> <p>Portfolio information provides exemplary</p> | <p>pedagogies to the online environment, such as service learning, undergraduate research, collaborative learning, etc.;</p> <ul style="list-style-type: none"> <li>• The application of assessment practices that go beyond required institutional means of assessment and that have been used to refine teaching methods;</li> <li>• Alignment across stated learning objectives, assessments, and learning activities can be inferred.</li> </ul> <p>Portfolio information may state or imply evidence of effective teaching practices in the summary of innovative teaching artifacts.</p> |                               |                               |       |

| Criteria  | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)   | Need More Evidence (0 points)  | Score |
|---|--|--|---|--|-------|
|   | <p>evidence of effective and innovative teaching practices in the summary of innovative teaching artifacts.</p> <p>The portfolio information makes a clear connection between the nominee's teaching philosophy and evidence of online teaching excellence. There is an explanation on how feedback from students and peers informed teaching.</p> | <p>The portfolio information implies a connection between the nominee's teaching philosophy and evidence of online teaching excellence. An explanation on how feedback from students and peers informed teaching is implied.</p> |   |  |       |
| <p><b>Commitment to Fostering Academic Success of Online Students</b></p> <p>demonstrates an extraordinary commitment to fostering the academic success of online students through the development of</p> | <p>The portfolio has exemplary documentation of the applicant's commitment to and record of fostering the academic success of online students' success through the development of rapport with individual learners</p>   | <p>The portfolio has some documentation or implies the applicant's commitment to and record of fostering the academic success of online students' success through the development of rapport with individual learners</p>        | <p>The portfolio lists examples of online interactions with students and provides little to no discussion of the impact of those interactions on student success.</p> | <p>Insufficient evidence for determining commitment to fostering academic success of students.</p> |       |

| Criteria  | Exemplary (5 points)  | Rising Star (3 points)  | Beginning to Launch (1 point) | Need More Evidence (0 points) | Score |
|---|---|---|-------------------------------|-------------------------------|-------|
| rapport with individual learners in and beyond the virtual classroom. | <p>and frequent interaction with students in the online environment. Evidence might include:</p> <ul style="list-style-type: none"> <li>• Letters from former students;</li> <li>• Maintaining virtual office hours;</li> <li>• Examples of timely and constructive feedback on student work;</li> <li>• Responsiveness to student questions and concerns;</li> <li>• Providing an easy-to-navigate online course environment;</li> <li>• Ensuring that all course materials are universally accessible.</li> </ul> | <p>and frequent interaction with students in the online environment. Evidence might include:</p> <ul style="list-style-type: none"> <li>• Letters from former students;</li> <li>• Maintaining virtual office hours;</li> <li>• Examples of timely and constructive feedback on student work;</li> <li>• Responsiveness to student questions and concerns;</li> <li>• Providing an easy-to-navigate online course environment;</li> <li>• Ensuring that all course materials are universally accessible.</li> </ul> |                               |                               |       |

| Criteria  | Exemplary (5 points)   | Rising Star (3 points)  | Beginning to Launch (1 point)  | Need More Evidence (0 points)                        | Score |
|---|--|---|--|--|-------|
| <b>Examine methods of assessment of student learning to inform teaching practices and reshape online courses based on an on-going and data-driven process</b><br>Methods of assessment of student learning and achievement that go beyond student evaluations, and the use of assessment results to inform teaching practices, and curriculum development and revision. | <p>There is exemplary documentation for methods of assessment of student learning and achievement that go beyond student evaluations.<br/>For example:</p> <ul style="list-style-type: none"> <li>• A variety of quantitative and qualitative measures is used to assess student learning across the curriculum.</li> <li>• Assessment data are used to inform teaching practices.</li> </ul> <p>Assessment data are used to inform curriculum development and revision.</p> | <p>There is some documentation for methods of assessment of student learning and achievement that go beyond student evaluations.<br/>For example:</p> <ul style="list-style-type: none"> <li>• A variety of quantitative and qualitative measures is used to assess student learning across the curriculum.</li> <li>• Assessment data are used to inform teaching practices.</li> </ul> <p>Assessment data are used to inform curriculum development and revision.</p> | Documentation for methods of assessment of student learning and achievement that go beyond student evaluations is implied. | Insufficient evidence for use of assessment methods. |       |

| Criteria   | Exemplary (5 points)   | Rising Star (3 points)  | Beginning to Launch (1 point)   | Need More Evidence (0 points)  | Score |
|--|--|---|---|--|-------|
| <b>Utilize interactive strategies to promote collaboration among students</b>                        | The portfolio has exemplary evidence of interactive strategies to promote collaboration among students.                        | The portfolio has some evidence of interactive strategies to promote collaboration among students.                        | The portfolio makes some reference to interactive strategies to promote collaboration but shows little evidence.  | Insufficient evidence of interactive strategies to promote collaboration among students. |       |
| <b>Exhibit a high level of instruction by using standards set by the USG such as Quality Matters</b> | The portfolio shows exemplary evidence of a high level of instruction using standards set by the USG, such as Quality Matters. | The portfolio shows some evidence of a high level of instruction using standards set by the USG, such as Quality Matters. | The portfolio makes reference to standards set by the USG, such as Quality Matters, but evidence is insufficient. | Insufficient evidence of the incorporation of USG standards.                             |       |
|  |  |   |   |  | Total |



## Teaching Excellence for Department or Program Award Rubric

Note: Portfolios that do not meet the document requirements noted below will not be accepted.

| Document Requirements  | Yes | No |
|--|-----|----|
| All documents combined into a single PDF file  |     |    |
| Portfolio formatted with 1" margins, double or single-spaced, & ≥12-point font   |     |    |
| *Portfolio length ≤ 20-pages (not including table of contents)   |     |    |
| Table of contents (not included with page count)   |     |    |
| A nomination letter from the college Dean (1-2 pages)  |     |    |
| A narrative statement from the department or program that outlines its philosophy as a community of faculty, and its goals and strategies for making a difference in the academic success of students. This statement should address the criteria for the award. (2-3 pages)   |     |    |
| A fact profile for the department or program. (1 page)   |     |    |
| Data showing student success such as graduation rates, student retention, job placement, acceptance to other schools, etc.   |     |    |
| A concise, clear, and well-organized collection of evidence that details the department's or program's distinctive efforts to foster good teaching and therefore student learning. Suggestions for the kinds of evidence that might be included in this collection are found in the award criteria. These documents should be accompanied by a brief explanation of why they are included in the dossier, i.e., how they document the excellence of the department's teaching. |     |    |

For each criterion, please score the nomination on a scale of 0-5.

| Criteria   | Exemplary (5 points)  | Rising Star (3 points)   | Beginning to Launch (1 point)  | Insufficient Evidence (0 points)   | Score |
|--|---|--|--|--|-------|
| <b>Efforts to Improve Teaching and Student Learning</b><br><br>Individual and collective faculty efforts to improve teaching and student learning. | There is exemplary documentation on the individual and collective faculty efforts to improve teaching and student learning. | There is documentation of a few examples for individual and collective faculty efforts to improve teaching and student learning. | The documentation implies documentation of individual and collective faculty efforts to improve teaching and student learning. | The documentation implies documentation of individual and collective faculty efforts to improve teaching and student learning. |       |

| Criteria   | Exemplary (5 points)   | Rising Star (3 points)  | Beginning to Launch (1 point)  | Insufficient Evidence (0 points)                             | Score |
|--|--|---|--|--|-------|
| <b>Methods and Use of Assessment</b><br><br>Methods of assessment of student learning and achievement that go beyond student evaluations, and the use of assessment results to inform teaching practices, and curriculum development and revision. | There is exemplary documentation for methods of assessment of student learning and achievement that go beyond student evaluations.<br>For example: <ul style="list-style-type: none"> <li>• A variety of quantitative and qualitative measures is used to assess student learning across the curriculum.</li> <li>• Assessment data are used to inform teaching practices.</li> <li>• Assessment data are used to inform curriculum development and revision.</li> </ul> | There is some documentation for methods of assessment of student learning and achievement that go beyond student evaluations.<br>For example: <ul style="list-style-type: none"> <li>• A variety of quantitative and qualitative measures is used to assess student learning across the curriculum.</li> <li>• Assessment data are used to inform teaching practices.</li> <li>• Assessment data are used to inform curriculum development and revision.</li> </ul> | Documentation for methods of assessment of student learning and achievement that go beyond student evaluations is implied. | Insufficient evidence for use of assessment methods and use. |       |

| Criteria  | Exemplary (5 points)  | Rising Star (3 points)  | Beginning to Launch (1 point)   | Insufficient Evidence (0 points)  | Score |
|---|---|---|---|---|-------|
| <b>Active Support for Faculty</b><br><br>Active support to enable faculty to use innovative and effective forms of pedagogy and technology, e.g., critical thinking, collaborative learning, cooperative learning, problem-based learning, learning communities, etc. | There is exemplary document for active support to enable faculty to use innovative and effective forms of pedagogy and technology.<br>Examples might include: <ul style="list-style-type: none"> <li>• Stipends or grants for course revision or new course development;</li> <li>• Course releases to develop new courses or revise existing courses;</li> <li>• Support beyond normal professional development funding for faculty to learn about innovative pedagogies.</li> </ul> | The department/program offers some forms of support to faculty to develop or adopt innovative pedagogies, e.g., allowing faculty to use their professional development funds to attend teaching-focused conferences and workshops; mini-grants or stipends for course development or revision, etc. | The department/program does little to actively encourage and support its faculty to adopt innovative pedagogies or best teaching practices. | Insufficient evidence for active support of faculty.                    |       |
| <b>Strong Links between Good Teaching and Awards</b><br><br>Strong links between good teaching and various rewards (e.g., compensation,   | There is exemplary documentation about the strong links between good teaching and various awards.<br>Examples might include: <ul style="list-style-type: none"> <li>• Compensation;</li> <li>• Promotion;</li> </ul>  | There is some documentation about the links between good teaching and various awards.<br>Examples might include: <ul style="list-style-type: none"> <li>• Compensation;</li> <li>• Promotion;</li> </ul>  | The documentation about the links between good teaching and various awards is implied.  | Insufficient evidence of strong links between good teaching and awards. |       |

| Criteria  | Exemplary (5 points)  | Rising Star (3 points)  | Beginning to Launch (1 point)   | Insufficient Evidence (0 points)   | Score |
|---|---|---|---|--|-------|
| promotion, tenure, grants, leaves, travel, departmental or program-based awards, etc.).   | <ul style="list-style-type: none"> <li>• Tenure and promotion guidelines;</li> <li>• Professional leaves;</li> <li>• Travel support;</li> <li>• Department or program-based awards.</li> </ul>  | <ul style="list-style-type: none"> <li>• Tenure and promotion guidelines;</li> <li>• Professional leaves;</li> <li>• Travel support;</li> <li>• Department or program-based awards.</li> </ul>  |   |  |       |
| <b>Department/Unit Policies Encourage Collaborative Faculty Efforts</b><br><br>Department/unit policies that encourage collaborative faculty efforts, including team teaching, teaching discussion groups, common assessments, interdisciplinary courses, learning communities, mentoring, etc. | There is exemplary documentation about how the department/program policies encourage collaborative faculty efforts.<br>Examples might include: <ul style="list-style-type: none"> <li>• Team teaching;</li> <li>• Teaching discussion groups;</li> <li>• Common assessments;</li> <li>• Interdisciplinary courses;</li> <li>• Learning communities;</li> <li>• Mentoring, etc.</li> </ul> | There is documentation about how the department/program policies encourage collaborative faculty efforts.<br>Examples might include: <ul style="list-style-type: none"> <li>• Team teaching;</li> <li>• Teaching discussion groups;</li> <li>• Common assessments;</li> <li>• Interdisciplinary courses;</li> <li>• Learning communities;</li> <li>• Mentoring, etc.</li> </ul> | The documentation about how the department/program policies encourage collaborative faculty efforts is implied. | Insufficient evidence that department/unit policies encourage collaborative faculty efforts. |       |
| <b>Ongoing Data-driven Process for Reviewing &amp; Shaping Curricula</b>  | There is exemplary documentation about how an ongoing and data-driven process for   | There is a statement about how an ongoing and data-driven process for reviewing and   | The documentation about how an ongoing and data-driven process for reviewing and                                | Insufficient evidence that there is an ongoing data-driven process for                       |       |

| Criteria  | Exemplary (5 points)  | Rising Star (3 points)  | Beginning to Launch (1 point)  | Insufficient Evidence (0 points)   | Score |
|---|---|---|--|--|-------|
| An ongoing and data-driven process for reviewing and reshaping curricula so that achieving academic excellence and serving the needs of all students remain as top priorities.                | reviewing and reshaping curricula so that achieving academic excellence and serving the needs of all students remain as top priorities.   | reshaping curricula so that achieving academic excellence and serving the needs of all students remain as top priorities.   | reshaping curricula so that achieving academic excellence and serving the needs of all students remain as top priorities is implied. | reviewing and shaping curricula.   |       |
| <b>Exemplary Programs for Student Success</b><br><br>Exemplary programs for advising, mentoring, recruiting, and retaining students; co-curricular work with students; out-of-class learning. | There is exemplary documentation about the department / program's outstanding programs for student success.<br>Examples might include: <ul style="list-style-type: none"> <li>• Advising;</li> <li>• Mentoring;</li> <li>• Recruiting;</li> <li>• Retaining students;</li> <li>• Co-curricular work with students;</li> <li>• Internships;</li> <li>• Study abroad / study away;</li> <li>• Out-of-class learning, such as clubs or organizations.</li> </ul> | There is documentation about the department / program's outstanding programs for student success.<br>Examples might include: <ul style="list-style-type: none"> <li>• Advising;</li> <li>• Mentoring;</li> <li>• Recruiting;</li> <li>• Retaining students;</li> <li>• Co-curricular work with students;</li> <li>• Internships;</li> <li>• Study abroad / study away;</li> <li>• Out-of-class learning, such as clubs or organizations.</li> </ul> | The documentation about the department / program's outstanding programs for student success is implied.                              | Insufficient evidence that there are exemplary programs for student success. |       |
| <b>Success of Students</b>  | There is exemplary documentation on   | There is some documentation on  | The documentation on tracking the success of   | Insufficient evidence of the department or                                   |       |

| Criteria   | Exemplary (5 points)   | Rising Star (3 points)  | Beginning to Launch (1 point)  | Insufficient Evidence (0 points)                        | Score |
|--|--|---|--|---|-------|
| Success of the department's or program's students, e.g., graduation, job placement, acceptance in graduate school, etc.                  | tracking the success of the department / program's students.<br>Examples might include: <ul style="list-style-type: none"> <li>• Graduation rates;</li> <li>• Job placement;</li> <li>• Acceptance in graduate school;</li> <li>• Student awards</li> </ul>  | tracking the success of the department / program's students.<br>Examples might include: <ul style="list-style-type: none"> <li>• Graduation rates;</li> <li>• Job placement;</li> <li>• Acceptance in graduate school;</li> <li>• Student awards</li> </ul>   | the department / program's students is implied or not specific.  | program's student success.                              |       |
| <b>Articulation of Quality</b><br><br>Clear articulation of how quality is defined, promoted, and assessed by the department or program. | There is exemplary, clear articulation of how quality is defined, promoted, and assessed by the department or program.<br>Examples might include: <ul style="list-style-type: none"> <li>• Written definitions and standards for quality teaching;</li> <li>• Student success standards;</li> <li>• Faculty service for students;</li> <li>• Goal setting and progress towards goal completion.</li> </ul> | There is some documentation on how quality is defined, promoted, and assessed by the department or program.<br>Examples might include: <ul style="list-style-type: none"> <li>• Written definitions and standards for quality teaching;</li> <li>• Student success standards;</li> <li>• Faculty service for students;</li> <li>• Goal setting and progress towards goal completion.</li> </ul> | The documentation on how quality is defined, promoted, and assessed by the department or program is implied. | Insufficient evidence of clear articulation of quality. |       |
|  |  |   |  |   | Total |

Craig M. Turner Excellence in Service Award Rubric

Note: Portfolios that do not meet the document requirements noted below will not be accepted.

| Document Requirements   | Yes | No |
|---|-----|----|
| All documents combined into a single PDF file   |     |    |
| Portfolio formatted with 1" margins & ≥12-point font  |     |    |
| *Portfolio length ≤ 17-pages (excluding application form)   |     |    |
| <a href="#">Faculty Excellence Application Form</a>   |     |    |
| Nomination Letter from Nominator highlighting noteworthy service and explaining how the candidate meets the criteria (1-2 pages)  |     |    |
| Letter of support from chair that evaluates service at the department, college, university and/or professional levels using stated criteria. (1-2 pages)  |     |    |
| Two additional letters of support from colleagues familiar with the candidate's service and how it meets the criteria for the award. (1-2 pages per letter) <i>If nominator is the candidate's department chair, then candidate would be allowed an additional letter of support.</i> |     |    |
| Narrative statement describing the nature and duration of service and its impact on the university community. (1-4 pages)   |     |    |
| A condensed curriculum vitae that includes relevant service. (1-3 pages).   |     |    |

For each criterion, please score the nomination on a scale of 0-5.

| Criteria   | Exemplary (5 points)  | Rising Star (3 points)   | Beginning to Launch (1 point)   | Need More Evidence (0 points)   | Score |
|--|---|--|---|---|-------|
| <b>Consistent Service Record</b><br><br>A consistent record of service over a period of time as distinct from a one-time contribution. | Nominee demonstrates sustained service (university level, school level, departmental level, professional level) over the past five years. | Nominee demonstrates consistent service over the past 3-4 years. | Nominee is developing a record of service through consistent service over the past 1-2 years. | There is insufficient evidence to evaluate the nominee's overall record of service. |       |

| Criteria  | Exemplary (5 points)  | Rising Star (3 points)   | Beginning to Launch (1 point)  | Need More Evidence (0 points)   | Score |
|---|---|--|--|---|-------|
| <b>Significant Contributions</b><br><br>Significant contributions in the form of time, talents, and/or vision that benefit the university at any level: department or program, college, the university as a whole, professional service to the discipline/profession, and/or professional service to the community. | To be considered Exemplary for this criterion, the nominee must receive scores of exemplary in at least two of the following levels of service.   |  |  |   |       |
| <b>Sustained Service to the Department</b><br><br>For the purposes of this award, service to the department/program may also include service to students through advising/mentoring; advising a club or organization; etc.  | Portfolio demonstrates significant contributions (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the department over the last 5 years. | Portfolio demonstrates significant contributions (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the department of 3-4 years. | Portfolio demonstrates significant contributions (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the department of 2 years. | There is insufficient evidence to evaluate nominee's contributions to the department/program. |       |



| Criteria  | Exemplary (5 points)  | Rising Star (3 points)   | Beginning to Launch (1 point)  | Need More Evidence (0 points)  | Score |
|---|---|--|--|--|-------|
| <b>Sustained Service to the College</b>               | Portfolio demonstrates significant (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the college over the last 5 years.                  | Portfolio demonstrates significant contributions (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the college of 3-4 years.    | Portfolio demonstrates significant contributions (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the college of 2 years.    | There is insufficient evidence to evaluate nominee's contributions to the college.               |       |
| <b>Sustained Service to the University</b>            | Portfolio demonstrates significant contributions (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the university over the last 5 years. | Portfolio demonstrates significant contributions (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the university of 3-4 years. | Portfolio demonstrates significant contributions (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the university of 2 years. | There is insufficient evidence to evaluate nominee's contributions to the university.            |       |
| <b>Sustained Service to the Discipline/Profession</b> | Portfolio demonstrates significant contributions (e.g. leadership, new  | Portfolio demonstrates significant contributions (e.g. leadership, new   | Portfolio demonstrates significant contributions (e.g. leadership, new   | There is insufficient evidence to evaluate nominee's contributions to the discipline/profession. |       |

| Criteria   | Exemplary (5 points)  | Rising Star (3 points)   | Beginning to Launch (1 point)  | Need More Evidence (0 points)  | Score |
|--|---|--|--|--|-------|
|  | policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the discipline over the last 5 years.  | policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the discipline of 3-4 years.  | policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the discipline of 2 years.  |  |       |
| <b>Sustained Professional Service to the Community</b><br><br>(where community is broadly defined as local, regional, state, national, and/or international) | Portfolio demonstrates significant contributions (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the local, regional, state, national, and/or international community over the last 5 years. | Portfolio demonstrates significant contributions (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the local, regional, state, national, and/or international community of 3-4 years. | Portfolio demonstrates significant contributions (e.g. leadership, new policies and/or procedures, curriculum revision, establishing new programs) <b>and</b> a consistent record of service to the local, regional, state, national, and/or international community of 2 years. | There is insufficient evidence to evaluate nominee's contributions to the community. |       |
|  |   |  |  |  | Total |

## Rubric for the Irene Rose Community Service Award

### Irene Rose Community Service Award Rubric

Note: Portfolios that do not meet the document requirements noted below will not be accepted.

| Document Requirements  | Yes | No |
|--|-----|----|
| All documents combined into a single PDF file  |     |    |
| Portfolio formatted with 1" margins & ≥12-point font   |     |    |
| *Portfolio length ≤ 16 pages (excluding portfolio form)  |     |    |
| <a href="#">Faculty Excellence Application Form</a>  |     |    |
| Nomination Letter from Nominator highlighting noteworthy community service and explaining how the candidate meets the criteria (1-2 pages)         |     |    |
| Narrative statement describing their community service. (1-4 pages)  |     |    |
| Documentation of community service described in narrative. (1-6 pages)   |     |    |
| Two additional letters of support from colleagues familiar with the value and quality of the candidate's community service. (1-2 pages per letter) |     |    |

For each criterion, please score the nomination on a scale of 0-5.

**Note: For the purposes of this award, paid consultancy work to local organizations should not be considered as service.**

| Criteria  | Exemplary (5 points)  | Rising Star (3 points)  | Beginning to Launch (1 point)  | Needs More Evidence (0 points)   | Score |
|---|---|---|--|--|-------|
| Service to the Central Georgia Community<br><br>Service to the Central Georgia community while employed at Georgia College. | The portfolio documents a record of sustained service to a central Georgia community or community-serving organization (5 years). All of the service must have occurred while the nominee was | The portfolio provides a record of service to a central Georgia community or community-serving organization (3-4 years). All of the service must have occurred while the nominee was employed at Georgia College. | The portfolio provides a record of service to a central Georgia community or community-serving organization in the recent past (<3 years). All of the service must have occurred while the nominee was | Insufficient evidence of service to Central Georgia while employed at Georgia College. | (x1)  |

| Criteria  | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)   | Needs More Evidence (0 points)                               | Score |
|---|--|--|---|--|-------|
|   | employed at Georgia College.   |  | employed at Georgia College.  |  |       |
| <b>To be considered as Exemplary overall, a nominee must score Exemplary in at least two of the following criteria:</b> |  |  |   |  |       |
| Criteria  | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)   | Needs More Evidence (0 points)                               | Score |
| Performance of Service<br><br>Evidence of performance of service beyond normal expectations.                            | The portfolio demonstrates that the majority of the nominee's community service may include but extends beyond volunteering. For example: <ul style="list-style-type: none"> <li>• Conducting specialized research for the community or community organization;</li> <li>• Teaching community residents a skill based on the nominee's expertise.</li> </ul> | The portfolio provides evidence that in some cases the nominee's community service extends beyond volunteering. For example: <ul style="list-style-type: none"> <li>• Serving on the board of a community organization.</li> <li>• Nominee has written one or more awarded grants or contract that benefit Central Georgia.</li> </ul> | The portfolio provides evidence that in most cases the nominee's community service consisted of volunteering and extended beyond volunteering in a few cases. For example: <ul style="list-style-type: none"> <li>• Providing consistent, sustained volunteer work to one or more community organizations.</li> <li>• The nominee has assisted in writing one or more grants or contracts that will have a</li> </ul> | Insufficient evidence of service beyond normal expectations. | (x 2) |

| Criteria  | Exemplary (5 points)   | Rising Star (3 points)  | Beginning to Launch (1 point)  | Needs More Evidence (0 points)   | Score |
|---|--|---|--|--|-------|
|   | <ul style="list-style-type: none"> <li>Nominee was awarded grants or contracts to address community-identified needs in Central Georgia.</li> </ul>  |   | direct positive impact in Central Georgia.   |  |       |
| <p>Service to Support the University Mission</p> <p>Service to support the function of the university-wide mission.</p> | <p>The nominee's service work has resulted in multiple, new partnership opportunities between Georgia College and Central Georgia community-serving organizations. For example:<br/>Creating a health promotion program that expands the number of community partners and campus units involved in the program over time.<br/>Creating a tutoring program for at-risk k-12 students that expands the number of students served</p> | <p>The nominee's service work builds on existing community-campus partnerships. For example:</p> <ul style="list-style-type: none"> <li>Volunteer work in one or more pre-existing community service programs.</li> <li>Recruiting Georgia College students, faculty, or staff to participate in pre-existing community-service programs</li> </ul> <p>The portfolio information implies a connection between the nominee's community service</p> | <p>The nominee's service work has focused on a few existing community-campus partnerships. The relationship between the nominee's community service and the university mission is unclear.</p> | <p>Insufficient evidence of service that supports the function of the university-wide mission.</p> | (x1)  |

| Criteria  | Exemplary (5 points)   | Rising Star (3 points)   | Beginning to Launch (1 point)   | Needs More Evidence (0 points)                                       | Score |
|---|--|--|---|--|-------|
|   | and campus involvement over time.<br>The portfolio information provides exemplary evidence of connecting the nominee's community service to the university mission.  | and the university mission.  |   |  |       |
| <b>Leadership</b><br><br>Leadership in one or more community service activities with a visible campus connection. | The nominee has provided leadership to one or more community organizations or community projects. For example: <ul style="list-style-type: none"> <li>• Providing active service as a board member of a community organization.</li> <li>• Leading a project or organizing fund-raising events for the organization.</li> <li>• Serving as the Principle Investigator for a</li> </ul> | The nominee has provided leadership to one or more community organizations or community projects. The portfolio evidence implies a connection between the nominee's leadership activities and campus programs. | The nominee has a limited record of leadership in community projects or to local community organizations and the connection between the leadership activities and campus programs is unclear. | Insufficient evidence of leadership in community service activities. | (x2)  |

| Criteria   | Exemplary (5 points)  | Rising Star (3 points)  | Beginning to Launch (1 point)  | Needs More Evidence (0 points)  | Score |
|--|---|---|--|---|-------|
|  | grant to the community or a community organization.<br>The portfolio provides direct evidence that the leadership activities are directly connected to campus programs.   |   |  |   |       |
| Continuing Education<br><br>Continuing education instruction or supervision. | The nominee has created new or revised existing Continuing Education programming. The portfolio information provides evidence that programming changes were a direct result of input from local community organizations or residents. | The nominee has a sustained record of Continuing Education teaching or supervision. The portfolio information implies evidence that the nominee's Continuing Education teaching or supervision activities were influenced by community input. | The nominee has some or occasional experience in Continuing Education teaching or supervision. | Insufficient evidence of excellence in Continuing Education instruction or supervision. | (x1)  |
|  |   |   |  |   | Total |