

Call for Nominations

Society for the Teaching of Psychology 2014 Teaching Awards

The Society for the Teaching of Psychology (STP; Division 2 of the American Psychological Association) announces its 2014 awards program for outstanding teachers of psychology. Teaching awards of \$1500 and a plaque are bestowed for outstanding performance in each of six categories:

1. 4-year colleges or universities (Robert S. Daniel Teaching Excellence Award)
2. 2-year colleges (Wayne Weiten Teaching Excellence Award)
3. High school (Mary Margaret Moffett Memorial Teaching Excellence Award)
4. First 7 years of full-time teaching at any level (Jane S. Halonen Teaching Excellence Award)
5. Graduate student (Wilbert J. McKeachie Teaching Excellence Award)
6. Adjunct Faculty Teaching Excellence Award

First-time applicants who do not receive an award will have their materials automatically held over for another year (unless they specify otherwise), and applicants may choose to update their materials before the next deadline. If, after being held over for another year, applicants do not win an award, they may update their materials and re-submit them in the appropriate category.

Winners will be notified in advance. The awards will be presented during a special STP ceremony to be held at a public forum appropriate to the prestige of the award. A travel grant of up to \$1500 is available if the winner does not have travel funds from other sources. If a winner cannot attend the ceremony, STP will appoint a representative to make the presentation at the winner's home campus at a time convenient to the winner.

The nominator and nominee, working together, must compile all documentation in support of the nomination. Responsibility for accumulating supporting documentation cannot be assumed by the STP Awards Committee. For ease of the review process, all materials must be submitted electronically in PDF format as an e-mail attachment to teachingawards@teachpsych.org (see specific instructions below). All materials must be received no later than January 11, 2014. Electronic materials will NOT be returned after the review process.

Specific Instructions for submission

- All submission materials must in PDF format.
- PDF files can easily be created from most word processing software. Supporting materials for which you have the electronic file (e.g., syllabi, cover sheet, PowerPoint presentation, teaching philosophy, narrative, etc) can be readily converted to PDF format using the capabilities built into the software, or by using free PDF conversion software (e.g., PrimoPDF: <http://www.primopdf.com/>, CutePDF: <http://www.cutepdf.com/>).
- Supporting materials that may be difficult to save directly in PDF format (e.g., student evaluations, teaching award certificates, conference program, etc.) should be scanned into a PDF document, which should be possible with most scanning software.
- Submitted files should be named by last name of the nominee, followed by a number and brief title indicating the order of the file in the collection of submitted files and what the file is. For example:
 - Smith01coverletter.pdf
 - Smith02cv.pdf

- Smith03studentevals.pdf (etc.)
- The total file size of the attachments should not exceed 15 MB per email message. If you have to send multiple emails with attachments, that's ok.
- Send your email message(s) with your PDF file(s) attached to teachingawards@teachpsych.org
- You will receive a confirmation email within 48 hours after your electronic submission.
- Contact Amy Fineburg with questions at 205-612-6314 or fineburg@hotmail.com.

These awards are designed to recognize teachers all across the country. Nominees must be members of STP and may join STP at any time. Renominations and self-nominations are acceptable. STP reserves the right not to make an award presentation in a particular category if the STP Awards Committee believes no nominee is qualified in a particular year.

*** *Jane S. Halonen Teaching Excellence Award***

Criteria

Because this award is for the first 7 years of teaching at any level, applicants will follow the criteria related to the category for which they are eligible (i.e., 4-year college, 2-year college, high school; see specific criteria below). They will, however, not be eligible for this award if they have been teaching full-time for more than 7 years.

As mentioned above, first-time applicants who do not receive an award will have their materials automatically held over for another year and may choose to update their materials. If, after being held over for another year, applicants no longer fall into the “first 7 years of teaching” category, they may choose to (a) withdraw their materials or (b) update their materials and re-submit them in the appropriate category.

Materials to be submitted, regardless of category (electronic copies of the following):

1. Cover sheet that includes: (a) nominee's name, address, telephone number, and email address; (b) category of award for which the person is nominated (e.g., 4-year college, 2-year college, high school); (c) nominator's name, address, telephone number, and email address; and (d) name and address of who (Department Head, Principal, Supervisor) should be informed if the nominee wins the STP Teaching Award.
2. Current curriculum vitae that includes educational history of nominee, professional work history, membership in professional organizations, previous recognition or awards, publications, and participation in professional development activities or conferences (e.g., as presenter or attendee).
3. Letters of recommendation from at least three (3), but not more than five (5), persons, each of whom can speak to the qualifications of the nominee in light of the appropriate criteria.
4. Statement of teaching philosophy (a maximum of two double-spaced pages).
5. Evidence to illustrate award criteria.

Send materials to: Amy Fineberg
Chair, STP Teaching Awards Committee

Phone: 205-682-5390
Email: teachingawards@teachpsych.org

CATEGORIES FOR JANE S. HALONEN AWARD

Each nominee for the Jane S. Halonen Teaching Excellence Award will be in his or her first seven (7) years of teaching at any level. The type of institution dictates the criteria for evaluation of nominees, and nominees from different institutions have different responsibilities and different criteria as noted below. The criteria at each level reflect the criteria for the primary teaching excellence award for teachers at each level (e.g., teachers in their first seven years at a 4-year college or university will be evaluated with the criteria for the Robert S. Daniel award as described subsequently).

** 4-Year College or University*

The Robert S. Daniel Teaching Excellence Award is based on the following five criteria: (a) effective teaching; (b) mentoring student professional development; (c) advancing teaching and learning through scholarship; (d) advancing teaching and learning through service; and (e) training high school, community college, or college/university teachers. Each of these criteria is accompanied below with suggestions for supportive evidence. Nominees will not be expected to have achieved recognition in all five criteria.

1. Effective teaching

- (a) Student evaluations
- (b) Peer and/or administrative evaluations
- (c) Innovative syllabi and assignments
- (d) Innovative assessment practices
- (e) Innovative demonstrations and activities, including innovative use of technology
- (f) Previous awards for teaching

2. Mentoring student professional development (include brief narrative indicating nominee's role in each of the following)

- (a) Students have received academic honors such as membership in Phi Beta Kappa, Phi Kappa Phi, and Psi Chi; and/or scholarships
- (b) Students have held leadership positions
- (c) Students have made professional presentations and/or published their work
- (d) Students have attended state, regional, and national conferences and conventions
- (e) Served as chair or member of senior (and honors) thesis committees *
- (f) Served as chair or member of Master's thesis committees *
- (g) Served as chair or member of doctoral dissertation committees *

* note whether student research was presented or published

3. Advancing teaching and learning through scholarship

- (a) Refereed research articles
- (b) Chapters (invited or refereed)
- (c) Books
- (d) Invited addresses or other conference presentations
- (e) Textbooks (emphasis on those that are current or have multiple editions)
- (g) Successfully funded grants advancing teaching and learning

4. Advancing teaching and learning through service

- (a) Leader or member of college/university committees that advance teaching and learning *
- (b) Leader or member of professional committees that advance teaching and learning *
- (c) Advising student organization that advances teaching and learning
- (d) Editor/reviewer of journal devoted to teaching
- (e) Organizer of teaching and learning workshop or conference

* note nominee's role on committee

5. Training high school, community college, and college/university teachers

- (a) Student evaluations of nominee's former students with narrative describing the role of the nominee in developing the student(s) as a teacher
- (b) Accomplishments of these teachers with narrative linking the accomplishments of the nominee's work with the student(s)' work

*** 2-Year College**

Broadly defined, instructional effectiveness serves as the core of the selection criteria used in selecting the Wayne Weiten Teaching Excellence Award winner. As such, demonstration of effective teaching heads the list, particularly at the 2-year college level where capable teaching is widely viewed as the major job responsibility. However, because activities outside the classroom are often associated with facilitating teaching performance, bolstering student learning, and advancing psychology as an applied science, the selection guidelines acknowledge the importance of both service excellence and the scholarship of teaching and learning in line with the model of the well-rounded teacher-scholar.

1. Effective teaching. This criterion involves the development of effective teaching methods, courses, and/or teaching materials that exemplify outstanding performance as a classroom educator.

Documentation may include, but is not limited to:

- (a) innovative methods, materials, course syllabi, and evidence of successful utilization of each
- (b) outstanding student evaluations
- (c) providing evaluative observations by supervisors and colleagues
- (d) demonstrating innovation teaching and/or assessment methods
- (e) presenting evidence of prior teaching awards or other forms of recognition

2. Service. This criterion pertains to local, regional, and/or national service, both curricular and co-curricular, intended to increase student interest and involvement in psychology, raise community awareness of psychology as an applied science, and/or use the principles of psychology to improve the human condition. Documentation may include, but is not limited to:

- (a) encouraging students to major in psychology at a 4-year college or university
- (b) mentoring faculty colleagues
- (c) sponsoring or advising a student or community organization
- (d) participating in community outreach projects or civic activities that heighten community awareness of the discipline of psychology and/or apply psychological principles to problem resolution
- (e) engaging in collaborative service efforts with psychology teachers at the high school, 2-year college, and/or 4-year college/university level
- (f) serving on local, regional, and/or national committees and task forces

3. Scholarship of teaching and learning. This criterion concerns professional identity as a teacher of psychology, including professional activity on or away from campus. Documentation may include, but is not limited to:

- (a) publishing or co-publishing books, book chapters, journal articles, monographs, and/or newsletter articles on teaching or teaching-related topics
- (b) serving as editor or reviewer for a scholarly publication
- (c) participating in and/or presenting at conferences, symposia, seminars, or workshops relevant to the teaching of psychology
- (d) organizing and coordinating teaching meetings, training sessions, workshops, or conferences
- (e) supervising and stimulating student research, including work that leads to publication, conference presentations, and/or poster-session displays
- (f) participating actively in organizations that indicate professional identification as a psychology teacher
- (g) securing research or curriculum development grants
- (h) pursuing additional graduate-level training that enhances instructional effectiveness

*** High School**

The Mary Margaret Moffett Memorial Teaching Award recognizes excellence in scientific psychological instruction at the high school level. The award is based on the following four criteria: (a) effective and innovative teaching, (b) stimulation of student interest in psychology, (c) evidence showing use of the American Psychological Association's National Standards for High School Psychology Curricula, and (d) professional development. Each criterion is accompanied below with suggestions for supporting evidence. Nominees must submit supporting materials in each category but will not be expected to have achieved recognition in all four criteria.

1. Effective and innovative teaching of scientific psychology
 - (a) Design original instructional materials
 - (b) Demonstrate a variety of teaching techniques
 - (c) Examples of innovative syllabi
 - (d) Examples of innovative student assignments or projects
 - (e) Use of effective evaluation methods

2. Stimulation of student interest in psychology
 - (a) Development of classroom, department, school, or community programs for stimulation of interest in psychology. Such programs may include, but are not limited to: psychology fairs, psychology bowls, research projects, classroom presentations, Psychology Awareness Week, service learning projects, or psychology clubs
 - (b) Stimulate student interest in studying psychology at the next level of education

3. Evidence showing use of National Standards for High School Psychology Curricula
 - (a) In the materials supporting “Effective and Innovative Teaching of Scientific Psychology” (Criterion #1 above), nominees must clearly demonstrate how their materials reflect the use of the American Psychological Association's National Standards for High School Psychology Curricula

4. Professional Development
 - (a) Participate in professional development that demonstrates growth as a teacher
 - (b) Engage in activities that reflect currency in the field