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**UNIVERSITY OF CENTRAL FLORIDA  
SCHOLARSHIP OF TEACHING AND LEARNING AWARDS PROGRAM  
2014–2015 Procedures**

(Approved by the Faculty Senate Steering Committee, **TBD**)

**Applications must be submitted to the Faculty Center for Teaching and Learning (FCTL), Classroom Building I, Room 207 no later than 5:00 p.m. on Tuesday, March 17, 2015.**

**I. Program Overview**

The Office of Academic Affairs provides the funding for these awards. For the academic year 2014–2015, UCF will sponsor ten (10) awards for the Scholarship of Teaching and Learning (SoTL). In any given academic year, if any former recipients of SoTL awards leave their employment at UCF, the award(s) will be “recycled” as **additional** SoTL awards for the following academic year.

**II. Funding**

Regardless of their contract length (9 months or 12 months), award recipients will receive a \$5,000 increase to their base salary retroactive to August 8, 2014, the start of the 2014–2015 contract. The actual dollar amount awarded for the academic year 2014–2015 will reflect the employee’s FTE for the year.

**III. Faculty Eligibility Criteria**

A faculty member is considered “eligible” for the SoTL award if all the following criteria are met:

1. The faculty member must be on a full-time 9- or 12-month appointment as an instructor, associate instructor, associate lecturer, assistant professor, associate professor, or professor.
2. The faculty member must have at least four years of continuous service at UCF. Specifically, a-the faculty member must have been employed at UCF **on or prior** to August 8, 2010.
3. No faculty member may receive the award more than **once every five years**. Previous award recipients ~~specifically, faculty members~~ who received a SoTL increase that became effective August 8, 2010, or later- are not eligible for a SoTL award this year. Faculty members who received the award in 2009–2010 or earlier are eligible to apply for the 2014–2015 award.

#### IV. Award Criteria

The criteria for evaluating applicants' portfolios include the following four major categories (to be applied as is appropriate for a specific discipline):

1. Value or impact of Scholarship of Teaching and Learning efforts both within the discipline and to the teaching and learning community (e.g., serving as an editor or a peer reviewer for a SoTL journal, presenting SoTL research results at professional conferences and other forums within and outside UCF).
2. Peer recognition of research and creative efforts in the same or related disciplines.
3. Publication of research and creative efforts in the same or related disciplines.
4. External grant and contract support for SoTL activities appropriate to the applicant's discipline.

#### V. Application Materials and Required Sections of the 1-inch Portfolio

~~Applicants who fail to follow the specific directions below (word count, etc.) will be disqualified.~~

1. Table of contents.
2. Nomination letter from the dean, director, chair, or a colleague written specifically in ~~support of reference to~~ this award. Self-nominations are also accepted. The letter should stress the nominee's achievements in dissemination of knowledge relating to the Scholarship of Teaching and Learning.
3. Statement of Scholarship of Teaching and Learning philosophy (250 words maximum, 12-point font).
4. ~~Statement Summary of of the value and impact of the nominee's scholarship and of the efforts made to disseminate that knowledge~~ SoTL accomplishments during the award period (100 words maximum, 12-point font).
5. *Curriculum Vitae* with Scholarship of Teaching and Learning grants and research **highlighted**. Applicants may include brief annotations in the CV to help the committee understand why specific entries fit into the SoTL category. Applicants who have won the SoTL award in previous years should not highlight entries from the previous award period(s).
6. Narrative on the impact of the applicant's Scholarship of Teaching and Learning research ~~describing, in which the student population, research methodologies,~~ teaching and assessment innovations, impacts on student learning, dissemination of results, and plans for further action ~~are described.~~ (500 word maximum, 12-point font).
7. Appendices: Evidence of SoTL accomplishments, including Hard copies of book covers and tables of contents, first two pages of articles or other publications, executive summaries

of grants, or other appropriate materials. Student work samples or other evidence of student learning from a SoTL research study must be de-identified.

## VI. Evaluation and Award Process

The award winners will be determined by a university-level committee consisting of one (1) tenured and annually elected faculty member from each of the colleges and the executive director of the FCTL. The elected faculty members, preferably and to the extent possible, should have demonstrated accomplishments in the area of scholarship of teaching and learning. All committee members shall be voting members for the purposes of these awards. Faculty candidates for the award are not eligible to serve on this committee. The executive director of the FCTL will convene the first meeting of the committee, and the committee chair shall be elected at this first scheduled meeting of the committee. Each winner will be invited to submit a SoTL-focused article for publication in the FCTL's *Faculty Focus*.

### Scholarship of Teaching and Learning Awards 2014–2015 Schedule

November 6 <u>TBD</u> , 2014	Faculty Senate Steering Committee completes its review of SoTL Award requirements.
November 5 <u>October</u> <u>TBD</u> , 2014	SoTL Award criteria distributed to all faculty.
December 1, 2014	Each college holds election for a SoTL Review and Selection Committee member. Names are to be sent to Melody Bowdon by December 1, 2014.
January 28 and February 10, 2015	SoTL workshops for all faculty in Faculty Center, CB1 207.
<b>March 17, 2015</b>	<b>SoTL portfolios due to FCTL by 5:00 p.m.</b>
April 15, 2015	Committee's recommendations due to Dania Suarez in Academic Affairs.
April 22, 2015	FCTL will notify all applicants of outcome.