

## SPPS Educator of the Year<sup>1</sup>

The University at Buffalo School of Pharmacy and Pharmaceutical values excellence in teaching, education and the scholarship of teaching and learning. The SPPS Educator of the Year honors faculty and staff members who demonstrate a dedication to high quality education through the enhancement of (1) student learning and (2) contributions to the advancement of teaching and learning knowledge in undergraduate, professional and/or graduate education.

The awardee will demonstrate excellence in one or more of the following four educational themes<sup>2</sup>:

- 1. Teaching and Learning:** Common characteristics of good teachers include: Positive student-faculty contact, effective active learning, achievable yet high expectations for learners, respect for diverse talents and ways of learning, effective communication skills, ongoing course improvements, introduction of pedagogical innovations, commitment to teaching well. These characteristics are typically highlighted in student and peer evaluations and letters of support. More details are in Supplement B.
- 2. Scholarly Teaching:** Scholarly teaching involves innovation in course design, development and implementation<sup>3</sup>; course improvements; enhancements in student learning through pedagogical and active learning approaches. Scholarly teaching also promotes student engagement and learning using the educational literature and systematically assesses learning outcomes. The purpose of scholarly teaching is to impact the activity of teaching and the resulting learning. Scholarly teaching often incorporates:
  - observing a teaching-learning problem or opportunity
  - consulting literature
  - selecting and applying an educational intervention
  - conducting systematic observation
  - documenting observations
  - analyzing results and obtaining peer evaluation
- 3. Scholarship of Teaching and Learning (SOTL):** SOTL goes beyond Scholarly Teaching and disseminates the application in the literature through publication or other peer-reviewed avenues. SOTL builds on the end product of Scholarly Teaching. It involves identifying key issues from scholarly teaching, analyzing results and putting them into the context of the existing knowledge base.

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<sup>1</sup> Academic Year, typically from July 1 through the next June 30.

<sup>2</sup> Elements of the award description and criteria are derived from the American Association of Colleges of Pharmacy faculty awards in Distinguished Teaching Scholar and Emerging Teaching Scholar.

<sup>3</sup> Major innovations are eligible for Educational Innovation of Year.

#### 4. Contributions to the School's Academic Reputation through:

- educational / academic activities aligned with the school's mission, vision and values
- community educational activities with SPPS students
- faculty advisor to SPPS student professional organization
- active committee roles in educational organizations at the university, state and/or national levels
- impactful SPPS student advising and mentoring
- volunteer service in SPPS activities (e.g., SPPS Reads, Open House, Summer Institute, Dean's Alumni Ambassador, etc)
- presentations (poster / podium) of educational activities at regional or national meetings

### Awards Process and Procedure

Awards Management: The Office of Professional Education will manage the overall process, with supporting help from other units as needed.

#### Nomination Process

##### Awards Timeline:

The award process will commence during the spring semester according to the following timeline:

| Spring Semester Week | Action   | Number of Weeks to Complete the Action |
|----------------------|--|--|
| 3-4                  | Call for Nominations                           | 2                                      |
| 5-10                 | Nominee Dossier Preparation and Submission     | 5                                      |
| 11-13                | Committee Review and Selection                 | 3                                      |
| 14-15                | Awardee Announcement and Recognition           | 1                                      |
| 16+                  | AACP Notification of SPPS Educator of the Year |  |

##### Award Eligibility:

Any SPPS affiliated faculty or staff with an instructional role at the SPPS undergraduate, professional (P1-P3 PharmD) and graduate levels<sup>4</sup>. Educator of the Year awardees from the previous two years are ineligible.

Nominees may submit dossiers for only one award, Educator of the Year or Educational Innovation of the Year, in any given academic year.

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<sup>4</sup> Appropriate preceptor awards exist for the P4 APPE / P2-P3 IPPE experiences.

### **Nominations:**

Nominations for Educator of the Year will be solicited from students, faculty, staff and alumni, who have knowledge of the nominee's educational effectiveness and impact. Self-nominations will also be accepted.

Nominations should include a brief description of

- How the nominee has demonstrated excellence in any of the educational themes listed above.
- The situation in which the nominator directly observed or experienced excellence in the educational themes.

Nominations must be submitted online to <http://pharmacy.buffalo.edu/news-events/events/annual-events/awards-ceremony/teacher-of-the-year/teacher-of-the-year-nomination-form.html>

Nominees will be notified at the beginning of week 7. In addition, SPPS recognition of all nominees will be promulgated to all SPPS members, irrespective of whether the nominee chooses to submit a dossier.

Late nominations past the deadline will not be accepted.

### **Nominee's Dossier Elements**

The nominee will have up to 5 weeks to prepare and submit a dossier. Late nominations past the deadline will not be accepted.

The nominee shall collate the following elements into one document for submission.

1. Abbreviated Curriculum Vitae specifically focused on highlighting educational and academic accomplishments.
2. One narrative (2000 word limit – approximately 4 pages) describing the nominee's activities and impact in one or more of the educational excellence themes: Teaching and Learning, Scholarly Teaching and Scholarship of Teaching and Learning, Contributions to the school's educational reputation.
3. Appendices of Artifacts: Submit artifacts for **one or more** of the educational excellence themes. Each artifact includes a brief explanation (no more than 400 words) explaining the rationale for the artifact's inclusion in the corresponding appendix.

NOTE: It is **not expected** that a nominee submit artifacts in all areas of educational excellence.

- Appendix 1: ONE (1) artifact as evidence of Excellence in Teaching and Learning.
- Appendix 2: ONE (1) artifact as evidence of Scholarly Approach to Teaching.
- Appendix 3: ONE (1) artifacts a evidence of Contributions to the Scholarship of Teaching and Learning.

- Appendix 4: ONE (1) artifact as evidence of Contributions to the School's Academic Reputation

## Selection Committee

### Committee Composition:

The composition of the Selection Committee will consist of nine voting members:

- Chairperson: **Previous year's Educator of the Year recipient.**
  - If the previous year's Educator of the Year is unable to serve as the Chair of the committee, the immediate past-chair will serve in this role. If both individuals are unable to serve, the chair will be selected by the Dean or the Dean's Designate in consultation with the Department Chairs.
- **Immediate Past Chair** of the Educator of the Year Committee
  - Assist the chair in the Educator of the Year Process.
- **One faculty member each**
  - from the **Departments of Pharmacy Practice and Pharmaceutical Sciences**
- **Students (3)**
  - SPSA President, Pharmaceutical Science Graduate Student Association President, Pharmaceutical Sciences BS Class President.
- **The Chairperson** is responsible for identifying the following committee members:
  - One **Staff Member**
  - One **Alumnus**: One pharmacy alumni.

Ineligible persons to serve on the Selection Committee:

- *Nominated Individuals*
- *Individuals submitting nomination letters or letters of support*
- *Department Chairs and Division Heads*

## Criteria to Select an Awardee

### General Considerations:

The committee will consider the nominee's record of ongoing outstanding educational research, pedagogy, scholarship or creative activity in education:

- The nominee's characteristics of excellent educators in higher education. See Supplement B at the end of this document.
- The nominee's excellence as a teacher. Excellence in teaching requires:
  - mastery of the subject matter
  - successful strategies for challenging students at all levels, and engaging them in ambitious learning
  - creation of a learning environment that benefits from the diverse perspectives, backgrounds, and knowledge of students and faculty
  - thorough, thoughtful evaluation of student work
- The nominee's dedication and contributions to the art and science of learning, which may be evidenced by:
  - range of courses taught
  - new curriculum and course development; pedagogical development or innovation
  - service on university, school/college, or departmental curriculum committees
  - participation in faculty learning communities around pedagogical or curricular development
  - pedagogy/teaching research
  - proposals for funding and funded grants for curricular or pedagogical development
  - mentoring teaching assistant students or new faculty members in course and pedagogical development

### Specific Considerations:

Each member of the committee shall complete a confidential scoring rubric. The scoring rubric will assist each committee member in evaluating and comparing each nominee's dossier.

Each committee member will submit their completed rubric to the Associate Dean, Professional Education\*\*, at least one day in advance of the Selection Committee meeting. An overall average score will be calculated for each nominee. (\*\* Efforts will be made to have a confidential, online scoring rubric.)

The committee will discuss each nominee's dossier. The overall average score will determine the order of discussion of each nominee's dossier, starting with the lowest score and ending with the highest score. The score **shall not** be the sole factor in determining the awardee.

Following discussion of all dossiers, each committee member will cast one vote for one nominee as the awardee. The nominee obtaining the greatest number of votes shall be the winning awardee. The

voting process can be by open voice vote or by secret ballot, as determined by the selection committee.

### **Awardee Recognition**

The Committee Chair notifies the Associate Dean of Professional Education of the awardee. The Associate Dean, in turn, informs the awardee of the recognition. The sole **Educator of the Year** awardee will be recognized at the Spring Celebration Graduation and Awards Luncheon. The Committee Chair will compose a brief, one minute statement highlighting the awardee's accomplishments to be read at the celebration. The awardee will be presented with a plaque.

The award consists of a plaque and \$1000 in an account for professional development and support to attend the AACP Annual meeting and the AACP "Teacher of the Year" Luncheon.

#### **Logistics**

Kristin Dehn:

- 1) Orders the award for presentation at awards luncheon
- 2) Notifies AACP of our Educator of the Year recipient for their attendance at AACP Teacher of the Year Luncheon held during Annual Meeting

Michelle Grasso:

- 1) Registers the "Educator of the Year" for the AACP Annual meeting
- 2) Advises recipient on reimbursement for travel and hotel arrangements.

**Supplement A**  
**Scoring Rubric for Each Dossier**

**Numerical Scoring Descriptors**

| <i>Overall Impact or Criterion Strength</i> | <b>Score</b> | <b>Descriptor</b>      |
|---|--------------|------------------------|
| <i>High</i>                                 | 9            | Exceptional            |
|   | 8            | Outstanding            |
|   | 7            | Excellent              |
| <i>Medium</i>                               | 6            | Very Good              |
|   | 5            | Good                   |
|   | 4            | Satisfactory           |
| <i>Low</i>                                  | 3            | Fair                   |
|   | 2            | Marginal               |
|   | 1            | Poor                   |
|   | 0            | Not in the application |

**Scoring Rubric**

Used to determine the order of applicant discussion

Highest value score =9; Lowest value score = 1; Score =0 if not in the application

|   |                  |
|---|------------------|
| Applicant's Name  |                  |
| <b>Teaching and Learning</b>                                | <b>Score 1-9</b> |
| CV, Narrative and Appendix                                  |                  |
| <b>Scholarly Teaching</b>                                   | <b>Score 1-9</b> |
| CV, Narrative and Appendix                                  |                  |
| <b>Scholarship of Teaching and Learning (SOTL)</b>          | <b>Score 1-9</b> |
| CV, Narrative and Appendix                                  |                  |
| <b>Contributions to the School's Educational Reputation</b> | <b>Score 1-9</b> |
| CV, Narrative and Appendix                                  |                  |
| <b>Overall Score SUM (Total Points)</b>                     |                  |

## Supplement B

### Common Characteristics of Excellent Educators in Higher Education:<sup>5</sup>

- (1) Positive student-faculty contact
  - interacts with students – gets to know them, in and out of the classroom
  - helps students learn outside of class, is accessible in and out of class
  - engages in student-centered advising and mentoring
  - promotes cooperation among students
  - gives prompt feedback
- (2) Effective active learning
  - encourages students to be self-directed, independent, lifelong learners
  - engages students in disciplinary thinking
  - encourages higher-order thinking
- (3) Achievable, yet high expectations
  - acknowledges student expectations and what students can expect from the teacher
  - creates a safe yet challenging learning environment
  - emphasizes time on task
- (4) Respects diverse talents and ways of learning
  - demonstrates respect for students and their individuality/differences
  - is fair and flexible
- (5) Effective communication skills
  - demonstrates passion, enthusiasm, charisma
  - offers something substantive to say and knows how to say it
  - raises provocative and significant questions instead of just providing answers
  - commands student attention and maintains it
  - inspires/motivates students
  - is compassionate, caring
- (6) Commitment to teaching well
  - engages in activities to continue to develop teaching skills
  - invites and accepts feedback to improve
  - tries new techniques to promote learning
  - responsive to student evaluations
  - responsive to peer evaluations
- (7) Educational Service
  - service on university, school/college, or departmental curriculum / educational committees
  - participation in faculty learning communities around pedagogical or curricular development
  - contributions to the school's educational reputation

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<sup>5</sup>Elements are derived from **Hammer et al**, Recognition of Teaching Excellence [Am J Pharm Educ. 2010 Nov 10; 74\(9\): 164.](#)

## Supplement C

### Helpful Tips for the Preparation of the Dossier

#### General Tips<sup>6</sup>

1. Provide a brief summary of take-home points in the beginning or at the end of each section of the narrative.
  - Think about the reviewer. They are reading several long-packages. Up front or concluding summaries help provide the reader with a synopsis of why you think you met the expectations of the award and can help guide the reader when reviewing the narrative.
2. Use headings to demonstrate to the reader where you're addressing the award criteria.
  - This helps in writing the package to ensure you are addressing the areas that are being reviewed. In addition, you don't want reviewers missing information because it was hidden in the narrative. For example, if you want to talk about impact, a section heading can help make that section stand out versus having it embedded within another section.
3. Write a narrative with reflection, interpretation and evidence. Don't rehash your CV.
  - Write a compelling narrative that shows thoughtfulness and evidence. Tell the story of your experience and substantiate your points. We may all believe learning should be fun, but do you have evidence to prove you do that? And be specific, for example: "I off-load content to allow students to self-pace their learning. Self-pacing helps students learn more efficiently (Smith et al, 2010)."
4. Use tables and graphs to summarize, when appropriate.
  - Tables and graphs can summarize a lot of information succinctly. It allows the reader to see trends over time. Are you getting better course evaluations over time? Is the number of publications increasing over time?
5. Tell the reader how to interpret the results - don't let them guess.
  - Writing so the reader understands is challenging – we all bring own biases when reading. Tell the reader what you plan to tell them and then tell them.

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<sup>6</sup> Adapted from AACP's Emerging Teaching Scholar Award.

### **Dossier Narrative**

The following suggested items may be incorporated into a descriptive narrative. These items are not inclusive as other, unnamed activities may be appropriate. Contact the Associate Dean of Professional Education with questions.

The narrative is limited to no more than 2000 words (approximately 4 pages). Do NOT exceed 2000 words.

### **Evidence of Excellence in Teaching and Learning**

- A self-reflection of how the applicant models various characteristics of an excellent educator, such as:
  - positive learner-faculty contact
  - effective active learning
  - sets achievable, yet high expectations for learners
  - respecting diverse talents and ways of learning
  - effective communication skills
  - commitment to teaching well
  - impactful SPPS student advising and mentoring;
  - and other characteristics identified in [Supplement B](#).

### **Evidence of a Scholarly Approach to Teaching and Learning**

- A self-reflective description of the applicant's growth as an educator.
- A discussion of innovative course design, development, and implementation<sup>7</sup>.
- A reflection on course improvements, which may include strategies that were not successful but led to insights for improvement.
- A reflection of how student learning is effected through pedagogical and active learning.
- A discussion of how the scholarly works of others have influenced his/her teaching.
- A description/evidence of scholarly teaching initiatives which involved
  - observing a teaching-learning problem or opportunity
  - consulting literature
  - selecting and applying an educational intervention
  - conducting systematic observation or formal assessment
  - documenting observations
  - analyzing results
  - obtaining peer evaluation

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<sup>7</sup> Major innovations are eligible for Educational Innovation of Year.

**Evidence of Contributions to the Scholarship of Teaching and Learning (SOTL)**

- Narrative/reflection commenting on SOTL themes and initiatives. This may include one or more examples of SOTL with description/evidence of:
  - identifying key issues from scholarly teaching
  - analyzing results
  - placing into context of existing knowledge
  - preparing a manuscript or proposal for presentation
  - submitting for peer review
  - disseminating and adding to existing knowledge base
  - your role and roles of others involved

**Evidence of Contributions to the School's Educational Reputation**

- Narrative/reflection commenting on activities related to promoting the school / adding to the school's academic reputation. This may include
  - activities aligned with the school's educational mission, vision and values
  - community educational activities with SPPS students
  - faculty advisor to SPPS student professional organizations
  - active committee roles in educational organizations at the university, state and/or national levels
  - volunteer service in SPPS activities (such as SPPS Reads, Open House, Summer Institute, Interprofessional Education sessions, etc)
  - presentations (poster / podium) of educational activities at regional or national meetings

## Dossier Appendices<sup>8</sup>

### Example Artifacts of Excellence in Teaching and Learning

- Up to three **additional** letters of support from current and former students and trainees. It is strongly encouraged that the applicant provide guidance to the letter writers so that the letter content supports the narrative content. It is highly recommended that letter content should describe the impact and/or value of the applicant’s “Excellence in Teaching and Learning” on the letter writer. No more than three (3) additional letters of support may be included and count as one artifact.
- Peer evaluations – this may include formal peer evaluations conducted as part of the annual or promotion review process at the applicant’s academic institution. The formal evaluation must (at a minimum) include an assessment of the applicant’s ability to plan and execute a learning event or experience as well as assess learning outcomes. In other words, the assessment must go beyond simply evaluating the applicant’s presentation skills. No more than one (1) peer evaluations conducted over the five (5) years preceding the application may be included and count as one artifact.
- Summary data from learner evaluations (e.g., end-of-course or rotation evaluations) from two (s) of the last five (5) years. Graphical presentation is recommended when applicable. An interpretation of the student evaluation data (300 words or less) must be included in the artifact explanation. No more than one summary data appendix may be submitted.

### Example Artifacts of Scholarly Approach to Teaching and Learning

- Example(s) of designing a course or lesson plan taking a scholarly approach. This may or may not including literature foundation and peer review).
- Example(s) of innovative course design, development, and implementation.
- Example(s) course improvements, which may include strategies that were not successful but led to insights for improvement.
- Analysis of teaching related artifacts (e.g., assignment) with description of scholarly approach to development, implementation and evaluation (e.g., baseline measures, pre-post results). A self-assessment and reflection on teaching, including: 1) a description of development over time, including failures, 2) with evidence of student and/or faculty discussion and input.
- A list and brief description of self-development/CPD activities completed by the applicant that have enhanced the applicant’s ability / competencies as an educator. This may include degrees in education (or closely related fields), formal coursework, certificate training programs, and continuing education programs.

### Example Artifacts of Contributions to the Scholarship of Teaching and Learning

- A list of the educational journals or books that the applicant has served as a reviewer or editor, the number of papers or chapters the applicant has reviewed or edited during each of the past 3 years.

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<sup>8</sup> Information derived from relevant awards given by the American Association of Colleges of Pharmacy

- A sample of scholarly works. These works are selected by the applicant as a representative sample of the applicant's best scholarly work related to teaching and learning. Sample works may include copies of written scholarly works or digital audio or video files. A description of the applicant's role in the project should be included in the artifact explanation. Number of citations and impact factor may be included.
- Educational grants received; educational projects underway / completed with grant support.

**Example Artifacts of Contributions to the School's Academic Reputation**

- A list of educational service committees and activities, with a brief description of each item, highlighting the nominee's contribution.
- Thank you emails for participation in educational / academic activities or role(s) on committees.
- Participation emails clearly identifying one's role in the educational / academic activities.
- A list of educational webinars / seminars / posters / podium sessions on given by the participant to internal or external attendees. This list should include a brief description of each item, highlighting the nominee's contribution.