

College of Education

Outstanding Faculty Awards

Overview

Three awards are offered each year: the Outstanding Faculty Research/Scholarship Award, the Outstanding Faculty Teaching Award, and the Outstanding Faculty Service Award. These awards reflect sustained work in one of the three areas over the course of a faculty member's career at CSULB. Awardees will be recognized at the College commencement luncheon and will receive a professional development stipend. Awardees will make a brief presentation at a College meeting, workshop or recognition event to share their work with colleagues, students and/or the community.

Eligibility

- All full-time CED faculty (tenure track, tenured and lecturers) are eligible for these awards. Minimum baseline engagement will be evaluated by the Faculty Awards Committee based on the conditions/expectations of the faculty appointment.
- Faculty who receive a specific award may not reapply for that award within the next 5 years; they may apply for the award in other categories (e.g., an Outstanding Teaching awardee may apply for Research or Service awards) within the next 5 years.

Application Materials

- All applications must be submitted to the CED [InfoReady](#) site for review.
- Items submitted via text box in the system:
 - Demographic information
 - Narrative not to exceed 1000 words describing how applicant meets criteria for designated award
- Items submitted as **one continuous** PDF attachment in the system:
 - Current CV
 - Concise appendix of supplemental materials clearly linked to narrative, not to exceed 30 pages

Outstanding Faculty Research/Scholarship Award

Recognizes exemplary performance in the conduct of research/scholarship in education.

Criterion 1: Scholarship consistently appears in appropriate settings and venues, including those that are peer-reviewed

Sustained and significant practice (11-15 points)	Limited evidence or inconsistent practice (6-10 points)	Little or weak evidence of practice (0-5 points)
<ul style="list-style-type: none"> • Significant # of publications for the period under review • Publications consistently appear in <i>highly-ranked</i> or prominent peer-reviewed outlets • Publications consistently appear in peer-reviewed outlets • Multiple/many publications have been purchased and/or are in use by libraries • Published material reflects distribution to a wide variety of outlets and audiences 	<ul style="list-style-type: none"> • Moderate # of publications for the period under review • Some publications appear in <i>highly-ranked</i> or prominent peer-reviewed outlets • Some publications appear in peer-reviewed outlets • Some publications have been purchased and/or are in use by libraries • Published material is distributed to a varied but somewhat narrow range of outlets and audiences 	<ul style="list-style-type: none"> • Limited or small # of publications for the period under review • Few publications appear in <i>highly-ranked</i> or prominent peer-reviewed outlets • Few publications appear in peer-reviewed outlets • Few publications have been purchased and/or are in use by libraries • Published material is distributed to a narrow range of outlets and audiences

Criterion 2: Impact of research/scholarship in furthering the knowledge base and/or application in the field

Sustained and significant practice (8-10 points)	Limited evidence or inconsistent practice (4-7 points)	Little or weak evidence of practice (0-3 points)
<ul style="list-style-type: none"> • Evidence indicates ongoing, sustained track record of publications in 1 or more areas/topics • Evidence (e.g., letters from colleagues, #s of citations, references in other scholarship and/or media, receipt of grants) 	<ul style="list-style-type: none"> • Evidence indicates ongoing track record of publications in 1 or more areas/topics, with perhaps some gaps in publications • Evidence (e.g., letters from colleagues, #s of citations, references in 	<ul style="list-style-type: none"> • Little if any track record of ongoing publications; significant gaps between publications • Uneven or missing evidence (e.g., letters from colleagues, #s of citations, references in other scholarship and/or

<p>reflects notable impact on research, policy and/or practice in the field</p> <ul style="list-style-type: none"> Faculty member is a consistent awardee/recipient of grants related to area(s) of scholarship, with grants increasing in size and prominence over course of the career 	<p>other scholarship and/or media, receipt of grants) reflects some level of impact on research, policy and/or practice in the field</p> <ul style="list-style-type: none"> Faculty member has received multiple grants related to area(s) of scholarship. Grants may have increased in size and prominence over course of the career 	<p>media, receipt of grants) about the impact on research, policy and/or practice in the field</p> <ul style="list-style-type: none"> Faculty member has received few or no grants related to area(s) of scholarship.
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Criterion 3: Uses scholarship consistently to enhance student learning

Sustained and significant practice (4-5 points)	Limited evidence or inconsistent practice (2-3 points)	Little or weak evidence of practice (0-1 points)
<ul style="list-style-type: none"> Consistently engages students in scholarly agenda Consistently supervises thesis/dissertations Multiple examples of using research, including their own, in the classroom to inform students' education 	<ul style="list-style-type: none"> Some engagement of students in scholarly agenda Experience supervising thesis/dissertations Some evidence of using research, including their own, in the classroom to inform students' education 	<ul style="list-style-type: none"> Little or no evidence of engagement of students in scholarly agenda Limited or no supervision of thesis/dissertations Little evidence of using research, including their own, in the classroom to inform students' education

Criterion 4: Minimum baseline of engagement in Teaching and Service (based on the conditions/expectations of the faculty appointment)

Yes _____ No _____

Outstanding Faculty Teaching Award

Recognizes exemplary teaching performance in the College.

Criterion 1: Employs innovative instructional content and instructional approaches, including use of technology.

Sustained and significant practice (8-10 points)	Limited evidence or inconsistent practice (4-7 points)	Little or weak evidence of practice (0-3 points)
<ul style="list-style-type: none"> • Has made significant contributions to curriculum in the program, department, and/or college over the course of career • Has engaged in a significant # of different preparations and courses taught over the course of career • Has a sustained record of different modes (e.g., hybrid, online) of instruction over the course of career • Strong evidence of ongoing professional growth and evolution in terms of pedagogy over the course of career 	<ul style="list-style-type: none"> • Has contributed to curriculum in the program, department, and/or college over the course of career • Has different preparations and courses taught over the course of career • Has taught using different modes (e.g., hybrid, online) of instruction over the course of career • Has engaged in ongoing professional growth and evolution in terms of pedagogy over the course of career 	<ul style="list-style-type: none"> • Little evidence of contributions to curriculum in the program, department, and/or college over the course of career • Limited or no evidence of varied preparations and courses taught over the course of career • Limited or no evidence of using different modes (e.g., hybrid, online) of instruction over the course of career • Limited or no evidence of ongoing professional growth and evolution in terms of pedagogy over the course of career

Criterion 2: Impact on student learning

Sustained and significant practice (8-10 points)	Limited evidence or inconsistent practice (4-7 points)	Little or weak evidence of practice (0-3 points)
<ul style="list-style-type: none"> • Student evaluations reflect consistently strong ratings sustained over extended period of time • Is recognized by multiple colleagues and students for instructional quality • Is recognized by multiple colleagues and students for the impact of instruction on practice 	<ul style="list-style-type: none"> • Student evaluations are generally strong, with some unevenness over a period of time or for some courses • Is recognized by colleagues and students for instructional quality • Is recognized by colleagues and students for the impact of instruction on practice 	<ul style="list-style-type: none"> • Limited or uneven evidence of strong ratings sustained over extended period of time for student evaluations • Limited or uneven evidence of being recognized by colleagues and students for instructional quality • Limited or uneven evidence of being recognized by colleagues and students for the impact of instruction on practice

Criterion 3: Ongoing professional development and currency in teaching

Sustained and significant practice (8-10 points)	Limited evidence or inconsistent practice (4-7 points)	Little or weak evident of practice (0-3 points)
<ul style="list-style-type: none"> • Sustained, regular attendance at conferences and/or conference sessions related to teaching and learning • Demonstrates sustained and ongoing effort to maintain currency in content and/or pedagogy in the field 	<ul style="list-style-type: none"> • Regular attendance at conferences and/or conference sessions related to teaching and learning • Demonstrates effort to maintain currency in content and/or pedagogy in the field 	<ul style="list-style-type: none"> • Limited or uneven attendance at conferences and/or conference sessions related to teaching and learning • Limited or uneven evidence of effort to maintain currency in content and/or pedagogy in the field

Criterion 4: Minimum baseline of engagement in Research/Scholarship and Service (based on the conditions/expectations of the faculty appointment)

Yes _____ No _____

Outstanding Faculty Service Award

Recognizes exemplary achievement in service to the department, college, university, community, and/or the profession.

Criterion 1: Consistent and significant service contributions at the department, college, university, in the community, and/or in the profession

Sustained and significant practice (11-15 points)	Limited evidence or inconsistent practice (6-10 points)	Little or weak evidence of practice (0-5 points)
<ul style="list-style-type: none"> • Is recognized by multiple colleagues and/or students for exemplary service (“above and beyond”) over the course of their career • Has been engaged consistently at multiple levels and/or in multiple venues in service 	<ul style="list-style-type: none"> • Is recognized by colleagues and/or students for exemplary service (“above and beyond”) over the course of their career • Has been engaged at multiple levels and/or in multiple venues in service 	<ul style="list-style-type: none"> • Little or uneven evidence of recognition by colleagues and/or students for exemplary service (“above and beyond”) over the course of their career • Limited or uneven evidence of engagement at multiple levels and/or in multiple venues in service

Criterion 2: Assumes leadership roles at CSULB (at one or more levels), in the community, and/or in the profession

Sustained and significant practice (11-15 points)	Limited evidence or inconsistent practice (6-10 points)	Little or weak evidence of practice (0-5 points)
<ul style="list-style-type: none"> • Has assumed leadership duties in service roles and contributed significantly to the ongoing operation and success of the organization at one or more levels • Has, through leadership in service roles, played a significant role(s) in shaping innovative policies and/or practices that are sustained 	<ul style="list-style-type: none"> • Has assumed leadership duties in service roles and contributed to the ongoing operation and success of the organization at one or more levels • Has, through leadership in service roles, helped to shape innovative policies and/or practices that are sustained overtime and support organizational 	<ul style="list-style-type: none"> • Limited or uneven evidence of assuming leadership duties in service roles and contributing to the ongoing operation and success of the organization at one or more levels • Limited or uneven evidence of leadership in service roles to help shape innovative policies

overtime and support organizational goals (e.g., student success, growth)	goals (e.g., student success, growth)	and/or practices that are sustained overtime and support organizational goals (e.g., student success, growth)
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Criterion 3: Minimum baseline of engagement in Teaching and Research/Scholarship (based on the conditions/expectations of the faculty appointment)

Yes _____ No _____