

Ervay Family Award for Applied Scholarship

Application Due: November 4

Submit Application to Associate Dean, The Teachers College

Introduction

The Ervay Family Award for Applied Scholarship is designed to recognize an individual faculty member or a team of faculty members whose body of research/scholarly activities have resulted in either improvement in or creation of an education program. Examples of education programs include but are not limited to a) public school curricula and instructional processes; b) policy changes in schools, districts, regional service centers or states; c) preparation programs within The Teachers College; d) joint preparation programs between departments in The Teachers College and other university departments; and e) programs that link university preparation programs with public school projects.

Portfolio Application

The Portfolio Application consists of five sections. Each section corresponds to a developmental phase in the scholarly process implemented by the individual faculty member or team of faculty members which impacted an education program. Those five phases appear below. Applicants address *each* phase with a reflective narrative of no more than two, single-sided, double-spaced pages. The portfolio narrative should not total more than 10 pages (two pages per phase). In addition to the narrative statements, supporting evidence for each phase is included as appropriate. Examples of evidence are listed at the bottom of the rubric.

Phase 1: What professional experiences and readings stimulated your initial insights and analyses to arrive at identifying the education program concern that started you on your scholarly journey?

Phase 2: As you continued to delve into this education program concern, how did your initial studies/investigations refine your initial insights and analyses? What resulting hypotheses and/or questions became the basis of your systematic inquiry to further address this area of concern?

Phase 3: As you worked to find the answers to your hypotheses/questions identified in Phase 2, what were the results and conclusions of your quantitative and/or qualitative investigations?

Phase 4: What proposed improvement(s) to an existing education program or creation of a new education program resulted from your results/conclusions (note: the linkage between the results/conclusions and the intended developmental activity must be clear)?

Phase 5: What did you do to implement the proposed improvement or new program? What has been the success of this strategy? What plans do you have to continue/sustain/develop the change?

Selection Process

The Associate Dean will establish the Selection Committee consisting of at least three faculty from different departments by the start of the academic year. The deadline for submitting applications to the Associate Dean of The Teachers College is **5:00 pm on November 4**. By the following Monday, the Associate Dean will forward applications to the Selection Committee, which will use the rubric on the next page to choose the individual or team recipient of the award by the third Friday of November. By the Monday after Thanksgiving, the Associate Dean will forward to a designated member of the Ervay family the name of the recipient for the Ervay family to endorse. By the first Friday in December, the Associate Dean shall submit the family-endorsed choice to the Dean.

During the faculty excellence recognition portion of The Teachers College Spring Faculty Meeting, the Dean will announce the recipient(s) and present a plaque and a check for \$1000 (if a team is selected, the \$1,000 will be divided equally among team members).

Ervay Family Award for Applied Scholarship Evaluation Rubric

Selection committee members will evaluate each application according to the five criteria and assign the number of points to each criterion they believe are appropriate. Every criterion must receive at least the minimum number of points. The applicant receiving the greatest number of points will receive the award. If there is only one applicant, the portfolio must receive at least 80 points to receive the award. Every criterion must be met by receiving at least the minimum number of points and the final tally must be 80 or above. Any application that is not so qualified will not be considered but can be submitted the next year. In the case of ties, a committee vote will determine the final decision.

Applicant Name(s):				
Applicant's Department:				
Title of Project:				
Submission Date:				
Portfolio Phase:	Minimum Points	Maximum Points	Points Assigned	
1. What professional experiences and readings stimulated your initial insights and analyses to arrive at identifying the education program concern that started you on your scholarly journey?	12	15		
2. As you continued to delve into this education program concern, how did your initial studies/investigations refine your initial insights and analyses? What resulting hypotheses and/or questions became the basis of your systematic inquiry to further address this area of concern?	12	15		
3. As you worked to find the answers to your hypotheses/questions identified in Phase 2, what were the results and conclusions of your qualitative and/or quantitative investigations?	24	30		
4. What proposed improvement(s) to an existing education program or creation of a new education program resulted from your results/conclusions (note: the linkage between the results/conclusions and the intended developmental activity must be clear)?	8	10		
5. What did you do to implement the proposed improvement or new program? What has been the success of this strategy? What plans do you have to continue/sustain/develop the change?	24	30		
POINT TOTALS:	80	100		

Evidence: As each application will be unique, the kinds of evidence to accompany the application cannot specifically be identified. Possible forms of evidence include:

Phase	
1	Description of professional experiences (conferences, workshops, institutional visits, particular jobs held, organizational leadership) and specific resources read (books, journal articles, scholarly papers)
2	Description of insights gained and formal studies conducted to refine thinking; actual hypotheses or questions that were developed; ideas generated concerning how a broader inquiry might be systematically conducted
3	Documentation of the final hypotheses or questions used; a description of the research design (qualitative or quantitative); information that proves the appropriateness and efficacy of the investigative protocols used; a paper that reports the study's findings and conclusions
4	Description of how the research project and a particular program were a good fit in terms of how insights might improve program quality
5	Description of the process used to modify or initiate a program such as submitting proposals to an organizational leadership (and their responses); a successful grant proposal; a business plan. Description of the impact the effort to modify or initiate has had on a project, and evidence that the activity will likely continue in some form in the future