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Review of Academy Of Distinguished Teachers

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Random Thoughts on the The University of Nebraska Academy of Distinguished Teachers

Paul Savory, Industrial and Management System Engineering
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The UNL Academy of Distinguished Teachers is at a crucial point in its history. The coming years will be critical to its continued growth from what was once primarily a teaching award to an evolving community of outstanding teachers who share a common philosophical approach to the scholarship of teaching. Necessary action items to improve the Academy include:

(1) Defining a campus role: Before the Academy can expand its campus function, it is important that the UNL Administration identify what roles and responsibilities they want the Academy to have: *"a boat needs a rudder to ensure it is going in the right direction"*

(2) Stabilize and Strengthen the Academy: The Academy has a mixed reputation throughout the university. Some consider it an elitist group whose concept of excellent teaching is defined along unilateral parameters, with insufficient regard for the different missions of individual departments. Some have wondered why Academy members have not played a larger role in fostering excellent teaching on our campus. Others question whether it has the right membership to offer suggestions and opinions on teaching issues. More commonly, most faculty do not even know of the Academy's existence.

(3) Leadership by Example: The Academy is an organization to participate in, support, and provide leadership (when appropriate) for all major campus-level initiatives that promote exemplary teaching and learning. This entails, among other things, that the members continue an active role in the Academy following their initial selection. On our campus, there is a sufficient number of Academy members to have a significant impact on the teaching and learning climate. Their combined potential for influence, support, and leadership is tremendous. It would be prudent to identify and implement ways to harness that potential as one major means of stabilizing the Academy and ensuring its ongoing commitment to providing leadership in exemplary teaching and learning.

(4) Impact on the Regional and National Levels: Not only should Academy members participate and showcase their efforts at regional and national teaching conferences, they should makes efforts to help organize and sponsor such events. UNL should continue to pursue the goals of receiving a national Hesburgh award.

The following pages highlight our campus program and offers some suggestions for restructuring it

MISSION	
Current	***Proposed***
• ~~Recognize a sustaining group of skilled faculty who are advocates of teaching excellence.~~ • ~~Exemplify the skills, talents and characteristics of good teachers.~~ • ~~Help at UNL, both as individuals and as a community of teacher scholars to model effective teaching that will improve learning for students at all levels~~. • To provide a sustained group of skilled faculty who are advocates of teaching excellence at the University of Nebraska-Lincoln • To share their teaching acumen outside the UNL community when possible, and to exemplify the skills, talents and characteristics of good teachers • To help UNL, both as individuals and as a community of scholars, when time and energy permit, to model effective teaching that will improve learning for students at all levels	*No Proposed Change*

Savory Comment

The Academy's mission matches many of the other national programs. As Dave Wilson and I have discussed several times, the Academy has exclusively focused around working on "policy" issues versus "programmatic" efforts to improve teaching recognition and environment on the campus. Reasons for this include: (1) this is how previous administrations have used this group; (2) this group has no defined budget to perform programmatic work, or a procedure for requesting money, and (3) there is no central leadership of the Academy, thus it is hard for a single person to propose an effort/initiative based on the assumption that the other Academy members will support it or help make it a success. As an aside, one completely missing aspect of this mission statement is some suggestion on how the Academy can impact the "Research" aspects of the university.

ORGANIZATION	
Current	***Proposed***
No formal organization	The Academy members shall annually elect three members to serve on a Steering Committee. This committee is responsible for overseeing the operations of the Academy. The elected members of the Steering Committee will select one of its members to be chairperson. The chair's responsibilities include: • coordinating meetings and activities of the Academy • acting as spokesperson for the Academy in communications with internal and external bodies • responding to requests from the Academic Affairs office • requesting funds from the Academic Affairs office
Savory Comment The Academy has grown from a core group of ten faculty to twenty-one individuals. That is a large group to have operate without any coordination. I suggest a three-person steering committee with a chair who serves as the coordinator.	

ELIGIBILITY FOR MEMBERSHIP	
Current	***Proposed***
• Winner of a college, campus-wide, or University-wide teaching award • Awarded tenure • Five years of teaching at UNL in a faculty position	No proposed change
Savory Comment Not an easy issue to decide – strong arguments could be made for including non-tenure-track faculty (e.g., lecturers and senior lecturers) as potential nominees. In comparison to other university programs – about half are tenure-only and the other half allow all teaching staff to apply.	

LENGTH OF TERM	
Current	***Proposed***
Remain a member during career at the University of Nebraska	No Proposed Change
Savory Comment The Academy is modeled after the national academies (National Academy of Science, National Academy of Engineering). As such, once a member, always a member.	

SELECTION OF MEMBERS	
Current	***Proposed***
This is my understanding of the process • Nominees turn in applications to Academic Affairs • Application are reviewed by the Teaching Council and a recommendation is to Academic Affairs • Academic Affairs makes a decision	• Include current Academy members more actively in the process
Savory Comment I have only been in the Academy for a year, but my perception is that existing members have little comment on potential nominees. Typically one or two members (often these individuals also are serving a co-role on the Teaching Council) offer feedback on candidates. Though in reviewing the programs for the national academies (National Academy of Science, National Academy of Engineering), membership for them is chosen solely by existing members. I am not proposing it for our Academy, just offering it as a different model. In reviewing other schools, some have Academy nominees outline a project or effort they are going to be involved with if selected.	

COMPENSATION AND RECOGNITION	
Current	***Proposed***
• Permanent $2500 addition to salary throughout career at the University of Nebraska • Recognition at the UNL Honors Convocation	• During membership years 1 to 5, each member receives an annual salary increase of at least $2,500 • During membership years 1 to 5, each member receives an unrestricted fund of $1,500 to be used for faculty development efforts. • Each Academy member will be designated a *University Distinguished Teaching Professor* (or University Distinguished Teaching Scholar), which will entitle the holder to use this title on university stationery for the duration of their career at the University of Nebraska • Recognition at the UNL Honors Convocation

Savory Comment

While I certainly like the idea of a permanent addition to my salary for the next 20+ years, the realization is that such an addition often does not have a lasting effect for motivation and interest in continuing one's participation with the Academy. As much research has shown, while most people rate money as a high motivator, it is in fact very poor for sustaining effort since it is not visible to other. A key example highlighting this is that in the last few years, the Academy stipend amount has increased from $1000 to $2500 with no measurable impact on the organization or the campus.

Counterargument to above: While money is not the best motivator, it is how we traditionally recognize outstanding researchers – one is provided a cash stipend and a chaired-title position. Why should it be different for teaching?

My suggestion is two-fold. For years 1 to 5 (when one would probably be most active in the Academy), one receives a stipend. After year five, the stipend amount is dropped (to zero or to a lesser amount, say $1000 per year). This approach would simplify budgeting for the Academy since the long-term cost of the Academy can be planned for. The "extra" funds could be used to provide a fixed budget for the Academy to support programmatic and social functions. For instance, a guarantee of $15,000 to $20,000 would allow the Academy to develop some continued programs to impact our campus and the Academy's membership.

The justification for dropping the stipend amount is contingent in one being able to have a "title" that he/she can continue to use (thus offers continued recognition of the achievement). Use of a title would be equivalent to membership in the National Academy's and would match the programs of University of Texas-Austin, University of Minnesota, University of Florida, University of Texas – Arlington, and University of North Carolina.

Based on my review, here are some other funding alternatives:
(1) some schools offer a large ($10,000) one-time lump sum for selection.
(2) rather than salary, other schools offer the money only as an unrestricted fund to support professional development

ACTIVITIES	
Current	***Proposed***
• speaking about teaching & pedagogy at department, college, campus, state, regional & national meetings; • participating in peer review & observation centered on teaching & learning; • outreach activities that bring to general audiences both teaching issues & content associated with academic disciplines;	• annually meet with the Chancellor and SCVAA discussion campus teaching issues • hold at least one meeting per semester of the entire Academy membership • speaking about teaching & pedagogy at department, college, campus, state, regional & national meetings; • participating in campus efforts to improve teaching and learning • serving the Office of the SVCAA in an advisory capacity on matters related to teaching & learning.

Savory Comment

I modified the list some – I think the Academy should annually meet with the Chancellor and SVCAA to address teaching issues and concern on the campus. Perhaps this meeting is early in the fall and serves as a catalyst for activities the Academy will pursue the coming year. I also added in that the Academy will meet at least once per semester. Next, participate in efforts to disseminate effective teaching is an interesting one. While this is an activity of the Academy, the Academy does not offer any resources for helping make this possible. For instance, if there was a fixed budget of the Academy, then part of it could be defined to facilitate it.

In terms of participating in efforts to improve teaching and learning, here is an example list of ideas (divided into three areas – policy activities, program activities, and research activities):

Possible Policy Activities

(1) Analyzing issues and make recommendations on University policies affecting teaching and learning

(2) Conducting critical analysis of major educational challenges faced by the University and to make recommendations to guide institutional policy and program development to address these challenges

(3) Contributing to promotion and tenure discussions on how to document excellent teaching

(4) Assist the campus in addressing current trends or emerging issues in the educational environment and create proactive planning mechanisms to address these issues or their prospective impact on this campus (examples include changes in student demographics or the use of adjunct faculty).

(5) Playing an active role in the university's efforts to improve the learning environment of the classroom, large lecture halls, laboratories, studios, and off-campus field sites by being involved in the design or renovation of classrooms.

Possible Program Development Activities

(1) Serving as teaching mentors to new faculty,

(2) Piloting and disseminating innovative teaching practices,

(3) Participating in and leading conversations on the scholarship of teaching and learning -- providing a forum for dialogue on effective teaching and learning.

(4) Providing leadership in determining criteria and models for rewarding excellence in teaching in diverse ways,
(5) Conducting and disseminating important research on teaching and learning.
(6) Developing programs and practices that seek new ways to enhance student learning through teaching workshops, technology development and sponsorship of lectures and symposia and mentorship programs
(7) Promoting effective teaching and learning on this campus and nationally by encouraging innovation, experimentation, and dialogue among faculty, instructional staff, and teachers of the future
(8) Disseminating good practices of teaching and learning.
(9) Participation in new faculty orientation
(10) Offering a summer Institute for Teaching Excellence (week-long, "best of the best" workshop on improving the teaching-learning process).
(11) Publishing one article per academic year in the Scarlet on a teaching practice or approach

Possible Research Activities

(1) Develop programs and policies that foster and enhance the relationship between teaching and research activities within the University and beyond
(2) Develop research proposals and structure projects related to the enhancement of teaching and learning or the enrichment of courses. Assist in the solicitation of external and internal funding for such proposals and projects where appropriate.

The following pages summarize information I was able to find about other campus programs

School	**University of Nebraska-Lincoln**
Program's Name	Academy of Distinguished Teachers
Website	http://www.unl.edu/svcaa/academy/
Year Founded	1994
Membership	21 members
Eligibility	• Winner of a college, campus-wide, or University-wide teaching award • Awarded tenure • Five years of teaching at UNL in a faculty position
Compensation	$2500 addition to salary during time at Nebraska
Length of Term	indefinite
Mission	• Recognize a sustaining group of skilled faculty who are advocates of teaching excellence. • Exemplify the skills, talents and characteristics of good teachers. • Help at UNL, both as individuals and as a community of teacher scholars to model effective teaching that will improve learning for students at all levels.
Activities	• speaking about teaching & pedagogy at department, college, campus, state, regional & national meetings; • participating in peer review & observation centered on teaching & learning; • outreach activities that bring to general audiences both teaching issues & content associated with academic disciplines; • serving the Office of the SVCAA in an advisory capacity on matters related to teaching & learning.
Organization	

School	**University of Texas at Austin**
Program's Name	Academy of Distinguished Teachers
Website	http://www.utexas.edu/faculty/academy/
Year Founded	1995
Membership	100 current members - the size of the Academy is limited to 5% of tenured faculty at the University of Texas, Austin. Approximately 5 to 10 members will be chosen each year.
Eligibility	Academy members shall be tenured faculty
Compensation	Members receive a permanent annual salary increase of $5,000. In addition, each Academy member will be designated a University Distinguished Teaching Professor, which will entitle the holder to use this title on university stationery. In their first eight years of membership, members will also be afforded other perquisites normally afforded to holders of endowed faculty positions. On retirement, faculty members will be designated a Distinguished Teaching Professor Emeritus.
Length of Term	Once selected, Academy members remain in the Academy for the duration of their tenure at UT Austin. 8 year term in the Academy – possible for re-election
Mission	Academy members serve as an advisory group to the provost on teaching excellence, and provide institutional leadership and guidance for the distinctive undergraduate experience available in a research university environment. Goal of the organization: • To enhance teaching effectiveness, particularly at the undergraduate level. • To create a central core of teachers who can serve as a resource and an inspiration for other teachers. • To select a body of faculty who can promote a sense of community among teachers, foster research on effective college teaching and learning, and advise the institution on teaching policies and practices.
Activities	Members organize seminars, colloquia and workshops on teaching effectiveness and serve as mentors for new faculty.
Organization	

School	**University of Minnesota (for all four state campuses)**
Program's Name	Academy of Distinguished Teachers
Website	http://www.adt.umn.edu/
Year Founded	**1999**
Membership	40 faculty – approximately 5 per year
Eligibility	Regular faculty (tenure-track and tenured) and term faculty (non-regular) salaried through the University and holding a 66 2/3% time or greater appointment, who have been at the University of Minnesota for at least **five** years, including the current year, may be nominated for the Morse-Alumni Award (winners are initiated into the academy)
Compensation	Each winner will also receive a $3,000 continuous augmentation to their annual salary throughout their career at the University of Minnesota. All faculty who have been awarded these awards shall be designated throughout their careers at the University of Minnesota as "Distinguished Teaching Professor of [field]." This title can be used in correspondence, on business cards, and wherever else appropriate. In addition, each recipient's department will be given $1,500 annually for each of five years to be used by the recipient for professional development or research. At least every ten years, beginning with the tenth anniversary year, a special recognition event will be held for all of the winners over all of the years of the award and a special memento, such as a lapel pin, will be designed and given to the award winners.
Length of Term	
Mission	• recognize & celebrate teaching excellence • foster the continued improvement of teaching & learning at the University of Minnesota • strengthen the resources necessary to do so
Activities	Members of the Academy provide leadership to the University, serving as mentors, advisers, and spokespersons for the University's teaching mission: Academy retreat, All-university conference, White papers, Advise admin, Resources to faculty
Organization	**Teaching and Assessment**: The Teaching and Assessment working group is currently discussing the many forms of assessment of both student learning and teaching effectiveness, with the goals of facilitating useful conversations among faculty as well as producing assessment resources for faculty. **Teaching and Research**: The Teaching and Research working group is currently exploring how to make more explicit the connections between teaching and research for students. **Teaching and Diversity**: The Teaching and Diversity working group is discussing issues related to University-wide faculty diversity as well as diversity within the Academy. A number of strategies are being explored to develop a broader awareness and ownership of diversity across the Academy and the University system. **Faculty Development and Renewal:** The Faculty Development and Renewal working group is exploring a variety of strategies for energizing faculty at all points of their career, and for creating a more intentional "community of teaching and learning" at the University. **Status of Teaching in Merit Assessments**: The Status of Teaching in Merit Assessments working group is currently exploring the vehicles that may exist within University departments for the awarding of merit pay for teaching excellence. A project to explore merit in relation to teaching performance at the University is currently underway. **Graduate and Professional Issues**: The Graduate and Professional Issues working group is a newly created group that will focus on those issues identified by participants, particularly salient to graduate and professional faculty.

School	**University of Texas at Arlington**
Program's Name	Academy of Distinguished Teachers
Website	http://www.uta.edu/academy/index.html
Year Founded	1996
Membership	12 active members and 15 inactive members. The membership provides for up to five new members to be inducted each year, to give a steady state membership of approximately 30 members.
Eligibility	Tenured faculty members who have made sustained significant contributions to education, particularly at the undergraduate level, are eligible for membership.
Compensation	Each member selected will receive a permanent salary increase of $2,500. In addition to the salary increase, faculty members selected will also earn the permanent designation as Distinguished Teaching Professor and will be afforded other perquisites such as a special medallion to wear with commencement regalia.
Length of Term	
Mission	The Academy exemplifies the University's commitment to quality teaching in the classroom and brings richly deserved recognition to dedicated classroom teachers. The goals are to advocate the importance of teaching, to create an appropriate reward structure for teaching, to promote a sense of community among teachers, to serve as role models, to foster research on college teaching and learning, and to advise the institution on teaching policies and practices.
Activities	
Organization	

School	**University of Wisconsin-Madison**
Program's Name	Teaching Academy
Website	http://wiscinfo.doit.wisc.edu/teaching-academy/
Year Founded	1993
Membership	The Academy started with eleven initial Fellows; in 1998-99, the Academy had more than 110 members.
Eligibility	Any members of the faculty or of the academic staff involved in teaching.
Compensation	**None????**
Length of Term	The active period is for three years with a chance for renewal, at the option of the Fellow. Once selected, a Fellow of the Academy is a Fellow for life, but the active Teaching Academy will consist of 120 members with 30 or so selected each year.
Mission	• provide leadership to strengthen undergraduate, graduate, and outreach teaching and learning at UWMadison • promote effective teaching and learning on this campus and nationally by encouraging innovation, experimentation, and dialogue among faculty, instructional staff, and teachers of the future • The Academy is directed toward production and dissemination of knowledge and skills about teaching-learning. • The Academy is directed toward the encouragement and development of new faculty as effective teachers. • The Academy is directed toward maintaining continuing communication among it's members and within the campus community.
Activities	• Provide a forum for dialogue on effective teaching and learning. • Disseminate good practices of teaching and learning. • Link individuals interested in improving the teaching and learning process. • Sponsor professional development events. • Analyze issues and make recommendations on University policies affecting teaching and learning. • Provide a forum for dialogue on effective teaching-learning. • Communicate the best practices of teaching-learning. • . Link individuals interested in improving the teaching-learning process. • Sponsor professional development events. • Analyze issues and make recommendations on University policies affecting teaching-learning. • Create a learning community for sharing for the future.
Organization	It functions with a chair and an executive committee of nine Fellows. Meetings are normally the first Friday of the month. Issues to be considered and the agenda are decided by the elected executive committee. Key task forces include: Task Force on Celebrating Effective Teaching Task Force on Student Evaluation of Learning Task Force on Being New and Teacher Preparation Task Force on the Peer Review of Teaching Task Force on Instructional Technology

School	**Montclair State University**
Program's Name	University Distinguished Teacher Program
Website	http://www.montclair.edu/provost/distinguishedteacher.shtml
Year Founded	1992
Membership	16
Eligibility	Tenured faculty members who have a long and distinguished record of teaching
Compensation	A faculty member identified as a University Distinguished Teacher will receive an honorarium and will prepare a course in an area of special interest and expertise. Where possible, the course should be of wide interest, at the 100 or 200 level and meet a general education requirement. The course will be widely advertised by the Administration and taught during the academic year following receipt of the award. During the year in which the course is offered, the Distinguished Teacher will have available to him or her a budget to be used for enrichment in the area of the course at his or her discretion for travel to meetings, for a student assistant, for scholarly materials, for supplies, or for other relevant purposes.
Length of Term	1 year
Mission	
Activities	
Organization	

School	**Southern Methodist University**
Program's Name	Academy of Distinguished Teachers
Website	http://www.smu.edu/cte/acad_mission_resp.htm
Year Founded	2000
Membership	20 total – 4 selected per year, only 8 active for each 2-year cycle
Eligibility	Full-time, tenured SMU faculty, have been at SMU for at least five years, and will be in residence for the two-year Academy membership
Compensation	$10,000 (one time pay)
Length of Term	2 years
Mission	The Academy of Distinguished Teachers at Southern Methodist University serves the academic mission of the University by establishing a dialogue to enhance successful teaching and learning. The dialogue takes place in both public forums and in more private departmental or one-on-one mentoring contexts. The guiding philosophy for all of these activities is that the experience of Academy members is to be shared with other colleagues and with students, to the mutual benefit of all. Through regular meetings, the Academy members review and evaluate this mission and explore new ways to achieve it. The focus of the mission is pedagogy, which goes beyond classroom strategies and techniques to include public discussion of ideas and issues that foster a culture of inquiry.
Activities	Among the past year's activities featuring members of the academy were a Teaching Effectiveness Symposium for SMU faculty; a panel discussion, "The Role of a University in Times of Crisis"; and a forum examining free speech in the context of the *New York Times vs. Sullivan* case.
Organization	

School	**University of Washington**
Program's Name	Teaching Academy
Website	http://www.washington.edu/oue/academy/about.html
Year Founded	
Membership	125
Eligibility	The Teaching Academy is made up of faculty who have won the UW Distinguished Teaching Award, the S. Sterling Munro Public Service Award, or the Graduate Mentor Award. The Academy engages in initiatives, workshops, and events to promote instructional excellence at the UW.
Compensation	$5000 for winning teaching award (and initiate into academy)
Length of Term	
Mission	The Academy engages in several activities with a few examples below: • Develop programs and practices that seek new ways to enhance student learning through teaching workshops, technology development and sponsorship of lectures and symposia and mentorship programs • Develop programs and policies that foster and enhance the relationship between teaching and research activities within the University and beyond • Create initiatives to improve communication and interaction between the University and the community to include service learning and public service projects that are linked to instruction • Conduct critical analysis of major educational challenges faced by the University and to make recommendations to guide institutional policy and program development to address these challenges • Bestow recognitions for ideas, programs and methods that enhance the process of teaching, learning and scholarship. Each year, the Academy will present awards to individuals, programs or departments that have succeeded in creating new and betters ways of fostering excellence in teaching and learning and • Serve as an intellectual center, providing support, coordination and visibility for programs throughout the University that support excellence in teaching.
Activities	Activities include Faculty Fellows (week-long orientation for new UW professors), Provost's Faculty Workshops (1-day workshops on a variety of issues related to teaching and learning), the Large Class Initiative (periodic meetings and 3-day workshop for those who teach large classes), and the summer Institute for Teaching Excellence (week-long, "best of the best" workshop on improving the teaching-learning process). The Academy also oversees the processes for selecting the annual Distinguished Teaching Awards, Munro Public Service Award, Excellence in Teaching Awards, and Brotman Awards.
Organization	The Teaching Academy is administered by a Director and an Advisory Board. The Director administers the activities of the Board, which is responsible for guiding the activities of the Academy. The Director serves at the pleasure of the President for a renewable term of three years. Members of the council serve non-renewable terms of three years with a subset of members rotating off and new members on each year. The Council will submit nominations to the President for the position of Director in the final year of the outgoing Director's term. Emeritus faculty members who have received the Distinguished Teaching Award are recognized to be a wellspring of experience and talent. These individuals will from a Standing Committee of the Academy, which will provide advice and service to the Council. The Academy, will organize its activities and draw on administrative and financial support from the Offices of the Provost and the University's Deans.

School	**University of Iowa**
Program's Name	Academy of Distinguished Teachers *(proposed program, not established)*
Website	http://www.uiowa.edu/~facsen/Agenda/Senate02-03/Sept%2024/3-ADT.htm (proposal)
Year Founded	Proposed in 2002
Membership	no members
Eligibility	Campus and college faculty award recipients
Compensation	non-defined
Length of Term	non-defined
Mission	The Academy of Distinguished Teachers (ADT) will be a representative body of outstanding scholar-teachers throughout the University of Iowa. Its primary mission will be to honor and promote teaching excellence at the University of Iowa and to help strengthen the resources necessary to do so, in accordance with the University's Strategic Plan.
Activities	The Academy's goals will be to: • celebrate, enhance, and strengthen the quality of teaching at the University of Iowa, • foster multiple ways in which faculty integrate teaching, scholarship, and service, • demonstrate both within the institution and to the larger community the importance placed on effective teaching at the University of Iowa, • promote appreciation for the complex and dynamic nature of teaching and learning, • provide an ongoing forum for fostering, recognizing, and rewarding excellence in teaching.
Organization	The Academy members will be coordinated by a Leadership Board, consisting of three members, elected from the membership, with two ex officio members: the Chair of the Council on Teaching and the Director of the Center for Teaching. The elected members of the Board will serve for a three-year rotating term.

School	**University of Maryland**
Program's Name	Academy for Excellence in Teaching and Learning
Website	http://www.aetl.umd.edu/
Year Founded	2002
Membership	20 current
Eligibility	Applicants may be any members of the faculty or of the academic staff involved in undergraduate or graduate teaching.
Compensation	
Length of Term	Academy fellows are generally appointed for an active term of three years. During this active period, fellows commit to closely following the ongoing activities and projects of AETL. Fellows who are unable to fulfill their active term (for example, due to a conflicting demand for their time or a family emergency) may request a leave of absence. By the same token, applicants can apply for a shorter period of active membership stating the reasons for this choice. The current applicants will join a group of Academy fellows who are already serving as active members. Beyond the duration of the active term, fellows continue their membership in the Academy for the duration of their association with the University of Maryland.
Mission	The Academy for Excellence in Teaching and Learning at the University of Maryland is a community of scholars committed to fostering a culture of excellence in teaching and learning at this research university. The mission is to: • Interact with the campus and external communities on a broad range of issues pertaining to teaching and learning, and serve as an advisory body to the Provost and the campus leadership. • Promote and undertake scholarly dialogues, innovative projects, and critical studies that contribute to improved undergraduate and graduate teaching and learning on our campus. • Seek opportunities to communicate and collaborate with organizations and institutions that share its commitment to educational excellence and scholarship.
Activities	To achieve its mission, the Academy will engage in the following activities: • Organize campus forums on university-wide issues on teaching and learning and disseminate the results and findings of such forums. • Act as a resource for addressing broad issues on teaching and learning brought to it by the campus community. • Enhance the visibility of and recognition for teaching and learning as key scholarly endeavors within the academic environment. • Collaborate with the Center for Teaching Excellence in sponsoring and sustaining activities related to Lilly-CTE Fellows, Scholarship of Teaching and Learning, and disseminating exemplary pedagogical practices. • Develop research proposals and structure projects related to the enhancement of teaching and learning or the enrichment of courses. Assist in the solicitation of external and internal funding for such proposals and projects where appropriate. • Identify campus-wide mechanisms to guide and support early-career

	faculty and graduate teaching assistants on their paths of development as scholar-teachers. • Assist the campus in addressing current trends or emerging issues in the educational environment and create proactive planning mechanisms to address these issues or their prospective impact on this campus (examples include changes in student demographics or the use of adjunct faculty).
Organization	**Chair of the Academy:** The Chair of the Academy presides over the meetings of the Executive Council and serves as the key spokesperson for the Academy in communications with internal and external bodies. **The Executive Secretary:** The Executive Secretary is elected for a two-year term. The duties of this office include the preparation and distribution of minutes of all meetings of the Executive Council, the archiving of the relevant files, past reports, correspondence of the Academy, and maintenance of the list of all Fellows, together with their terms of active membership. The Executive Secretary also sends out notices of all meetings and maintains and updates the master calendar of all future meetings of the Executive Council and the Academy. The Academy will rely on committees to conduct its affairs. The committees comprise both standing committees and *ad hoc* committees formed in response to a specific need. Currently, the standing committees of the Academy include the **Budget Committee** and the **Membership Selection committee.**

School	**Texas Tech**
Program's Name	The Teaching Academy
Website	http://www.academy.ttu.edu/
Year Founded	1997
Membership	
Eligibility	Must be full-time tenured or tenure-acquiring faculty who have been at Texas Tech for a minimum of three years.
Compensation	None specified
Length of Term	
Mission	A teaching academy can be loosely defined as a group of faculty who are considered excellent or highly interested in teaching and who have been tapped by their institutions to engage in advocacy, service, or advising on teaching matters. The central idea of the academy is that effective teachers, working through an honorary and service-oriented collective, can have a significant impact on an institutions pursuit of teaching excellence.
Activities	• To advocate the importance of teaching • To create an appropriate reward structure for teaching • To promote a sense of community among teachers • To serve as role models • To foster research on college teaching and learning • To advise the institutions on teaching policies and practices
Organization	An Executive Council elected from the full membership of the Teaching Academy, with one representative from each college (except two from Arts and Sciences). Each member shall serve a three-year term. One third of the Executive Council shall be elected each year. No member of the Executive Council shall serve consecutive full terms. The Executive Council shall elect a chair from the sitting Council. The Council shall meet regularly to consider the current teaching culture across campus, methods used to evaluate and reward teaching, requests from the Provost's Office, and other appropriate issues. The Council shall make recommendations to the Provost relative to the mission of the academy and shall endorse/promote programs across the campus that support the mission. There shall be an annual meeting of the full membership of the Teaching Academy.

School	**Virginia Tech**
Program's Name	Academy of Teaching Excellence
Website	http://www.ate.ceut.vt.edu/
Year Founded	1974
Membership	40
Eligibility	The nominee must be a full-time faculty member and must hold the rank of professor, associate professor, assistant professor or instructor. The membership of the academy consists of all of the past winners of the Wine Award, the Sporn Award for the teaching of introductory subjects, and the Alumni Teaching Award
Compensation	$2000 for winning award
Length of Term	
Mission	The membership defined the Academy as an organization of faculty committed to the enhancement of the educational environment, the highest standards of instruction, the vigilant pursuit of new forms and technologies of teaching, the continual evaluation of practices and standards of teaching effectiveness, and personal and organizational commitment to the importance of teaching in the research university.
Activities	To fulfill its purpose, the Academy membership seeks opportunities for direct involvement in various projects of instructional importance. While continuing to seek new projects, the Academy has agreed • To provide leadership for and support of the University Honors Programs. To that end, Academy members serve an advisory role to the Director of the University Honors Program, and the Director gives a report to the Academy twice a year on the status of the Program. • To work with the Director of the Honors Program to select the recipients of the Daughtrey Scholarship and to ensure that the scholarship retains the intention of the donor. • To participate in the teacher-training program for graduate teaching assistants. Members of the Academy, working with the Dean of the Graduate School, organize and provide instructors for the annual Graduate Teaching Assistant workshop. • To help organize and staff annual workshops for department heads and faculty on teaching evaluations. • To work with the Associate Provost for Undergraduate Programs in the development and the ongoing activities of the Center for Excellence in Undergraduate Teaching. • To seek appointments to Department, College, and University promotion and tenure committees thereby insuring the importance of teaching in faculty review. • To oversee the process for selecting the winners of the Alumni Teaching Awards and the Alumni Advising Award. • To help evaluate and develop a faculty member's teaching if a department or faculty member requests assistance. • To play an active role in the university's efforts to improve the learning environment of the classroom, large lecture halls, laboratories, studios, and off-campus field sites. To be involved in the design or renovation of classrooms. • To co-sponsor annually the Diggs Teaching Scholar Award and Roundtable Program, which recognizes outstanding teaching and exceptional contributions to the teaching program and learning environment at Virginia Tech.

Organization	**<u>Chair of the Academy</u>** The Chair is not elected directly. Rather, the Chair Elect becomes the Chair at the end of one year's service and serves for one year. The duties of the Chair are as follows: • Preside over meetings of the Academy. • Serve as chair of the Executive Committee. • Oversee the Certificates of Teaching Excellence (CTE) selection process: establish/distribute timetable; send dossier format requirements to CTE chairs; distribute award forms and posters to colleges; return old dossiers to CTE chairs; convene the Academy's Award Selection Committee for the Alumni Award. • Coordinate the selection process for the major teaching awards: place dossiers of candidates to be considered for the Alumni Teaching Awards on reserve for review by the Academy's selection committee; coordinate selection times for Wine, Sporn, and Alumni Teaching Award winners; preside over Alumni Teaching Award selection; invite Alumni, Wine, and Sporn Award winners to join Academy; notify Provost's Office and Alumni office of winners of Alumni Teaching Awards; have Certificates of Teaching Excellence penned; secure Academy plaques for winners of all major teaching awards; present awards at an appropriate University event. • GTA Training Sessions (working with and at the pleasure of the Dean of the Graduate School): design session format; assist in selection of session leaders. • Serve, at the pleasure of the Provost, as a member of Supplemental Grants Committee. • Assume coordination role with Honors Program Director. • Represent the Academy on numerous committees. • Serve on the Advisory Committee of the Center for Excellence in Undergraduate Teaching. **<u>Chair Elect</u>** The Chair Elect is elected at the Spring meeting of the Academy and serves for one year. The Chair Elect becomes the Chair at the end of one year's service. The duties of the Chair Elect are as follows: • Support the efforts of the chair. • Plan Fall and Spring meetings; determine time and place; secure place and catering; with Chair, determine invited speaker. • Serve on the Diggs Teaching Scholar Committee and submit a report to the Academy. **<u>Past Chair</u>** The Chair becomes the Past Chair at the conclusion of the one-year term and serves for one year. The Past Chair cannot be elected Chair Elect for seven years. The duties are as follows: • Organize the workshop on dossier preparation; select chair of workshop; participate as member of workshop committee. • Examine necessity for changing dossier format requirements; if necessary, execute changes with the approval of the Executive Committee. • Serve as the chair of the Alumni Advising Award Committee at the pleasure of the Provost. • Executive Secretary/Treasurer • The Executive Secretary/Treasurer is elected for a one-year term. The duties are as follows: • Maintain the files of Academy; maintain an updated mailing list. • Prepare and distribute the announcement for an upcoming meeting and publicize the meeting. • Record the minutes of each meeting and distribute them. Help the Chair and Chair-elect when needed. • Maintain financial records for the Academy and work with the Provost's office to ensure adequate funding. • Provide a report at each the fall and spring meetings detailing past and proposed expenditures. **<u>Historian</u>** The Historian is elected for a one-year term. The duties are as follows:

- Maintain the history of the Academy, including a complete list of members and former officers. The records should also include the award or awards (Wine, Sporn, and Alumni) won by each member and the year in which the award was received.
- Record and help publicize Academy activities through photographs and written accounts.

Social Chair

The social chair will convene periodic lunch meetings for the express purpose of social and professional interaction among members of the society. No formal business will be conducted at these gatherings.

Section A - Executive Committee

The Executive Committee consists of the Chair, Chair Elect, Past Chair, Executive Secretary/Treasurer, Historian and Social Chair. The Chair of the Academy will serve as chair of the Executive Committee. The Executive Committee may act on behalf of the Academy in all matters subject to review at any general meeting.

Section B - Honors Program Advisory Committee

The Honors Program Advisory Committee provides advice and support to the Honors Program. The committee meets with the Director of the Honors Program at least once year and at any time at the Director's request, at the discretion of the chair of the committee, or at the request of any two members of the committee. The committee consists of seven members of the Academy, six of whom are elected for two-year terms by the Academy. At a Spring meeting of the Academy each year, three committee members are to be elected so that the membership will serve in staggered terms. A member of the committee is not eligible to be reelected to the committee until at least one year has passed since the expiration of his or her latest term on the committee. Vacancies on the committee will be filled by appointment by the Chair of the Academy. The Chair must be a member of the Academy and is appointed for a one-year term by the Chair of the Academy.

Section C - Alumni Teaching Award Selection Committee

The Award Selection Committee selects the winners of the Alumni Teaching Award. The committee consists of those who have won the Wine Award, the Sporn Award for the teaching of introductory subjects or the Alumni Teaching Award during the three previous years. The chair of the Academy convenes this committee.

Section D - Nominations Committee

The Nominations Committee presents a list of candidates for the Academy's consideration at the meeting at which the elections of the new officers and other elected positions are held. The list should include at least one candidate for each position up for election. The committee consists of three Academy members appointed by the Chair and is reconstituted each year.

School	**U of North Carolina – Chapel Hill**
Program's Name	Academy of Distinguished Teaching Scholars
Website	http://www.unc.edu/depts/adts/about.html
Year Founded	2000
Membership	The initial membership of the Academy will be made up of ten appointees. No more than ten new members will then be inducted each year. The total membership is not to exceed 5% of the University's faculty.
Eligibility	
Compensation	Each member will receive a permanent academic salary increase of $5,000. In addition, each Academy member will be designated a *Distinguished Teaching Scholar*, which will entitle the holder to use the title on University stationery.
Length of Term	100 current and 100 former
Mission	The mission of the UNC Academy of Distinguished Teaching Scholars is to promote excellence in teaching at Carolina and in the community. T Academy members are expected to serve as an advisory group to the Provost on teaching excellence, to provide institutional leadership and guidance concerning the quality of education at our research University, and to serve as teaching mentors for new faculty.
Activities	Through its four standing committees, the Academy fosters both short-term and long-term educational and scholarly initiatives; provides advocacy and support for teaching; develops financial resources to encourage teaching excellence; and engages in outreach beyond the University. **Teaching Circles;** The Teaching Circles program, organized by the ADTS Committee on Long-Term Educational Initiatives, provides an opportunity for faculty members from all different departments at UNC to meet and discuss issues related to teaching and learning. Each Circle will consist of five to ten faculty members and will be anchored by an Academy member, who will facilitate discussions and make arrangements for meetings. Circles will meet roughly once a month and will be free to talk about whatever their members are interested in. **College Application Advising:** The ADTS Educational Outreach Committee is starting a new program to help high school students in neighboring communities with the sometimes daunting college application process.
Organization	

School	**University of Florida**
Program's Name	Academy of Distinguished Teaching Scholars
Website	http://www.ucet.ufl.edu/
Year Founded	2004
Membership	15
Eligibility	Only tenured faculty may be nominated for these positions
Compensation	Academy Scholars will serve an active term of three years, after which they will be designated as a "Distinguished Teaching Scholar." A plaque with their names will be displayed in the Provost's office and at UCET. For their term of service, faculty will receive an unrestricted overhead account of $5,000 each year during their three-year term.
Length of Term	3 year term
Mission	Academy members will serve for three years on the Advisory Board of the University Center for Excellence in Teaching (UCET). During the member's three-year term on the UCET Board, the Distinguished Teaching Scholar will assist UCET in developing educational programs and workshops for faculty and graduate students. When members cycle off the Advisory Board, they will retain the title of Distinguished Teaching Scholar and continue to be part of the Academy. Academy members will be called on periodically to advise the Provost, Associate Dean of the Graduate School, and Director of UCET on academic initiatives.
Activities	To form, as a group, an interdisciplinary forum for discussions on common pedagogical approaches and disciplinary differences. • To share their teaching strategies, successes, and challenges with the campus community via workshops, discussion groups, seminars, etc. • To serve as mentors to faculty and graduate teaching assistants. • To serve as advocates for a university–wide discourse on the commitment to excellence in teaching. • To foster recognition of the importance of teaching as an indispensable dimension of undergraduate and graduate education. • To deliver one faculty seminar each year of their active appointment. • To write one scholarly article per academic year on the subject of pedagogy for the UCET newsletter, "The Innovator."
Organization	

School	**University of Southern California**
Program's Name	Center for Excellence in Teaching Faculty Fellows Program
Website	http://www.usc.edu/programs/cet/faculty_fellows/
Year Founded	1996
Membership	10 at a time
Eligibility	A tenured Full Professor or a Senior Associate Professor
Compensation	It carries with it an award of $7,500 over three years that may be used as an unrestricted research grant.
Length of Term	3 years
Mission	The Fellows form, within the Center for Excellence in Teaching, a small academy of exemplary teachers and scholars committed to excellence in teaching and innovation in education. The Center usually has ten active Fellows, who serve for three years and then become Distinguished Faculty Fellows.
Activities	The Fellows' objectives include: • To form, as a group, an interdisciplinary forum for the discussion of common pedagogical approaches and disciplinary differences. • To share their teaching strategies, successes, and challenges. • To serve as mentors available to faculty and students. • To serve as advocates for a university-wide discourse on the commitment to excellence in teaching • To foster recognition of the importance of teaching as an indispensable dimension of undergraduate and graduate education
Organization	

School	**University of Virginia** (limited to College of Arts and Sciences)
Program's Name	Distinguished Teaching Professorships,
Website	http://trc.virginia.edu/Awards/Faculty/NEH.htm
Year Founded	1995
Membership	3 at a time (11 total)
Eligibility	Distinguished Teaching Professors are selected from among current U.Va. associate and full professors in any humanities department who teach courses that fulfill Area Requirements in the College of Arts and Sciences
Compensation	Each DTP receives the following: • two additional months' salary and a salary enhancement • an annual $2,000 research fund from the President's Office • during the first two years, a reduction of one course each year • up to $2,000 annually to hire a graduate student assistant encouraged to work with the Teaching Resource Center • project expenses of up to $6,000
Length of Term	3 year terms
Mission	• reward proven excellence in teaching • support and honor faculty who successfully teach required College courses • recognize both teaching and research as valid aspects of scholarship • encourage and support outstanding faculty in developing their projects to share knowledge and expertise
Activities	• Annually teach at least two humanities courses that count toward College of Arts and Sciences Area Requirements • Carry out one or more personal projects designed to promote productive dialogue about teaching one's discipline. Examples of possible projects include these: o Investigating innovative teaching methods and sharing discoveries with colleagues o Surveying comparable departments about teaching the discipline and/or designing undergraduate curricula o Leading provocative discussions about teaching the humanities and/or liberal arts o Spearheading efforts to develop interdisciplinary programs for the humanities o Organizing a conference about teaching the discipline • DTPs work with the Teaching Resource Center to share—through workshops, discussions, publications—creative and effective undergraduate teaching techniques with University humanities faculty and graduate teaching assistants. • three rotating, three-year chairs for distinguished faculty members in the humanities. Each year a Distinguished Teaching Professor takes the lead in creating a state-wide conference on teaching in his or her discipline. Ideas generated by the conference are then shared interdisciplinary through TRC-sponsored workshops. The Professorships are administered by the Associate Dean for Personnel and Planning, Arts and Sciences.
Organization	

School	**University of Colorado – Boulder**
Program's Name	President's Teaching Scholars Program
Website	
Year Founded	1989
Membership	60 – faculty from all three CU campuses chosen
Eligibility	The faculty member being nominated must currently be tenured at CU, have been a CU faculty member for at least five consecutive years
Compensation	Those appointed as Teaching Scholars will receive a $3,000 stipend for each of the first two years; a one-time teaching development fund of $2,000; and an addition of $2,000 to the base salary beginning the third year.
Length of Term	indefinite
Mission	The Teaching Scholars Program aims to recognize an exceptional group of skilled faculty who are advocates of and consultants for innovation in teaching excellence at the University of Colorado and who integrate their excellence in research and scholarship in their teaching. Teaching Scholars also are called upon to consult with the president of the university on means to promote and ensure distinguished teaching in all areas of the university's educational endeavor.
Activities	The President's Teaching Scholars form a faculty learning community, serving as ambassadors for teaching and research, establish and develop individual, departmental, and campus-wide projects, including mentoring, aimed at the cultivation of teaching and engaged learning as well as the integration of research in teaching at the university. The Teaching Scholars design and develop projects aimed at cultivating teaching. The projects are self-selected and encompass activities including designing new curricula, creating a live and static exhibit of teaching, learning new pedagogy such as teaching by discussion, and creating a newsletter on teaching. project based
Organization	

School	**Ohio State University**
Program's Name	Academy of Teaching
Website	http://ftad.osu.edu/dosomethinggreat/academy.html
Year Founded	1992
Membership	186 members – 10 per year
Eligibility	Faculty members with the rank of instructor through full professor in the regular or clinical track are eligible. Faculty may not receive the award more than once. For a listing of previous recipients,
Compensation	Winners receive a $3,000 cash award (from the Alumni Association) and a $1,200 increase in annual salary.
Length of Term	
Mission	The Academy is headed by an Executive Council with an elected chair. Ex officio members are the Vice Provost, the head of the Alumni Association, and the director of the Office of Faculty and TA Development. The Academy has no budget or formal reporting line, but is affiliated with the Office of Academic Affairs, whose liaison with the Academy is the Vice Provost for Undergraduate Studies. The Academy requests funds as needed from Academic Affairs for expenses associated with Academy activities. Members have been opposed to formalizing the Academy as an organizational unit, preferring to keep an informal committee structure with ties to Academic Affairs and the teaching support unit, Faculty and TA Development.
Activities	• foster excellence in teaching, • promote the importance of teaching, • help improve the rewards for teaching, • help evaluate teaching, • help create good publicity for Ohio State, • promote a sense of community among Academy members, and • work appropriately with other units at Ohio State
Organization	

School	**Indiana University-Purdue University at Indianapolis**
Program's Name	Faculty Colloquium on Excellence in Teaching
Website	http://www.facet.iupui.edu/index.html
Year Founded	1989
Membership	400 faculty – 25 to 30 per year from each of 8 campuses
Eligibility	
Compensation	
Length of Term	
Mission	FACET is a community of faculty, dedicated to and recognized for excellence in college teaching and learning. Members are advocates for educational excellence in the classroom, on campus, and across the University. Involved in national conversations in higher education, FACET strives to create and participate in networks of colleagues who: • Promote students' academic success, motivate their intellectual engagement, and cultivate their participation in the social responsibilities that come with education • Develop and disseminate models of teaching that foster student learning • Encourage pedagogical innovation, experimentation, assessment, and evaluation • Support and sustain professional development, collegial exchange, and peer review • Contribute to the scholarship of teaching and learning • Influence the present and future directions of higher education
Activities	Throughout the year, FACET members are involved in a range of cooperative and collaborative activities at the campus, university, and national level, promoting inquiry and engagement in teaching and learning. Activities currently include publications on effective teaching and the scholarship of teaching and learning; conferences and institutes exploring diversity; the impact of technology on learning and teaching; and the development and training of associate faculty and future faculty.
Organization	

School	**University of Illinois at Urbana-Champaign** *(Teaching and Research)*
Program's Name	University Distinguished Teacher/Scholar Program
Website	http://www.provost.uiuc.edu/departments/tab/distcall.html
Year Founded	1999
Membership	15 – 2 per year
Eligibility	tenured faculty or members of the instructional faculty with at least seven years of experience.
Compensation	Grant money: Successful applicants will receive $7,500 as financial assistance for their proposed activities. The candidate's unit will receive a minimum of $3,000 to use in support of instructional enhancements in the unit, and up to an additional $4,000 if required to support the activities of the University Distinguished Teacher/Scholar, for example, through the assignment of a teaching/research assistant or a partial reduction in classroom responsibilities. None of this funding may be used for faculty salaries. Faculty members are eligible to receive this award only once. Title of title of "University Distinguished Teacher/Scholar" is permanent throughout the recipient's appointment at Illinois
Length of Term	1 year for research project, title remains throughout career
Mission	The principal purpose of the University Distinguished Teacher/Scholar Program is to promote excellence in teaching at the University of Illinois at Urbana-Champaign. As part of its commitment to teaching excellence, the University seeks to recognize its University Distinguished Teacher/Scholars and draw upon their talents. This Program honors and supports outstanding faculty members who will take an active role in enhancing teaching and learning on this campus.
Activities	The objective of the University Distinguished Teacher/Scholar Program is to offer talented faculty members not only recognition, but an opportunity to engage in an in-depth analysis of the craft and art of teaching, consider new approaches, and put their insights to work in ways that will benefit significantly their students and the campus community. This program is intended to have a substantial impact on teaching on this campus. Thus, proposals should be oriented toward serving the campus at large.
Organization	

School	**University of Virginia Health System**
Program's Name	Academy Of Distinguished Educators
Website	http://www.healthsystem.virginia.edu/Internet/ade/academysteering.cfm
Year Founded	2003
Membership	100 members
Eligibility	recipients of Dean's teaching award or some other major UVA teaching award
Compensation	
Length of Term	
Mission	The Academy of Distinguished Educators emphasizes the importance of the School of Medicine 's medical education mission. The 93 founding members were recognized by students and colleagues as exceptional educators. The mission is: • Recognize and reward outstanding teachers. • Work to make excellence in teaching a domain of academic advancement. • Develop effective faculty educators across the academic medical center.
Activities	
Organization	The Academy Steering Committee is responsible for developing, coordinating, and overseeing the operations of the Academy committees. The Steering Committee's mission is to: • Establish criteria for membership in the Academy. • Review applications for new and continued membership. • Identify distinguished educators as Distinguished Life Members. • Administer funds for the Academy. • Initiate fund-raising activity to support education. **Activities:** To plan and organize Academy activities that promote interaction among educators at the UVA SOM. Organize visits from prominent educations at other medical schools. **Curriculum Liaison:** To promote and facilitate the free exchange of ideas between the Academy and the Medical School Curriculum Committee **Educator Development:** To improve the teaching skills and effectiveness of individual educators within the School of Medicine , to encourage mentoring of and by faculty regarding teaching activities, and to promote 'educator' as a valued career path for our faculty. **Educational Research and Resources:** • To develop a reliable and valid method of reviewing educational research applications from UVA School of Medicine faculty. • To successfully encourage an increase in educational research activities of the UVA SOM faculty within 3 years. • To successfully provide funding for educational activities that would have previously been unfunded. • Ensure that research projects are acceptable to the official undergraduate or graduate medical curriculum by requiring that the senior associate dean for education approve the letter of intent for each proposal. **Teacher Assessment:** The Subcommittee shall develop and implement techniques for the evaluation of the effectiveness of individual educators. These tools will be relevant to a number of settings: lecture hall, small group/tutorial, laboratory, ward, operating room, procedural area, clinic, and private practice (extramural). Evaluation will include direct teaching, advising, and mentoring but not educational administration, curriculum development, or educational research. The output of such evaluations will affect: promotions and tenure, distribution of teaching funds, the conferring of teaching awards, and the design of developmental programs for faculty. **Membership:** To identify and establish measurable, acceptable criteria for membership of the Academy to include renewal of membership as well as first time application for regular and distinguished (lifetime) membership. Applications for each category will be reviewed annually.

School	**Baylor College Of Medicine**
Program's Name	Academy Of Distinguished Educators
Website	http://www.bcm.edu/fac-ed/academy/index.html
Year Founded	2001
Membership	125
Eligibility	The Academy of Distinguished Educators is a community of educators who have received a Fulbright and Jaworski LLP Faculty Excellence Award within the last 5 years.
Compensation	• Participation in annual Academy events (e.g., celebration dinner). • Invitation to serve as mentor to junior faculty and other leadership opportunities. • Direct communication from the Office of Curriculum about important educational issues and events. • Funding preference for an Academy of Distinguished Educators competitive educational mini-grant program. Funds (maximum $5,000 per grant) can be used for equipment, travel, and personnel in support of educational projects.
Length of Term	5 year membership
Mission	• To recognize educational achievements and teaching contributions of individual faculty to their departments and to Baylor College of Medicine. • To promote professional development, innovation and excellence in education. • To promote a free exchange of ideas regarding educational theory and methods.
Activities	Lunches, grants program,
Organization	**Steering Committee**: The duties of the Steering Committee will be to oversee the activities of the Academy **Advisory Board**: A panel of academy members appointed by the Steering Committee to include representation from major program areas in the College including allied health, medical student, resident/fellow, CME, graduate school, and community outreach). **Programs Committee**: Oversees the scheduling of Academy sponsored educational lectures and guest speakers. **Educational Grants & Resources Committee**: Oversees the process of grant review for funding with the Fulbright and Jaworski LLP Grant Funds and the investigation of potential resources for funding and educational advancement for Academy members. Members can apply for and receive funding for educational studies, travel, etc., according to the guidelines available on the web page. **Education Grants Review Panel:** **Peer Mentoring**: Oversees the development and implementation of peer review and faculty development for Academy members and for an Academy faculty development track. **Web Page Development/Maintenance**: Oversees the development and maintenance of the Academy web page. **Nominating Committee**: In the fall of each year, an ad hoc Nominating Committee with three members will be appointed by the Steering Committee to request nominations for Chair Elect, review credentials of proposed nominees, and to prepare a ballot of no more than three candidates.