TO: EWP and IWP ASEs and PTLs

FROM: Megan Callow, Director of the Interdisciplinary Writing Program
              Stephanie Kerschbaum, Director of the Expository Writing Program

RE: Applications for the 2021-2022 Richard J. Dunn First-Year Teaching Award
                 and the 2021- 2022 Joan Webber Award

DATE: April 8, 2022

Each year, the Writing Programs award two teaching prizes to graduate students teaching in the Expository Writing Program and the Interdisciplinary Writing Program. You are invited to submit a teaching portfolio in support of your application for the following two awards.

The Richard J. Dunn First-Year Teaching Award honors outstanding teaching by a graduate student in their first year of teaching in the EWP. All graduate students (from any department) who began teaching in the EWP during the 2021-2022 school year are eligible to apply for this award.

The Joan Webber Award for Outstanding Teaching in English Department Writing Programs honors outstanding teaching by graduate students or part-time lecturers (from any department) who have taught in the Expository Writing Program or the Interdisciplinary Writing Program. All current graduate students and part-time lecturers who have taught at least one course in EWP or IWP within the last two years (Winter 2020-Spring 2022) are eligible to apply for this award.

Application and Selection

All qualified graduate students and part-time lecturers, as specified above, are eligible to apply for these awards. Selection of winners will be based on reviews of teaching portfolios by a faculty-only committee.

Portfolios will be assessed holistically using the following criteria:

- a clear and cogent teaching philosophy/approach to teaching (applicants should have some focus on the teaching of writing, but are welcomed to offer a broader philosophy of their teaching);

- evidence that the pedagogy and teaching materials embody and reflect the stated teaching philosophy, learning goals, and approach to writing instruction;

- grading, feedback, and evaluation techniques that are equity-oriented, targeted, purposeful, and aligned to philosophy;

- articulation/evidence of how issues of equity, inclusion, and diversity influence the teaching philosophy, course design/content/focus, and/or classroom praxis;

- and a varied and thoughtfully designed curation of teaching materials.

To apply, please submit a teaching portfolio to the 2021-2022 Webber/Dunn Google Form by Monday May 9th at 5 p.m. https://forms.gle/wwPcvwmxxq67WXdcA

What to Include in Your Portfolio

All portfolio materials should come from EWP or IWP courses you have taught at UW. There are additional resources for creating teaching portfolios provided below. **Portfolios must be compiled into a single PDF and titled with your last name and award for which you are applying** (e.g., LastName_Webber).

Portfolios must include the following items in the following order (when framing statements are required, they should precede the artifact being discussed):

1. **A statement of your teaching philosophy/approach to teaching writing. (600 words max).** The teaching philosophy genre typically clarifies your broad pedagogical goals, explains how you situate yourself and your students in the context of the subject matter, and explains the theoretical imperatives and political commitments that inform how and why you do what you do in the classroom. While you are welcome to share your general teaching philosophies or ones specific to your field, you are also being asked to also articulate your philosophy of writing instruction, broadly conceived.

2. **A course syllabus and a brief discussion that frames** how the syllabus represents your course goals and purpose, as well as your teaching philosophy and praxis. **(250 word max for framing)**

3. **Two student papers that contain your written comments and a brief discussion that frames your evaluation/commenting philosophy** (e.g. how you approach providing feedback, what writing issues you prioritize and why, and/or how your approach embodies your teaching philosophy). **(250 word max for framing)**

4. **Two teaching artifacts and a brief discussion for each artifact** that introduces the artifact and explains how it reflects your teaching philosophy, course goals, and/or writing pedagogy. **(250 words max of framing per artifact).** Sample artifacts and framing might include:

- A class activity, lesson plan, handout, conference/peer review guidelines, or assignment you have developed, how students reacted to it, and your explanation of what you think is important about the activity and responses to it.

- A writing assignment/assignment sequence that you designed and an assessment of it. The assessment should include information about the context of the assignment(s) in your course (readings, discussions, preliminary writing activities), how the assignment(s) reflects your teaching goals/philosophy, and an evaluation of the strengths/weaknesses of the assignment(s).

- An assignment you have revised—the original and the revision—together with an explanation of your reasons for the changes and the results.

- Techniques, guidelines, statements/policies, assessment practices, course projects, or the like that embody your commitment to anti-racist pedagogies, along with framing that helps articulate this commitment and/or links to your philosophy.

5. **For the Webber Award**: One complete set of student evaluations with quantitative and qualitative results (from the Office of Educational Assessment) for each academic year in which you taught an EWP/IWP course between Fall 2016-Spring 2022**

   For the Dunn Award: One complete set of student evaluations with quantitative and qualitative results (from the Office of Educational Assessment)**

   **Note: Student evaluations have not been required for every quarter in the last few years. If you did not conduct student evaluations in this time, that is ok. Please indicate that and you are welcome to offer alternative surveys or reflections on how you gathered feedback from students to reflect on your teaching.

PORTFOLIOS THAT DO NOT FOLLOW THESE GUIDELINES WILL NOT BE READ!

Additional teaching portfolio resources

How to find your old Office of Educational Assessment (OEA) Student Evaluation Data Sheets:

You can access *all of your data reports* going back to 2004 and any typed student comments from online evaluations here: https://uw.iasystem.org/faculty

Further directions for creating your reports as PDFs: http://iasystem.org/help-main/faculty-user-guide/view-print-reports/

English 567 teaching portfolios:

Don't forget that most of you have already crafted a teaching philosophy and portfolio to draw on and adapt.

More on teaching portfolios:

Teaching portfolios are most commonly created to apply for teaching awards, in job searches, for tenure and promotion, and in pedagogy courses. Teaching portfolios should both articulate and demonstrate teaching philosophy, pedagogy, practices, and goals. In general, the mantra less is more should be exercised, as you want to take care to include representative artifacts and framing statements that comprehensively embody and state your teaching philosophy and practice (as well as the link between the two). The following are a few resources available to you on creating teaching portfolios:

University of Washington's Center for Instructional Design and Research: http://www.washington.edu/teaching/files/2012/12/TeachingPortfolio.pdf

http://www.washington.edu/teaching/teaching-resources/assessing-and-improving-teaching/self-reflection-on-teaching/

Vanderbilt University's Center for Teaching: http://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/

More on teaching philosophy statements:

The teaching philosophy statement genre is generally no more than one-two single-spaced pages and is most typically used to apply for teaching awards, in job searches, for tenure and promotion, and in pedagogy courses. The teaching philosophy statement should clarify your broad pedagogical goals, explain how you situate yourself and your students in the context of the subject matter, explain the theoretical imperatives that inform how and why you do what you do in the classroom, and share your perceptions of your strengths as a teacher and possibly of areas for improvement. Here are more few resources:

University of Washington's Center for Instructional Design and Research: http://www.washington.edu/teaching/files/2012/12/TeachingStatement.pdf

Princeton's McGraw Center for Teaching and Learning:
http://www.princeton.edu/mcgraw/library/for-grad-students/teaching-statement

University of Michigan's Center for Teaching and Learning:
http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no23.pdf

http://www.crlt.umich.edu/tstrategies/tstpum