AFS DISTINGUISHED ACHEIVEMENT AWARDS TIMELINE

The Association of Former Students University Level Distinguished Achievement Awards honor Texas A&M University faculty and staff members in the areas of teaching, research, student relations, graduate mentoring, extension/ outreach/ continuing education/ professional development, administration, and staff support. Receipt of an AFS Distinguished Achievement Award is one of the highest university honors that can be bestowed upon a faculty or staff member.

Each award consists of a monetary award, a framed certificate, and a custom gift. These awards are funded by The Association of Former Students. Texas A&M University's Office of Faculty Affairs is responsible for issuing the award guidelines and managing the overall awards process. For questions regarding this award process, you may contact the AFS-DAA Campus Awards Coordinator, Cari Bishop Smith at 409.740.4403 or bishopca@tamu.edu.

To identify the campus nominees that will be submitted for consideration in each category, the Galveston Campus will run a campus-level selection process (excluding TAMU employees who are affiliated with the TAMU College of Engineering). This selection process seeks nominations for consideration. Please review this guideline document regarding eligibility, the scoring rubrics, and characteristics of a complete university level nomination packet.

Step 1	September-October

The Call for Nominations and the University-Level Guidelines are sent to the Dean of the College of Marine Sciences & Maritime Studies, who also serves as the EAVP of Academic Affairs & Chief Academic Officer (CAO) from the Office of Faculty Affairs. The CAO will establish an internal campus deadline for receipt of preliminary award nominations for each award category. A call for nominations will be sent to all faculty and staff via email with a deadline for receipt of TAMUG AFS Distinguished Achievement Award Nomination Form (Appendix C). The Galveston Campus may submit one nomination in each award category listed below with two exceptions. For the Research and Teaching Award categories only, the Galveston Campus may submit two nominations.

Award Categories:
- Administration Award
- Extension, Outreach, Continuing Education, and Professional Development Award
- Graduate Student Mentoring Award
- Individual Student Engagement Award
- Management Executive Award
- Research Award (2)
- Staff Award
- Teaching Award (2)

Eligibility:
1. A nominee must have completed 5 full years of service to the University by January 1st of the coming year. For teaching and research awards, the service need not be continuous so long as the nominee has been employed above the level of graduate student for a total of 5 years, and, for teaching awards only, so long as the person was budgeted at least part-time to teach for a total of 5 years.

2. Nominees must not have received a University-level Distinguished Achievement Award in the same category during the previous 10 years. However, nominees can receive up to 2 awards from different categories within a 5-year period. (Former Galveston Campus Recipients)

Step 2	October-November

Individuals, groups, departments, divisions, units, university committees, etc. should identify and/or nominate possible candidates for each award through their own internal process(es) and/or committee(s) (if any); then submit the preliminary nomination form to cao@tamug.edu by the deadline stated in the call for nominations communication sent via email to all faculty and staff. Late nominations will not be considered.

To submit a preliminary nomination for consideration, the nominator(s) completes the TAMUG AFS Distinguished Achievement Awards Form, which includes the following:

- Nominee's name and title
- Award category name to which the individual is being nominated
- Description of how the nominee meets the measures of the award rubric - *Refer to Appendix A for the award descriptions and rubrics*
- Nominator name(s) and date

For nominations in the graduate mentoring, research and teaching award categories, the nomination form must also be accompanied by the faculty member's curriculum vitae.

This is a very competitive award and great care should be taken to thoughtfully describe how your nominee meets the award criteria. We encourage nominees and nominations from a broad range of campus constituencies.

By submitting a preliminary nomination for consideration, the nominator(s) agrees to compile the full nomination packet for submission to Faculty Affairs if their nominee is chosen to move forward as the Galveston Campus' nominee for the award category. *Refer to Appendix B for the nomination packet details.*

Should your nominee not be chosen to move forward, do not be discouraged. Remember it is a great honor just to be nominated for consideration as a recipient of one of these prestigious University-level awards.

Step 3	November

Nominations received by the stated deadline will be forwarded on to the Executive Leadership and/or Academic Leadership, depending on the award category as shown below, for further consideration. Each leadership team will review the nominations and provide a scored award rubric for each nominee (refer to *Appendix A*).

Executive and Academic Leadership:
- Administration Award
- Extension, Outreach, Continuing Education, and Professional Development Award
- Individual Student Engagement Award
- Management Executive Award
- Staff Award

Academic Leadership:
- Graduate Student Mentoring Award
- Research Award (2)
- Teaching Award (2)

The top nominee, based on the scoring, from each award category will be chosen to move forward as the campus nominee*. For the Research and Teaching Awards, the top 2 candidates will be chosen to move forward for the two nominations slots allotted to the Galveston Campus.

The nominators will be notified to compile the full nomination packet and submit by a stated deadline in December. *Refer to Appendix B for the nomination packet details*.

*Nominees must be in "good standing", defined as an employee who is regarded as having complied with all their explicit obligations, while not being subject to any form of sanction, suspension or disciplinary censure within the previous five years. Nominators are <u>not</u> responsible for determining this status. The awards coordinator will verify eligibility with the Executive Director for Human Resources.

Step 4	December

The Office of the CAO will verify that all final nomination packets meet the requirements published in *Appendix B*. Any missing items or requirements must be addressed by the nominator(s) before the nomination can move forward to the Office of Faculty Affairs for University-level consideration.

The final nomination packets in each award category will be submitted to the Office of Faculty Affairs prior to the stated deadline in the Call for Nominations (typically mid-December).

Step 5	March of the following year

The Galveston Campus, through the CAO, will be contacted if any of our nominees are selected. Awards recipients must be notified by the published deadline for that award cycle, as recipient names will be released to the University community and news media shortly thereafter.

Step 7	April of the following Year

The Distinguished Achievement Awards Ceremony will be held in College Station.

Student Government Association

In addition to the campus level nominations described above, the Galveston Campus' Student Government Association (SGA) may also submit one award nomination in each of the following award categories for consideration:

- Individual Student Engagement Award
- Staff Award
- Teaching Award

The SGA will run their own nomination process with the student body, including student voting, and will submit their final nomination packets in each category to the Chief Academic Officer's attention via email to cao@tamug.edu by the campus level deadline announced in the Galveston Campus' call for nominations.

Each nomination packet submitted must be compliant with the ASF University-Level Distinguished Academic Award guidelines (see *Appendix B*). For any questions relating to this process or award nomination contents, SGA may contact the AFS-DAA Campus Award Coordinator, Cari Bishop Smith at 409.740.4403 or bishopca@tamu.edu.

Additional information is also available at:

http://www.tamug.edu/AcademicAffairs/Faculty_Awards/AFS_Distinguished_Achievement_Award.html

https://facultyaffairs.tamu.edu/elevate-your-impact/faculty-awards-recognition/university-awards/afs-university-level-distinguished-achievement-awards.html

Appendix A
Award Category Descriptions and Rubrics

Administration (Two awards)

This award recognizes, rewards, and encourages an administrator who has contributed to the welfare of Texas A&M University through outstanding administrative service beyond the expectations of the position. This award is designed to recognize the individual whose normal scope of service has been outside the areas described in the awards listed previously.

NOTE: Those eligible for this award hold the title of vice president, provost, dean, department head, director of A&M System member (e.g., TEES, AgriLife Research), or variations of these titles.

Administration										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Operational Excellence Implements approaches that enhance productivity, efficiency, and quality. Demonstrated capacity for creative solutions										
Exceptional Service Provides highly effective interactions with all stakeholders										
Impact Actions and accomplishments positively impact their unit and Texas A&M as a whole										
Leadership Provides the vision to inspire, and the development to enable, others to achieve excellence										
Communication Clearly articulates a vision, invites and clearly considers input, internal and external stakeholders are informed										
Total Average										

Extension, Outreach, Continuing Education, & Professional Development (One award)

This award recognizes, encourages, and rewards a staff member, faculty member, or administrator who has brought credit to Texas A&M University through dedication, enthusiasm, attitude, and effectiveness in accomplishing his or her mission in a particular field of extension, continuing education, or professional development.

NOTE: Those eligible for this award must be actively and personally engaged in extension, outreach, continuing education, or professional development. The award is not designed for the oversight or administration of these activities.

Extension, Outreach, Continuing Education, & Professional Development										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	2	3	4	5	6	7	8	9	10
Recognized Excellence National and international recognition within the discipline										
Productivity Includes but not limited to grants, publications, programs implemented, patents, etc.										
Impact Actions and accomplishments positively impact their unit and Texas A&M as a whole										
Quality Quality of the products for, and interactions with, stakeholders (internal and external)										
Communication Exemplary writing, speaking, listening and marketing skills										
Total Average										

Graduate Mentoring Award (Two awards)

This award recognizes, encourages, and rewards superior mentors of graduate students—those faculty or administrators who go well beyond advising by bringing their skills and commitment to a student's learning and professional development as future teachers, practitioners, researchers, and scholars through mentoring. These mentors build the enthusiasm of others for their profession, help graduate students achieve their goals, and provide opportunities that will introduce students to a community of professionals who can also assist them in their development. Nominees for this award are dedicated to contributing to the overall development of their students as learners and future professionals.

NOTE: Both faculty members and administrators are eligible for this award, but nominees must be significantly engaged in mentoring. Administrators should be nominated only for their mentoring activities, not for their administrative activities. For this award, a distinction is being made between advising (giving advice or counsel, such as in course selection) and mentoring (professional guidance and coaching). Individuals whose activities are limited to part-time advising should not be nominated for this award.

Graduate Mentoring										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	2	3	4	5	6	7	8	9	10
Chaired to completion doctoral and masters graduates (numbers considered in context of the departmental patterns)										
Placement/achievement/success of graduates in academia or profession (e.g. could be demonstrated through prestigious professional or tenure-track positions, students receiving dissertation awards, students successful in publishing, securing grants, etc.) (outcomes considered in context of the discipline norms)										
Provided high quality mentoring program, course, or publication on student professional development to assist students										
Demonstrates dedication to students as learners and future professionals (e.g. member of substantial number of graduate committees, received advising/mentoring award)										
Introduce student professionally (at conferences, through letters, co-presenting with students) and support student scholarship (coauthor, invite on research team, or in other ways support student outside the classroom expectations.)										
Total Average										

Individual Student Engagement (Two awards)

This award recognizes, encourages, and rewards those employees whose professional relationships with students are particularly helpful and inspiring. The recipients of this award should exhibit concern for the welfare and development of students and should have demonstrated a willingness to meet the special needs of students while ensuring that students accept their responsibilities and strive to meet their own potentials. The two recipients of this award go beyond the requirements of their appointments to give time and effort to student growth and service. They offer guidance and encouragement in a spirit of mutual questing and shared expectations.

Individual Student Relations											
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Student welfare Interest in student health and mental well-being										
Student development Consult and advise with students to provide insight about their dilemmas and opportunities										
Student-centered Meets specific needs of students										
High expectations Ensure students accept responsibility and strive to their potential										
Exceeds expectations Give time and effort to student growth and service beyond the requirements of the position										
Total Average										

Management Executive (Two awards)

This award recognizes, rewards, and encourages a management executive who has contributed to the welfare of Texas A&M University through outstanding service beyond the expectations of the position. This award is designed to recognize the individual whose normal scope of service has been outside the areas described in the awards listed previously.

NOTE: Those eligible for this award hold the title of Executive Director, Director, C-suite titles, Commandant, and any variation of these titles.

Management Executive										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	2	3	4	5	6	7	8	9	10
Operational Excellence Implements approaches that enhance productivity, efficiency, and quality. Demonstrated capacity for creative solutions										
Exceptional Service Provides highly effective interactions with all stakeholders										
Impact Actions and accomplishments positively impact their unit and Texas A&M as a whole										
Leadership Provides the vision to inspire, and the development to enable, others to achieve excellence										
Communication Clearly articulates a vision, invites and clearly considers input, internal and external stakeholders are informed										
Total Average										

This award recognizes, encourages, and rewards those individuals whose research efforts have been particularly significant and outstanding and are so recognized locally, nationally, and internationally. The results of these research efforts should have added substantially to the basic body of knowledge, have had significant societal impact, and/or inspired the discipline to expand in new research directions. These scholarly pursuits can take many forms. In the words of Vision 2020, "Research, as the creation of knowledge in the broadest sense, encompasses all forms of scholarship from creation of works of art and literature through evaluation and reorganization of knowledge to investigations into the preservation, transmission, and application of knowledge". *As nominations are invited for scholars who span a wide array of disciplines, nominators should provide disciplinary context for the impacts described (e.g. disciplinary norms, prestige levels,). Nomination reviewers should endeavor to appreciate and fully evaluate the impact for all the disciplines they review.*

Research										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	2	3	4	5	6	7	8	9	10
Distinguished Record of Impactful Scholarly Contributions Demonstrated influence on the field through sustained, high-quality research or creative output. **Examples of evidence include but are not limited to the following:** Highly cited publications, patents, software, protocols adopted in practice, field-defining books, policy impact, archival discoveries, premieres, exhibitions, or works acquired by major institutions; critical acclaim or scholarly reviews.										
Distinction as a Scholar of National and International Reputation Recognition by peers and institutions beyond Texas A&M. **Examples of evidence include but are not limited to the following:** keynote/plenary talks or panels at conferences or symposia, fellowships in professional societies, fellowships or residencies with prestigious foundations, peer reviewed or elected memberships to professional organization, awards, invitations to speak at other institutions (peer or above), invited performances or exhibitions at prestigious venues.										
Research Innovation Originality in approach, methodology, or application. **Examples of evidence include but are not limited to the following:** new technologies, experimental methods, design paradigms, new interpretive frameworks, creative works, digital humanities; innovative models, tools, policy interventions or interdisciplinary impacts.										
Significant Mentoring Impactful mentorship of undergraduate students, postdocs, and junior faculty. **Examples of evidence include but are not limited to the following:** mentee success in academia, industry, or public service; co-authored work with mentees; mentee performances, exhibitions, or portfolios reflecting mentor guidance.										
Prestigious Service Due to Scholarly Impact Service roles earned through scholarly reputation. **Examples of evidence include but are not limited to the following:** major leadership roles in professional organizations, leadership or membership for review panels for national grants, prestigious organizations or foundations, and national academies; invited to serve on a state or national committee, task force, panel, or commission; advisor to state, national, or international organizations; editor, associate editor, or guest editor of prestigious journals in one's field.										

Staff (Two awards)

This award recognizes, rewards, and encourages a staff member who has contributed to the welfare of Texas A&M University through outstanding staff support beyond the expectations of the position. This award is designed to recognize individuals whose normal scope of service has been other than teaching, research, student relations, continuing education/extension/professional development, or administration.

NOTE: Persons eligible for this award may NOT hold the title of: vice-president, provost, dean, department head, director of A&M System member, Executive Director, Director, C-suite titles, Commandant, or any variation of these titles.

Staff											
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Contributions toward job excellence – demonstrating performance on the job that is consistently outstanding and frequently outside the normal scope of prescribed duties										
Innovation– demonstrating independent action and resourcefulness; encouraging new ideas and creativity; exhibiting leadership qualities within the context of position responsibilities; demonstrating other skills that exceed work expectations										
Utilization of the University **core values** of respect, excellence, leadership, loyalty integrity, selfless service to guide their work										
Overall contributions to their department, University and the Texas A&M System within the context of their job responsibilities										
Total Average										

Teaching (Ten awards) - This award recognizes, encourages, and rewards superior classroom teachers—the individuals whose command of their respective discipline, teaching methodologies, pervasive caring, communication skills, and commitment to the learning process exemplify the meaning of teacher/mentor in its highest sense. This award is designed to distinguish those teachers who maintain high expectations of their students and ensure academic rigor in their courses. These teachers recognize their responsibilities in motivating and contributing to the overall development of their students as learners and future professionals.

Teaching										
Measures*	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	2	3	4	5	6	7	8	9	10
Command of discipline and teaching methodologies										
Demonstrates strong expertise and passion for the discipline and the teaching of the discipline										
Incorporates active and engaging learning strategies (e.g., in-class activities, group work, case studies, classroom assessment techniques)										
Engages in high impact educational practices (e.g., capstone projects, service learning, internships, study abroad, undergraduate research)										
Integrates technology or other innovations to enhance learning										
Evidence of exceptional effectiveness with the teaching methods used										
Has well-aligned course design with clear leaning outcomes, learning activities, and assessments (both formative/low-stakes and summative/high-stakes)										
Evidence of improvement in student motivation and engagement, student learning outcomes, and related student achievement										
Student and peer comments directly relate candidate's pedagogy to extraordinary student results and products										
Pervasive caring										
Genuinely cares about the students, their learning, and their personal and professional development										
Creates sense of community and belonging in teaching/learning environment										
Designs and facilitates an environment to maximize learning through acknowledging and valuing students and the unique cultural backgrounds and experiences they bring to the classroom										
Actively listens to students; asks students for feedback										
Demonstrated accessibility and effectiveness in mentoring/advising										
Students written comments addressing care and positive impact of faculty										
Communication skills										
Communicates with students in ways that are clear, timely, understandable, reflective, and humanistic										
Demonstrates respect and fairness										
Evidence of student satisfaction with communication skills within teaching and learning environment										
Maintain high expectations and ensure academic rigor										
Sets high expectations for student learning and provide strong support for students to achieve the expectations										
Provide clear learning outcomes and their rationale for student learning and development										
Motivates and empowers students to challenge and push themselves in learning and growth										
Evidence of approaches used to support the learning of low, middle, and high performing students										
Evidence of improvement in student learning										
Commitment to the learning process										
Is committed to a learning-centered teaching philosophy and to the learning and development of all students										
Takes a scholarly approach to teaching – observe and identify a learning problem/opportunity, choose and implement an intervention based on literature/expert advice, collect evidence through assessments to evaluate the effect on learning, and inform the next steps for continuous improvement of teaching and learning										
Remains up to date with disciplinary research and pedagogy through professional development activities										
Actively engages in curricular improvements/innovations, e.g., develops teaching materials or resources for others or collaborates with other faculty on teaching or learning projects										
Engages in scholarship in teaching and learning, e.g., conducts research on use and effectiveness of different modalities in classroom or teaching methods, presents at disciplinary or general teaching and learning conferences, and publishes on teaching and learning issues/projects										
Mentors other faculty/graduate students in teaching and learning and engages in peer review of teaching										
Participates in/leads teaching and learning committee work on program assessment and curriculum design										
Engages in disciplinary pedagogical development, faculty development, and curricular/ educational reform through professional societies										
Total Average										

*The evidence listed under each category are typical for nominees who "exemplify the meaning of teacher/mentor in its highest sense" however there could be other relevant evidence. Every nominee should exhibit most of these in their teaching practice and have exceptional strength in some of them, but is not expected that they exhibit all of them.

Appendix B

Nomination Packet Details

Required nomination materials include:

1. Professional Photo - **A recent close-crop headshot in full color that includes the shoulders and upper torso, 2X3 aspect ratio, minimum 1,000 kb**.

2. Letter of Nomination — LIMIT: 4 pages – Letters need to be offered on the letterhead of the nominator. Nominators should consider the award category rubric, found at the end of these guidelines, when writing their letter. Please do not include hyperlinks as reviewers are only required to evaluate nominees based upon the content of the letter.

3. Biographical Summary — LIMIT: 300 words
   This brief biography should provide a concise background on the nominee, including major achievements relevant to the award category. It should be written as if it will be published. It should include the following information:
   A. Name of the nominee including professional salutation
   B. Current position and number of years employed at Texas A&M
   C. Highest degree received in what field of study
   D. Career highlights, especially those relevant to the award category, including select awards/honors

4. Detailed Biographical Data (CV style) — LIMIT: 10 pages
   This document should provide the following information in the order listed:
   A. The name of nominee
   B. Current position (title, rank, department or unit)
   C. Number of years in the position
   D. Number of years at Texas A&M University
   E. Degrees held (source and date)
   F. Employment history (previous positions, years; list most recent first)
   G. Honors and awards
   H. Membership in professional and honorary societies (note offices held)
   I. List of articles and books published and professional accomplishments within the last five years. Particularly significant earlier accomplishments may be described in the letter of nomination.

A. Letters of Endorsement — LIMIT: 6 pages total, up to 6 distinct letters – Letters need to be offered on the letterhead of the endorser. Please do not include hyperlinks as reviewers are only required to evaluate nominees based upon the content of the letters.
   For Teaching and Individual Student Engagement categories, two student letters are REQUIRED (current or former).

B. Publications — LIMIT: 2 publications
   For nominations in the Research category only, up to two links to outstanding publications, or equivalent evidence of professional accomplishments, may be included.

Additional Notes on Nomination Packets

1. Letters of endorsement

   A. At least two letters from current and/or former students are REQUIRED for nominations in Teaching and Individual Student Engagement. These letters must be separate from the letter of nomination.

   B. Please advise letter writers that the endorsements will be read and evaluated by selection committee members who may or may not be familiar with the discipline of the nominee.

   C. All letters of endorsement should be *written* to:
       Selection Committee
       The Association of Former Students Distinguished Achievement Awards

2. Letters of nomination on teaching (Teaching Awards)—The letter writer should include indicators of teaching excellence and effectiveness such as:

   A. Numbers and types of courses taught

   B. Statements from student evaluations

   C. Summaries of student evaluations. Should summaries be given, longitudinal perspective must also be given

   D. Evidence of student outcomes as appropriate

3. Letters about teaching from colleagues (Teaching Awards)—Letters should include indicators of teaching excellence and effectiveness, such as:

   A. Evaluation of course syllabi, assignments, examinations and grading methods to determine levels of scope, rigor and quality

   B. Evaluation of nominee performance in classroom teaching situations

   C. Evaluation of the development of new courses or substantial revision of existing courses

4. Letters from significant persons outside of the University—Letters of support from significant persons outside of the University tend to have a much greater impact. In teaching, these include letters from students who have gone on to clearly successful careers or to graduate school or who have realized other personal benefits from the influences of the teacher. In research, letters from recognized and respected peers or experts in the field are strongly influential. In extension, letters from officials at other institutions who have interacted with the nominee are also included as strong support.

   NOTE: For Staff or Administration awards, letters should be sought from professional colleagues and others familiar with the nominee's accomplishments beyond the expectations of the position. In this category, it is often difficult to obtain letters from outside Texas A&M University, or from former or current students who may not be familiar with the contributions of the staff member or administrator within the University.

5. Where applicable, evidence of strong student involvement and input into the unit's nomination process should be included.

6. Nomination closely follows the format requirements. Pay careful attention to the number of letters. Prepare a package that is professional in appearance and proofread all documents.

The Association of Former Students
Distinguished Achievement Award Nomination Form

TEXAS A&M UNIVERSITY

GALVESTON CAMPUS®

Nominee Name: Title:

Award Category:

Nominee Eligibility Criteria:

- Must have completed 5 full years of service by January 1st of the coming year. For teaching & research awards, the service need not be continuous so long as the nominee has been employed above the level of graduate student for a total of 5 years, and, for teaching awards only, so long as the person was budgeted at least part-time to teach for a total of 5 years.

- Should not have received a University-level Distinguished Achievement Award in the same category during the previous 10 years. However, nominees can receive up to 2 awards from different categories within a 5-year period.

Describe in detail how the nominee demonstrates the measures of the award category rubric.

May attach separate page if more room is needed. Eligible nominations will be retained for a period of three years and reconsidered annually.

Visit https://www.tamug.edu/AcademicAffairs/Faculty_Awards/AFS_Distinguished_Achievement_Award.html for the award rubrics.

Nominator Name(s): Date:

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