

Society of Teaching Scholars' Lifetime Achievement Award Criteria and Anchors

The Society of Teaching Scholars' (STS) Lifetime Achievement Award recognizes faculty members who have distinguished themselves throughout an extended career in one or more of the following: evidence of excellence in leadership, mentoring, teaching, educational service, and/or educational scholarship. Each year, a nomination request for all STS awards will be announced in early Spring via email to STS members. Please submit your letter for nomination outlining the area/areas below addressed to the STS Awards Committee and emailed to Renata Dolbier. We look forward to your nominations! For questions, please reach out to Renata Dolbier at rdolbier@ufl.edu

Nomination packets should include:

- A letter from the nominator that speaks to the nominee's excellent achievements as an educator. Nominator's can find more information regarding the award criteria and anchors below
- A copy of the nominee's CV
- A second letter of support from an individual who is, or has been a learner of the nominee.

Evidence of Excellence in leadership

1	2	3	4	5
<ul style="list-style-type: none"> • Has had limited or no formal role in educational leadership. • Little to no evidence of sustained contributions or leadership in administrative functions. 	<ul style="list-style-type: none"> • Has held minor educational leadership roles or contributed to short-term educational initiatives. • Shows occasional leadership in small-scale projects but without sustained impact. • Limited evidence of innovations or systems improvements in educational administration. 	<ul style="list-style-type: none"> • Has taken on significant administrative responsibilities, such as managing a program or serving on a committee. • Demonstrates consistent leadership in educational initiatives with moderate impact on learners or institutional processes. • Has introduced changes or improvements in educational administration, but these have had limited reach or longevity 	<ul style="list-style-type: none"> • Has held high-level administrative positions (e.g., program director, chair of an educational committee) with clear evidence of effective leadership. • Demonstrates a strong record of leading substantial, long-term improvements to educational programs, benefiting a large number of learners. • Has spearheaded innovative educational initiatives that have been recognized by peers or led to significant institutional changes. 	<ul style="list-style-type: none"> • Has served in senior leadership roles (e.g., department head, dean, or director of multiple educational programs) for an extended period. • Has a track record of contributions to educational administration, with lasting impact on the institution and the broader academic community. • Recognized as a thought leader and innovator in educational administration, having established new models, best practices, or policies that are widely adopted and sustained over time.

Evidence of Excellence in Mentoring

1	2	3	4	5
No or minimal evidence of mentoring	Some evidence of mentoring. Short term mentoring	Evidence of mentoring that advances both mentees' and the mentor's professional development (collaboration on posters, presentations, manuscripts and/or workshops at national or international conferences)	Meets 3 and... Long term mentoring relationships Evidence of mentoring to support mentees' administrative advancement. Evidence of mentoring that positively impacts the educational environment.	Meets 4 and.... Long term commitment to mentoring. Evidence of mentoring that advances mentees' professional development without providing mentor personal advancement. National mentorship awardee

Evidence of Excellence in Teaching

1	2	3	4	5
Identifies various techniques for teaching Describes timing, content, and approaches to conducting feedback conversations Describes importance of soliciting feedback in developing a growth mindset	Delivers instruction in unidirectional manner resulting in passive learning Elicits learners' goals and gives predominantly reinforcing feedback based on goals Reviews feedback about self, manages emotional reactions to feedback, and incorporates relevant items Role models exemplary feedback practices without explicitly setting up the learning environment	Teaches in a way that invites active learning and encourages critical appraisal learning Identifies reinforcing and modifying data to give feedback that initiates behavior change Actively solicits general feedback from learners Role models exemplary feedback practices and explicitly states importance of feedback in the learning environment Local teaching awardee	Uses scholarly teaching methods for varied levels of learners across settings Consistently engages in challenging feedback conversations that results in desired behavior change Consistently solicits specific feedback from learners that leads to behavior change/course change Regional teaching awardee	Serves as a coach to other educators on effective teaching practices Guides others to conduct effective feedback conversations National Teaching Awardee

Evidence of Excellence in Educational Service

1	2	3	4	5
Service in at the department level (e.g. CCC, resident selection, mentoring trainees)	Service at the college level or some leadership at department level (e.g. COM curriculum committee, COM admissions committee, associate program or clerkship director)	Department leadership (e.g. clerkship or program director) Participation in education at regionally or nationally (e.g. state society committees, external board review courses, board examiner)	Some national recognition (e.g. Position on national committees, editorial board of scholarly journal, board exam question writer), Advanced degree in education (e.g. PhD, MEd, MEd),	Evidence of National prominence (e.g. Chair of national educational committee, board member of educational society, journal editor, creator of national educational guidelines)

Evidence of excellence in educational scholarship

1	2	3	4	5
No evidence of educational scholarship	Some evidence of local educational scholarship	Evidence of educational scholarship that includes posters, presentations, and/or workshops at national or international conferences, any authorship in peer-reviewed educational journals	Good body of peer-reviewed work inclusive of publications in top tier educational journals, invited talks external to UF	Significant body of peer-reviewed work inclusive of first and/or last authorship in top tier educational journals; extramurally funded scholarship