

INTERNATIONAL ASSOCIATION FOR INTELLIGENCE EDUCATION

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January 11, 2009

TO: IAFIE Colleagues

FROM: Marilyn B. Peterson, IAFIE Chair

RE: Nominations Now Being Accepted for the Second Annual IAFIE OUTSTANDING INTELLIGENCE TEACHER AWARD 2010

I am pleased to announce that nominations are now being accepted for the IAFIE Outstanding Intelligence Teacher Award 2010, a signal opportunity to honor distinguished effort and achievement by college, university, post-secondary-school intelligence instructors, military training personnel, and law enforcement training officials. This award reflects the IAFIE tradition of recognizing noteworthy achievement in the field of intelligence, expressed through, for example, the IAFIE Lifetime Achievement Award presented to Richards J. Heuer, Jr., at its 2008 Conference in Monterey, CA. IAFIE's first Outstanding Teacher Award was presented to Dr. James F. Holden-Rhodes during the 2009 Annual Conference hosted by the University of Maryland University College. As before, the IAFIE Outstanding Teaching Award recipient will be a keynote speaker on the first full day of the 2010 Conference, Wednesday, May 26, 2009, in Ottawa, Canada. Nominations for the 2010 IAFIE Outstanding Intelligence Teacher Award will be accepted through March 15, 2010.

PROTOCOLS & PARAMETERS:

Nominees for the 2010 Outstanding Intelligence Teacher may be either self-nominated or nominated by a colleague, supervisor, student, or other IAFIE member. "Intelligence" is used here in its broadest definition, to include national security, law enforcement, and competitive/business intelligence. Minimum relevant teaching experience of three years must have occurred.

SUBMISSIONS:

IAFIE Outstanding Intelligence Teacher Award 2010 submissions are subject to acceptance by IAFIE and must be received by 5:00 p.m. EST on Tuesday, March 15, 2009, via e-mail to Submissions@IAFIE.org or in writing to **International Association for Intelligence Education Outstanding Teacher Award Submissions P.O. Box 10508, Erie, PA 16514-0508**. Specific guidance on submissions can be found in the following pages.

The submissions will be reviewed by a committee of IAFIE members headed by Dr. David Gray, Chair of Educational Practices. The committee's decision will be ratified by the Board of Directors.

We hope you will consider applying or nominating a colleague and look forward to celebrating this Outstanding Teacher with you at our 2010 conference in Ottawa, Canada

INTERNATIONAL ASSOCIATION FOR INTELLIGENCE EDUCATION OUTSTANDING TEACHER AWARD 2010:

Protocols and Instructions

The IAFIE Outstanding Intelligence Teacher Award 2010 provides all college, university, post secondary school intelligence instructors, military training personnel, and law enforcement training officials with the opportunity to be recognized for their efforts. The nomination process may be done one of two ways. An instructor may self nominate or may be nominated by a colleague, supervisor, student, or other IAFIE member. Once a nomination has been made and accepted, the nominee will submit a portfolio reflecting his/her work. Intelligence is used here in its broad definition to include national security, law enforcement and competitive/business intelligence. Applicants should have at least three years of intelligence teaching experience.

In the portfolio, nominees must articulate their philosophy, instructional record, and professional development activities in brief essays. They are required to be concise and selective about what they address. The below list of contents that may be included in an application portfolio is followed by explanations of each item to guide portfolio preparation. Traditional printed or electronic portfolios are acceptable. Electronic portfolios must be submitted in English using Word or PDF format. Essays should be Times New Roman, 12 point font, double spaced.

Application Portfolio Contents

1. Table of Contents
2. Teaching Philosophy Statement
3. Summary of Teaching Assignments
4. Summary and Contextualization of Teaching Evaluation Record
5. Reflection on a Teaching Challenge
6. Curriculum and Instructional Development Experience
7. Scholarship of Teaching and Learning
8. Supervisor's Letter
9. Vita
10. Selected Artifacts

Portfolio Contents Descriptions

1. Table of Contents (1 page)

Use the list above as your table of contents to organize the portfolio.

2. Teaching Philosophy Statement (2 page maximum)

Identify your foundational beliefs about teaching and learning in the intelligence field and explain how you integrate those beliefs into your instructional activities.

3. Summary of Teaching Assignments (2 page maximum)

Describe your last three years of teaching in the intelligence field.

a. Courses taught (describe a maximum of 6 classes)

Include dates, titles, and numbers of students for each course as well as a brief explanation of the context of the course.

b. Additional instructional activities with students

Include descriptions of activities such as field training exercises and rehearsals, trips to locations/events outside the classroom (e.g., government institutions and museums), and guest speaker appearances. Please include how you incorporated the students' experiences with each of your activities to the course curriculum.

4. Summary and Contextualization of Teaching Evaluation Record

Describe teaching evaluations covering the last three years.

a. Student and peer evaluations (1 page maximum)

Summarize student and peer evaluations for your courses. Explain the evaluation methods used and summarize those evaluations. You may also include observations by those who have visited your classes or reviewed your course materials.

b. Self-evaluations (1 page maximum)

Describe any self-evaluations that you have completed. This can include narratives that you have done as part of annual productivity reports, analyses that you have done while participating in teaching workshops or conferences elsewhere, reflections based on reviewing video of yourself teaching, or other forms of evaluation. Summarize the key findings of your self-evaluations, including providing contextual information such as your motivation, your areas of focus and goals for each evaluation, and how you have used what you learned to evolve your teaching.

5. Reflection on a Teaching Challenge (1 page maximum)

Every teacher, including the best, has failures, crises, or difficult situations. The best teachers, however, are distinguished by how they handle and learn from these challenges. Describe a challenge that you have faced as an instructor in the intelligence field, how you handled it, what you learned from it, and how the experience shaped your teaching. It could be a single incident or a long-term issue, a temporary problem, or an ongoing difficulty.

6. Curriculum and Instructional Development Experience (2 page maximum)

The intelligence field is rapidly expanding because of major international and domestic events. To keep up with the changing world, the field is continually being modified and updated. Describe your activities contributing to revised or new curricula and instructional innovations covering the last three years. Describe revisions to courses (rationale, specifics, evaluation of/reflections on revisions) and new course development (rationale, specifics of developed course(s), evaluation of/reflection on new course[s]). Describe your activities implementing instructional innovations, including approaches and strategies as well as technologies covering the last three years. Finally, reflect on your activities' contributions to student learning.

7. Scholarship of Teaching and Learning (1 page maximum)

Describe your scholarship that focuses on teaching and learning covering the last three years. Detail completed projects, current projects, professional presentations at conferences and through publications, and projects in process. If a majority of your past or current projects and presentations are of a classified nature, please note that in your essay and use appropriate examples. Explain how this work has influenced you as an instructor.

8. Supervisor's Letter

A letter of support from the institution or department should provide documentation for details of the nominee's record. This should be a substantive letter that authoritatively addresses important elements of the nominee's record. The letter should summarize:

- ☐ The nominee's teaching record in the intelligence field, including assignments and instructional development activities, adding context where appropriate.
- ☐ The nominee's teaching evaluation record, adding context where appropriate.
- ☐ The nominee's curriculum development and instructional innovation activities in the intelligence field, adding context where appropriate.
- ☐ Why the nominee deserves recognition for his or her teaching in the intelligence field.

9. Vita

10. Selected Artifacts

Nominees may include up to (but no more than) three artifacts or forms of documentation. The small number means that nominees must be selective about what they include, based on their judgment about which items best illustrate, illuminate, support and reinforce their teaching record in the intelligence field as described in the rest of the portfolio. Also effective are artifacts that demonstrate the effectiveness of your practices and activities by including information and evidence on student outcomes. The most effective artifacts will be those that are cited explicitly and contextualized in the essay(s) relevant to the artifact.