Thomas N. Urban Research Award

Description
The Thomas N. Urban Research Award recognizes outstanding research or scholarly contributions to Iowa education. The award is named for Thomas N. Urban, Chairman and former Chief Executive Officer, Pioneer Hi-Bred International, Inc. Throughout his tenure at Pioneer (spanning over thirty years), Mr. Urban demonstrated the importance of research not only to industrial progress but also to the advancement of society and education. Under his leadership as Chair of the Excellence in Education Task Force, research became a cornerstone of education in Iowa. With his vision and the support of numerous other Iowa leaders, the FINE Foundation was established and charged with the mission of improving teaching and learning in Iowa classrooms through the use of educational inquiry.

Purposes
The Thomas N. Urban Research Award is designed to:
- recognize outstanding educational research or scholarly efforts in Iowa;
- perpetuate Mr. Urban's conviction that quality research and scholarship are the driving forces behind improved practice/results;
- recognize Mr. Urban for his support for research and education.

Eligibility
To be eligible for the Thomas N. Urban Research Award, an individual must:
1. Be nominated by an active scholar in Iowa or elsewhere who is familiar with the general area of research or scholarship completed by the nominee;
2. Have published the research or scholarship in a refereed publication (paper version) within the past two calendar years prior to the nomination deadline;
3. Live or work in Iowa at the time of the nomination deadline.

Submission Date
All required materials must be postmarked by June 1, 2014 and sent to Dr. Carla Peterson, College of Human Sciences, E262 Lagomarcino, Ames, IA 50011

Notification
The Thomas N. Urban Research Award ($2,000) will be awarded each year in which there is a worthy recipient. Serving as the selection committee, the Iowa Academy of Education will critically review nominations and recommend a recipient. The award also provides $2,000 to support the recipient's dissemination efforts.
Thomas N. Urban Research Award NOMINATING PROCEDURE

- Each nomination must be submitted, with a postmark no later than June 1, to be considered for the 2014 award.

- Each nomination must include:
  * A nomination form completed by the nominator (see enclosure).
  * A letter from the nominator (see enclosure).
  * A copy of a published research study.
  * A copy of the nominee's curriculum vita or resume.

SELECTING AN Awardee

- A three-person committee of the Iowa Academy of Education will read each set of nomination papers.

- The Committee will recommend no more than one potential awardee to the Iowa Academy of Education by August 1.
Thomas N. Urban Research Award

CRITERIA FOR SELECTING THE AWARDEE

1. Published Research or Scholarship. To qualify, the work must be published in a professional/scholarly journal, a scholarly book, a volume of proceedings of a professional society meeting, or as a technical report series. Dissertations, unpublished manuscripts, and other non-refereed works will not be considered.

2. Compellingness. The work should deal with a research problem or scholarly issue that is manifestly important for education and whose findings, conclusions, or policy implications will be eagerly anticipated by the reader.

3. Originality. The study should offer a fresh look at an educational problem or issue, offer an innovative analysis or interpretation of a phenomenon, and/or fill a significant gap in existing ideas or evidence on an important matter.

4. Technical Quality. Whatever the form of the research or scholarship - be it a quantitative or qualitative analysis using social science methods, historical research, legal analysis, critical inquiry, or some other form of recognized scholarship - those who review the proposal will look for evidence that the investigator has mastered rigorous standards of methodology or appropriate techniques in the approach taken. The research or scholarship must be regarded as technically sound by leaders in the respective field of inquiry.

5. Likely Impact. If a research or scholarly work is compelling, original, and of high technical quality, it is likely to have a strong impact on education. Also considered will be its timeliness and likelihood of generalizing across educational contexts in the state.
Thomas N. Urban Research Award
Nomination Form

Date

Name of Nominee

Address of Nominee

Telephone Number(s)

Name of Nominator

Title of Published Research or Scholarship

Publication Outlet (Full Citation)
Thomas N. Urban Research Award

NOMINATOR LETTER

In a separate letter (1-2 pages, single spaced), state why you believe the research and the individual named here deserve the Thomas N. Urban Research Award. In particular, state how, in your view, the research or scholarship advances knowledge in the field and will impact education and educational practice in Iowa. Also explain what makes the research unusually compelling, original, and of high technical quality. The award is highly competitive; many otherwise competent research and scholarly works will not be singled out for recognition. The committee is looking for evidence of scholarly exceptionality in any work it recognizes with the award.

Note: It may help you to refer to the Conceptual and Analysis Criteria for identifying quality research articles (portion attached).
Conceptual Criteria

The following criteria may be useful in identifying quality research articles:

1. **FOCUS**: Does the work address the area of inquiry under consideration? Does it contribute to understanding the area under consideration, whether as a theoretical position statement, critical analysis, descriptive or case study, empirical study, or other legitimate form of scholarly inquiry?

2. **VERITY**: Does the work ring true? Is it consistent with accepted knowledge in the field? If it departs, why? Does it fit within the context of the literature? Is it intellectually honest and authentic?

3. **INTEGRITY**: Is the work structurally sound? Does it hang together? In a piece of research, is the design or research rationale logical and appropriate?

4. **RIGOR**: Is it important, meaningful, non-trivial? Is there sufficient depth of intellect rather than superficial or simplistic reasoning? Is the design of the study implemented according to norms appropriate for the nature of the study or scholarly work?

5. **UTILITY**: Is the work useful and professionally relevant? Does it make a contribution to the field? Does the piece have a clearly recognizable audience? Does it address practitioners appropriately? Does it contribute to practitioners' understanding or decision-making on the topic?

6. **CLARITY**: Is it written clearly and without jargon? Is the writing style appropriate to the nature of the study?

These criteria were adapted from:

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<th>Year</th>
<th>Recipient Details</th>
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| 1997 | Dr. Jackie M. Blount, Iowa State University  
“Manly Men and Womanly Women: Deviance, Gender Role Polarization, and the Shift in Women’s School Employment, 1900-1976” |
| 1998 | Dr. Kristie K Waltman, American College Testing, Inc.  
“Using Performance Standards to Link Statewide Achievement Results to NAEP” |
| 1999 | Dr. Rose Mary Zbiek, University of Iowa  
“Prospective Teachers’ Use of Computing Tools to Develop and Validate Functions as Mathematical Models” |
| 2000 | No awards given |
| 2001 | Dr. Sarah Theule Lubienski, Iowa State University  
“Problem Solving as a Means toward Mathematics for All: An Exploratory Look through a Class Lens” |
| 2002 | Dr. Cynthia Lewis, University of Iowa  
“Literary Practices as Social Acts: Power, Status, and Cultural Norms in the Classroom” |
| 2003 | Dr. Brian Hand, Iowa State University  
“Influences of Writing Tasks on Students’ Answers to Recall and Higher-Level Test Questions” |
| 2004 | No awards given |
| 2005 | Dr. Johnmarshall Reeve, University of Iowa  
“Enhancing Students’ Engagement by Increasing Teachers’ Autonomy Support” |
| 2006 | No awards given |
| 2007 | No awards given |
| 2008 | Dr. Andrew Ho, University of Iowa  
“Discrepancies between score trends from NAEP and state tests: A scale-variant perspective” |
| 2009 | No awards given |
| 2010 | Dr. William J. Therrien  
“Effectiveness of a Test-Taking Strategy on Achievement in Essay Tests for Students with Learning Disabilities” |
| 2011 | No awards given |
| 2012 | Dr. Amy Hutchinson, Iowa State University  
“Teacher’s perceptions of integrating information and communication technology into literacy instruction: A national survey in the United States” |
| 2013 | No awards given |