

Guidelines for Nominations of Distinguished Teaching

The nomination and all of the information that the Committee receives will be treated confidentially. The same criteria will apply to all three awards:

- I. *Nominations* can come from the Department Chair, Program Director, College Provost, faculty, students, or alumni, but must be submitted to the Committee on Senate Awards via the Chair or Director of the nominee's primary department or program. Input on nominations should be encouraged by posting and distributing the call letter to faculty, students, and teaching assistants.
- II. *Materials Requested*

A successful nomination submitted via the Chair or Director of the nominee's primary department or program will include a brief file consisting of the following documents:

 - A. *Nomination letter(s) from the nominator(s) & a letter of endorsement from Department Chair or Program Director:* This letter should describe what makes the candidate's teaching distinguished, as opposed to good. It should also be a guide to the supporting evidence, and should concentrate on the analysis of the facts which support the case for the high quality of the candidate's teaching. Consistently superior teaching over a sustained period of time will be the main consideration in granting the award.
 - B. *Summary of teaching performance and its content:*
 1. Summarize information from student evaluation forms.
 2. Summarize a list of the courses the nominee has taught.
 3. Include any course development, projects or grants, related to instruction, in which the nominee has been involved.
 - C. *Letters:* Up to three letters from students, alumni, faculty and associates will be considered.
- III. *Criteria:* It is recognized that there is no single criterion or set of criteria for teaching excellence. Excellence may be apparent in examples of teaching as varied as the exciting or inspiring lecturer before large audiences; the teacher who succeeds in integrating teaching and research; the instructor who institutes reasoned innovative teaching techniques; the counselor in or out of the classroom or laboratory who is available with advice and individual help; or the teacher who excels in small groups, stimulating and motivating relatively small numbers of undergraduate or graduate students to create work. Whatever the kind of teaching skill involved, distinguished teachers are presumed to stand out relative to competent teachers by their effects upon their students.