

2010 REGENTS TEACHING EXCELLENCE AWARDS

Call for Nominations and Guidelines

for

Teaching Awards: Individual Faculty and Academic Staff and Academic Departments/Programs

NOMINATION DEADLINE: February 2, 2010

On behalf of the Board of Regents, the UW System Office of Academic Affairs invites nominations for the 2009 Regents Teaching Excellence Awards. Two \$5,000 awards (pre-tax) will be given to faculty and academic staff members at UW System institutions in recognition of outstanding *career* achievement in teaching. In addition, one \$5,000 award will be given to an academic department, program or other academic unit. This award aims to recognize an academic department, program or unit that demonstrates exceptional commitment to and effectiveness in teaching; we expect that funds from this award will be used for further program enhancements, such as professional development or teaching-related supplies and expenses. Award winners will be honored at a Board of Regents meeting.

ELIGIBILITY AND NOMINATION PROCEDURES

Current members of the teaching faculty and teaching academic staff at UW System institutions are eligible for individual awards. Academic departments, programs and other academic units are eligible for the group award (hereafter called the "department/program award"). Each institution is invited to submit one nomination for an individual award and one nomination for a department/program award. Campus nomination procedures should be determined by each individual institution.

A complete set of nomination materials should be submitted electronically by February 2, 2010 to the Office of Professional and Instructional Development (OPID) at opid@uwsa.edu.

AWARD COMMITTEE

A special Regents committee will select award recipients.

INDIVIDUAL AWARD GUIDELINES

Criteria

The award committee will seek evidence that nominees:

1. Excel at teaching and deeply value learning. This commitment to excellence might be demonstrated through activities that advance the quality and practice of teaching, learning, and advising in the individual classroom, in the department, across the curriculum or discipline, or college- and institution-wide;
2. Use effective teaching strategies to enhance student learning, including (but by no means limited to), active learning, learning communities, student portfolios, creative assessment, and innovative uses of technology;
3. Have a significant impact on students' intellectual development, helping students to develop, for example, critical thinking and problem-solving skills, and/or global and multicultural understanding.

Please note that the individual Regents Teaching Excellence Award is not intended as a "teacher of the year" award; rather, it recognizes career achievements in teaching. Nominees should ideally have been working for a significant period of time (perhaps 10 years) in the UW System.

Documentation Required

1. A nomination letter from the Chancellor or Provost, and two or three letters of support from colleagues addressing specifically the quality and nature of the candidate's teaching. One should be from the department chair/program administrator.
2. A **condensed** (five pages maximum) curriculum vitae of the nominee.
3. One or two letters of support from past students and one letter from a student with recent or current contact with the candidate.
4. A one- or two-page reflective statement by the nominee on his or her teaching and learning philosophy, strategies and objectives, and on how these have evolved over time.
5. Evidence of the success of the candidate's teaching (no more than ten pages), which may include a well-organized sample set of items that document the excellence of the candidate's teaching (e.g., course syllabi, handouts, descriptions of evaluation methods, examinations, grants received for teaching/course development, online video or other visual links, a summary of student evaluations for each course taught over the past two years, a list of awards for teaching or advising, invitations to speak at teaching improvement meetings, and other relevant material. **These items should be accompanied by a brief explanation of why they were included in the dossier, i.e., how they document the excellence of the nominee's teaching.**

DEPARTMENT/PROGRAM AWARD GUIDELINES

Criteria

For each item below, we have given examples of the kinds of evidence that might be appropriate. Please note that our suggestions are preliminary, meant to help nominated departments/programs as they assemble material and to give selection committee members some sense of what to look for. We do not expect any single department or program to include all of the kinds of evidence suggested here. Every department and program is distinct and will need to document its accomplishments in a unique way. We encourage you to be both concise and creative in your selection.

The awards committee will seek evidence that nominated departments or programs:

1. Recognize and foster excellence in teaching.

Examples of documentation might include evidence of:

- Active support for innovative instruction, for a diversity of teaching models and approaches, and for continuous improvement in teaching, learning, and advising;
- Department- or program-based awards; consideration of teaching in merit pay, promotion and tenure decisions; or other incentives or rewards for outstanding teaching;
- Where applicable, attention to the development of graduate students, instructional academic staff and/or part-time and adjunct instructors as effective teachers and advisors;
- Recognition of teaching-related research, publication, software, and other work that advances the practice of teaching and learning;
- Clear articulation of how quality is defined, promoted and assessed by the department/program;
- Effective use of technology to enhance teaching and learning; collaborative efforts to integrate appropriate use of technology across programs and curricula.

2. Approach teaching as a public, collaborative activity.

Examples of documentation might include evidence of:

- Mentoring programs;
- Formal or informal teaching discussion groups;
- Support for faculty visiting one another's classrooms and other kinds of peer review;
- Team and interdisciplinary teaching;
- Encouragement of faculty to develop and share teaching portfolios;
- Support for and evidence of faculty engagement in the scholarship of teaching and learning.

3. Have thoughtfully constructed and effective curricula for academic programs ranging from general education to graduate degree programs, as applicable.

Examples of documentation might include evidence of:

- Curricular goals that are well-defined, assessed, and effectively communicated to faculty and students;
- Curricular goals that promote global, civic, and multicultural understanding;
- Thoughtfully and coherently structured curricula;
- Consideration of the way the curriculum relates to students' broader education;
- Consideration of the way the curriculum serves a variety of student needs and populations;

- A well-defined, effective and ongoing process for developing, assessing and changing curricula;
- Opportunities for faculty and undergraduate student research;
- Opportunities for service learning effectively integrated into academic programs.

4. Create a positive climate for learning and demonstrate significant impact on student learning.

Examples of documentation might include evidence of:

- Recruitment and retention of majors, minors, graduate students, etc., as applicable;
- Non-major enrollment in department/program courses as electives;
- Thoughtful, constructive, and effective advising of students shared by all or most department/program members;
- Creation of and support for learning communities;
- Opportunities for interaction and dialogue among students;
- Department- or program-sponsored co-curricular activities for students;
- Consideration of obstacles the curriculum presents to under-represented groups of students and steps taken to remove those obstacles;
- Positive student evaluations of courses;
- Assessment of student learning (beyond assigning course grades); results of such assessment; use of assessment results to measure and ensure quality and plan further program improvements;

Documentation Required

1. Nomination letter from Chancellor or Provost addressing specifically the quality and nature of the department's teaching as a unit.
2. A narrative statement of up to five pages from the department or program discussing its philosophy as a community of teacher-scholars, its goals and strategies, and how these have evolved over time. This section should convey a sense of the discipline being taught by the department, its value to students, and/or the program's goals for and assessment of student learning and development.
3. A one-page fact profile of the department/program.
4. Up to three letters of support from current and/or past students.
5. A well-organized small set of items (no more than 10 pages) that document the excellence of the department/program's teaching and its students' learning, its commitment to working together as a community of teacher-scholars, and its curriculum. Some of these items might focus on identifying a particular teaching problem or issue and documenting how the department/program as a unit addressed the issue.

Examples of items: course syllabi; annotated descriptions of academic programs/curricula; descriptions of methods for evaluating faculty and students, and of evaluation results and impact on program; selections from curriculum planning and/or program review documents; description of mentoring and advising programs; grants received for teaching/course/curriculum development; and teaching awards, etc.

These items should include an explanation of why they were included in the dossier.