2019 Regents' Teaching Excellence Awards

Individual Award Nomination Guidelines

On behalf of the Board of Regents, the UW System Administration's Office of the Vice President for Academic and Student Affairs invites each institution to submit one nomination for the **2019 Regents' Teaching Excellence Awards**. By recognizing some of the finest of our dedicated faculty and academic staff, these awards reflect the University of Wisconsin's strong commitment to teaching.

Two $5,000 awards will be made to two faculty and academic staff members in recognition of their outstanding *career achievement* in teaching. **Please note:** The individual Teaching Excellence Award payments are processed through payroll and, as such, are subject to applicable employee payroll withholding provisions. The recipients are expected to be honored at the **April 5, 2019 Board of Regents** meeting at **UW-Whitewater**.

Nomination Deadline: January18, 2019

A complete set of nomination materials should be submitted electronically as one PDF document to apei@uwsa.edu no later than **January 18, 2019**. Check with your campus administration office for institutional deadlines that precede the posted UW System due date. Please refer all questions to Sal Carranza, Senior Policy Advisor, (608) 265-9177 or scarranza@uwsa.edu.

Selection Committee

The Regents Teaching Excellence Awards Committee will select the recipients.

Eligibility

Current members of the teaching faculty and teaching academic staff at UW System institutions are eligible for the award.

Criteria

Nomination materials should address the following criteria, because they will be considered by the Regents Committee in the review of all nominations.

- 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;

- Use effective pedagogy to enhance student learning, including (but by no means limited to), active learning, learning communities, student portfolios, assessment of student learning, and innovative uses of technology in the classroom; and

- Have a significant impact on students' intellectual development, helping students to develop, for example, critical and creative thinking skills, effective communication skills, intercultural knowledge and understanding, and individual, social and environmental responsibility.

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

Nomination Materials

Nomination procedures shall be determined by each individual institution. Supporting materials should include:

- A nomination cover sheet (attached);

- A nomination letter from the Chancellor or Provost, and one or two 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;

- A **condensed** (three pages maximum) curriculum vitae of the nominee;

- One letter of support from past students and one letter from a student with recent or current contact with the candidate;

- A **one- or two-page** reflective statement by the nominee on his or her teaching and learning philosophy, practices and objectives, and how these have evolved over time. The statement should include how the assessment of student learning informs teaching practice; and

- 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 methods for evaluating student learning, 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.**

All nomination materials are considered confidential.

The Award

- A $5,000 award ;
- Public recognition at the **April 5, 2019 UW System Board of Regents** meeting at **UW-Whitewater**; and
- News releases sent to state and local media, and to the recipient's hometown upon the recipient's consent.

2019 Regents' Teaching Excellence Awards
Program Award Nomination Guidelines

On behalf of the Board of Regents, the UW System Administration's Office of the Vice President for Academic and Student Affairs invites each institution to submit one nomination for the **2019 Regents' Teaching Excellence Awards.** This award aims to recognize an academic department, program or unit that demonstrates exceptional commitment to and effectiveness in teaching.

One $5,000 award will be made to an academic department, program or other academic unit that is doing exceptional teaching. It is expected that the funds for this award will be used for further program enhancements, such as professional development or teaching-related supplies and expenses. The recipient is expected to be honored at the **April 5, 2019 Board of Regents** meeting at **UW-Whitewater.**

Nomination Deadline: January 18, 2019

A complete set of nomination materials should be submitted electronically as one PDF document to apei@uwsa.edu no later than **January 18, 2019**. Check with your campus administration office for institutional deadlines that precede the posted UW System due date. Please refer all questions to Sal Carranza, Senior Policy Advisor, (608) 265-9177 or scarranza@uwsa.edu.

Selection Committee

The Regents' Teaching Excellence Awards Committee will select the recipients.

Eligibility

Academic departments, programs and other academic units are eligible for the award (called the "department/program award").

Criteria

For each item below, we have given examples of the kinds of evidence that might be appropriate. Please note that these suggestions are meant to help nominated departments/programs as they assemble material. There is no expectation that any single department or program will 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. You are encouraged to be both concise and creative in your selection.

Nomination materials should address the following criteria, as they will be considered by the Regents' Committee in the review of all nominations.

- **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 excellence in merit pay, promotion and tenure decisions; or other incentives or rewards for outstanding teaching;
    - Where applicable, evidence of professional development for graduate students, instructional academic staff and/or part-time and adjunct instructors as effective teachers and advisors;
    - Evidence of and recognition for the scholarship of teaching and learning, related publications, software, and other work that advances the practice of teaching and learning;
    - Clear articulation of how quality in teaching is defined, promoted and assessed by the department/program; and
    - Effective use of technology to enhance teaching and learning; collaborative efforts to integrate and assess the appropriate use of technology across programs and curricula.

- **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; and
    - Support for and evidence of faculty engagement in the scholarship of teaching and learning.

- **Have thoughtfully constructed 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 through an Inclusive Excellence model;

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

- **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; and
  - Assessment of student learning (beyond assigning course grades) in the classroom and overall program/department; results of such assessments in the classroom; use of assessment results to measure and ensure quality and plan further program improvements.

Nomination Materials

Nomination procedures shall be determined by each individual institution. Supporting materials should include:

- A nomination cover sheet (attached);

- Nomination letter from Chancellor or Provost addressing specifically the quality and nature of the department's teaching as a unit;

- 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. Be sure to include an introduction of your faculty and staff and their contributions to your department/program;

- A one-page fact profile of the department/program;

- Up to three letters of support from current and/or past students; and

- 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; descriptions 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.

All nomination materials are considered confidential.

The Award
- A $5,000 award designated to support program enhancements such as the staff recipients' professional development or program-related supplies and expenses, or for other activities approved by the staff recipients that enhance a university program or function;
- Public recognition at the **April 5 2019 UW System Board of Regents** meeting at **UW-Whitewater;** and
- News releases sent to state and local media.