

Recommendation for a University-Wide Non-Tenure Teaching Award

Submitted by the Non-Tenure Teaching Award Working Group

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The Non-Tenure Teaching Award Working Group was charged to “investigate the possibility of establishing a teaching award for non-tenure track faculty as proposed by the Selection Committee for the Bank of America Award for Excellence in Teaching.” To complete our work, we examined existing college-level recognitions for non-tenure track faculty, including criteria, selection process, and nature of the awards. We also examined the types of non-tenure track teaching appointments in use at the university, and the growth of these positions during recent years. Our research and discussions resulted in a consensus that there was a need for a university-wide award, and we now propose the establishment of this award and recommend the following award policies and procedures:

- All non-tenure track faculty (full-time and part-time) who are currently teaching and who have at least 7 years of teaching service at the university are eligible for the award.
- Award nominations will be invited from students, faculty, and administrators using the same process as those for the Bank of America Award, and all nominations received for non-tenure track faculty for either award will be compiled and reviewed by the award committee following the same procedure used to compile and review the eligible (tenure-track) nominations for the Bank of America Award.
- The award finalists and recipients will be selected by the Bank of America Teaching Award Selection Committee, whose membership will be expanded to include non-tenure faculty who will join the committee using the same process currently in place. (I.e., two members will be elected through the campus-wide faculty governance elections process and all past award recipients.) The initial award committee will receive a recommended set of selection criteria from this working group (below), and will be invited to refine and finalize for their use in evaluating nominations.

- The Selection Committee will select 3 finalists based on nominations received from the above-described process. The finalists will be invited to submit a teaching philosophy statement (using guidelines adapted from the Bank of America award process) and from these the committee will select one award recipient.
- The 3 finalists will be honored at the same award ceremony and in the same way as the tenure-track faculty finalists for the Bank of America Award, where the recipient will be announced and asked to make brief acceptance comments. Finalists will also be recognized in the same way as the Bank of America award finalists.
- The recipient of the award will receive a framed photo award and a cash prize that we recommend to be substantial and meaningful. Each finalist will also receive a framed photo award and a meaningful cash prize.
- The Award will be announced and implemented during AY 2017-18, with nomination solicitations sent out in the Fall at the same time as the Bank of America award solicitations. New non-tenure faculty members of the Bank of America Selection Committee will be appointed during Fall 2017 and will make selection decisions during Spring 2018. The first awards will be presented during the Bank of America Celebration in Fall 2018.

Proposed Criteria Non-tenure Teaching Excellence Award

(Adapted from the Bank of America Award Criteria)

- I. Previous Nominations
 1. Number of letters overall—including current and previous years of nominations
 2. Number of letters over time-- showing success over a period of time is not completely necessary but builds a more compelling case
- II. Source and Nature of Letters
 1. Wide range of writers—undergraduates, peers, administrators, current students, alumni—all sources are not required, but a range of sources builds a more compelling case
 2. Level of depth, detail, energy investment in the letter. Are superlatives used?
 3. Do letters (individually or collectively) address characteristics of effective teaching demonstrated by the nominee? Do student writers associate their success with the efforts of the faculty? Is there testimony by students that faculty member had a major impact/ influence on their academic career and /or lives outside of the classroom?
- III. Evidence of Teaching Excellence
 1. Do the letters (individually or collectively) attest to teaching excellence across any (many) of the following dimensions? Is the faculty member noted for any (many) of the following:
 - Evidence of a well-articulated teaching philosophy that informs practice

- Exceptional breadth of knowledge in the field
- Enhancing/ promoting critical thinking
- Actively engaging students
- Making material germane/ relevant
- Creating an inclusive learning environment
- Innovative teaching techniques/ strategies
- Teaching effectively online or through technology
- Sensitivity to students' needs/ challenges and adaptive to individual differences of learners
- Demonstrated passion for teaching
- Caring, positive, challenging (or other) personality traits that contribute to student success
- Willingness to give time and effort to students beyond the classroom setting
- Other factors as noted from the nomination materials

IV. Other Factors (to be considered if relevant)

- Evidence of a well-articulated teaching philosophy that informs practice
- Dedication to continuous improvement in teaching
- Leadership or key role in curricular development
- Other teaching such as mentoring, student supervision (clinical, field, or research), sponsorship of student organizations, etc.
- Teaching-related service or administration

V. The "It" Factor

After reviewing all the nomination materials, do you strongly believe the faculty member is a truly remarkable teacher and worthy of the award?