

**GUIDELINES**  
**TEACHING EXCELLENCE AWARDS**  
**College of Education**  
**University of South Alabama**

**Purpose**

The goal of the Teaching Excellence Recognition Plan (TERP) is to recognize and reward faculty members who provide exemplary teaching and who demonstrate extraordinary commitment and effort in the accomplishment of the educational missions of the Department, College, and the University.

**Awards**

Three Awards for Excellence in Teaching are to be made annually, with one in each of the following categories: Distinguished Career Award, Early Career Award, and Outstanding Innovation. The awards will be funded by the College of Education. Each award includes a monetary prize and a plaque.

**Eligibility**

Although awards are open to all full-time faculty regardless of rank or tenure status, each award has specific eligibility requirements. Awardees are not eligible for re-nomination for the same award within five years.

**Procedures**

Each department in the College may forward nominations to the Dean according to the following formula: two each from the Department of Professional Studies and the Department of Leadership and Teacher Education, and one from the Department of Health, Physical Education, and Leisure Studies. The mechanism by which nominees are selected within departments will be determined by the respective department chairpersons but nominations should include a review by a designated faculty committee. The

(one from each of the departments) shall serve on the College committee (at least one must be enrolled as a graduate student and one as an undergraduate student in one of the degree programs in the College). The committee members will select a chair at the first meeting. Departmental nominees will be evaluated based upon the materials in the supporting dossiers according to the general and specific criteria for the award. As a part of the process, nominees may be required to provide further evidence or documentation for clarification.

**Criteria**

General criteria for the award include evidence of one or more of the following:

1. excellence in student learning outcomes;
2. quality and quantity of teaching;
3. extraordinary commitment and effort in the accomplishment of the program teaching mission;
4. innovation in teaching approaches;
5. innovative use of technology to promote learning;
6. outstanding contributions in curriculum development; and
7. educational scholarship

**Format**

**An original and five hard copies of the complete dossier should be submitted. Staple dossiers in the upper left hand corner only; do not use binders or plastic covers.** Dossiers should be prepared using Microsoft Word, single-spaced, using 12-point type and 1 inch margins. It is in the interest of all concerned that dossiers fully conform to the requirements, specifically those regarding length, set forth above. For this

## DISTINGUISHED CAREER AWARD FOR EXCELLENCE IN TEACHING

### Purpose

The Distinguished Career Award for Excellence in Teaching recognizes a lengthy period of sustained excellence in instruction at the undergraduate and graduate levels. The Award communicates the College of

note the growth of the individual to think critically and analytically, to communicate effectively, to acquire information and apply it to problem-solving, and to understand the context of global complexity and diversity in which knowledge is applied.

### Award

The Distinguished Career Award for Excellence in Teaching will be made each year. The Awardee will receive a one-time monetary award, subject to availability and deductions of all applicable fringe benefits and may use the title: Distinguished Teaching Professor for one year. In addition, the Awardee shall

name of the Awardee shall automatically be forwarded to the Senior Vice President for Academic Affairs as

### Eligibility

Because the Award is designed to recognize continued quality instruction, nominations will be limited to individuals who have held a faculty position for at least five consecutive years at the University of South Alabama.

### Specific Criteria

The intent of the award is to interpret distinguished teaching broadly to include, as noted below, significant contributions to graduate and/or undergraduate instruction over a sustained period. Supporting dossiers will be evaluated against the following specific criteria in addition to the general criteria noted above:

- 1. Demonstrated impact on student performance.** For example, evidence of students presenting papers at professional meetings or of students subsequently publishing their work done with this professor; actions by the professor, both curricular and co-curricular, intended to increase student interest and involvement in their profession.
- 2. Development of effective teaching methods, courses, and/or teaching materials.**
- 3. Outstanding performance as a teacher** demonstrated by student evaluations, enrollment figures, and/or evaluative observations by colleagues or collaborating professionals.
- 4. Concerns with professional identity as a professional educator** evidenced by professional activity on or away from campus, including publications of articles on teaching, stimulation of student research, community presentations, attendance at professional meetings or workshops relevant to

1. **Cover Sheet.** The first page of each dossier must be the program cover sheet, completed according to its directions and signed by the nominee and department chairperson.
  
2. **Endorsement.** A written statement endorsing the nominee should be prepared by the department chairperson or his/her designee and should be no more than two pages in length. Clearly state the five years, and how it compares to the typical teaching load in the nominee teaches. The endorsement may also address how the nominee meets any one or all of the criteria above.
  
3. **Teaching-Focused Vita.** The dossier should include a teaching-focused vita that identifies the the following items:
  - a. Education, degrees, institutions, and majors.
  - b. Current and previous academic appointments and other instructionally related experiences.
  - c. For the past five years (or since appointment), courses taught at the University of South

## **Specific Criteria**

- c. For the past five years (or since appointment), courses taught at the University of South Alabama, course enrollment, average student evaluations of overall quality of instruction, and indicate if course was created or revised by the nominee.
- d. For the past five years (or since appointment), mentoring and supervising field experiences, or directing student research, including completed thesis and doctoral committees, research

introduction of pedagogical methods or technologies (including computer-aided instruction) that have resulted in others improving instructional quality, publication of a highly valued and used textbook or other course materials, or development of new or innovative courses that occupy a key role in the curriculum or a specific learning need.

2. **Clearly articulated theory and pedagogy consistently applied in practice to address a learning need**, which allows the innovation to clearly be differentiated as original and innovative.
3. **Demonstrated impact on learning** evidenced by papers, demonstrations, exhibits, performances, testimonials, or projects completed by learners; measured change in overall performance or awards directly attributable to the innovation; dissemination and other evidence of impact such as wide distribution or adoption by a learning community or instructional system; direct student impact such as presenting papers at professional meetings or of juried student performances and/or exhibits, or of students subsequently publishing their work done as part of, or consequence of, participation in the innovation; intended outcomes that increased student interest and involvement in the discipline.
4. **Demonstrated significance to advancing teaching and learning**. For example, evidence of adoption or that the innovation can be replicated in other courses or by other educational units, citation in professional journals, scholarly reviews by professional experts, replication by other scholars, central role in major curricular reform, or peer-