NOMINATION DEADLINE: Friday, November 18, 2022

THE AWARD

The purpose of the Regents Teaching Excellence Awards is to recognize outstanding teaching in the UW System. These awards reflect the University of Wisconsin System's strong commitment to teaching.

Two awards of $7,500 each will be made to faculty and instructional academic staff in recognition of outstanding *career achievement* in teaching. One $7,500 award will be made to an academic department, program, or other academic unit which demonstrates exceptional commitment to, and effectiveness in, teaching. The funds for this award are expected to be used for further program enhancements, such as professional development or teaching-related supplies and expenses.

It is anticipated that award recipients will be publicly recognized on **March 31, 2023** at the Board of Regents meeting.

NOMINEE CATEGORIES

UW System universities may submit one nomination per category for a maximum of two nominations per university. Because this is an opportunity to highlight for our Regents the qualities of UW System's outstanding staff, departments, programs, units, and teams, you are strongly encouraged to submit a nomination in each category.

- **Individual –** UW System teaching faculty and instructional academic staff.

- **Department/Program –** UW System academic department, program, and other academic units.

SELECTION CRITERIA

Each nomination must provide evidence of outcomes and impacts. Nominations which fail to meaningfully address the criteria listed below will not be considered.

Individual
- 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 university-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.
- 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 in the UW System.

Department/Program
For each item below, examples have been provided on the kinds of evidence that might be appropriate. Please note that these suggestions are meant to help departments/programs to assemble materials. It is not expected that a department/program will include all the evidence listed below. Every department/program is distinct and will document its accomplishments in a unique way. Departments/programs are encouraged to be both concise and creative in providing evidence.

- **Recognize and foster excellence in teaching**
  - 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.
  - 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.
  - 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**
  - 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.

- **Have thoughtfully constructed effective curricula for academic programs, ranging from general education to graduate degree programs, as applicable**
  - Curricular goals that are well-defined, assessed, and effectively communicated to faculty and student.
  - 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.
  - Opportunities for service learning effectively integrated into academic programs.

- **Create a positive climate for learning and demonstrate significant impact on student learning.**
  - Recruitment and retention of majors, minors, graduate students, etc.
  - 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 underrepresented groups of students and steps taken to remove those obstacles.
  - Positive student evaluations of courses.
  - 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

Individual

Nominations should not exceed 26 pages and include:
- A nomination letter from the Chancellor or Provost *(3-page limit)*.
- One or two letters of support from colleagues *(2-page limit each)*, specifically addressing the quality and nature of the nominee's teaching. One letter should be from the department chair/program administrator.
- A condensed curriculum vitae of the nominee *(3-page limit)*.
- One letter of support from past students and one letter from a student with recent or current contact with the nominee *(2-page limit each)*.
- A reflective statement *(2-page limit)* by the nominee on their 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.
- Evidence of the success of the nominee's teaching *(10-page limit)*, which may include a well-organized sample set of items that document the excellence of the nominee'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, i.e., how they document the excellence of the nominee's teaching.

Department/Program

Nominations should not exceed 22 pages and include:
- Nomination letter *(2-page limit)* from Chancellor or Provost specifically addressing the quality and nature of the department's/program's teaching as a unit.
- A narrative statement *(5-page limit)* from the department/program discussing its philosophy as a community of teacher-scholars, its goals and strategies, and how these have evolved over time. This should convey a sense of the discipline being taught by the department/program, its value to students, and/or the program/department's goals for and assessment of student learning and development. Include an introduction of the faculty and staff and their contributions to the department/program.
- A fact profile *(1-page limit)* of the department/program.
- One or two letters of support *(2-page limit each)* from current and/or past students.
- A well-organized, small set of items *(10-page limit)* 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 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. These items should include an explanation of why they were included.

All nomination materials are considered confidential.

Nomination Deadline: Friday, November 18, 2022

SUBMISSION OF NOMINATIONS

A complete set of nomination materials should be submitted electronically, as one PDF document, to the Office of the Secretary of the University, secofunv@uwm.edu no later than Friday, November 18, 2022. Please refer all questions to Jon Kahl, Chair, Faculty Awards and Recognition Committee, kahl@uwm.edu.