

College of Education Graduate Faculty Teaching Award

The UF College of Education Graduate Teaching Award was established to recognize distinguished graduate level teaching in the preparation of education professionals. The award is given once a year and the award recipient receives a \$2000 stipend and a plaque honoring their accomplishment. All full-time tenure and non-tenure track faculty who have taught graduate level courses for the last four years and have taught at least 2 graduate level courses during the current academic year (including the previous summer session) are eligible for this award.

An applicant is judged in terms of his or her accomplishments as a teacher. Thus, the committee's decision is based upon information that is offered to substantiate superiority in teaching. The more explicit and precise such information is, the more likely it is to gain favorable consideration. Criteria for the award include innovative, imaginative teaching, as well as the impact of teaching. "Teaching" is broadly defined to include conceptualization, planning, integration of courses, research, instruction in classrooms and/or in other settings, and individual work with students.

As nominees are reviewed, the committee is interested in knowing the particular area(s) in which the nominee has displayed her or his teaching knowledge and skills. For example, is the nominee most outstanding as a lecturer, or as a leader of small seminars and classes, or as a guide for students in their independent projects? The review committee also wishes to learn through the nominee's reflection on teaching statement how the nominee has enlarged the content or elevated the intellectual level of his or her courses, and how his or her teaching activities have contributed to the intellectual growth of both students and the nominee. Finally, the review committee is concerned with the nominee's rigor as a teacher. It seeks evidence that the nominee has been doing not simply a good job but a distinguished one and that his or her contribution to students, to the department and to the university as a whole testifies to exceptional abilities and efforts.

This evidence may be derived from various sources. While the review committee appreciates the opinions of a nominee's students, as well as those of colleagues and supervisors, it usually values these opinions in direct proportion to their spontaneity. It does not, therefore, recommend deliberate campaigns to solicit student support. It finds the view of students most informative when the students are least aware that these views may affect their teacher's chances of receiving an important award. In general, the review committee is more impressed by the quality than by the number of endorsements that a nominee receives. An explanation of the methods by which teaching evaluations and endorsements were obtained helps insure that the review committee will weigh them appropriately.

Each nominee's materials should be structured to best represent her or his case; however, all documentation should be submitted in no more than one loose-leaf notebook. This information should include the following information, preferably in the order items are listed below.

1. Letter of nomination (from student, faculty member or administrator)
2. The nominee's vita. Publications, presentations, and other scholarly activities or products related to college teaching should be highlighted (bold) on the nominee's vita.
3. Graduate level courses taught at UF listed by semester and enrollment for the last four years. (Be sure to include course number and title). Describe the level and number of students, context of the course (required/elective), doctoral/masters, etc.)
4. A critical self-analysis of teaching by the nominee is of central importance. In this statement, nominees should discuss their philosophy of teaching and how it is put into practice. Any efforts to analyze teaching over time, with specific reference to self-improvement and student accomplishment should be addressed. The nominee may wish to also provide indicators and samples of student work (This statement should be no more than 2-3 typewritten pages, double-spaced.)
5. Supporting letters (e.g., peer reviews of teaching, letters from students). Indicate whether letters were solicited or unsolicited. No more than 3 solicited letters should be included in the application materials, including the letter of nomination. Unsolicited letters are those that are not requested by the applicant, or by another person on the applicant's behalf.
6. Student course evaluations. This section should include a summary of course evaluations for graduate courses taught in the last four years. Student course evaluations submitted as part of a nominee's dossier should be accompanied by an explanation of how the evaluations were administered.
7. Research and publications demonstrating public and professional innovations related to teaching university courses. List publications and include copies or abstracts, as appropriate. Include any public or professional dissemination of teaching materials and methods.
8. Materials from courses (e.g., syllabi, innovative assignments). This section may include information related to systematic course or program development. Include materials or descriptions and evaluation data if available. At least two recent syllabi should be included here.
9. This award may be won only once. Thus, previous winners are not eligible applicants.
10. The award nominations will be judged by the Lectures, Seminars, and Awards Committee of the Faculty Policy Council.

The deadline for nomination letters is Monday, February 19, 2007. Completed application packets are due by Noon on March 12, 2007. Submit all materials to the Office of Graduate Studies

