

Call for Nominations

PROVOST'S TEACHING AWARDS

The Provost's Teaching Award recognizes meritorious excellence in teaching. The awards are given for significant personal contributions to the quality, scope, and outcomes of teaching, learner assessment and learner mentoring in the health professions, public health, or biomedical sciences.

Two awards are given each year to full-time faculty members: one award will be given to an **early career faculty member** and one to a **seasoned/senior career faculty member**. The awards are \$2,000.

See [Section 3.11.3](#) of the [HSC Faculty Handbook](#) for more information.

NOMINATION PROCEDURES

Nominations will be solicited during the fall semester and can be made by any full-time faculty member. Please adhere to the following guidelines below (in order) when submitting nominations for the Provost's Teaching Award.

(1) **ELECTRONIC TRANSMISSION and HARD COPY OF NOMINATIONS: ***

An electronic dossier (complete) for each nomination is to be submitted via e-mail to carla-hartsfield@ouhsc.edu in the Office of the Vice Provost for Academic Affairs and Faculty Development. **One hard copy dossier is still required. FOLDERS AND NOTEBOOKS ARE NOT ACCEPTABLE.** Double-sided copying of the materials in the dossier is encouraged wherever possible to reduce volume and weight. **Please contact Carla Hartsfield, Assistant to the Vice Provost for Academic Affairs, at 271-5557 for additional information.**

(2) Use tabs or light divider pages between sections.

(3) The following sequence should be followed:

- a. Nomination letter to the Vice Provost for Academic Affairs and Faculty Development describing the nominee's teaching achievements.
- b. Detailed Curriculum Vitae (pdf).
- c. Three reference letters, in addition to the nominator's letter, including at least one from a faculty colleague and one from a former student.
- d. Narrative responses to award criteria.

IMPORTANT: DO NOT INCLUDE COPIES OF REPRINTS OR ANY APPENDIX MATERIALS IN THE NOMINATION PACKET.

The nominations will be evaluated by the Educators for Excellence Advisory Panel which includes at least two former recipients of University teaching awards. The nomination judged best for each award will be forwarded to the Senior Vice President and Provost, along with an evaluation that gives the reasons for the recommendation based on the narrative responses to the award criteria and the letters. **Nominations are due in December of each year (see Time Schedule below).**

SELECTION

The selection for the Early Career Faculty Award and/or the Seasoned Faculty Award is made by an ad hoc committee consisting of the chair of the Educators for Excellence Advisory Panel, the Vice Provost for Academic Affairs, and the Senior Vice President and Provost.

RECIPIENTS

Each recipient of the Provost's Teaching Award for the current award cycle will be announced by the Senior Vice President and Provost at the Spring General Faculty Meeting.

TIME SCHEDULE

See Summary Timetable: Nominating Faculty Member forwards nomination package (**electronically via email and one hard copy**) to carla-hartsfield@ouhsc.edu **Please contact Carla Hartsfield, at 271-5557 for additional information.**

PROVOST'S TEACHING AWARDS

NOMINATION GUIDELINES FOR THE PROVOST'S EARLY CAREER FACULTY TEACHING AWARD (Ratings are based on a 100-point scale)

ELIGIBILITY

Candidates for this award are early career faculty who are within the first nine (9) years of an academic appointment. Instructors in an HSC undergraduate program, and Assistant or Associate Professors in an undergraduate/graduate or health professions program are eligible and the rank and teaching role must be explicitly stated. If the candidate is an Associate Professor in an undergraduate or graduate or health professions program, they must be within the first three (3) years of that rank at the time of nomination.

NOMINATION PACKET

The nominator must submit a packet which must include and is limited to: 1a) nominating letter, 1b) letter of support from the candidate's supervisor (if not the nominator), 1c) letter of support from the candidate's dean (if not the nominator), 1d) at least three (3) letters of support which must include at least one letter from a former student/learner and at least one letter from a faculty colleague, 1e) an up-to-date Curriculum Vitae for the nominee, and 1f) a narrative response to each listed criterion below.

- 1) Teaching Philosophy
- 2) Teaching Contributions, Student Engagement Strategies and Durable Educational Materials Development
- 3) Education-focused Presentations and Resources
- 4) Teaching Effort, Mentoring, Advising, and Learner Feedback
- 5) Systematic Self-Reflection, Peer-Feedback, Educational Impact, Outcomes and Faculty Development
- 6) Teaching Recognition

The complete nomination narrative, exclusive of letters and curriculum vitae **must not exceed a total of 50 pages**. The narrative section must be double-spaced, with 1-inch margins, using a san-serif 12-point font.

Important Note: Any additional items including award letters, article reprints, or other appendix materials submitted with the packet will not be reviewed or considered.

CRITERIA

Curriculum Vitae (CV)

- A complete CV including evidence of educational scholarship and/or education-focused research; presentations; and/or relevant publications including abstracts, posters, or publications. Any scholarship, research, presentation or publications which includes a learner mentored by the candidate must be identified as such by notation/asterisk (*).
- The candidate's CV must be up-to-date and accurate to supplement the narrative nomination. While no point value is assigned to the CV independently, it documents referenced accomplishments. As such, items in the CV should not be duplicated (meaning copied and pasted) into the narrative; however, the appropriate CV section and title of a benchmark achievement can be referenced to support the narrative.
- Candidates are advised to review the [OUHSC Curriculum Vitae Guide](#) to insure the completeness of their CV content relevant to teaching and education roles, responsibilities, and productivity.

1) Teaching Philosophy (10 pts)

Candidate should include their personal teaching philosophy, teaching goals and objectives, and stated commitment to teaching health professions students, students in the biomedical sciences, or students in public health with reference to relevant educational literature as the evidence base for their instructional approach.

2) **Teaching Contributions, Student Engagement Strategies, and Durable Educational Materials Development (30 points)**

Candidate should show evidence of specific contributions to lecture, course, or clinic curriculum development, or evidence of contributions to educational innovation, through lecture, course, clinic or curriculum development of content that inspires learners and promotes student engagement in the learning process. Candidate should include three (3) examples of student engagement in learning such as succinct examples of active learning strategies, use of simulation, community-based learning experiences; service learning; interdisciplinary learning, or field experiences including clinical experiences directly mentored by the candidate, indicators of continuous improvement of educational materials, or evidence of peer-review of educational materials. Innovative use of educational technologies in the classroom, laboratory, simulation, clinical, community, or distance education environment may be evidence of exemplary work under this criterion.

5) **Education-focused Presentations and Resources (10 points)**

Candidate should show evidence of enduring contributions to academic excellence and the quality of teaching available for learners or to support other educators working in classroom, laboratory, or clinical environments and/or through course or curriculum development, review, and/or evaluation - locally, regionally, or nationally/internationally. Invited educationally focused presentations offered at other academic institutions locally, regionally, or nationally/internationally are one possible indicator of high regard and reputation through this criterion.

6) **Teaching Effort, Mentoring, Advising, and Learner Feedback (20 points)**

Candidate should show a high degree of engagement with students/learners and evidence of high standards for learner performance in the learner's acquisition of knowledge, skill, or behavioral learning objectives or a combination thereof. Evidence of engagement with students within the candidate's discipline as well as multi- and interdisciplinary/interprofessional engagement with learners that fosters higher-level learning or learning beyond the classroom, laboratory, or clinic such as advising or sponsoring student organization experiences, field experiences, scholastic societies, or learner research projects. Evidence of learner performance and engagement should include summarized or tabular presentation of learner feedback over no less than a consecutive three-year period within the 9-year eligibility period for this award. Refrain from submitting individual student evaluations or individual learner comments. Evidence associated with receipt of a department or college teaching award is also appropriate for demonstrated engagement with students/learners.

7) **Systematic Self-Reflection, Peer-Feedback, Educational Impact, Outcomes and Faculty Development (25 points)**

Candidate should include evidence of sustained high performance as a teacher as indicated by aggregated learner outcomes compared to benchmark performance for previous students; faculty annual review feedback, peer-review/feedback of teaching expertise or quality; demonstrated focus on learner engagement, learning outcomes and outcome assessment, and/or systematic self-assessment or relevant indicators of teaching performance as evidenced in annual reports or similar documented summaries over at least a three-year period. Documented evidence of commitment to high quality education indicated by regular participation in education-focused teaching conferences or faculty development (such as educator academies or HSC Education Grand Rounds) within the college, campus, or discipline.

8) **Teaching Recognition (5 points)**

Candidate should include evidence of exceptional, unique, or pioneering contributions to excellence in teaching through acknowledged contributions at the regional/ national level (such as serving on a regional or national/international committee focused on teaching-related work).

NOMINATION GUIDELINES FOR THE PROVOST'S SEASONED/SENIOR FACULTY TEACHING AWARD (Ratings are based on a 100-point scale)

ELIGIBILITY

Candidates for this award are seasoned/senior career faculty who are beyond the first nine (9) years of an academic appointment, or who are Associate Professors or Professors with no less than nine (9) years of teaching experience completed at the time of nomination. **Faculty members, who will retire prior to the academic year in which this award will be given, are not eligible for consideration.**

NOMINATION PACKET

The nomination packet from the nominator must include and is limited to: 1 a) nominating letter, 1b) letter of support from the candidate's supervisor (if not the nominator), 1c) letter of support from the candidate's dean (if not the nominator), 1d) at least three (3) and no more than five (5) letters of support which must include at least one letter from a former student/learner which explicitly describes the specific enduring influence the candidate had on the learner, and at least one letter from a faculty colleague which explicitly describes the unique, innovative, or enduring contributions of the candidate to the quality of teaching and the learning opportunities provided by the candidate, 1e) an up-to-date Curriculum Vitae, and 1 f) a narrative response to each of the listed criterion below.

- 1) Teaching Philosophy
- 2) Teaching Contributions, Student Engagement Strategies and Durable Educational Materials Development
- 3) Education-focused Presentations and Resources
- 4) Teaching Effort, Mentoring, Advising, and Learner Feedback
- 5) Systematic Self-Reflection, Peer-Feedback, Outcomes and Faculty Development
- 6) Teaching Recognition

The complete nomination narrative, exclusive of letters and curriculum vitae, **must not exceed a total of 50 pages** to address all the criteria. The narrative section must be double-spaced, with 1 inch margins, using a san-serif 12 point font.

Important Note: Any additional items including award letters, article reprints, or other appendix materials submitted with the packet will not be reviewed or considered.

CRITERIA

Curriculum Vitae (CV)

- A complete CV including evidence of educational scholarship and/or education-focused research; presentations; and/or relevant publications including abstracts, posters, or publications. Any scholarship, research, presentation or publications which includes a learner mentored by the candidate must be identified as such by notation/asterisk (*).
- *The candidate's Curriculum Vitae must be up-to-date and accurate to supplement the narrative nomination. While no point value is assigned to the CV independently, it documents referenced accomplishments. As such, items in the CV should not be duplicated (meaning copied and pasted) into the narrative; however, the appropriate CV section and title of a benchmark achievement can be referenced to support the narrative.*
- Candidates are advised to review the [OUHSC Curriculum Vitae Guide](#) to ensure the completeness of their CV content relative to teaching and education roles, responsibilities, and productivity.

1) Teaching Philosophy (10 points)

Candidate should include their personal teaching philosophy, teaching goals and objectives, and stated commitment to teaching health professions students, students in the biomedical sciences, or students in public health with reference to relevant educational literature as the evidence base for instructional approach.

2) **Teaching Contributions, Student Engagement Strategies and Durable Educational Materials Development (30 points)**

Candidate **must** show evidence of specific contributions to lecture, course or clinic curriculum development, **and** evidence of contributions to educational innovation through lecture, course, clinic or curriculum development of content that inspires or engages learners and promotes student engagement in the learning process. Candidate should include three (3) examples of student engagement in learning such as succinct examples of active learning strategies, use of simulation, community-based learning experiences; service learning; or field experiences including clinical experiences directly mentored by the candidate, indicators of continuous improvement of educational materials, or evidence of peer-review of educational materials. Evidence of innovative use of educational technologies in the classroom, laboratory, simulation, clinical, community, or distance education environment **must** be included.

3) **Education-Focused Presentations and Resources (20 points)**

Candidate should show evidence of enduring contributions to academic excellence and the quality of teaching available for learners or to support other educators working in classroom, laboratory, or clinical environments and/or through course or curriculum development, review, and/or evaluation - locally, regionally, or nationally/internationally. Invited educationally focused presentations offered at other academic institutions locally, regionally, or nationally/internationally are one possible indicator of high regard and reputation through this criterion.

4) **Teaching Effort, Mentoring, Advising, and Learner Feedback (10 points)**

Candidate must provide evidence of a high degree of engagement with students/learners and evidence of high standards for learner performance in the learner's acquisition of knowledge, or skill, or behavioral learning objectives or a combination thereof. Evidence of engagement with students within the candidate's discipline as well as multi- and interdisciplinary/ interprofessional engagement with learners that fosters high-level learning or learning beyond the classroom, laboratory, or clinic such as advising or sponsoring student organization experiences, field experiences, scholastic societies, or learner research projects. Evidence of learner performance and engagement should include summarized or tabular presentation of learner feedback over no less than a **consecutive five (5) year period** immediately prior to the year of nomination for this award (e.g., for nomination submitted in 2020 five-year pre-nomination period would be 2015-2019). Refrain from submitting individual student evaluations or individual learner comments. Evidence associated with receipt of a department, college, or University teaching award is one indicator for previous acknowledgement of teaching effort and/or learner engagement.

5) **Systematic Self-Reflection, Peer-Feedback, Educational Impact, Outcomes and Faculty Development (15 points)**

Candidate should show evidence of sustained exemplary performance as a teacher as indicated by aggregated learner outcomes compared to benchmark performance for previous students; supervisor, department chair, associate dean and/or dean feedback, peer-review/feedback on teaching expertise or quality; demonstrated focus on learner engagement, learning outcomes and outcome assessment, and systematic self-assessment or relevant indicators of teaching performance as evidenced in annual reports and similar documented summaries over at least a five-year period. Documented evidence of commitment to high quality education indicated by regular participation in and contributions to education-focused teaching conferences or faculty development (such as teaching in a college educator academy, delivering HSC Education Grand Rounds, or delivering and/or orchestrating other college or institution-wide faculty development or faculty development for the candidate's discipline colleagues or interprofessional faculty learning group.)

6) **Teaching Recognition (15 points)**

Candidate should show evidence of exceptional, unique, or pioneering contributions to excellence in teaching through acknowledged contributions at the national/international level (such as serving on an education-related national committee in an acknowledged contributing or leadership role)