

**Distinguished Teaching Award  
Nomination Form**



**Eligibility:**

The Distinguished Teaching Award is given annually to recognize up to three members of the College of Education and Human Sciences.

1. Academic Rank of Assistant Professor or above
2. At least 10 years have passed since previous receipt of this award

**Criteria:**

1. The model teacher is one to whom colleagues would send their students to observe and emulate if their students had to follow in the footsteps of only one teacher.
2. To be eligible for the award the nominee must have at least three years teaching experience in the College of Education and Human Science at the University of Nebraska.

**Information:**

1. Amount: \$1,000
2. Selection process: CEHS recommends nominee(s) to the Chancellors office.
3. **Nominations due November 5, 2007, 233 Mabel Lee**
4. **Submission of material due January 7, 2008, 233 Mabel Lee**

# Distinguished Teaching Award

**I nominate \_\_\_\_\_ for the Distinguished Teaching Award**

Nominator's name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Phone \_\_\_\_\_

e-mail address \_\_\_\_\_

Please return this form to:

Jenny Patrick  
College of Education & Human Sciences Dean's Office  
233 Mabel Lee Hall  
University of Nebraska-Lincoln  
Lincoln, NE 68588-0234  
(402) 472-5400 phone  
(402) 472-0522 fax  
jpatrick2@unl.edu

**COLLEGE OF  
EDUCATION &  
HUMAN SCIENCES**

**cehs.unl.edu**

## The Distinguished Teaching Award

The Distinguished Teaching Award is given annually to recognize up to three members of the College of Education and Human Sciences faculty who have demonstrated distinguished teaching at the University of Nebraska. A difficult task facing the Committee responsible for deciding who is most deserving of the award is determining what constitutes distinguished teaching. After considerable deliberation, the 1994-95 Committee members offer the following guidelines for consideration in determining the nominees who represent the most distinguished teachers in the College.

Someone deserving of an award for distinguished teaching should have demonstrated the qualities of a “model teacher.” Rather than detail what those qualities might be, we suggest two criteria. First, the model teacher is one to whom colleagues would send their students to observe and emulate if their students had to follow in the footsteps of only one teacher. Second, to be eligible for the award the nominee must have at least three years teaching experience in the College of Education and Human Sciences at the University of Nebraska.

In trying to characterize the attributes of the model teacher, we were unable to do so in any definitive way. A model teacher may use ‘high tech’ in the classroom, or may simply lecture. The model teacher may teach at the graduate level only, at the undergraduate level only, or some

combination of both. The model teacher may mentor students, or not. In short, there are no explicit, uniform characteristics one could observe and then say “This person is a model teacher.” The one common component of the model teacher is that he or she has made a positive difference in the lives of a vast majority of the students with whom he or she has been in contact.

Rather than prescribe a package of evidence to be submitted we propose the nominee submit a brief narrative describing the nominee’s reasons for believing he or she is a model teacher. This narrative description should be less than five pages long (double spaced) and may characterize the teaching philosophy of the nominee, or it may summarize the evidence submitted in support of the nomination, or some combination of philosophy and summarization. It may also include other information the candidate thinks would be useful to the committee in determining that he or she is a model teacher.

In addition to the narrative discussion, the candidate should submit evidence of teaching quality. This evidence should be representative of the past (three to five) years of teaching experience. We believe that someone deserving recognition, as a distinguished teacher must have demonstrated such distinction for more than one or two years. We also believe that the nature of the evidence submitted should be selected by the candidate to illustrate the quality of teaching. However, the award, while honorific, should not be so burdensome to seek that an excessive amount of time is needed to prepare the materials submitted to the

committee. Therefore, the illustrative evidence should consist of no more than 25 double spaced pages (copied on one side only).

The evidence may consist of such things as correspondence from colleagues who have observed the nominee’s teaching, correspondence from students who can speak to the nominee’s impact, teaching evaluations (summarized in tabular form), details about teaching load (number of classes taught each semester and how that compares with others in the department or unit, number of classes taught at both graduate and undergraduate levels, class sizes and how these classes compare in size to other classes taught in the department or unit, whether classes taught are required classes or electives, number of masters and doctoral advisees and advisory committees), other awards or recognition related to the nominee’s teaching skills, syllabi, teaching materials used in the classroom, or other evidence of teaching quality. These illustrations of evidence are not intended to be neither exhaustive nor required; they are simply illustrative. The nominee should decide how to best demonstrate, in a concise way, how he or she is a model teacher. Many of these sources of evidence could be consolidated and presented in the form of a table or chart.

We do not intend to prescribe what constitutes the successful nominee for the Distinguished Teaching Award except to say that such a person should have demonstrated quality teaching over the past several years of their teaching career. There are many ways in which this may be demonstrated.