**KU Edwards Lecturer Excellence in Teaching Award**

*The Edwards Campus is pleased to solicit nominations for the KU Edwards Lecturer Excellence in Teaching Award. This award, established in 2019, carries a stipend of $750, less applicable taxes, and is presented annually to a KU Edwards Campus lecturer or other non-tenure track faculty or academic staff member with a part-time appointment through the Edwards Campus whose career exemplifies best the commitment of outstanding teaching and the long-term success of students. Nominations are invited from students, faculty, staff, and alumni of the University.*

Eligibility

All part-time faculty *(less than 0.75 appointment across all KU)* with either face-to-face or online teaching assignment primarily through the Edwards Campus that have taught a **minimum of two semesters at Edwards Campus** within the past three academic years are eligible for this award.

The following documents comprise the nomination and award process:

Award Process:

* Stage 1, Nomination letter: **due by the fourth Friday of May at 5:00 p.m. (CDT)**
	+ Written by the department chair, administrator, faculty peer, staff member, student, or alumni, which addresses at least **two** award criteria the nominee best exemplifies from the criteria listed below.
	+ Maximum of 3 pages for the nomination letter
	+ Supporting documents or artifacts are optional, 3 pages maximum
	+ For more information on writing the nomination letter, you may consider guidelines on evaluating teaching and examples of peer reviews online at the [Center for Teaching Excellence website](http://cte.ku.edu/documenting-my-teaching)
* Stage 2, Finalist Materials - assembled by Award Nominee **Finalists** *once requested by committee*
	+ A list of courses taught through the Edwards Campus for the two semesters (1-2 pages)
	+ A summary of course evaluations for the past two semesters, over no more than three years (3-5 pages) (You can obtain Student Surveys of Teaching through [Qualtrics](https://aire.ku.edu/qualtrics) or by working with your supervisor.)
	+ A short CV (5 pages maximum)
	+ A personal statement that speaks to how the nominee sees their teaching achievements reflects the evaluation criteria below (maximum of 3 pages)
		- Statement should include evidence of student learning (feedback from students and/or peers, evidence of learning, reflective teaching or course improvement examples, etc.
	+ One letter of endorsement from nominee’s Chair/Dean/Administrator (unless the chair or dean has written the nomination)

No announcement will be made concerning the people nominated. All materials received in relation to the process will be treated as confidential information.

The award selection committee is comprised of the KU Edwards Campus Faculty Steering Committee. Award is presented each Fall semester at the Fall Semester Kick-Off Event.

If you have any questions regarding submission of materials, please contact kuec\_facultydev@ku.edu or 913-897-8529.

Evaluation Criteria:

1. **Quality of intellectual content**

What decisions has the instructor made in including material and choosing which aspects of the field will be included, excluded, or emphasized?

* To what extent are the intellectual goals for students well-articulated and congruent with the course content and mission?
* To what extent is the material in this course appropriate for the topic, appropriate for the curriculum, and for the institution?
1. **Innovation and quality of teaching practices**

How does the instructor plan for use of students’ time both in and outside of class? What learning activities have the instructor created that enhance the course’s impact?

* Are there any particularly creative or effective course structures or procedures that contribute especially to the achievement of student learning?
* How are students actively engaged in learning the material?
* What opportunities (in or out of class) are provided for students to practice the skills embedded in the course goals?
1. **Depth and breadth of student understanding**

Does the instructor ask students to demonstrate their achievement of key course goals with challenging academic work? Is there evidence that a large percentage of students show high levels of achievement?

* How does the performance request:
	1. Require that students demonstrate different levels of learning
	2. Facilitate students’ critical evaluation of the material appropriate to the level of the course and of the students?
* To what extent do course activities provide students with opportunities to demonstrate their understanding using intellectual skills typical of the field?
* What evidence indicates that deep learning occurs in the course? If possible, consider the following:
	1. What proportion of students are achieving a high level of learning?
	2. What is the range of levels of performance and their distribution for an entire class?
1. **Reflective consideration and development**

Does the instructor regularly examine successes and difficulties in courses and make incremental adjustments that would promote better learning in future offerings? What new teaching skills and methods has the instructor added to make teaching more effective?

* To what extent has the nominee examined the relationship between how she or he teaches and how students perform?
* Is there evidence of insightful analysis of teaching practice that resulted from consideration of student performance?
* Is there evidence that the faculty member has changed teaching practices based on past teaching experiences? Is there a positive trajectory of teaching skills and outcomes?
1. **Dedication to students and to the profession**

Does the instructor commit time and energy to further the goals of education for the institution and the field?

* How does the nominee embody and express in his or her teaching practice and demeanor the scholarly, critical, and intellectual values professed?
* What actions by the nominee indicate dedication to the success of students and to the teaching of the field of study?