

## **Eligibility and Nomination Procedures for 2017 Byron T. Shutz Award**

The Byron T. Shutz Award was established by the late Byron T. Shutz in 1978. The Shutz Award carries with it the expectation that the recipient will deliver a public lecture. At the time of the lecture, they will receive an award of \$4,000, less applicable taxes, and a reception held in the recipient's honor. The recipient will be announced and honored at the Center for Teaching Excellence Teaching Summit on August 17, 2017.

### **Eligibility**

All full-time tenured faculty are eligible for the award which alternates between recognizing excellent teaching in business and economics in even-numbered years, and outstanding teaching in any discipline in odd-numbered years. This year tenured faculty members in any discipline who have not previously received a CDTA are eligible for nomination.

### **Nomination Materials**

The following documents comprise the nomination folder:

- Nomination letter—written by the department chair, dean, or a faculty peer from the department (or school in units without departments), which addresses the award criteria (maximum of five pages for the letter and five pages for any supporting documentation of student learning and engagement).

In writing a nomination letter, you should consider that there are many fine teachers at this institution. To differentiate among such outstanding educators is quite difficult, as all of the nominees will be individuals highly regarded by students and colleagues for their commitment of time and energy to teaching excellence. You can help the committee to see the unique contributions of the nominee by attending to the award criteria in the nomination letter and any supporting documents.

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>.

- The following materials assembled by the nominee:
  - A list of courses taught and enrollments for the last five years for tenured nominees or since appointment at KU for tenure-track nominees (1-2 pages)
  - A summary of course evaluations for the same time period (1-2 pages)
  - Evidence of student learning, including feedback from students (1-3 pages)
  - A statement from the nominee that speaks to the award criteria attached (maximum of 5 pages)
  - A short CV (5 pages maximum) that includes research and service for the last five years for tenured nominees or since appointment at KU for tenure-track nominees. Research and service related to the criteria for the award should be highlighted on the CV (e.g., by using boldface type or asterisks)
- Chairperson (if applicable) and dean endorsements, unless the chair or dean has written the letter of nomination

### **Submitting a Nomination**

Nominations are due by **Monday, May 1, 2017** at 5:00 p.m. They may be submitted online via the form at <https://kuoirp.wufoo.com/forms/sdp3dix0215087/>, or in hard copy addressed to Vice Provost for Faculty Development, Office of the Provost. The chair or dean endorsement (if applicable) may be submitted separately from the nomination materials either online or in hard copy.

No announcement will be made concerning persons nominated. All materials received in relation to the process will be treated as confidential information. If you have any questions regarding submission of materials, please contact [facultydev@ku.edu](mailto:facultydev@ku.edu) or 864-4912.

## Evaluation Criteria: Chancellor's Distinguished Teaching Awards

### 1. Quality of intellectual content

What decisions has the instructor made in including material and choosing which particular 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?

### 2. 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 likely achievement of understanding by students?
- How are students actively engaged in understanding the material?
- What opportunities (in or out of class) are provided for students to practice the skills embedded in the course goals?

### 3. Depth and breadth of student understanding

Does the instructor ask students to demonstrate their understanding 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 requested:
  - a. Require that students demonstrate different levels of conceptual understanding
  - b. 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:
  - a. What proportion of students are achieving a very good level of understanding?
  - b. What is the range of levels of performance and their distribution for an entire class?

### 4. 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?

### 5. 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?