

Application for Excellence in Teaching Award

Description: Ithaca College is pleased to invite applications for an Excellence in Teaching Award, an award of \$1,000 and one-course released time. In order to be eligible, the candidate must be a full-time faculty member who has completed at least one year of employment at Ithaca College and who will be full time during the 2002-2003 academic year.

The foremost criterion for this award is the description of teaching excellence in the *Ithaca College Faculty Handbook* (see reverse). Four areas will be given particular attention: 1) subject mastery; 2) presentation; 3) interaction with students; and 4) dedication to teaching. Applications will be reviewed by the Faculty Development Committee and a previous recipient of the Excellence in Teaching Award. Reviewers are ineligible for this award and may neither nominate nor write in support of a candidate. The awardee will be recognized at the annual luncheon for recipients of faculty development awards held in May and at Commencement.

Instructions: Any faculty member or student from the college community may nominate an individual. It is the nominator's responsibility to complete and submit the application, although a student nominator may request that this responsibility be given to a faculty member. Self-nominations are not eligible. Each nomination must contain the following:

_ An application form.

_ Letter of application by the nominee. Nominees should consider this letter as an opportunity to reflect on their teaching practices, values, and careers.

_ Nominating letters. (The committee requests that all nominating, application, and support letters be no longer than two pages.) Nominator's letters should describe the writer's relationship with the candidate. Comments must focus on teaching excellence as described below and address: 1) subject mastery; 2) presentation; 3) interaction with students; and 4) dedication to teaching. Examples of exemplary performance should be included.

_ Two support letters from faculty colleagues. If the nominating letter has been written by a faculty colleague, the nominating letter would count as one of the two-faculty support letters.

_ Two support letters from students. If the nominating letter has been written by a student, the nominating letter would count as one of the two student support letters.

_ Curriculum vitae. (There is no length requirement for curriculum vitae.)

This form and the supporting materials must be submitted together to Robert Sullivan, Chair, Faculty Development Committee, Department of Speech Communication, 429 Muller Center, 274-3930, rsulliva@ithaca.edu, by Friday, March 29, 2002.

(Continued)

1. Candidate Information

Name:

Department/Program:

Office Phone Number and E-mail address:

Teaching Content Area(s):

2. Nominator Information

(If nominator is a student, please indicate first-year, sophomore, junior, senior, or graduate student.) _____

Name:

3. Support Statement Information

Name of Faculty Colleague #1:

Name of Faculty Colleague #2 (omit if nominator is faculty member):

Name of Student #1 and Year:

Name of Student #2 and Year (omit if nominator is student):

Description of teaching excellence in *Ithaca College Faculty Handbook* (4.5.1):

*An excellent teacher demonstrates mastery of the following: command of the subject, an analytical approach to the material, recognition and contrast of variant interpretations of the data where appropriate, consideration of current work in the field, and ability to show the relationship between the particular subject and other areas of knowledge. The excellent teacher also clearly explains expectations and subject matter, recognizes the students' level of comprehension, defines the objectives, summarizes major points, organizes the material logically, and emphasizes crucial ideas. She or he encourages student participation, welcomes interaction with students, and is sensitive to the response of the class. She or he deals ethically with students, and within practical limits, provides time for consultation with individual students and seeks rapport with them. She or he motivates and challenges students, is dedicated to the subject and the teaching profession, displays self-confidence, and communicates a sense of excitement for the pursuit of knowledge. (Adapted from: Milton Hildebrand, Robert C. Wilson, Evelyn R. Dienst. *Evaluating University Teaching*. Berkeley, 1971, page 23.)*