

# **Distinguished Teaching Award 2010 Guidelines and Procedures**

Committee on Teaching  
Berkeley Division of the Academic Senate  
University of California

## **Purpose of the award**

The Distinguished Teaching Award is intended to recognize individual faculty for teaching that rises above and beyond the individual fine class to a sustained performance of excellence; this kind of teaching incites intellectual curiosity in students, inspires departmental colleagues, and makes students aware of significant relationships between the academy and the world at large.

Since its inception in 1959, the Distinguished Teaching Award has been given to 232 faculty members from 52 departments.

## **Nature of the Award**

Recipients of the Distinguished Teaching Award receive a cash award from the campus and recognition by the Academic Senate. They are honored at a public ceremony, and they are permanently indicated as Distinguished Teachers in the UC Berkeley catalog. Distinguished Teachers are frequently called upon by the campus to provide a voice in issues related to teaching. They serve on forums, panels, and committees involving teaching issues, and they are advocates for excellence at Berkeley.

## **Eligibility**

All members of the Academic Senate and non-Senate faculty/instructors with continuing appointments are eligible.

- A. The intent of the Distinguished Teaching Award is to recognize faculty members who have established a sustained and varied record of teaching excellence. At minimum, nominees must have taught *at least six regularly scheduled courses in the last eight semesters* in residence. Evidence of accomplishment does not necessarily require long years of service, which in themselves would not be considered sufficient grounds for recognition.
- B. The Committee on Teaching believes that excellence in teaching and excellence in creative and scholarly work—both essential duties of Senate faculty members—go hand in hand. Therefore, Senate faculty members who are nominated will be those who have successfully united these two roles.

- C. Lecturers are judged on their excellence in teaching and their contributions to the teaching mission of the University.
- D. Part of the selection process involves classroom visits by members of the Committee on Teaching. **All nominees must therefore be scheduled to teach during the Spring 2010 semester; if not, then the Committee cannot accept the nomination.**
- E. Only one candidate should be nominated by a department in any year.

### **Selection criteria**

There is no one way to be a Distinguished Teacher. Therefore the Committee on Teaching cannot provide one single set of absolute criteria or rely on one kind of evidence. The Committee draws criteria from a number of sources, including but not limited to, the University of California Academic Personnel Manual, Section D, Criteria for Appointment, Promotion, and Appraisal, and the Committee on Teaching's policy on the Evaluation of Teaching for Advancement and Promotion (Spring 1987).

In addition, the Committee seeks evidence from a wide variety of sources, detailed below in sections **Nomination Process: Stage One** and **Nomination Process: Stage Two**.

#### *Criteria for Teaching Excellence*

In general Distinguished Teachers will excel in the following areas:

- Command of the subject.
- Continuous growth in the field of study.
- Ability to organize course material and to present it cogently.
- Effective design and redesign of courses.
- Ability to inspire in students independent and original thinking.
- Ability to encourage intellectual interests in beginning students and to stimulate advanced students to creative work.
- Enthusiasm and vitality in learning and teaching.
- Guidance of student research projects, both undergraduate and graduate.
- Participation in advising students.
- Participation in guiding and supervising Graduate Student Instructors (GSIs).
- Ability to respond to a diverse student body.

## Nomination Process

Since the nomination process can be time-consuming, the Committee has divided it into two stages. In the first stage, less information is required. Those candidates recommended for Stage Two will be asked to submit a more substantial dossier.

Please note that it is the requirement of the Committee that ***a candidate not be informed of a Stage One nomination.*** The Committee wishes to minimize the number of candidates who pass nearly a whole academic year in anticipation of an award that may not be conferred. If and when a nominee is forwarded to Stage II, he or she will be notified by the Committee.

While the nomination needs to be approved and submitted by the department chair, vice-chair for instruction, or other appropriate official, *the nomination itself might be initiated by anyone in a department, including students.*

In order to simplify the nomination process for both the department and the Committee, we have provided a number of forms which are to be used to provide the information requested below.

### Stage One

**Deadline: Friday, October 9, 2009**

**Please submit materials to: Office of Educational Development, 120 Wheeler Hall.**

#### **Materials to be submitted:**

(Materials must be placed in a three-ring binder with labeled section dividers.)

- a. Nominating letter: No more than 2000 words, from the department chair or head of the departmental committee on teaching, etc. This letter carries a great deal of weight in the Stage One nomination. It will show, among other things, how the nominee clearly rises above otherwise good teaching in the department, how the nominee's research and teaching work together, and how students respond to the teaching. Please see Criteria for Teaching Excellence, above, for some guidance.
- b. Chronological list of all course taught during the last eight semesters of residence. Use the form "*Chronological List of Courses Taught.*"
- c. Summary of teaching evaluations for all courses taught during last eight semesters of residence. Use the form "*Quantitative Summary and Comparison.*"
- d. Grade distribution charts for any two courses offered in the most recent four semesters of residence. A copy, if available, of the candidate's grading guidelines/criteria for either or both courses. Use the form "*Grade Distribution Charts and Grading Policies.*"
- e. Raw student evaluations gathered for the same two courses in (d). Do not submit summary data, but rather the evaluations themselves with student comments. If copies rather than originals are submitted, the copies should be fully legible.

- f. Nominee's fall 2009 and spring 2010 "*Teaching Schedule.*" Members of the Committee on Teaching will observe classes of those nominees advanced to Stage 2 and may visit in late fall if time permits.
- g. Any written peer and/or tenured faculty member review of the candidate's teaching that has been shared with the candidate.

## Stage Two

After reviewing the nominations from Stage One, the Committee on Teaching will select a number of nominees for further consideration.

**Deadline: Friday, February 5, 2010**

**Please submit materials to: Office of Educational Development, 120 Wheeler Hall.**

### **Materials to be submitted:**

(Materials must be placed in a three-ring binder with labeled section dividers.)

- a. A reflective statement by the candidate of teaching goals, objectives, and experiences, not to exceed 1,000 words.
- b. Candidate's curriculum vitae.
- c. List of teaching responsibilities outside the classroom. Use form "*Teaching Responsibilities Outside the Classroom.*"

Evaluations and charts for two courses were submitted in Stage One. In Stage Two, evaluations and charts for two additional courses should be submitted, as follows:

- d. Grade distribution charts and grading policies from two additional courses in the most recent four semesters of residence. Use form "*Grade Distribution Charts and Grading Policies.*"
- e. Raw student evaluations from the courses in (d). Copies should be fully legible.
- f. Letters of support: No more than twelve total. As far as possible, they should represent a range: current and former students, both undergraduate and graduate, campus and off-campus colleagues. At least one must be from a campus colleague who has recently observed the nominee in class. No letters longer than 1,000 words should be submitted.
- g. Class materials for any two of the four courses for which evaluations have been submitted. Materials might include syllabi, handouts, tests, assignments, and so on.

### **Awards ceremony**

Each year, near the end of spring semester, UC Berkeley's distinguished teachers are honored in a public ceremony to recognize their achievements. The 2010 Distinguished Teaching Award Ceremony will be held on April 22, 2010.

Questions? Please contact:            Robert Schlick, 643-1171, [rschlick@berkeley.edu](mailto:rschlick@berkeley.edu)  
Steve Tollefson, 642-0875, [tollef@berkeley.edu](mailto:tollef@berkeley.edu)

## 2010 Stage One Submission Checklist

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**Materials must be placed in a three-ring binder with labeled section dividers. Please submit this checklist as the first page in the binder.**

- a. Nominating letter, not to exceed 2,000 words.
- b. Chronological list of all courses taught during the last eight semesters of residence. Use the form "*Chronological List of Courses Taught.*"
- c. Summary of teaching evaluations for all courses taught during last eight semesters of residence. Use the form "*Quantitative Summary and Comparison.*"
- d. Grade distribution charts for any two courses offered in the most recent four semesters of residence. A copy, if available, of the candidate's grading guidelines/criteria for either or both courses. Use the form "*Grade Distribution Charts and Grading Policies.*"
- e. Raw student evaluations for the same two courses in (d).
- f. Nominee's fall 2009 and spring 2010 "*Teaching Schedule.*" Members of the Committee on Teaching will observe classes of those nominees advanced to Stage 2.
- g. Any written peer and/or tenured faculty member review of the candidate's teaching that has been shared with the candidate.

*Reminder:* if the candidate will be on leave for the spring semester, the Committee on Teaching cannot accept the nomination.

Nominee Name: \_\_\_\_\_ Nominee Title: \_\_\_\_\_

Chair or Nominator: \_\_\_\_\_

Chair/nominator mailing address: Department: \_\_\_\_\_

Building/room: \_\_\_\_\_

Mail Code: \_\_\_\_\_





**2010 Stage One**  
**d. Grade Distribution Charts and Grading Policies**

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Nominee: \_\_\_\_\_

Grade Distribution Charts for any two courses in the last four semesters. These should be the same courses for which the raw student evaluations have been included. Please attach a copy, if available, of the candidate's grading guidelines/criteria for either or both courses.

**Course 1**

Number \_\_\_\_\_

Name \_\_\_\_\_

Semester/Year \_\_\_\_\_

Other instructor, if team taught  
 \_\_\_\_\_

Grade	Number Awarded
A+	
A	
A-	
B+	
B	
B-	
C+	
C	
C-	
D+	
D	
D-	
F	
P	
I	
Total Enrollment:	

**Course 2**

Number \_\_\_\_\_

Name \_\_\_\_\_

Semester/Year \_\_\_\_\_

Other instructor, if team taught  
 \_\_\_\_\_

Grade	Number Awarded
A+	
A	
A-	
B+	
B	
B-	
C+	
C	
C-	
D+	
D	
D-	
F	
P	
I	
Total Enrollment:	



## 2010 Stage Two Submission Checklist

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**Materials must be placed in a three-ring binder with labeled section dividers. Please submit this checklist as the first page in the binder.**

- a. A reflective statement by the candidate of teaching goals, objectives, and experiences, not to exceed 1,000 words.
- b. Candidate's curriculum vitae.
- c. List of teaching responsibilities outside the classroom. Use form "*Teaching Responsibilities Outside the Classroom.*"

Evaluations and charts for two courses were submitted in Stage One. In Stage Two, evaluations and charts for two additional courses should be submitted, as follows:

- d. Grade distribution charts and grading policies from two additional courses in the most recent four semesters of residence. Use form "*Grade Distribution and Grading Policies.*"
- e. Raw student evaluations from the courses in (d). Copies should be of excellent clarity.
- f. Letters of support: No more than twelve total. They may be from current and former students, campus and off-campus colleagues. At least one must be from a campus colleague who has recently observed the nominee in class.
- g. Class materials for any two of the four courses for which evaluations have been submitted. Materials might include syllabi, handouts, tests, assignments, and so on.

## **2010 Stage Two**

### **c. Teaching Responsibilities Outside the Classroom**

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Nominee: \_\_\_\_\_

Please include all teaching-related activities for the last eight semesters in residence.

- I. Administrative assignments (chair, dean, director, etc.):
  
- II. Department and College Committees (e.g., dept curriculum cmte):
  
- III. University and Senate Committees:
  
- IV. Master's theses and doctoral dissertations—chair or committee member (please specify):
  
- V. Qualifying examinations/qualifying papers—reader, chair, etc. (please specify):
  
- VI. Undergraduate research projects supervised (not as part of regular assignments in classes):
  
- VII. Other advising/mentoring activities (please include number of advisees/mentees):
  
- VIII. Other:

## 2010 Stage Two

### d. Grade Distribution Charts and Grading Policies

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Nominee: \_\_\_\_\_

Grade Distribution Charts for two additional courses in the last four semesters. (That is, in addition to the classes submitted in Stage One.) These should be the same courses for which the raw student evaluations have been included. Please attach grading policies as well.

#### Course 1

Number \_\_\_\_\_

Name \_\_\_\_\_

Semester/Year \_\_\_\_\_

Other instructor, if team taught  
\_\_\_\_\_

Grade	Number Awarded
A+	
A	
A-	
B+	
B	
B-	
C+	
C	
C-	
D+	
D	
D-	
F	
P	
I	
Total Enrollment:	

#### Course 2

Number \_\_\_\_\_

Name \_\_\_\_\_

Semester/Year \_\_\_\_\_

Other instructor, if team taught  
\_\_\_\_\_

Grade	Number Awarded
A+	
A	
A-	
B+	
B	
B-	
C+	
C	
C-	
D+	
D	
D-	
F	
P	
I	
Total Enrollment:	