

To: Student Organizations and Students at Large
From: Faculty Development Committee (FDC)
Date: November 30, 2004
Re: **President's Award for Excellence in Teaching**

The [Elmhurst College Faculty Development Committee \(FDC\)](#) invites groups of students to nominate a faculty member for the President's Award for Excellence in Teaching.

Nominations will be accepted from any group of five or more students, either representing a student organization or honor society or choosing to nominate independently.

Any faculty member, full-time or part-time, is eligible for nomination.

Nomination Procedures

1. Obtain a nominating packet from the Information Desk in the Frick Center or the Office of Academic Affairs in Goebel Hall 104. You can also get copies of the needed forms from the FDC web page at <http://www.elmhurst.edu/~earls/fdc>.

This packet includes:

- Intent to Nominate Form,
- Interview and Nomination Form,
- Interview Questions.

2. Submit a completed *Intent to Nominate* form to the Office of Academic Affairs **as soon as possible**, but **no later than Friday, February 11, 2005**. You must include on the form the name of the nominated faculty member and the names of at least five students who are nominating the faculty member.
3. Submit completed *Interview and Nomination* form as soon as possible, but **no later than Friday, February 18, 2005**, to the Office of Academic Affairs. You must write a one to two page statement summarizing your reasons for nominating the faculty member. The interview questions included in your packet can guide you in writing your statement. Also, on this form you must supply the name of the **student liaison** and several days and times that members of your group can be interviewed. The purpose of the interview is to secure more detailed information in support of the nominee. Each group should review the interview questions and be ready to respond to questions of this kind. A pattern of enthusiastic responses that include specific, concrete examples is particularly helpful and effective.

Selection Procedure

After all interviews are completed, the FDC will make the final selection of the two faculty members who will receive this year's awards. **At the Spring Honors Convocation, the names of all nominees will be announced, and President Cureton will present the two awards.**

Intent to Nominate Form — President’s Award for Excellence in Teaching, 2004-2005

- 1. **Nominated Faculty Member** _____

- 2. **Nominating Students:** At least five students (with no maximum limit) must be listed in order for the nomination to be valid.

Name	Phone	Email

- 3. **Nominating Organization** name, if appropriate

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2004-2005 Interview and Nomination Form

Please print clearly

Nominated Faculty Member _____

Student liaison (responsible for organizing group for interview) information:

Name: _____ Campus extension _____

Email address: _____

Daytime phone: _____ Evening phone: _____

In addition to your written statement, you will also have a thirty-minute interview with members from the Faculty Development Committee (FDC). This interview will be videotaped so all FDC members will have the opportunity to view it. The tape will be seen only by FDC members and will be erased after the selections are made. A list of interview questions was included in your packet and can be found on the FDC web page at <http://www.elmhurst.edu/~earls/fdc>.

List at least three dates between February 25 and March 10 and times (between 8:00 AM and 7:00 PM on Monday-Friday or between 9:00 AM and 2:00 PM on Saturday) when at least four members of your group will be available for the thirty-minute Excellence in Teaching interview.

Day of the Week	Date	Time range

The designated student liaison will work to schedule the interview and then notify the other group members who will participate.

Provide a written statement (attach written statement to this form) between one and two pages in length, indicating your reasons for nominating this faculty member. The list of interview questions should be used for guidance in preparing this statement.

The names of all nominees will be announced at the EC Spring Honors Convocation, where President Cureton will present the awards to the two finalists. **Until then, the names of all nominees will be kept confidential.**

Return this completed form and written statement to Office of Academic Affairs, 104 Goebel, **no later than Friday, February 18, 2005**

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Questions for Nominating Statement and Interview

These questions are offered as **examples** of potentially relevant issues for you to address in making the case for your nominee. Of course, some may not be relevant to your nomination, and some may suggest other appropriate questions to you. **A pattern of enthusiastic responses which include specific, concrete examples is particularly helpful and effective.**

- I. Introductions of Students and Explanation of Relationship with Nominee
 - a. Through what process was the professor nominated?
 - b. How many courses have you each taken with this instructor?
 - c. Why have you taken the courses?
 - d. How do you know the professor other than as an instructor (*e.g.*, as advisor, student group advisor, fellow church member, friend, ...)

- II. What happens in the classroom
 - a. In what ways does the professor motivate students?
 - b. In what ways are courses taught by this instructor challenging?
 - c. Does the professor perceive when students are having difficulty? Give an example.
 - d. How has the professor helped you when you were struggling with a concept?
 - e. How are you able to contact the professor outside of class?
 - f. In what ways does the professor demonstrate sensitivity to a broad range of students?
 - g. If we talked to a student who did **not** nominate the professor for this award, what additional comments might that student make?

- III. Course materials
 - a. What types of course materials does the instructor use and in what way? (*e.g.*, textbook, outside speakers, audio-visual aids, fields trips, computers, in-class activities, oral presentations, ...)
 - b. How does the professor tie the different materials together?

- IV. Evaluation of learning
 - a. What types of assignments are graded?
 - b. What advance preparation is given for the assignments? (*e.g.*, review sheets, comments on rough drafts, ...)
 - c. In what ways do the exams directly test the material presented in the textbook?
 - d. In what ways do the exams test material not covered in the textbook but presented in some other form in the class?
 - e. In what ways do the exams test materials not covered in class at all?
 - f. How does the instructor ensure that course grades fairly represent student achievement?

- V. Course impact
 - a. What aspect of the course do you think the instructor values most?
 - b. Three years from now what do you think you will remember from/about this course?

- VI. Ways the professor promotes the subject area
 - a. What is your professor's area of expertise within the discipline?
 - b. In what professional organizations or activities is the professor involved, and how does s/he involve students?
 - c. In what ways does the professor promote jobs and/or graduate study in the discipline?
 - d. In what ways does the professor effectively advise students?
 - e. In the course you are now taking, what content is s/he most enthusiastic about? How do you know?