

1/19/2011

The Committee on Teaching offers the following recommendations for consideration by the Policy Council:

*The Committee on Teaching recommends that IUB faculty members who have been awarded the Trustees' Award for two consecutive years be ineligible for a nomination in the subsequent third year but may be re-nominated after a one-year gap. (In other words, a faculty member who receives the award in 2010 and 2011 cannot be nominated in 2012, but can be re-nominated in 2013.)*

*It further recommends that chairs be encouraged to make nominations for the Trustees Awards based on criteria that address a wide notion of excellence in teaching, and not necessarily base nominations on the merit review process alone.*

*Finally, it recommends that faculty, and especially senior faculty, who have repeatedly received the Trustees' Award be considered instead for nomination to the Gorman Teaching Award or campus-wide teaching awards.*

*If approved, these changes and recommendations will be added to the SOE website information about the criteria and nomination process for the Trustees Award.*

*Background:*

*These recommendations grow out of discussions that have taken place in the committee over the last several years.*

*The COT's Final Report from 2009-10, for example, noted that*

*"There was considerable debate about two topics related to award decisions. First, award winners are often the same persons. While the committee wants to continue to recognize their achievements, we would like to see the awards more widely given. Thus, next year's committee will in the fall discuss the possibility of recommending to the Policy Council that there be a gap of 3 years before any one faculty member can be again be selected for the Trustees' Teaching Award."*

*As such, this topic was raised at the committee's first meeting in late November 2010.*

*A chart based on information posted on the Policy Council website seems to bear out the perceptions in the above statement. Although there could be some inaccuracies in the information, it appears that 12 faculty members received 46 of the 77 Trustees awards in the last 11 years. Those who had been on the committee for several years noted that, although the most frequent winners were undoubtedly exceptional teachers, some dossiers appeared to change very little from year to year and skill in devising the dossier could be a factor. There is no mechanism for comparing an individual's teaching materials from one year to the next.*

*It was noted that at IUPUI they realized that they may have veered away somewhat from the spirit of the Trustees award and its emphasis on outstanding teaching, by giving it to those faculty who had received Outstanding ranks in the merit review. They wanted to revisit how excellence in teaching was determined. Different groups were of different minds about the number of times a Trustees' award could be given to one person. Clinical faculty were still debating the issue, but others felt that if one person was truly deserving of the award, that person should be permitted to receive the award any number of times and should be viewed as a model to other faculty.*

*Bloomington members noted the issue of whether the same criteria for making nominations were applied across departments, and that the award should both encourage as well as reward strong teaching. There is a great deal of innovative teaching work going on in the School of Education, and there was concern that the current way in which Trustees' Awards were determined did not allow for it to come to light. One department had a separate committee to make nominations for the Trustees Award and at one point had a policy of always nominating pre-tenure faculty in favor of senior faculty. In another department the selection is made by the chair based on the merit review process. Whether the merit review process is a good determinant of outstanding teaching is an issue.*

*Members of the committee felt that those who taught large classes and multiple sections of one class may have an advantage. Those teaching distance courses might be at a disadvantage. The distinct nature of distance teaching might imply the need for a separate award for those teaching these courses.*

*Possible solutions to these dilemmas included limiting the number of times that faculty could consecutively receive the Trustees' Award, but also exploring new ways to support distance teaching, encouraging chairs to explore broader criteria when making nominations for the Trustees' Award, and making a clearer set of criteria—which emphasizes an 'outstanding style and philosophy' and its 'enactment in practice'.*

*The consensus of the committee members attending the meeting was that slightly limiting the number of consecutive times that a Trustees' Award could be received would allow a somewhat larger number of deserving faculty to receive the award.*

*The Committee on Teaching recommends that faculty members who have been awarded the Trustees' Award for two consecutive years be ineligible for a nomination in the subsequent third year but may be re-nominated after a one-year gap. (In other words, a faculty member who receives the award in 2010 and 2011 cannot be nominated in 2012, but can be re-nominated in 2013.)*

*It further recommends that faculty, and especially senior faculty, who have repeatedly received the Trustees' Award be considered instead for nomination to the Gorman Teaching Award or campus-wide teaching awards.*

*Finally, it recommends that chairs be encouraged to make nominations based on criteria not linked to the merit review alone.*

*The information below is taken from the School of Education Website*

Name	Years Awarded	Total Awards
• Valarie Akerson	2002, 2003, 2006, 2007, 2010	5
• Barbara Bichelmeyer	2000, 2004	2
• Lynne Boyle-Baise	2005	1
• Curtis Bonk	2004, 2008, 2009	3
• Gerald Campano	2006, 2007	2
• Phil Carspecken	2006, 2007, 2008, 2009, 2010	5
• Stephanie Carter	2005	1
• Ginette Delandshere	2000	1
• Edward Delgado Romero	2003	1
• Suzanne Eckes	2003, 2004, 2005, 2006, 2007, 2010	6
• Lee Ehman	2001	1
• David Flinders	2000, 2002, 2005	3
• Ted Frick	2010	1
• Pete Kloosterman	2002	1
• Barbara Korth-Adjunct	2002, 2006	2
• Robert Kunzman	2004, 2005	2
• Mitzi Lewison	2000; 2001	2
• Martha McCarthy	2001, 2003, 2004, 2005	4
• Leana McClain-Clinical	2002, 2004, 2005, 2010	4
• Mary McMullen	2000; 2001, 2003	3
• Lisa Meunier-Adjunct	2002	1
• Lew Polsgrove	2002	1

• Troy Sadler	2004	1
• Laura Stachowski	2003, 2007, 2008, 2009	4
• Anne Stright	2010	1
• Margaret Sutton B	2000; 2001	2
• Vasti Torres	2007	1
• Rob Toutkoushian	2007, 2008, 2009	3
• Andrea Walton	2002, 2008, 2009	3
• Genevieve Williamson	2006	1
• Barbara Wolfe	2001	1
• Karen Wohlwend	2008, 2009	2
• Joel Wong	2008, 2009, 2010	3
• Tarajeau Yazzie-Mintz	2007	1
• Enid Zimmerman	2001; 2002	2

Submitted by Lara Lackey

Chair, Committee on Teaching