



UNM

COLLEGE of  
ARTS & SCIENCES

## Online Teacher of the Year Award NOMINATIONS DUE MARCH 15 | MATERIALS DUE APRIL 15

The College of Arts and Sciences (A&S) Online Teacher of the Year Award will be given out in the amount of \$1,000 to an individual who created and taught courses that support the learner academically, socially and personally, are engaging for the online learner, and which are particularly critical for the diverse UNM online student. This award is open to A&S faculty, teaching assistants, research assistants, and temporary part time faculty. All materials, except supporting letters, will be returned to nominees after completion of the award process in late April.

### Instructions for Nominees

New Media and Extended Learning (NMEL) will provide 'clones' of selected online course WebCT or Blackboard Learn sites that can be reviewed by the award-selection committee. These sites will be separate from those that your students see, so you do not need to worry about any disruption to the sites for courses that you are currently teaching.

All materials, except supporting letters, will be returned to nominees after completion of the award process in late April.

Nominees should provide the following information for review by the selection committee:

A. Personal statement of teaching philosophy for online education course(s) (no more than 4 single spaced pages) (10 points in the evaluation). The engagingly written and reflective statement shall include, but is not restricted to, your approaches to these questions:

- How do you define successful teaching in this media?
- What online teaching methods and media (learning modules, assignment tools, surveys, discussion threads, blogs, journals, videos/flash, captions, alternate texts, web conferencing, etc.) do you employ?
- How do these methods accomplish the objectives for your course?
- What assessment and communication tools do you use (quizzes, surveys, grading rubrics, email, My Grades, My Progress, Video/Flash/PDF, etc.) to assess if the students have understood and achieved what you intended after each class session, or after the course is completed? How do these tools support your course goals and outcomes?
- How have you used results of assessment of student learning outcomes to improve your course?
- What media and/or assignments do you use to ensure that group learning and quality communication are taking place among your online students?
- How do you create the social environment for your online class?
- What strategies do you use to support the distance learner?
- Talk about how you have used course evaluations to improve your course and teaching.



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### B. Online Course Materials (10 points in the evaluation)

- Clones of courses on WebCT or Blackboard Learn. See note above. *Choose no more than two courses, both of which must have been taught in Spring 2011 or later.* Provide course information on the formatted cover sheet that you are completing to place at the front of your folder.
- Online resources not included in WebCT or Blackboard Learn web pages that are illustrative of your teaching philosophy. Please provide URLs (preferable) or provide materials on a CD-W disc.

### C. Teaching Evaluation Summaries (5 points in the evaluation)

Please provide summaries of teaching evaluations by students for ONLY the last four teaching semesters. For IDEA data, provide only the *first two pages* of the summary report. If you use an evaluation other than IDEA, please provide only summary data (not responses to every item) with any appropriate explanation that will aid the committee's evaluation of the data. PLEASE DO NOT INCLUDE FULL REPORTS. Please provide an explanation of how the information in these evaluations has influenced and improved your teaching.

### D. Letters of support from students, including alumni (5 points in the evaluation)

- Please include no less than 3 and no more than 5 such letters from students who were enrolled in your online classes. Please understand that students currently enrolled in your classes may feel uncomfortable being approached to provide letters. Keep in mind that all nominees will request letters from students who are likely to provide a positive image of the teacher. Encourage your student referees to include how their learning was exceptional in your course(s) compared to other courses they have completed. Letters that impact this award the most will offer reflection on your online pedagogical practices in an online learning environment for your course.

### E. Letters of support from faculty colleagues, chairs, deans, etc. (5 points in the evaluation)

- Please include no less than 3 and no more than 5 such letters. Please include no less than 3 or more than 5 such letters. The awards-selection committee recommends that one of these letters be from your department/program chair because this person will be able to put your work in teaching and learning within the broad context of comparison to your immediate peers. The committee also encourages you to include those colleagues who know about your teaching first hand, perhaps because they have co-taught an online course with you. If you have a faculty colleague who advises many students, then they may have a sound second-hand knowledge of the impact of your teaching based on comments from advisees.

Letters must be included in your folder and not sent separately to the Arts & Sciences Dean's Office. If a referee wishes their evaluation to be confidential, then they should place their letter in a sealed and signed envelope and provide it to you to include in your folder. Letters are to be sent directly to Leah Hardesty in the College of Arts and Sciences. They will be placed in your folder.