Elliott Dunlap Smith Award for Distinguished Teaching and Educational Service

Dietrich College of Humanities and Social Sciences
Carnegie Mellon University

Guidelines and Suggested Nomination Packet Outline

The Elliott Dunlap Smith Award is presented annually to a regular faculty member in the Dietrich College of Humanities and Social Sciences for “Distinguished Teaching and Educational Service.” As implied by the title of the award, the leading criterion should be that a nominee shall have achieved distinction as a teacher and educator in the college.

Distinction as a Teacher

Among the more important contributions to distinction as a teacher are:

1. Impact on students that persists over time.
2. Innovation and creativity in teaching.
4. Ability to communicate effectively with less able as well as more able students.
5. Willingness to devote time to, and effectiveness in, interaction with students both outside and inside the classroom.

The following are means by which the level of distinction in teaching can be evaluated:

a. Documents prepared by the nominee providing relatively direct and immediate evidence of work as a teacher (e.g., statements on teaching prepared for tenure and promotion files; course descriptions and syllabi)

b. Formal ratings of teaching, drawn from the current FCE system, the old APhiO system, and departmental systems.

c. Testimonials by administrators, colleagues, and students based on first-hand experience of the nominee's work (e.g., Honors Students/independent studies/graduate students supervised).

Distinction as an Educator

Distinction as an educator implies that the nominee has made contributions to education more broadly -- i.e., contributions that have had a significant impact beyond the nominee's own classroom and the students therein.
Among the more important qualities demonstrating distinction as an educator are:

1. Innovation and creativity in the development of educational materials or methods.

2. Impact within or across disciplines of educational materials or methods developed by the nominee.

3. Effectiveness in achieving educational results, including work in organizing educational activities (e.g., development and management of a department's academic advising system; distinction in service as coordinator/director of undergraduate or graduate studies; organizing an important educational conference).

4. Ability to communicate to the audience involved.

5. The general reputation of the nominee as an educator.

The following are means by which the level of distinction in work as an educator beyond the immediate classroom can be evaluated:

1. Documents written by the nominee, such as reports on curricular or educational programs; published articles or books on educational matters; published texts, manuals, or other materials used by others as well as the nominee in their teaching.

2. References to the work of the nominee in printed works by others having to do with the nominee's educational activities.

3. Evidence of participation in activities of those in the nominee's discipline who are interested in the teaching of the field.

4. Testimonials by colleagues, others in the teaching profession, administrators, and students other than those directly taught.
A Suggested Nomination Packet Outline for the Elliott Dunlap Smith Award for Distinguished Teaching and Educational Service

1. Cover letter from the principal nominator(s) (e.g., department head, fellow faculty member(s), student(s), or some combination thereof) outlining the organization of the packet and summarizing the case for the nominee.

2. Materials relating to the nominee's *distinction as a teacher*.

   a) Documents prepared by the nominee providing relatively direct and immediate evidence of work as a teacher (i.e., a "teaching vita"; e.g., statements on teaching prepared for the nominee's most recent tenure and promotion case book; course descriptions and syllabi for courses designed and taught by the nominee -- and particularly for courses that have had a wide impact [on numbers of students, or within a particular curriculum or program] in the college)

   b) Formal ratings of teaching, drawn from the current FCE system, the old APhiO system, and departmental systems.

   c) Written testimony furnished by administrators, colleagues, and students based on firsthand experience of the nominee's work (e.g., letters from students or colleagues that had been included in the nominee's most recent tenure and promotion case book; lists of, and/or testimonials from honors students, students for whom independent studies have been supervised by the nominee, graduate students supervised through to receipt of degree by the nominee; awards won by students/students' projects in some way linked to the nominee's supervision, works by students' [supervised by the nominee] that have since been published, etc.).

3. Materials relating to the nominee's *distinction as an educator*.

   a) Documents or other educational materials (or summaries of documents) written by the nominee, or evidence of teaching methods developed by the nominee, that reflect innovation, creativity and impact within or across disciplines (e.g., reports on curricular or educational programs; published articles or books on educational matters; published texts, manuals, or other materials used by others as well as the nominee in their teaching).

   b) References to the work of the nominee in printed works by others having to do with the nominee's educational activities.

   c) Evidence of participation in activities of those in the nominee's discipline who are interested in the teaching of the field.

   d) Written testimony furnished by colleagues, others in the teaching profession, administrators, and students other than those directly taught, and including evidence of work in organizing educational activities (e.g., development and management of a department's academic advising system; distinction in service as coordinator/director of
undergraduate or graduate studies programs; service on education-related committees; organizing an important educational conference).

NOTE: While materials and evidence in the nominee's packet may go back several years, nomination packets should include current and recent materials as well (e.g., principal nominator's cover letter, statements by the nominee, course descriptions/syllabi, FCE's, student letters, etc.) on the candidate's behalf.