Association of Former Students
University-Level Distinguished Achievement Awards

Guidelines 2026-2027

The Association of Former Students University-Level Distinguished Achievement awards honor Texas A&M University faculty and staff members in the areas of teaching, research, individual student engagement, graduate mentoring, extension/outreach/continuing education/professional development, administration, management executive, and staff support. Details of each award are described below. Each award consists of a $4,000 monetary award, a framed certificate, and an engraved watch.

These awards are funded by The Association of Former Students. Faculty Affairs is responsible for issuing the award guidelines and managing the overall awards process.

Each nominating unit has its own coordinator who assists with the nomination process. The names of the coordinators are listed in Appendix I. Please contact those individuals with questions relating to nominations in a particular nominating unit. For general questions regarding these guidelines, you may contact Faculty Affairs at (979) 845-4274 or awardsprograms@tamu.edu.

Table 1. Timeline for The Association of Former Students University-Level Distinguished Achievement Awards

Date	Description
Nominating Unit Specific Deadline (varies)	Nominees and nominators should make sure to understand the local process and deadlines. **Award coordinators must communicate local deadlines and process broadly to ensure selection at that level, putting forward nominations not to exceed count allowed (Table 2).**
December 18, 2026	Nominating units ensure nominations approved for review by the University-level Selection Committee are submitted via InfoReady by 12:00 p.m. Again, based on count allowed in Table 2.
January 13, 2027	University-level Selection Committee kick off meeting 1:00–3:00 p.m. **Attendance MANDATORY for committee members.**
February 24 - March 2, 2027	Nominating units notify award recipients **no later than 5:00 p.m. March 2, 2027.**
March 3, 2027	Recipient names released to the University community
April 23, 2027	University Academic Awards Ceremony

Nominee Eligibility

1. A nominee must have completed 5 full years of service to the University by January 1, 2027. For teaching and research awards, the service need not be continuous so long as the nominee has been employed above the level of graduate student for a total of 5 years, and, for teaching awards only, so long as the person was budgeted at least part-time to teach for a total of 5 years.
2. Nominees must not have received a University-level Distinguished Achievement Award in the same category during the previous 10 years. However, nominees can receive up to 2 awards from different categories within a 5-year period.
3. An individual may be nominated in two different award categories in the same year; however, the nominating unit must count that person twice in its allotted nominations (as allowed in Table 2).

Nomination & Selection Process

There are four steps in selecting the recipients of the University-level Distinguished Achievement Awards:

1. Designation of Selection Committee members
2. Call for nominations
3. Preparation and submission of nomination
4. Selection of recipients by the Selection Committee

The nomination process begins as soon as guidelines are released by Faculty Affairs. Each unit specified in Table 2 is invited to solicit nominations by whatever means deemed appropriate. Individuals or groups not specified in Table 2 should contact one of the specified groups to submit a nomination.

Nominating units may submit up to the total number of nominations in each award category as shown in Table 2. Note, in cases where the total is divided evenly between the Student Council and the College committee, if either body chooses not to forward nominations, the other may nominate for that vacancy, up to the stated maximum for the College.

Selection Committee Information

Each selection committee member will be assigned to a sub-committee for a two-year term by Faculty Affairs and will participate in the evaluation of nomination materials and the selection of recipients in that award category both years.

Sub-committees should hold additional meetings, as needed, between the time of the first mandatory kick off meeting and the time that voting is complete.

1. A specific number of committee members needed per category are solicited by Faculty Affairs to the Colleges and Schools.
    - Colleges submit selection committee representatives through Faculty Affairs general awards selection committee recruitment process.
    - Administrative units and student associations will receive additional instructions via email from Faculty Affairs, at awardsprograms@tamu.edu.
2. Individuals with the title of department head, dean, director of an A&M System member, assistant vice president, associate vice president, vice president, executive vice president, and president are **not eligible to serve on the Selection Committee**. However, individuals with titles that include the modifiers of assistant or associate for department head, dean, or director of an A&M System member may serve.
3. Except for the Faculty Affairs designee, who serves as the chair of the selection committee, no member may serve on the committee for more than two consecutive years.
4. Individuals who are nominated for any award category may not serve on the Selection Committee. If a Selection Committee member is nominated for any award category, please email awardsprograms@tamu.edu immediately with the name and contact information for a replacement committee member.
5. Selection committee members must be available to attend the mandatory selection committee meeting, participate in subsequent subcommittee meetings, and thoroughly review the nomination materials.
6. Great care shall be taken to ensure that all members of the Selection Committee fully understand the significance of the awards and the necessity for maintaining the integrity of the awards.
7. Membership reflective of the constituencies of Texas A&M University should guide the choice of representatives for this selection committee.
8. The Distinguished Graduate Student Award selection committee is compiled by Faculty Affairs and is overseen by the Graduate and Professional School.
    A. Graduate faculty members are preferred to serve on this selection committee.
    B. The Graduate School office will be in contact regarding these awards and the corresponding selection committee process.

The Association of Former Students
TEXAS A&M UNIVERSITY

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Faculty Affairs

Table 2. Numbers of nominations allowed per nominating unit by award category.

Nominating Unit	Administration 2 awards	Extension, Outreach, Continuing Education & Professional Development 1 award	Graduate Mentoring 2 awards	Individual Student Engagement 2 awards	Management Executive 2 awards	Research 6 awards	Staff 2 awards	Teaching 10 awards
President	3			2	3		7	
Provost & Executive Vice President	1	1		1	1		1	
Student Affairs	1			1	1		2	
College of Agriculture & Life Sciences	2	1	1	1	2	4	2	5
College of Architecture	1	1	1	1	1	2	1	2
College of Arts & Sciences	5	1	3	1	5	9	5	12
Bush School of Government & Public Service	1	1	1	1	1	2	1	2
College of Dentistry	1	1	1	1	1	1	1	3
College of Education & Human Development	2	1	2	1	2	3	2	4
College of Engineering	4	1	4	1	4	8	4	10
School of Engineering Medicine	1	1	1	1	1	1	1	1
Irma Lerma Rangel College of Pharmacy	1	1	1	1	1	1	1	1
School of Law	1	1	1	1	1	1	1	2
College of Marine Sciences & Maritime Studies	1	1	1	1	1	2	1	2
Mays Business School	1	1	1	1	1	2	1	3
Naresh K. Vashisht College of Medicine	1	1	1	1	1	2	1	2
College of Nursing	1	1	1	1	1	1	1	1
College of Performance, Visualization, & Fine Arts	1	1	1	1	1	1	1	1
School of Public Health	1	1	1	1	1	1	1	1
Texas A&M University at Qatar	1	1	1	1	1	1	1	1
College of Veterinary Medicine & Biomedical Sciences	3	1	1	1	3	3	3	4
Texas A&M AgriLife Research						1		
Texas A&M Engineering Experiment Station (TEES)		1				1		
Texas A&M AgriLife Extension		1						
Texas A&M Engineering Extension Service (TEEX)		1						
Corp of Cadets Commandant	1			1	1			
Graduate Student Council President			1	1				
International Student Association President	1			1			1	
MSC Council President				1				
Resident Hall Association				1				
Each College - Student Council				1 each			1 each	1 each

Submitting Nominations

Nominating units will upload award nominations in InfoReady by the deadline listed in Table 1 of these guidelines.

Nomination Materials -

Required nomination materials include:

1. Professional Photo - **A recent close-crop headshot in full color that includes the shoulders and upper torso, 2X3 aspect ratio, minimum 1,000 kb**.
2. Letter of Nomination — LIMIT: 4 pages – Letters need to be offered on the letterhead of the nominator. Nominators should consider the award category rubric, found at the end of these guidelines, when writing their letter. Please do not include hyperlinks as reviewers are only required to evaluate nominees based upon the content of the letter.
3. Biographical Summary — LIMIT: 300 words
   This brief biography should provide a concise background on the nominee, including major achievements relevant to the award category. It should be written as if it will be published. It should include the following information:
   A. Name of the nominee including professional salutation
   B. Current position and number of years employed at Texas A&M
   C. Highest degree received in what field of study
   D. Career highlights, especially those relevant to the award category, including select awards/honors
4. Detailed Biographical Data (CV style) — LIMIT: 10 pages
   This document should provide the following information in the order listed:
   A. The name of nominee
   B. Current position (title, rank, department or unit)
   C. Number of years in the position
   D. Number of years at Texas A&M University
   E. Degrees held (source and date)
   F. Employment history (previous positions, years; list most recent first)
   G. Honors and awards
   H. Membership in professional and honorary societies (note offices held)
   I. List of articles and books published and professional accomplishments within the last five years. Particularly significant earlier accomplishments may be described in the letter of nomination.
5. Letters of Endorsement — LIMIT: 6 pages total, up to 6 distinct letters – Letters need to be offered on the letterhead of the endorser. Please do not include hyperlinks as reviewers are only required to evaluate nominees based upon the content of the letters.
   For Teaching and Individual Student Engagement categories, two student letters are REQUIRED (current or former).
6. Publications — LIMIT: 2 publications
   For nominations in the Research category only, up to two links to outstanding publications, or equivalent evidence of professional accomplishments, may be included.

Additional Notes on Nomination Materials

1. Letters of endorsement
    A. At least two letters from current and/or former students are REQUIRED for nominations in Teaching and Individual Student Engagement. These letters must be separate from the letter of nomination.
    B. Please advise letter writers that the endorsements will be read and evaluated by selection committee members who may or may not be familiar with the discipline of the nominee.
    C. All letters of endorsement should be *written* to:
    Selection Committee
    The Association of Former Students University-Level Distinguished Achievement Awards
2. Letters of nomination on teaching (Teaching Awards)—The letter writer should include indicators of teaching excellence and effectiveness such as:
    A. Numbers and types of courses taught
    B. Statements from student evaluations
    C. Summaries of student evaluations. Should summaries be given, longitudinal perspective must also be given
    D. Evidence of student outcomes as appropriate
3. Letters about teaching from colleagues (Teaching Awards)—Letters should include indicators of teaching excellence and effectiveness, such as:
    A. Evaluation of course syllabi, assignments, examinations, and grading methods to determine levels of scope, rigor, and quality
    B. Evaluation of nominee performance in classroom teaching situations
    C. Evaluation of the development of new courses or substantial revision of existing courses
4. Letters from significant persons outside of the University—Letters of support from significant persons outside of the University tend to have a much greater impact. In teaching, these include letters from students who have gone on to clearly successful careers or to graduate school or who have realized other personal benefits from the influences of the teacher. In research, letters from recognized and respected peers or experts in the field are strongly influential. In extension, letters from officials at other institutions who have interacted with the nominee are also included as strong support.
    NOTE: For Staff or Administration awards, letters should be sought from professional colleagues and others familiar with the nominee's accomplishments beyond the expectations of the position. In this category, it is often difficult to obtain letters from outside Texas A&M University, or from former or current students who may not be familiar with the contributions of the staff member or administrator within the University.
5. Where applicable, evidence of strong student involvement and input into the unit's nomination process should be included.
6. Nomination closely follows the format requirements—Pay careful attention to the number and length of letters.

Appendix I: Area Coordinators

Bush School of Government & Public Service – Nicole Aguilar / nicoleaguilar@tamu.edu

College of Agriculture & Life Sciences – Megan Smith / megan.smith@ag.tamu.edu

College of Arts & Sciences – Katie Cowand / kcowand@tamu.edu

College of Engineering & TEES – Angie Wilson / angie-wilson@tamu.edu

Irma Lerma Rangel College of Pharmacy – Asim Abu Baker / abu-baker@tamu.edu

Mays Business School – Shannon Deer / sdeer@mays.tamu.edu

College of Architecture – Kelli Hamilton / k-hamilton12@tamu.edu

College of Dentistry – Yongbo Lu / ylu@tamu.edu

College of Education & Human Development – Jeff Gagne / jeffgagne@tamu.edu

School of Engineering Medicine – Jeremy Gibson / jegibson@tamu.edu

School of Law – Christopher Odinet/ codinet@tamu.edu

Naresh K. Vashisht College of Medicine – Terri Kurz / kurz@tamu.edu

College of Nursing – Jennifer Morton / jmorton@tamu.edu

College of Performance, Visualization, & Fine Arts – Leonardo Cardoso / cardoso@tamu.edu

School of Public Health – Crystal Vinal / vinal@tamu.edu

College of Veterinary Medicine & Biomedical Sciences – Lisa Ashorn / lashorn@tamu.edu

College of Marine Sciences & Maritime Studies – Cari Bishop-Smith / bishopc@tamug.edu

Texas A&M University at Qatar – Abir Raslan / abir.raslan@tamu.edu

Office of the President – Katherine Payne / Kpayne@tamu.edu

Office of the Provost and Vice President for Academic Affairs- Timothy Powers / tim_powers@tamu.edu

Office of the Vice President for Student Services – Carrie Berry / c-berry@tamu.edu

APPENDIX II: Award Category Descriptions and Rubrics

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Extension, Outreach, Continuing Education, & Professional Development Award *p. 10*

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Administration (Two awards)

This award recognizes, rewards, and encourages an administrator who has contributed to the welfare of Texas A&M University through outstanding administrative service beyond the expectations of the position. This award is designed to recognize the individual whose normal scope of service has been outside the areas described in the awards listed previously.

NOTE: Those eligible for this award hold the title of vice president, provost, dean, department head, director of A&M System member (e.g., TEES, AgriLife Research), or variations of these titles.

Administration										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Operational Excellence Implements approaches that enhance productivity, efficiency, and quality. Demonstrated capacity for creative solutions										
Exceptional Service Provides highly effective interactions with all stakeholders										
Impact Actions and accomplishments positively impact their unit and Texas A&M as a whole										
Leadership Provides the vision to inspire, and the development to enable, others to achieve excellence										
Communication Clearly articulates a vision, invites and clearly considers input, internal and external stakeholders are informed										
Total Average										

Extension, Outreach, Continuing Education, & Professional Development (One award)

This award recognizes, encourages, and rewards a staff member, faculty member, or administrator who has brought credit to Texas A&M University through dedication, enthusiasm, attitude, and effectiveness in accomplishing his or her mission in a particular field of extension, continuing education, or professional development.

NOTE: Those eligible for this award must be actively and personally engaged in extension, outreach, continuing education, or professional development. The award is not designed for the oversight or administration of these activities.

Extension, Outreach, Continuing Education, & Professional Development										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Recognized Excellence National and international recognition within the discipline										
Productivity Includes but not limited to grants, publications, programs implemented, patents, etc.										
Impact Actions and accomplishments positively impact their unit and Texas A&M as a whole										
Quality Quality of the products for, and interactions with, stakeholders (internal and external)										
Communication Exemplary writing, speaking, listening and marketing skills										
Total Average										

Graduate Mentoring Award (Two awards)

This award recognizes, encourages, and rewards superior mentors of graduate students—those faculty or administrators who go well beyond advising by bringing their skills and commitment to a student's learning and professional development as future teachers, practitioners, researchers, and scholars through mentoring. These mentors build the enthusiasm of others for their profession, help graduate students achieve their goals, and provide opportunities that will introduce students to a community of professionals who can also assist them in their development. Nominees for this award are dedicated to contributing to the overall development of their students as learners and future professionals.

NOTE: Both faculty members and administrators are eligible for this award, but nominees must be significantly engaged in mentoring. Administrators should be nominated only for their mentoring activities, not for their administrative activities. For this award, a distinction is being made between advising (giving advice or counsel, such as in course selection) and mentoring (professional guidance and coaching). Individuals whose activities are limited to part-time advising should not be nominated for this award.

Graduate Mentoring										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Chaired to completion doctoral and masters graduates (numbers considered in context of the departmental patterns)										
Placement/achievement/success of graduates in academia or profession (e.g. could be demonstrated through prestigious professional or tenure-track positions, students receiving dissertation awards, students successful in publishing, securing grants, etc.) (outcomes considered in context of the discipline norms)										
Provided high quality mentoring program, course, or publication on student professional development to assist students										
Demonstrates dedication to students as learners and future professionals (e.g. member of substantial number of graduate committees, received advising/mentoring award)										
Introduce student professionally (at conferences, through letters, co-presenting with students) and support student scholarship (coauthor, invite on research team, or in other ways support student outside the classroom expectations.)										
Total Average										

Individual Student Engagement (Two awards)

This award recognizes, encourages, and rewards those employees whose professional relationships with students are particularly helpful and inspiring. The recipients of this award should exhibit concern for the welfare and development of students and should have demonstrated a willingness to meet the special needs of students while ensuring that students accept their responsibilities and strive to meet their own potential. The two recipients of this award go beyond the requirements of their appointments to give time and effort to student growth and service. They offer guidance and encouragement in a spirit of mutual questing and shared expectations.

Individual Student Relations										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Student welfare Interest in student health and mental well-being										
Student development Consult and advise with students to provide insight about their dilemmas and opportunities										
Student-centered Meets specific needs of students										
High expectations Ensure students accept responsibility and strive to their potential										
Exceeds expectations Give time and effort to student growth and service beyond the requirements of the position										
Total Average										

Management Executive (Two awards)

This award recognizes, rewards, and encourages a management executive who has contributed to the welfare of Texas A&M University through outstanding service beyond the expectations of the position. This award is designed to recognize the individual whose normal scope of service has been outside the areas described in the awards listed previously.

NOTE: Those eligible for this award hold the title of Executive Director, Director, C-suite titles, Commandant, and any variation of these titles.

Management Executive										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Operational Excellence Implements approaches that enhance productivity, efficiency, and quality. Demonstrated capacity for creative solutions										
Exceptional Service Provides highly effective interactions with all stakeholders										
Impact Actions and accomplishments positively impact their unit and Texas A&M as a whole										
Leadership Provides the vision to inspire, and the development to enable, others to achieve excellence										
Communication Clearly articulates a vision, invites and clearly considers input, internal and external stakeholders are informed										
Total Average										

Research (Six awards)

This award recognizes, encourages, and rewards those individuals whose research efforts have been particularly significant and outstanding and are so recognized locally, nationally, and internationally. The results of these research efforts should have added substantially to the basic body of knowledge, have had significant societal impact, and/or inspired the discipline to expand in new research directions. These scholarly pursuits can take many forms. In the words of Vision 2020, "Research, as the creation of knowledge in the broadest sense, encompasses all forms of scholarship from creation of works of art and literature through evaluation and reorganization of knowledge to investigations into the preservation, transmission, and application of knowledge". ***As nominations are invited for scholars who span a wide array of disciplines, nominators should provide disciplinary context for the impacts described (e.g. disciplinary norms, prestige levels,). Nomination reviewers should endeavor to appreciate and fully evaluate the impact for all the disciplines they review.***

Research										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Distinguished Record of Impactful Scholarly Contributions Demonstrated influence on the field through sustained, high-quality research or creative output. **Examples of evidence include but are not limited to the following:** Highly cited publications, patents, software, protocols adopted in practice, field-defining books, policy impact, archival discoveries, premieres, exhibitions, or works acquired by major institutions; critical acclaim or scholarly reviews.										
Distinction as a Scholar of National and International Reputation Recognition by peers and institutions beyond Texas A&M. **Examples of evidence include but are not limited to the following:** keynote/plenary talks or panels at conferences or symposia, fellowships in professional societies, fellowships or residencies with prestigious foundations, peer reviewed or elected memberships to professional organization, awards, invitations to speak at other institutions (peer or above), invited performances or exhibitions at prestigious venues.										
Research Innovation Originality in approach, methodology, or application. **Examples of evidence include but are not limited to the following:** new technologies, experimental methods, design paradigms, new interpretive frameworks, creative works, digital humanities; innovative models, tools, policy interventions or interdisciplinary impacts.										
Significant Mentoring Impactful mentorship of undergraduate students, postdocs, and junior faculty. **Examples of evidence include but are not limited to the following:** mentee success in academia, industry, or public service; co-authored work with mentees; mentee performances, exhibitions, or portfolios reflecting mentor guidance.										
Prestigious Service Due to Scholarly Impact Service roles earned through scholarly reputation. **Examples of evidence include but are not limited to the following:** major leadership roles in professional organizations, leadership or membership for review panels for national grants, prestigious organizations or foundations, and national academies**;** invited to serve on a state or national committee, task force, panel, or commission; advisor to state, national, or international organizations; editor, associate editor, or guest editor of prestigious journals in one's field.										

Staff (Two awards)

This award recognizes, rewards, and encourages a staff member who has contributed to the welfare of Texas A&M University through outstanding staff support beyond the expectations of the position. This award is designed to recognize individuals whose normal scope of service has been other than teaching, research, student relations, continuing education/extension/professional development, or administration.

NOTE: Persons eligible for this award may NOT hold the title of: vice-president, provost, dean, department head, director of A&M System member, Executive Director, Director, C-suite titles, Commandant, or any variation of these titles.

Staff										
Measures	**Candidates** *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Contributions toward job excellence – demonstrating performance on the job that is consistently outstanding and frequently outside the normal scope of prescribed duties										
Innovation– demonstrating independent action and resourcefulness; encouraging new ideas and creativity; exhibiting leadership qualities within the context of position responsibilities; demonstrating other skills that exceed work expectations										
Utilization of the University **core values** of respect, excellence, leadership, loyalty, integrity, selfless service to guide their work										
Overall contributions to their department, University and the Texas A&M System within the context of their job responsibilities										
Total Average										

Teaching (Ten awards) - This award recognizes, encourages, and rewards superior classroom teachers—the individuals whose command of their respective discipline, teaching methodologies, pervasive caring, communication skills, and commitment to the learning process exemplify the meaning of teacher/mentor in its highest sense. This award is designed to distinguish those teachers who maintain high expectations of their students and ensure academic rigor in their courses. These teachers recognize their responsibilities in motivating and contributing to the overall development of their students as learners and future professionals.

Teaching

Measures*	Candidates *Rate each of the candidates for each measure with 1 (adequate) to 10 (exceptional)*									
	1	2	3	4	5	6	7	8	9	10
Command of discipline and teaching methodologies										
Demonstrates strong expertise and passion for the discipline and the teaching of the discipline										
Incorporates active and engaging learning strategies (e.g., in-class activities, group work, case studies, classroom assessment techniques)										
Engages in high impact educational practices (e.g., capstone projects, service learning, internships, study abroad, undergraduate research)										
Integrates technology or other innovations to enhance learning										
Evidence of exceptional effectiveness with the teaching methods used										
Has well-aligned course design with clear leaning outcomes, learning activities, and assessments (both formative/low-stakes and summative/high-stakes)										
Evidence of improvement in student motivation and engagement, student learning outcomes, and related student achievement										
Student and peer comments directly relate candidate's pedagogy to extraordinary student results and products										
Pervasive caring										
Genuinely cares about the students, their learning, and their personal and professional development										
Creates sense of community and belonging in teaching/learning environment										
Designs and facilitates an environment to maximize learning through acknowledging and valuing students and the unique cultural backgrounds and experiences they bring to the classroom										
Actively listens to students; asks students for feedback										
Demonstrated accessibility and effectiveness in mentoring/advising										
Students written comments addressing care and positive impact of faculty										
Communication skills										
Communicates with students in ways that are clear, timely, understandable, reflective, and humanistic										
Demonstrates respect and fairness										
Evidence of student satisfaction with communication skills within teaching and learning environment										
Maintain high expectations and ensure academic rigor										
Sets high expectations for student learning and provide strong support for students to achieve the expectations										
Provide clear learning outcomes and their rationale for student learning and development										
Motivates and empowers students to challenge and push themselves in learning and growth										
Evidence of approaches used to support the learning of low, middle, and high performing students										
Evidence of improvement in student learning										
Commitment to the learning process										
Is committed to a learning-centered teaching philosophy and to the learning and development of all students										
Takes a scholarly approach to teaching – observe and identify a learning problem/opportunity, choose and implement an intervention based on literature/expert advice, collect evidence through assessments to evaluate the effect on learning, and inform the next steps for continuous improvement of teaching and learning										
Remains up to date with disciplinary research and pedagogy through professional development activities										
Actively engages in curricular improvements/innovations, e.g., develops teaching materials or resources for others or collaborates with other faculty on teaching or learning projects										
Engages in scholarship in teaching and learning, e.g., conducts research on use and effectiveness of different modalities in classroom or teaching methods, presents at disciplinary or general teaching and learning conferences, and publishes on teaching and learning issues/projects										
Mentors other faculty/graduate students in teaching and learning and engages in peer review of teaching										
Participates in/leads teaching and learning committee work on program assessment and curriculum design										
Engages in disciplinary pedagogical development, faculty development, and curricular/ educational reform through professional societies										
Total Average										

**The evidence listed under each category are typical for nominees who "exemplify the meaning of teacher/mentor in its highest sense" however there could be other relevant evidence. Every nominee should exhibit most of these in their teaching practice and have exceptional strength in some of them, but is not expected that they exhibit all of them.*