April 6, 2006

To: Dean Kathy Dracup
From: Kit Chesla, Chair
Task Force on Teaching Excellence
RE: Final Report and Recommendations

COMMITTEE MEMBERSHIP
Ruth Malone, Joann Saxe, Ellen Scarr, Catherine Waters, and Claudia West; Lori Rodriguez, Student Representative; Dorrie Fontaine, Dean’s Office.

Our task was to examine new ways to acknowledge and reward excellence in teaching within the School of Nursing. In the course of our discussions, we developed the following principles that guided our work. In our work we wanted to:

   a) Make teaching more visible;
   b) Identify tangible rewards for excellence in teaching;
   c) Broaden the kinds of teaching that are recognized and rewarded; and
   d) Increase the numbers of awards that will be given out to faculty in all ranks and series.
   e) Enhance the competitiveness of SON faculty for campus wide teaching recognition

RECOMMENDATIONS

1) Establish a single teaching award that parallels the Helen Nahm Award.
We recommend that the award be bestowed once per year, and that the recipient be given the same level of acknowledgement as the Helen Nahm recipient (a school-wide presentation, a reception and a monetary award of $1,000.00. Perhaps the funding for this award could present a “naming” opportunity for a donor.
Cost: $1,000 to $2,500

2) Establish four new school-wide teaching awards.
We recommend that four new awards acknowledging different types and qualities of teaching be established and awarded on an annual basis. These awards should be open to all persons holding academic appointments in the SON including ladder rank, clinical, adjunct, research faculty and other academic appointments.
Cost: $800 to $4,000. Each recipient should be given a monetary award of $200 to $1,000.

Excellence in Creating a Supportive Learning Environment
Criteria
   -- Creates an environment in which students feel safe to move beyond their intellectual "comfort zones" and take intellectual risks.
   -- Provides help for challenging students.
   -- Supports diversity and learning styles.
   -- Facilitates respectful dialogue and scholarly exchange between students.
Excellence in Clinical Mentoring
Criteria
-- Provides opportunities for clinical learning experiences appropriate to each student’s learning needs.
-- Gives constructive feedback on all aspects of practice.
-- Sets aside time for one-on-one or small group formal teaching.
-- Develops an appropriate remediation plan for students with clinical difficulties.
-- Assists students in developing critical thinking skills appropriate to their practice level.
-- Stimulates clinical discussion and expression of differences of opinion.
-- Serves as an outstanding professional role model for students.

Excellence in Research Mentoring
Criteria
-- Provides consistent and substantial attention to each student’s research skills and professional role development.
-- Provides graduate students opportunities for a variety of research experiences (e.g., grant writing, research project formation, data collection, data analysis, research dissemination and writing, budget management, etc.)
-- Demonstrates excellence in mentoring students’ research during dissertation work.
-- Demonstrates a breadth of mentorship—working with multiple students over a sustained period of time.
-- Creates opportunities for and mentorship in skills required for an independent research career.
-- Assists students in dissemination skills (abstract submission, presentation of student or joint student-faculty research at professional meetings, manuscript submission, publications.)

Excellence in Educational or Curricular Innovation
Criteria
-- Develops creative, evidence-based course materials.
-- Creates innovative and meaningful student assignments.
-- Designs courses or programs that are innovative in meeting the need for a unique specialty area or role.
-- Makes creative use of technology or overcomes barriers to its adoption.
-- Advances understanding of diversity issues in sensitive and meaningful ways.

Application process for these four awards
• No self-nomination. Nomination is by peers.
• 1 page description of why the nominee should receive the award; e.g., can include exemplars, open-ended comments from student evaluations
• Notify the Chair of the Department about the nomination to avoid confusion or multiple nominations for the same person
• No attachments or supporting documents
Monetary Reward.
Committee members felt that the monetary reward should be reasonably substantial. All members felt that the Nahm and new Teaching award should be awarded a larger amount of money than the 4 new teaching awards, but that the current amount of $1,000 was not a very large sum for those school-wide honors. Some recommended that the Nahm and Nahm equivalent of the Teaching award be given cash amounts in the range of $2,500. If this were possible then the new teaching awards should in the upper level of the $200-$1,000 range.

Unresolved Issues
• Who will be on the selection committee (e.g., alumni, faculty, emerita, WOS, representative from each department)
• How will the committee be formed and who will appoint this committee

3. Develop a Teaching Leave Award for Clinical Faculty.
Establish an award that allows clinical faculty a 3-6month leave from faculty responsibilities. This teaching leave would be similar to sabbatical leave offered to ladder rank faculty. This award should be funded through the Dean’s office so that clinical departments can fund short term replacement faculty for those on leave. We recommend two such leaves be offered per academic year.

Faculty nominate themselves for this award and applications will be considered on a school-wide basis. Once the award is made, faculty will take the leave within the next 24 months, based on negotiations with their Chair. Only faculty who have taught within the school for five years (or the equivalent of 5 full-time years) will be eligible. Faculty will be responsible to compile a self-nomination packet that addresses the criteria for selection.

Cost: 25,000 per faculty per quarter away. (Estimate from Zina)

Award criteria:
• Overall contribution to teaching in the School (number of courses, number of students taught, number of years taught)
• Demonstrated excellence in teaching (course evaluations, teaching awards received and nominated for, documentation of other mechanisms for teaching recognition, letters from peers documenting teaching excellence).
• Demonstrated excellence in clinical practice and precepting (student evaluations, letters by peers, client evaluations and satisfaction surveys).
• Demonstrated contribution to teaching innovations (teaching tools, manuscripts or data documenting new teaching strategies, curricular or program development, letters from peers).
• Well-developed proposal for activities during the leave. A proposal should outline the plan for study during the time away. A well-developed plan will articulate: a) potential contributions to the department, school or larger nursing community from this activity; b) the skill or knowledge that the individual hopes to advance; and c) concrete plans for acquiring that skill or knowledge.
4) **Continue to offer a general teaching/learning series to all faculty.**
The series on teaching that is currently being offered within the school has been well attended and appreciated by faculty. Offering ongoing training and teaching expertise to faculty is, in fact, a reward.
**Cost: $3000**

5. **Encourage departments to develop smaller, departmental teaching awards.**
We note that the SOM and other schools on campus have many more teaching awards than we have in the SON. We recommend that individual departments or programs, in concert with their students, consider establishing awards for teaching that recognize faculty efforts in different ways. These awards require no money, but serve an important function in recognizing faculty efforts.
Cost: minimal, by department

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In addition, task force members proposed the following idea, but felt it had lower priority than those mentioned above. This is an idea that might be saved for a later date.

6. **Establish a Teaching Camp.**
Invitations to attend such a camp would be competitive and based on demonstrated teaching excellence. The camp would provide faculty time away from the University to be together, to learn new teaching skills or technologies, and to converse with one another about teaching problems and possibilities. We envision that this camp might be held at a retreat center like Asilomar, and would be solely focused on advancing faculty curricular and teaching abilities.
Cost: Less than all faculty retreats but substantial