Purpose of the Awards

Outstanding undergraduate teachers demonstrate superior ability in communicating the chosen material to the students and stimulate their desire to master the material. Outstanding teachers also recognize that their teaching responsibility to students does not stop at the classroom door, and therefore, will be ready to aid and motivate students in a counseling and advisory capacity, either formally or informally. The purpose of the Murphy Awards and the Exceptional Early Career Teaching Award is to honor faculty members for outstanding undergraduate teaching on the West Lafayette campus.

A. Procedures for Making Nominations

Nominations will be made by the respective colleges/schools for forwarding to the Selection Committee at a predetermined date. The method of selecting the nominees shall be determined by the respective deans, subject only to the following restrictions:

1. The Murphy Award recognizes outstanding faculty with the rank of associate or full professor, including associate and full clinical professor ranks.

2. The Exceptional Early Career Teaching Award recognizes exceptional undergraduate faculty members with the rank of assistant professor, including assistant clinical professor. Nominees must have been appointed no less than two years prior to nomination (on or before August 2014).

3. Each college’s/school's procedure shall make some explicit provisions for securing representative student judgment in their unit concerning appropriate nominations.

4. The nominee shall have had some primary classroom responsibility for a course of undergraduate instruction during one of the immediately preceding two regular semesters of nomination, excluding the summer session (spring 2016 or fall 2016).

5. A nomination not to exceed six pages (8½ x 11), excluding the required cover page (see last page), shall be prepared for each nominee. It is recommended that the nomination consist of a written brief addressing the criteria for the award followed by additional pages of supporting materials (evaluations, statement of teaching philosophy, student statements, etc.). However, at the discretion of the nominator, a blending of the brief and the supporting materials may be used as long as the document does not exceed six pages. Additional materials beyond six pages will be removed and not considered. All nominations should have at least one inch margins, use a Times New Roman font, and have a font size of not less than 12 pt.

   - Nominations for the Murphy Award should include a list of all undergraduate classes and corresponding course evaluations for at least the past three academic years.
• Nominations for the Exceptional Early Career Teaching Award should include a list of all undergraduate classes and corresponding course evaluations for at least the past two academic years.

6. Previous recipients of the Murphy award are not eligible for nomination. However, colleges/schools should feel free to resubmit nominations which were made previously, but did not receive an award. Recipients of the Exceptional Early Career Teaching Award may not be nominated for it again; however, they are eligible for nomination for the Murphy when they meet its criteria.

7. On the basis of estimated faculty involvement in undergraduate teaching, the permissible number of nominees for the Murphy from each area will be as follows:

   One (1) Education
   One (1) Management
   One (1) Pharmacy
   One (1) Veterinary Medicine
   One (1) Libraries
   Two (2) Agriculture
   Three (3) Health and Human Sciences
   Three (3) Liberal Arts
   Three (3) Technology
   Four (4) Engineering
   Four (4) Science

Each of the areas may submit one nominee for the Exceptional Early Career Teaching Award each year. Since only 1-2 Exceptional Early Career Teaching awards will be given, this smaller pool allows for broad representation of the disciplines over time.

8. Nominations from the deans of the respective colleges/schools should be emailed to cie@purdue.edu by 5:00 p.m., Friday, January 27, 2017.

B. Structure of Brief

1. Cover page (see last page - does not count toward 6-page limit) including: Name of award, name of nominee, rank, department, date of initial appointment to the faculty, name of college/school submitting nomination and statement of the procedure used in choosing the nominee.

2. List of undergraduate courses taught (number and title) with dates and number of students enrolled in courses; e.g., HDFS 318, Developmental Assessment - second semester, 2012-13, 30 students enrolled.

3. Nominee's effectiveness to be judged on the following criteria:

   a. Instructional effectiveness; in addition to summative evaluations, supporting materials here may include scholarship on teaching and learning (SoTL) and SoTL publishing.
b. Course instruction improvement and innovation.

c. Contact with students outside the classroom (e.g. academic advising, advising a student organization, etc.)

d. Service as a research mentor for undergraduate students outside of normal classroom activity, including committee service. (The lack of such work does not automatically eliminate a nominee for consideration for the Exceptional Early Career Teaching Award. However, nominees with this kind of engagement will rate higher on this criterion than those without it.)

e. Dissemination of teaching effectiveness, which may include the scholarship of teaching and learning. (The lack of such work does not automatically eliminate a nominee for consideration for the Exceptional Early Career Teaching Award. However, nominees with this kind of engagement will rate higher on this criterion than those without it.)

Give sufficient evidence on each of the above points so that members of the selection committee, many of whom will not be personally acquainted with the candidate's abilities, may make an informed judgment. Colleges/schools are encouraged to include information related to instructor effectiveness. This may include information related to course and instructor evaluations. However, there are student representatives from each college who advocate on behalf of candidates. They talk to students to assess the impact of your teaching in the classroom, so you may consider limiting written student comments.

4. Nominee’s professional activities directly related to undergraduate education.

5. Teaching honors and awards received by nominee.

C. Selection Committee

1. The Provost, acting for the President, shall appoint a Committee to make the final selection of the recipients for an award from the nominations submitted to them.

2. The Committee shall be chaired by the Provost, or her/his designee.

3. The Committee shall be made up of one faculty member and one student from each of the ten academic colleges/schools of the University. The faculty member shall have had undergraduate classroom experience.

4. The name of the faculty representative chosen to serve on the final Selection Committee should be forwarded by each college/school to Dr. Chantal Levesque-Bristol, Professor and Director of the Center for Instructional Excellence (cie@purdue.edu), by Friday, January 6, 2017. If the college/school declines to select a student representative, the President of the Student Body will nominate the student members to serve on the Selection Committee.
5. The Committee shall make its selection, based upon the content of the submitted nomination documents and the oral briefs presented to them, at a meeting on Monday, **February 27, 2017**, in Hovde Hall, Room 119, at 8:00 a.m.

**D. Presentation of Awards**

Awards will be presented to each recipient at the University Faculty Awards Convocation. Award Murphy recipients will receive a plaque, a $10,000 award (before taxes), and a $5,000 professional expenditure account. The Exceptional Early Career Teaching Award recipient(s) will receive a plaque and a $5,000 award (before taxes).
Q & A Regarding the 2016-2017 Nomination Process

Q: What is the purpose of these teaching awards?
A: The Exceptional Early Career Teaching Award is part of Purdue University’s ongoing efforts to recognize outstanding undergraduate teaching. The Murphy rewards long-standing contributions to teaching excellence, and the Exceptional Early Career Teaching Award recognizes those who have established an early record of exceptional teaching.

Q: How do the Murphy and the Exceptional Early Career Teaching Award differ from the Class of 1944 and 1945 Teaching for Tomorrow award?
A: The Teaching for Tomorrow Fellowship Awards program is focused on professional development, rewarding a commitment to teaching excellence, while both the Murphy and the Exceptional Early Career Teaching Award hold the recipients up as models of teaching excellence.

Q: Why are the criteria for selection so similar between the Murphy and the Exceptional Early Career Teaching Award?
A: Having the same criteria assures consistency in the definition of “teaching excellence” at Purdue. In addition, this consistency assists the selection committee in determining both awards. Recognizing that opportunity for committee work and other types of engagement outside the classroom may differ for assistant professors and assistant clinical professors, as compared to associate and full professors, faculty members without such work still qualify for nomination for the Exceptional Early Career Teaching Award. However, this kind of engagement will help identify exceptional nominees.
Awards Nomination for 2017 Charles B. Murphy / Exceptional Early Career

Nominee Name:

Nominee Rank:

Department:

Date of Initial Appointment to Faculty:

Name of College/School submitting nomination:

Statement of the procedure used in choosing the nominee: