

THE 2020-2025 GUIDE FOR DEVELOPING & DOCUMENTING

# *TEACHING EXCELLENCE*



**P** PURDUE  
UNIVERSITY

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# EXPLORING

## BACKGROUND

Providing high-quality student learning experiences is at the heart of Purdue University's mission. For our students to excel as learners, their efforts must be matched with excellent teaching. However, the qualities of excellent teaching often seem difficult to identify and develop, requiring effort and precision as well as sensitivity to the unique contexts in which learning takes place and to the variety of students and faculty (Bartlett, 2003; Hammer et al., 2010). Scholars have developed numerous models and taxonomies that describe personal traits and pedagogic skills that foster excellent teaching (Benekos, 2016). Such lists of competencies, however, are often long and unwieldy, and those who seek to use them question their validity, reliability, and practical application (Korthagen, 2004). In some cases, such evaluation of teaching excellence serves the needs of the administration more than the personal and professional growth of instructors (Mitten & Ross, 2018). Even university award structures can muddle the process by failing to describe what is meant by excellence in teaching and focusing more on submission requirements, e.g., font and margin size (Van Note Chism, 2006).

These difficulties are further complicated at research-intensive universities where, often, high-quality teaching and learning is considered a less prestigious activity compared to research endeavors (Scott & Scott, 2011). Instructors (i.e., tenure- and

non-tenure track faculty, e.g., clinical, research and professional faculty, and lecturers) who seek to improve their instructional expertise face challenges as they navigate the structures and processes of promotion and tenure that often devalue this pursuit (Smart et al., 2003). To this end, there is an increasing call for higher education administration to provide and appropriately support opportunities for instructors to develop expertise in teaching and learning (Huber, 2019; Lubicz-Nawrocka & Bunting, 2018; Mehaffy, 2018; Scott & Scott, 2011).

This guide describes a *Framework for Teaching Excellence* that answers this call. It was developed with an understanding that students and teachers come from a wide range of backgrounds and life experiences, and that various social and institutional factors can influence how people engage with educational systems. The *Framework* presented here is offered as a common language guide for the development and documentation of teaching excellence that is grounded in the Purdue West Lafayette campus culture of teaching and learning.

## THE FRAMEWORK

# A COMMON LANGUAGE AND GUIDE FOR THE DEVELOPMENT AND DOCUMENTATION OF TEACHING EXCELLENCE

# CALL TO ACTION

In 2019, former Provost Akridge charged the **Teaching Academy** with defining teaching excellence and creating a cultural shift to ensure that teaching excellence is understood, supported, and valued by the Purdue faculty, instructors, and community across the West Lafayette campus.

"...tackle the question of what do we mean by excellent teaching, and to suggest desired outcomes. We will provide the necessary training, rewards, support structures, and measures of accountability to ensure that all students benefit from excellent teaching across their entire Purdue experience."

--Road Map for Transformative Undergraduate Education, 2019

This work was part of a larger effort to address the Provost's Road Map for Transformative Undergraduate Education initiatives. It supports a critical need to define teaching excellence to guide faculty professional development efforts and to structure promotional pathways with clear benchmarks and evaluation metrics.



# EXPLORING

## THE STUDY

The Teaching Academy initiated a deliberate, intentional research process to define teaching excellence and determine how to document, evaluate, and recognize it. The study resulted in a framework for teaching excellence at Purdue University-West Lafayette that was not only grounded in scholarly literature but also based upon Purdue-centric perceptions of teaching excellence.

### Data Collection

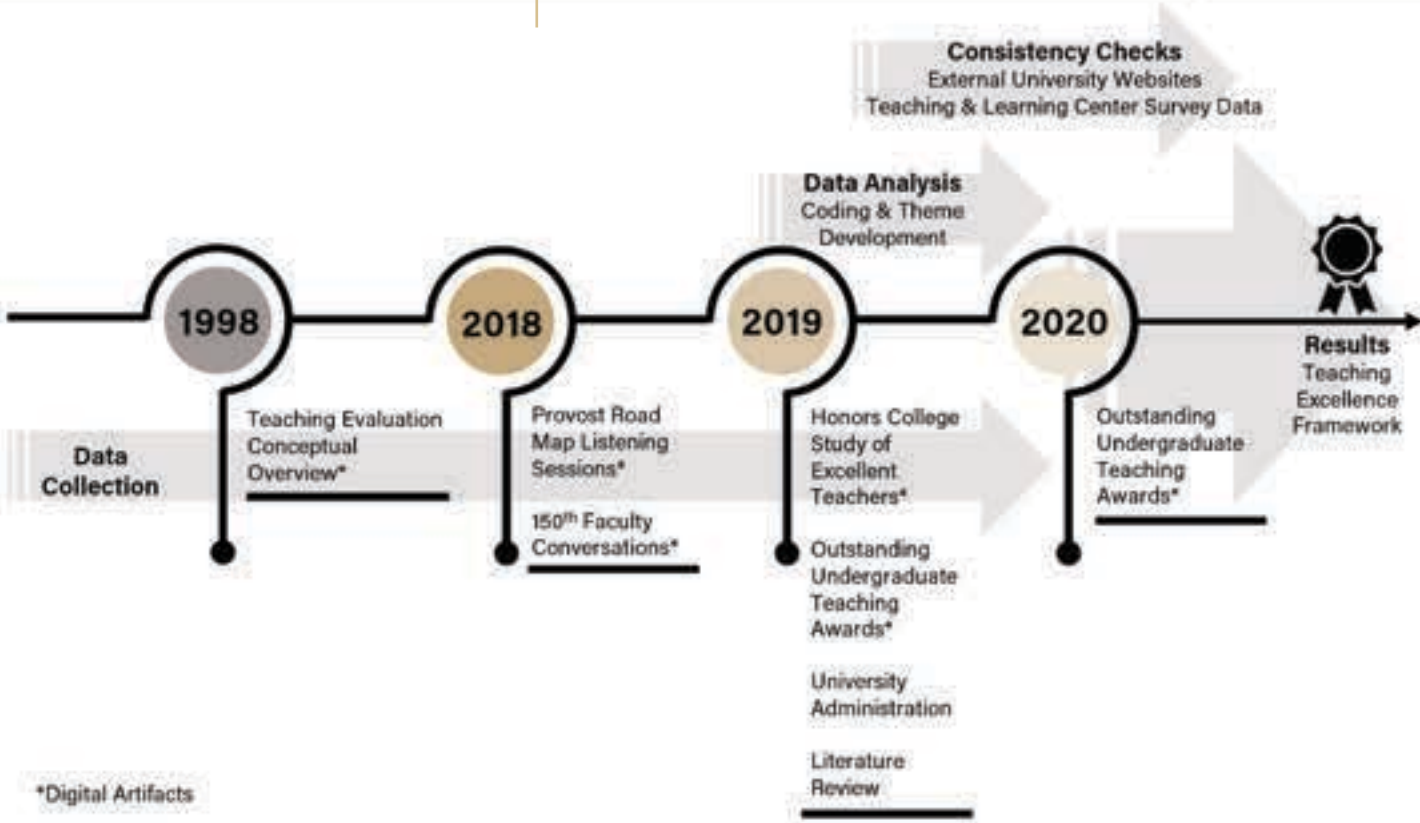
Any cultural shift on a university campus requires buy-in and adoption from multiple stakeholders. To ensure that the campus culture of excellent teaching was as fully reflected as possible in the framework, the research team collected data from subunits within Purdue University, including faculty, staff, students, and the university administration. Additionally, the researchers reviewed digital artifacts relevant to the Roadmap for Transformative Undergraduate Education Initiative, including transcriptions of in-person interviews, observation notes from several listening sessions, and student reflections. Furthermore, survey data collected by the Center for Instructional Excellence (CIE) informed the study. For a complete list of data sources, participants, and data collection procedures see Appendix A.

### Participant summary:

1. University administration was represented by the Academic Associate Deans.
2. Instructors were represented by tenure and non-tenure track faculty, e.g., clinical, research/professional faculty, and lecturers, including voices of faculty selected for the 150th Anniversary Professorships, University Senate members, instructors who taught using a variety of modalities (e.g., large course instruction, online instruction, active learning, experiential education), and instructors from a variety of personal and professional backgrounds.
3. Purdue students were represented by John Martinson Honors College undergraduate students in a course investigating what it means to be an excellent teacher, as well as undergraduate students from to a student advisory group.
4. Staff members who contributed to the study included those who were part of the Teaching Evaluation task force and staff reporting to the Senior Vice Provost for Teaching and Learning, Vice Provost for Enrollment Management, and the Vice Provost for Student Life.
5. Participants also included faculty and staff who work in areas that serve the entire campus, e.g., the John Martinson Honors College, the technology support departments, and Libraries and School of Information Studies.

# THE PROCESS

FIGURE 1  
Research Timeline



## THE STUDY, CONTINUED

### Data Analysis

To analyze the data, the researchers used content analysis allowing for the systematic transformation of a large amount of data into a concise summary of key results. From this analysis, researchers identified emergent themes, which became the five elements associated with teaching excellence. The analysis also suggested appropriate tools for

evaluating teaching excellence on the West Lafayette campus. Lastly, researchers checked for consistency by comparing the study findings to scholarly literature, CIE survey data, and external university websites. The entire timeline for data collection, data analysis, and consistency checks is provided above (Figure 1).

DELIBERATE, INTENTIONAL RESEARCH PROCESS  
TO DEFINE TEACHING EXCELLENCE AND DETERMINE HOW  
TO DOCUMENT, EVALUATE, AND RECOGNIZE IT

# DEFINING

## THE FRAMEWORK

This process led to a framework that describes the elements of teaching excellence at Purdue, descriptors for each element, and suggested tools for holistic evaluation (Figure 2 – summary framework; Figure 3 – expanded framework). While the results of this study led to a definitional framework for teaching excellence and a suite of suggested evaluation tools, it should also be emphasized that achieving all elements of teaching excellence should be an aspirational goal, in other words, the framework should be implemented as a growth model where instructors achieve some elements and descriptors, but perhaps not all. A goal of our framework is to help instructors recognize their strengths and expand their skills within and across the elements. The Exemplar, Educator, and Enthusiast elements are labeled foundational as data analysis revealed that descriptors for these elements were more frequently documented compared

to descriptors for the Experimenter and Explorer elements. In other words, all instructors will strive for excellence as Exemplars, Enthusiasts, and Educators. Instructors whose research encompasses teaching and learning will additionally strive for excellence as Experimenters and Explorers. The *Framework for Teaching Excellence* was endorsed by the Teaching Academy in November 2021 and will be assessed and revised every five years.

## THE FRAMEWORK

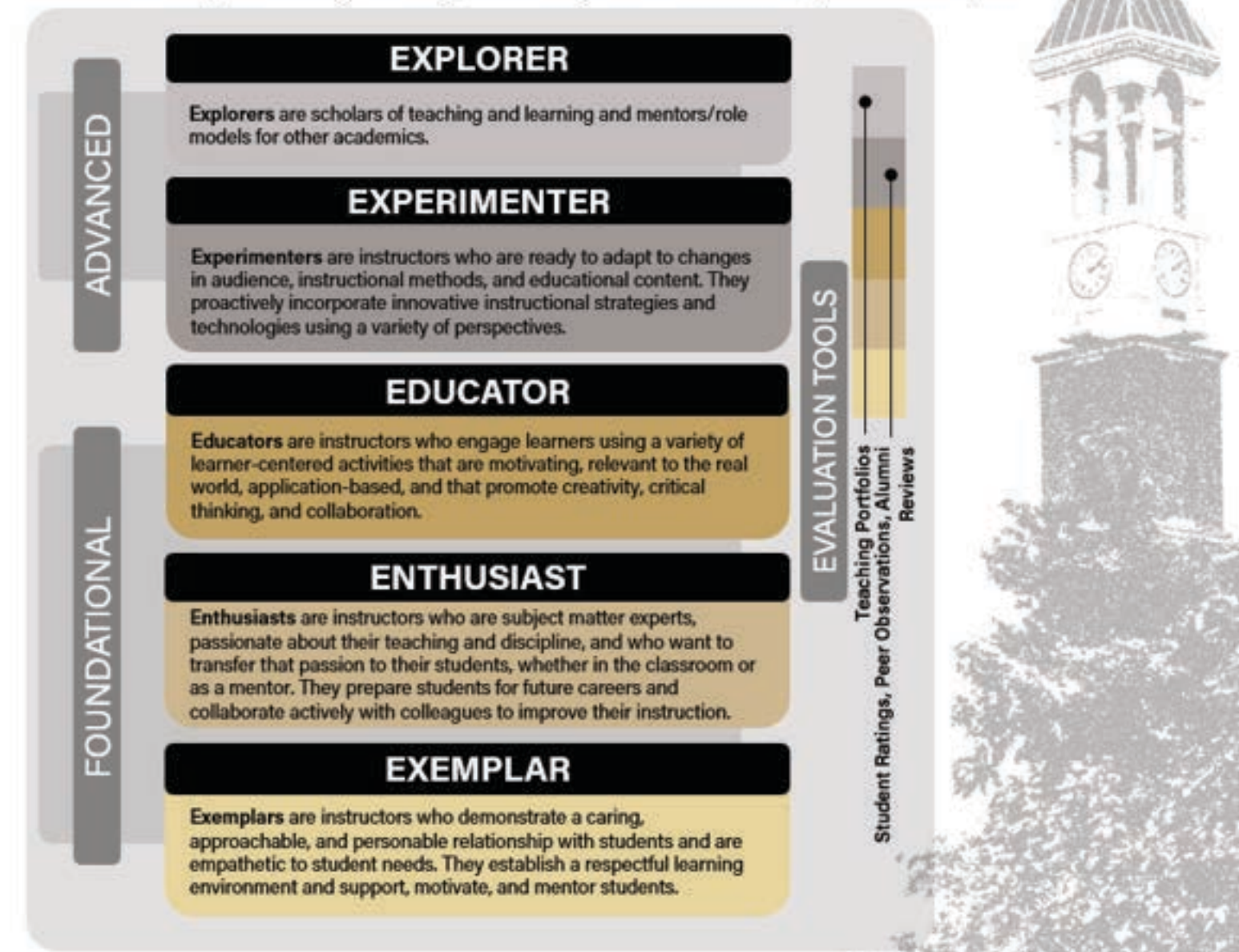
**A GROWTH MODEL WHERE INSTRUCTORS ACHIEVE SOME ELEMENTS AND DESCRIPTORS, BUT PERHAPS NOT ALL...TO HELP INSTRUCTORS RECOGNIZE THEIR STRENGTHS AND EXPAND THEIR SKILLS WITHIN AND ACROSS THE ELEMENTS.**

# THE FRAMEWORK

**FIGURE 2**  
Summary framework

## Framework for Teaching Excellence

*Excellent teachers create an environment and adopt pedagogies that allow students to meet learning outcomes and achieve their full potential as learners. All instructors will strive for excellence as Exemplars, Enthusiasts, and Educators. Instructors whose research encompasses teaching and learning will additionally strive for excellence as Experimenters and Explorers.*



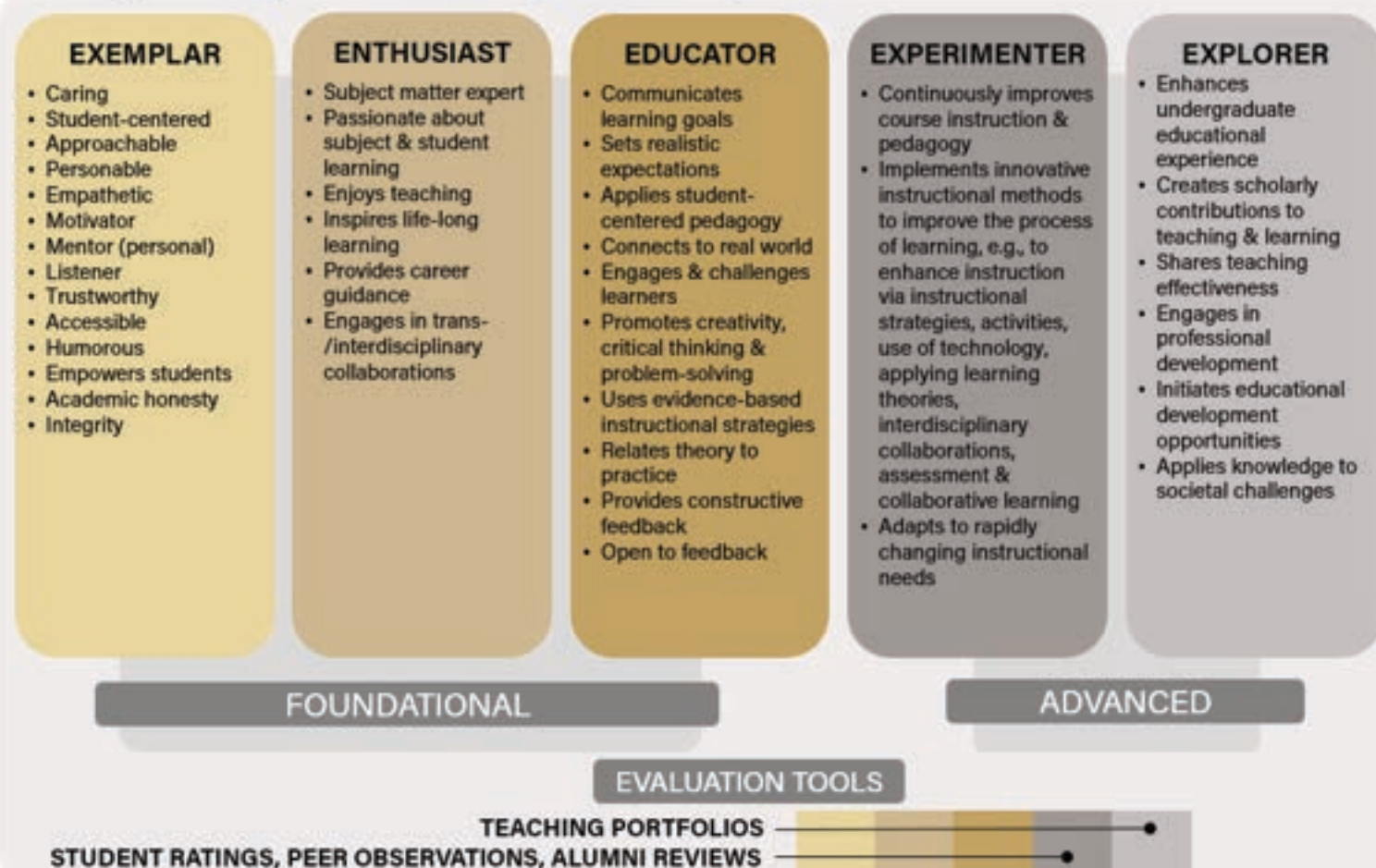


# THE FRAMEWORK

**FIGURE 3**  
Expanded framework

## FRAMEWORK FOR TEACHING EXCELLENCE

*Excellent teachers create an environment and adopt pedagogies that allow students to meet learning outcomes and achieve their full potential as learners. All instructors will strive for excellence as Exemplars, Enthusiasts, and Educators. Instructors whose research encompasses teaching and learning will additionally strive for excellence as Experimenters and Explorers.*



## TEACHING EXCELLENCE

# DEVELOPING

### A GROWTH MODEL

Making a case for excellence in teaching involves intentionally presenting and reflecting on evidence from multiple sources to tell a story of growth and success in teaching. Your teaching experience and expertise is developed over time—perhaps over your whole career—through purposeful and careful practice. As you plan for how to begin to demonstrate your teaching practices, consider investing in one or two areas at a time only. For example, you might spend a semester

focused on presentation skills, integrating student-centered assessments in your syllabus, or developing questioning strategies for your classroom. Good changes to teaching practice are incremental. You can layer on new techniques and innovations over time as you continuously work to improve teaching, student learning, and engagement in your courses and programs, and ultimately, your growth in the elements of teaching excellence.

**YOUR TEACHING EXPERIENCE AND EXPERTISE IS DEVELOPED OVER TIME—PERHAPS OVER YOUR WHOLE CAREER—THROUGH PURPOSEFUL AND CAREFUL PRACTICE**

### GROWTH MODEL

# DEVELOPING

## PROFESSIONAL DEVELOPMENT

Purdue provides multiple options for professional development in teaching, such as:

- The [Center for Instructional Excellence](#) (CIE) advances and promotes transformative, evidence-based instruction for academic success at Purdue and beyond working with faculty, graduate teaching assistants, and staff to support innovative teaching in all modalities, and fostering a campus culture of student-centered learning.
- The [Innovative Learning](#) team provides a wealth of support for Purdue instructors. IL supports instructors with resources, workshops, and individual consultations. Innovative Learning brings together Purdue's CIE, Purdue Online, Envision Center, and Libraries and School of Information Studies.
- The [Instruction Matters: Purdue Academic Course Transformation](#) (IMPACT) program is a faculty development program that supports many different models of participation and instructors from all disciplines university-wide.
- The [Purdue Repository for online Teaching and Learning](#) (PoRTAL) digital repository can help you improve your knowledge and skills as you seek to develop your online courses. Topics include instructor strategies, course enhancement, pedagogy, active learning, sample tools, and policies to help make your job easier as an online instructor and your courses more engaging for your students.
- The [Service-Learning Fellows Program](#) is an instructor development program designed to foster the development and institutionalization of service-learning courses and curricula, projects, and scholarly pursuits at Purdue, as well as strengthen collaborative efforts and outcomes in communities.
- The [Teaching Academy](#) sponsors a variety of programs and activities fostering educational creativity, innovation, and effectiveness both in and outside the classroom.
- The [Teaching for Tomorrow Fellowship](#) is a faculty development program focused upon improving the learning environment for Purdue students and enhancing faculty teaching skills to meet the needs of our students.

## A GROWTH MODEL

**YOU CAN LAYER ON NEW TECHNIQUES AND INNOVATIONS OVER TIME AS YOU CONTINUOUSLY WORK TO IMPROVE TEACHING AND STUDENT LEARNING AND ENGAGEMENT IN YOUR COURSES AND PROGRAMS, AND ULTIMATELY, YOUR GROWTH IN THE ELEMENTS OF TEACHING EXCELLENCE.**

## PROFESSIONAL DEVELOPMENT, CONTINUED

For content-specific professional development opportunities, contact your state or national organizations, as well as your own department and college at Purdue.

Purdue is also a member of the [NCFDD](#), an independent professional development, training, and mentoring community of faculty, postdocs, and graduate students from over 450 colleges and universities. Each member of Purdue's community can create an account to access different resources and opportunities to focus on research, teaching, and work-life balance.





# DOCUMENTING & EVALUATING

HOLISTIC EVALUATION

Excellence in teaching is demonstrated both in the classroom and beyond in all work that you do that is related to teaching and learning. Leadership in activities such as curriculum development, teaching innovation, mentoring, peer review, K-12 engagement, experiential education, engaged teaching, and the scholarship of teaching and learning (SoTL) can all

contribute to making your case that you are developing and demonstrating excellent teaching practices. Figure 4 displays activities that might be included in a holistic evaluation of teaching excellence. Note the size of the circle does not imply greater emphasis upon an activity. The question is, how do you document these practices to share with peers and administrators?



# DOCUMENTING & EVALUATING

HOLISTIC EVALUATION, CONTINUED

A teaching portfolio is a useful tool for collecting artifacts that an instructor can then include in a dossier that demonstrates their teaching excellence. Portfolios can (Center for Teaching Vanderbilt University, 2022):

- Document evidence of teaching from a variety of sources—not just student ratings—and provide context for that evidence.
- Provide reflective praxis opportunities, i.e., the process of selecting and organizing material for a portfolio can help one reflect on and improve one’s teaching.
- Offer a more public, professional view of teaching as a scholarly activity.
- Provide a look at development over time, helping one see teaching as an ongoing process of inquiry, experimentation, and reflection.

A benefit of teaching portfolios is that they can be flexibly designed to capture what is unique to your teaching position or to your particular department, college, or unit. Instructors have choice in what they wish to include that best demonstrates the elements of teaching

excellence that are most important in their field or program.

The following tables, organized by the five elements of the *Framework for Teaching Excellence*, suggest activities and artifacts that you might select to document your teaching. The first column lists broad categories of the activities that might best support each element. The second column provides specific examples of evidence with which the elements can be achieved, documented, and evaluated. As you consider this content, please note that you do not need to demonstrate excellence in every element, nor do you need to document every activity within an element. Rather, start by selecting those items that are in accord with your departmental/campus role and criteria, remembering that all instructors should strive for improvement and excellence in all three of the foundational elements. You likely began, or will begin, many of these activities at the start of your teaching career, and you will continue them every year to help you demonstrate your growth in the elements and capture a strong holistic evaluation of teaching excellence.

TEACHING EXCELLENCE

YOU DO NOT NEED TO DEMONSTRATE EXCELLENCE IN EVERY ELEMENT, NOR DO YOU NEED TO DOCUMENT EVERY ACTIVITY WITHIN AN ELEMENT...ALL INSTRUCTORS SHOULD STRIVE FOR IMPROVEMENT AND EXCELLENCE IN ALL THREE OF THE FOUNDATIONAL ELEMENTS



TEACHING EXCELLENCE

# EXEMPLAR

Instructors who demonstrate a caring, approachable, and personable relationship with students and are empathetic to student needs. They establish a respectful learning environment and support, motivate, and mentor students. All instructors will strive for excellence as an Exemplar. To document your excellence in this foundational element, consider:

ACTIVITY	EXAMPLE EVIDENCE
Student Ratings	<ul style="list-style-type: none"><li>▪ End-of-the-semester course evaluation scores and comments</li><li>▪ Experiential evaluations of faculty/preceptors</li><li>▪ Center for Instructional Excellence mid-semester feedback and improvement plan, e.g., Small Group Instructional Diagnosis</li><li>▪ Letters of support from students</li></ul>
Mentoring and Advising Learners Beyond the Classroom, e.g., undergraduates, graduates, interns, residents	<ul style="list-style-type: none"><li>▪ Meaningful, sustained extracurricular/cocurricular advising</li><li>▪ Facilitating a Learning Community</li><li>▪ Teaching an Honors section or offering an Honors contract</li><li>▪ Service at university events &amp; activities for students, e.g., guest speaker, mentor</li><li>▪ Create a plan for emailing/communicating regularly with students with advice or mentorship interests</li><li>▪ Participating in luncheons/invitations to connect or engage with student groups</li><li>▪ Maintaining communications/connections with past students</li><li>▪ Holding flexible office hours and/or extra exam review hours</li><li>▪ Encouraging or assisting students to apply for awards, scholarships, seek funding, or identify other opportunities to support their development</li><li>▪ Serve as a counselor for support and care</li><li>▪ Tutoring</li><li>▪ Participating as a Faculty Fellow for a residence hall</li></ul>
Peer Observations	<ul style="list-style-type: none"><li>▪ Evaluation of syllabus/course materials for student-centeredness</li><li>▪ Observation of accessibility via frequency/type of office hours</li><li>▪ Letters of support based on observations</li></ul>
Awards and Recognitions	<ul style="list-style-type: none"><li>▪ Departmental/College/University Faculty/Teacher of the Year; Preceptor of the Year; Residence Life Award, e.g., Faculty Fellow, honored at Favorite Faculty Banquet</li><li>▪ Student achievement, e.g., awards, presentations, review opportunities, scholarships, student involvement in organizations</li></ul>
Alumni Feedback	<ul style="list-style-type: none"><li>▪ Quantitative and qualitative data via surveying</li></ul>
Professional Development	<ul style="list-style-type: none"><li>▪ Participating in Safe Zone training, QPR/Mental Health First Aid</li></ul>

TEACHING EXCELLENCE

# ENTHUSIAST

Instructors who are subject matter experts who are passionate about their teaching and discipline, and who want to transfer that passion to their students, whether in the classroom, research lab, or as a mentor. They prepare students for future careers or education, and collaborate actively with students, peers, and colleagues to improve their instruction. All instructors will strive for excellence as an Enthusiast. To document your excellence in this foundational element, consider:

ACTIVITY	EXAMPLE EVIDENCE
Student Ratings*	<ul style="list-style-type: none"><li>▪ Experiential evaluations of faculty/preceptors</li><li>▪ Center for Instructional Excellence mid-semester feedback and improvement plan, e.g., Small Group Instructional Diagnosis</li><li>▪ Letters of support from students</li></ul>
Mentoring and Advising Learners Beyond the Classroom, e.g., undergraduates, graduates, interns, residents	<ul style="list-style-type: none"><li>▪ Meaningful, sustained extracurricular/cocurricular advising</li><li>▪ Facilitating a Learning Community</li><li>▪ Teaching an Honors section or offering an Honors contract</li><li>▪ Offering career guidance</li><li>▪ Serving as an undergraduate research mentor</li><li>▪ Serving as an advisor for graduate research</li><li>▪ Serving as a mentor for junior faculty, residents, fellows</li><li>▪ Tutoring</li></ul>
Peer Observation	<ul style="list-style-type: none"><li>▪ Evaluation of subject matter expertise and/or integration of subject-matter research into the classroom</li></ul>
Alumni Feedback	<ul style="list-style-type: none"><li>▪ Quantitative and qualitative data via surveying</li></ul>
Professional Development	<ul style="list-style-type: none"><li>▪ Participate in communities of practice; field trainings, certificates</li><li>▪ Engage in trans-/interdisciplinary collaborations with colleagues</li></ul>

\*This activity could potentially offer evidence for *Enthusiast*, if realigned and expanded beyond the core questions to include this element of the *Framework*.

TEACHING EXCELLENCE

# EDUCATOR

Instructors who engage learners using a variety of learner-centered activities that are motivating, relevant to the real world, application-based, and that promote creativity, critical thinking, and collaboration. All instructors will strive for excellence as an Educator. To document your excellence in this foundational element, consider:

ACTIVITY	EXAMPLE EVIDENCE
Student Ratings*	<ul style="list-style-type: none"><li>▪ Experiential evaluations of faculty/preceptors</li><li>▪ Center for Instructional Excellence mid-semester feedback and improvement plan, e.g., Small Group Instructional Diagnosis</li><li>▪ Low stakes formative assessments, e.g., student reflections, minute-responses, content summaries</li><li>▪ Letters of support from students</li></ul>
Peer Observation	<ul style="list-style-type: none"><li>▪ Evaluation of syllabus, e.g., communication of learning goals; realistic expectations</li><li>▪ Classroom observation, e.g., student-centered pedagogy; connections to real world; clearly articulate and hold students to high standards; promotes creativity, critical thinking and problem-solving; uses evidence-based/high-impact instructional strategies; relates theory to practice; provides constructive feedback; integrates guest speakers/industry/'real world' collaborators</li><li>▪ Evaluation of assessments, e.g., designs assignments and assessments that emulate real world situations; allows students to redo assignments and assessments as they work to gain mastery</li></ul>
Awards and Recognitions	<ul style="list-style-type: none"><li>▪ Instructional awards, e.g., Teaching Academy Leadership Awards; University, College, and Departmental Awards</li><li>▪ Student achievement, e.g., awards, presentations, review opportunities, scholarships, student involvement in organizations</li></ul>
Alumni Feedback	<ul style="list-style-type: none"><li>▪ Quantitative and qualitative data via surveying</li></ul>
Professional Development	<ul style="list-style-type: none"><li>▪ Instructional development programs, e.g., Teaching for Tomorrow, IMPACT, CIE workshops, Service-Learning Fellows</li></ul>

\*This activity could potentially offer evidence for *Educator*, if realigned and expanded beyond the core questions to include this element of the *Framework*.

TEACHING EXCELLENCE

# EXPERIMENTER

Instructors who are ready to, and show evidence of, adapting to changes in audience, instructional methods, and educational content. They proactively incorporate innovative instructional strategies and technologies using a variety of perspectives. Instructors whose research encompasses teaching and learning will additionally strive for excellence as an Experimenter. To document your excellence in this advanced element, consider:

ACTIVITY	EXAMPLE EVIDENCE
Student Ratings*	<ul style="list-style-type: none"><li>▪ Experiential evaluations of faculty/preceptors</li><li>▪ Center for Instructional Excellence mid-semester feedback and improvement plan, e.g., Small Group Instructional Diagnosis</li><li>▪ Low stakes formative assessments, e.g., student reflections, minute-responses, content summaries</li><li>▪ Letters of support from students</li></ul>
Peer Observation	<ul style="list-style-type: none"><li>▪ Relevance, feasibility, efficacy of innovative strategies</li></ul>
Awards and Recognitions	<ul style="list-style-type: none"><li>▪ Innovation awards, e.g., Class of 1922 Helping Students Learn; University, College, Departmental, and External Awards</li></ul>
Alumni Feedback	<ul style="list-style-type: none"><li>▪ Quantitative and qualitative data via surveying</li></ul>
Professional Development	<ul style="list-style-type: none"><li>▪ Instructional development programs, e.g., Teaching for Tomorrow, IMPACT, CIE workshops, Service-Learning Fellows</li></ul>
Curriculum Development and Teaching Innovations	<ul style="list-style-type: none"><li>▪ Innovative teaching strategies, e.g., course restructure, innovative scheduling accommodations that facilitate student involvement or participation, new teaching pedagogy, technological innovation</li><li>▪ Evaluation and assessment of new teaching innovations, e.g., how it improved teaching, increased student engagement, learning, or knowledge retention</li><li>▪ Projects funded by external or internal grants to support innovative instructional activities</li></ul>

\*This activity could potentially offer evidence for *Experimenter*, if realigned and expanded beyond the core questions to include this element of the *Framework*.



TEACHING EXCELLENCE

EXPLORER

Scholars of teaching and learning and mentors/role models for other academics. Instructors whose research encompasses teaching and learning will additionally strive for excellence as an Explorer. To document your excellence in this advanced element, consider:

ACTIVITY	EXAMPLE EVIDENCE
Mentoring and Advising Learners Beyond the Classroom, e.g., undergraduates, graduates, interns, residents	<ul style="list-style-type: none"><li>Undergraduate research mentor in SoTL</li><li>Advisor for graduate research in SoTL</li><li>Mentor for junior faculty, residents, fellows</li><li>Service related to teaching, e.g., Department, College, or University committees; Undergraduate Academic Committee; Graduate Education Committee; Curriculum/Assessment Committee</li></ul>
Peer Observation	<ul style="list-style-type: none"><li>Evaluation of scholarship, awards, contributions to the field</li></ul>
Awards and Recognitions	<ul style="list-style-type: none"><li>Teaching excellence leadership awards, e.g., Teaching Academy; Charles B. Murphy Award; Exceptional Early Career Teaching Award; Book of Great Teachers; Excellence in Instruction for Lecturers; University, College, Departmental, and External Awards</li></ul>
Professional Development	<ul style="list-style-type: none"><li>Instructional development programs, e.g., Teaching for Tomorrow, IMPACT, CIE workshops, Service-Learning Fellows</li></ul>
Curriculum Development and Teaching Innovations	<ul style="list-style-type: none"><li>New or substantially revised courses and/or curricula</li><li>Experiential education course development</li><li>Leadership in teaching initiatives, e.g., curriculum revision</li></ul>
Scholarship of Teaching and Learning	<ul style="list-style-type: none"><li>Leadership in Institutional change, e.g., development of revised policy, institutionalized programming, organizational structures, evidence of cultural shift</li><li>Scholarly outputs, e.g., journal and textbook publications, conferences; projects funded by external or internal grants to support instructional activities; production of teaching materials and resources, and sharing the results of classroom action research</li><li>Professional membership and engagement (local, state, national organizations related to teaching/practice in your field)</li><li>Reviews of new state or national curriculum or policies related to teaching and learning in your field</li><li>Educational workshops, continuing education, outreach to peers / professionals in your field</li><li>Service on Scholarship of Teaching and Learning-related editorial boards and as journal reviewer</li></ul>

TEACHING EXCELLENCE

PROFILING

PURDUE'S EXCELLENT INSTRUCTORS

The following insets share profiles of teaching excellence at Purdue University. Below each narrative is a table mapping the evidence of teaching excellence in various elements to evaluation activities. These examples are not meant to be prescriptive or comprehensive,

but rather demonstrate the different expressions of teaching excellence, as well as how it can be documented. More examples can be found on the Teaching Excellence website ([HERE](#)), and are summarized in table below.

NAME	RANK	COLLEGE	EXEMPLAR	ENTHUSIAST	EDUCATOR	EXPERIMENTER	EXPLORER
Kelly Blanchard	Clinical Professor	Daniels	•			•	•
Johnny Brown	Professor	Science		•			
Ignacio Camarillo	Associate Professor	Science	•				•
Roy Dejoie	Clinical Professor	Daniels	•	•		•	•
Natasha Duncan	Clinical Associate Professor	Honors	•		•		
Angelica Duran	Professor	Liberal Arts	•		•	•	•
Krystal Hans	Assistant Professor	Agriculture	•	•	•		
Elizabeth Karcher	Professor	Agriculture		•			•
Todd Kelley	Professor	Purdue Polytechnic Institute	•		•	•	
Jennifer Richardson	Professor	Education	•			•	•
Zahra Tehrani	Clinical Associate Professor	Honors		•			
Waterloo Tsutsui	Senior Research Associate	Engineering	•	•	•	•	•
Natasha Watkins	Clinical Associate Professor	Health & Human Sciences				•	
Zach Weber	Clinical Professor	Pharmacy					•



# DR. ROY DEJOIE

CLINICAL PROFESSOR  
MANAGEMENT, DANIELS SCHOOL OF BUSINESS

PROFILING  
PURDUE'S  
EXCELLENT  
INSTRUCTORS

**Dr. Roy Dejoie, Clinical Professor of Management, Daniels School of Business**, teaches many courses in various formats (face-to-face, online, and study abroad) at both the undergraduate and graduate levels. Dejoie is recognized nationally by his peers, along with Dr. Hal Kirkwood, Oxford University, for his work in interweaving life lessons into an introductory computer and management course, which he has taught since 2016. A paper written from this teaching experience, *Life Lessons Using Technology: Helping Freshmen Get Ahead Before They Have Even Started* earned finalist status in the Instructional Innovation Award Competition at the Decision Sciences Institute 39th Annual National Meeting. Dejoie and Kirkwood collaborated on several projects, including being awarded a Partnering for Information Literacy Initiative Grant by the Purdue Libraries. Many elements of this work continue to be used throughout Purdue as information literacy activities in the common core.

He has also paired with Kirkwood to produce an Instructional Innovation Award finalist entry and an interdisciplinary, peer-reviewed publication based on their information literacy work in the classroom with Purdue Business Opportunity Program students. He served as a textbook contributor/author for at least six books (including best-selling textbooks by Drs. George Fowler and Ralph Stair) and his own most recent book, *Business and Information Technology*, released in Spring 2020. He also served as a reviewer and subject matter expert nationally for numerous textbooks and peer-reviewed publications, extending his impact beyond Purdue.

Dejoie is highly invested in the development of the next generation of classroom teachers. Since Fall 2005, he has served as an instructional mentor in Daniels for its Ph.D. student instructors. He delivers an annual teaching and instruction workshop to all Management Information Systems (MIS) Ph.D. students and offers extensive one-on-one training and preparation to each MIS Ph.D. student that will teach a core undergraduate course. Numerous MIS Ph.D. students that Dejoie has mentored have won one or more Daniels' teaching awards for their performance in the classroom. Overall, Dejoie's development of these Ph.D. students extends his teaching excellence, impact, and expertise to more learners than what he would be capable of doing himself.

Dejoie also provides guidance as a facilitator to future instructors in Graduate Teaching Assistant orientations and serves as the new faculty mentor for junior faculty members to help prepare them to enter into their teaching duties. He is sought by other functional areas in Daniels to serve as a mentor to other faculty members in their teaching endeavors.

Dejoie is has been awarded the Purdue University Class of 1922 Award for Outstanding Innovation in Helping Students Learn and Daniels Excellence in Undergraduate Teaching Award.

## DOCUMENTING TEACHING EXCELLENCE: DEJOIE

ACTIVITY	EXAMPLE EVIDENCE
<b>Mentoring and Advising Learners Beyond the Classroom, e.g., undergraduates, graduates, interns, residents</b>	<ul style="list-style-type: none"><li>▪ Mentors MIS Ph.D. students who teach in Daniels' classrooms, many of these students have won one or more Daniels teaching awards for their performance in the classroom</li><li>▪ Facilitates Graduate Teaching Assistant orientations</li><li>▪ Serves as a mentor to other faculty members in their teaching endeavors</li></ul>
<b>Awards and Recognitions</b>	<ul style="list-style-type: none"><li>▪ Numerous MIS Ph.D. students that Dejoie has mentored since assuming this role in Fall 2005 have won one or more Daniels teaching awards for their performance in the classroom</li><li>▪ Purdue University Class of 1922 Award for Outstanding Innovation in Helping Students Learn and Daniels Excellence in Undergraduate Teaching Award</li></ul>
<b>Curriculum Development and Teaching Innovations</b>	<ul style="list-style-type: none"><li>▪ Teaches many courses and in different formats (face-to-face, online, and study abroad)</li></ul>
<b>Scholarship of Teaching and Learning</b>	<ul style="list-style-type: none"><li>▪ Earned finalist status in the Instructional Innovation Award Competition at the Decision Sciences Institute 39th Annual National Meeting</li><li>▪ Awarded a Partnering for Information Literacy Initiative Grant</li><li>▪ His work continues to be used throughout Purdue as information literacy activities in the common core offerings</li><li>▪ Co-authored interdisciplinary, peer-reviewed publication based on information literacy work in the classroom with the Business Opportunity Program students</li><li>▪ Served as a textbook contributor/author on six books</li><li>▪ Authored an introductory MIS book</li><li>▪ Contributes through peer-review, thus extending his impact beyond just those that he has direct contact with at Purdue</li><li>▪ Leads an annual teaching and instruction workshop for all MIS Ph.D. students</li><li>▪ Offers extensive one-on-one training and preparation (typically at least six months or more) to each MIS Ph.D. student that will teach a core undergraduate MIS course</li></ul>





DR. ELIZABETH KARCHER

PROFESSOR  
ANIMAL SCIENCES, COLLEGE OF AGRICULTURE

PROFILING  
PURDUE'S  
EXCELLENT  
INSTRUCTORS

Dr. Elizabeth Karcher, Professor of Animal Sciences in the College of Agriculture, teaches a variety of courses ranging from Introduction to Animal Agriculture to Food Security and Environmental Challenges in Vietnam. In addition to her course load, she promotes undergraduate learning outside of the classroom as a mentor and by organizing undergraduate conferences. Karcher works with students as an undergraduate research mentor and as the Animal Sciences Coordinator of Undergraduate Programs to enhance undergraduate educational experiences. She also leads two study abroad programs and organizes a two-day undergraduate program in the annual Tri-State Dairy Nutrition Conference. Additionally, Karcher co-coaches the Purdue North American Intercollegiate Dairy Challenge Team, for which she serves as a mentor and works with students to practice and apply concepts taught in her Dairy Farm Management course.

She co-organizes a virtual teaching seminar for NACTA members and also organizes teaching symposiums for the Poultry Science Association and American Dairy Science Associations annual meetings to share teaching effectiveness and initiate educational development opportunities for instructors. To engage and stimulate student interest in on-campus and study abroad programming,

Karcher has given four invited talks at professional association annual meetings centered on teaching. She also organized the Animal Sciences Assessment Team in Fall 2021 to create recommendations for an assessment plan of the newly revised undergraduate curriculum. She is currently chairing a 2022 Poultry Science Symposium that will focus on the scholarship of teaching and learning.

Karcher has published 20 articles in educational journals and received over \$400,000 in funding to support her programs to improve teaching and learning. In response to the online learning transition, Karcher studied the impact of both synchronous and asynchronous online teaching strategies on the development of her students' situational and individual interest in her Introduction to Animal Agriculture course. Results suggest that synchronous remote formats are associated with greater student interest and intrinsic motivation over asynchronous formats. A manuscript from this work has been accepted for publication in *The NACTA Journal*.

Karcher continuously works to develop professionally as an IMPACT fellow, accepting a role in the LEAD21 program.

DOCUMENTING TEACHING EXCELLENCE: KARCHER

ACTIVITY	EXAMPLE EVIDENCE
<b>Mentoring and Advising Learners Beyond the Classroom, e.g., undergraduates, graduates, interns, residents</b>	<ul style="list-style-type: none"><li>▪ Promotes undergraduate learning outside of the classroom as a mentor and by organizing undergraduate conferences</li><li>▪ Co-coaches the Purdue North American Intercollegiate Dairy Challenge Team, for which she serves as a mentor and works with students to practice and apply concepts taught in her Dairy Farm Management course</li></ul>
<b>Professional Development</b>	<ul style="list-style-type: none"><li>▪ IMPACT Fellow</li><li>▪ LEAD21 program</li></ul>
<b>Curriculum Development and Teaching Innovations</b>	<ul style="list-style-type: none"><li>▪ Animal Sciences Coordinator of Undergraduate Programs to enhance undergraduate educational experiences</li><li>▪ Leads two study abroad programs</li><li>▪ Organizes a two-day undergraduate program in the annual Tri-State Dairy Nutrition Conference</li><li>▪ Organized the Animal Sciences Assessment Team in Fall 2021 to create recommendations for an assessment plan of the newly revised undergraduate curriculum</li></ul>
<b>Scholarship of Teaching and Learning</b>	<ul style="list-style-type: none"><li>▪ Undergraduate research mentor</li><li>▪ Co-organizes a virtual teaching seminar for NACTA members</li><li>▪ Organizes teaching symposiums for the Poultry Science Association and American Dairy Science Associations annual meetings to share teaching effectiveness and initiate educational development opportunities for instructors</li><li>▪ Four invited talks at professional association annual meetings centered on teaching</li><li>▪ Chairing a 2022 Poultry Science Symposium that will focus on the scholarship of teaching and learning</li><li>▪ Published 20 articles in educational journals and received over \$400,000 in funding to support her programs to improve teaching and learning</li><li>▪ Studied the impact of both synchronous and asynchronous online teaching strategies on the development of her students' situational and individual interest in her Introduction to Animal Agriculture course</li></ul>



# DR. WATERLOO TSUTSUI

PROFILING  
PURDUE'S  
EXCELLENT  
INSTRUCTORS

SENIOR RESEARCH ASSOCIATE | LAB COORDINATOR  
SCHOOL OF AERONAUTICS AND ASTRONAUTICS, COLLEGE OF ENGINEERING

Dr. Waterloo Tsutsui, Senior Research Associate and Lab Coordinator, School of Aeronautics and Astronautics, College of Engineering, collaborates with his teaching mentor to facilitate an optional, weekly supervised homework session outside of the classroom. He uses innovative instructional methods and strategies in each homework session to teach students how to approach homework problems and recognize key concepts and procedures. He also uses strategies such as small group teaching and problem-based learning. Tsutsui conducts in-depth research exploring if the homework session enhances understanding of course material.

Since 2018, Tsutsui has incorporated virtual labs as a teaching tool in his lab courses. The virtual labs were intended to help students prepare for the hands-on lab; however, Tsutsui implemented the use of virtual labs for experiments that could not be accomplished

in-person as a result of the COVID-19 pandemic. Tsutsui shared his creative approach in a published conference paper for his aeromechanics virtual lab. He also wrote a second paper on the experiments conducted in his structural analysis virtual lab. ([Example 1](#), [Example 2](#))

Experimentation goes beyond course material for Tsutsui, who listens to students' needs and provides feedback to them. During the COVID-19 pandemic, he adapted to teaching emergencies and started using Piazza and Gradescope to stay connected and involved with his students. A licensed engineer with 10 years of industry experience, he often provides advice on engineering careers.

## DOCUMENTING TEACHING EXCELLENCE: TSUTSUI

ACTIVITY	EXAMPLE EVIDENCE
Student Ratings	<ul style="list-style-type: none"><li>▪ Facilitates an optional, weekly supervised homework session outside of the classroom</li><li>▪ Listens to students' needs and provides feedback to them</li><li>▪ Utilizes small group teaching and problem-based learning</li></ul>
Mentoring and Advising Learners Beyond the Classroom, e.g., undergraduates, graduates, interns, residents	<ul style="list-style-type: none"><li>▪ Facilitates an optional, weekly supervised homework session outside of the classroom</li><li>▪ As a licensed engineer with 10 years of industry experience, he often provides advice on engineering careers</li></ul>
Curriculum Development and Teaching Innovations	<ul style="list-style-type: none"><li>▪ Adapted to teaching emergencies during the COVID-19 pandemic and started using Piazza and Gradescope to stay connected and involved with his students</li><li>▪ Utilizes small group teaching and problem-based learning</li><li>▪ Utilizes innovative instructional methods and strategies in each homework session to teach students how to approach homework problems and recognize key concepts and procedures</li><li>▪ Utilizes virtual labs as a teaching tool for the lab courses he teaches</li></ul>
Scholarship of Teaching and Learning	<ul style="list-style-type: none"><li>▪ Performed in-depth research exploring if his homework sessions enhance understanding of course material</li><li>▪ Wrote papers on the experiments conducted in his structural analysis virtual lab</li><li>▪ Published a conference paper for his aeromechanics virtual lab</li></ul>





DR. KRYSTAL HANS

PROFILING  
PURDUE'S  
EXCELLENT  
INSTRUCTORS

ASSISTANT PROFESSOR | DIRECTOR OF FORENSIC SCIENCE  
FORENSIC ENTOMOLOGY, COLLEGE OF AGRICULTURE

Dr. Krystal Hans, Director of Forensic Science and Assistant Professor of Forensic Entomology, College of Agriculture, teaches forensic science and forensic entomology courses, as well as conducts workshops for criminal investigators, coroners and forensic pathologists. She has two publications focused on the scholarship of teaching and learning—one on the CSI effect and student perceptions of forensic science and the second on trauma-informed education. She also received the Service-Learning Fellowship and Societal Impact Fellowship through the Office of Engagement, as well as a Teaching Leadership Award and an instructor fellowship with CURE-Purdue Professional Development Program.

Hans’ passion for forensic science and forensic entomology translates to students, even non-STEM majors, in both face-to-face and virtual classroom spaces, hooking them in to learn about the field. Her goals as an educator are to facilitate learning in her courses, teach students how to critically evaluate data and information, and to be able to apply this information in her courses and beyond. In order to accomplish these goals, Hans employs a variety of methods, which include exposure to scientific literature, problem-based and experiential learning, and incorporating relevant and relatable examples. She also integrates a cold-case

service-learning component into her forensic investigation course that focuses on research and accessing information about an unsolved missing persons or homicide case, generally for victims of marginalized communities that unfortunately received little media attention for their case. Students work in groups and engage in discussions around the disparity in reporting of information for marginalized victims, driving students to consider various social aspects that can influence an investigation, media coverage, and how the case is perceived by the public.

Hans aims to create a safe and student-centered environment, for students to feel comfortable discussing social issues, and share their feelings regarding the investigation and media content. In the classroom, she emphasizes victim-focused language and brings in guests to speak on victim advocacy, and the impact that students can have in this community.

As an educator, she mentors a cohort of undergraduate and graduate students in her research lab, fostering an atmosphere of teamwork, respect, and empowerment, and encourages students to not only understand the science, but also develop a better understanding of who they are and how they fit into the STEM world.

DOCUMENTING TEACHING EXCELLENCE: ZANOTTI

Student Ratings	<ul style="list-style-type: none"><li>▪ Passion for forensic science and forensic entomology translates to students</li><li>▪ Creates a safe and student-centered environment, for students to feel comfortable discussing social issues, and share their feelings</li><li>▪ Emphasizes victim-focused language and brings in guests to speak on victim advocacy, and the impact that students can have in this community</li></ul>
Mentoring and Advising Learners Beyond the Classroom, e.g., undergraduates, graduates, interns, residents	<ul style="list-style-type: none"><li>▪ Mentors a cohort of students in her lab fostering an atmosphere of teamwork, respect, and empowerment, and encourages students to not only understand the science, but also develop a better understanding of who they are and how they fit into the STEM world.</li></ul>
Professional Development	<ul style="list-style-type: none"><li>▪ Service-Learning Fellowship</li><li>▪ Societal Impact Fellowship</li><li>▪ Teaching Leadership Award</li><li>▪ CURE-Purdue Professional Development Program</li></ul>
Curriculum Development and Teaching Innovations	<ul style="list-style-type: none"><li>▪ Employs a variety of methods, which include exposure to scientific literature, problem-based and experiential learning, and incorporating relevant and relatable examples</li><li>▪ Integrates a cold-case service-learning component into her forensic investigation course that focuses on research and accessing information about an unsolved missing persons or homicide case, generally for victims of communities that unfortunately received little media attention for their case</li><li>▪ Cold Case Symposium focused on education and advocacy with family members leading as experts sharing their stories of their missing or murdered loved ones and leading discussions about how the public and students can help with these cold cases</li></ul>
Scholarship of Teaching and Learning	<ul style="list-style-type: none"><li>▪ Conducts workshops for criminal investigators, coroners and forensic pathologists</li><li>▪ Two publications focused on the scholarship of teaching and learning--one on the CSI effect and student perceptions of forensic science and the second on trauma-informed education</li></ul>



VALUING EXCELLENCE

Recognizing teaching excellence fosters a culture of valuing teaching across campus. There are many opportunities for celebrating this excellence at the College/Departmental, University, and National levels. Note, this list is not exhaustive, please check with your College and Department for additional opportunities. To learn more about each award opportunity, click [HERE](#).

NATIONAL & STATE AWARDS

College of Agriculture

National Awards

- Distinguished Teacher Educator Award - North American Colleges and Teachers of Agriculture
- Distinguished Graduate Teaching Award - Agricultural and Applied Economics Association
- Distinguished Innovative Idea Poster Presentation, Southern Region, American Association for Agricultural Education
- United States Department of Agriculture New Teacher Award
- Excellence in Teaching Award - Junior Level, Council of Educators in Landscape Architecture
- Precision Ag Institute 2018 Educator/Researcher Award of Excellence
- Selected to deliver 2018 Justin Smith Morrill Lecture, Association of Public and Land Grant Universities

State Awards

- Teaching and Learning Award, Indiana Council for Continuing Education

College of Education

National Awards

- American Studies Graduate Student Organization Outstanding Faculty Award for 2017-18
- Best of the Best in English Language Learner Education Award (INTESOL)
- Post-Secondary Teacher of the Year Award

State Awards

- ACTE Region III Postsecondary Teacher of the Year

College of Engineering

National Awards

- American Academy Environmental Engineers and Scientists Excellence in Environmental Engineering Education Award
- Education Award, Electron Devices Society of the Institute of Electrical and Electronics Engineers
- U.C. Regents' Lecturer at UCLA



NATIONAL & STATE AWARDS

College of Health and Human Sciences

National Awards

- National Council on Family Relations (NCFR) Felix Berardo Scholarship Award for Mentoring
- The Human Factors and Ergonomics Society Paul M. Fitts Education Award

College of Pharmacy

National Awards

- American Association of Diabetes Educators: Strategic Initiative Award
- National Alliance of State Pharmacy Associations (NASPA) Excellence in Innovation Award

Purdue Polytechnic Institute

Regional Awards

- Outstanding Faculty in Learning Award

College of Science

National Awards

- National Council of the American Association of University Professors

State Awards

- Outstanding Professor of Basic Science Award at the Senior Awards Program of the Indiana University School of Medicine, Class of 2018

College of Veterinary Medicine

National Awards

- AAVMC Distinguished Teacher Award presented by Zoetis
- SAVMA Teaching Excellence Award from the National Student American Veterinary Medical Association
- Association of Veterinary Technician Educators Award for Teaching Excellence

Libraries and School of Information Studies

National Awards

- ACRL Instruction Section Innovation Award from the American Library Association
- ACRL Instruction Section Miriam Dudley Instruction Librarian Award from the American Library Association
- ACRL Routledge Distance Learning Librarianship Conference Sponsorship Award from the American Library Association
- LIRT Library Recognition Award from the American Library Association





## PURDUE AWARDS

To learn more about each award opportunity, click [HERE](#).

- Book of Great Teachers
- Charles B. Murphy Outstanding Undergraduate Teaching Award
- Class of 1922 Helping Students Learn Award
- Dr. Gerald Krockover Outstanding Favorite Faculty Award
- Excellence in Online Course Design and Teaching (Credit/Non-Credit)
- Excellence in Instruction Award for Lecturers
- Exceptional Early Career Teaching Award
- Frederick L. Hovde Faculty Fellow Award
- Innovative Online Course Design and Use of Technology Award
- Most Distinguished Faculty for Academics
- Office of Engagement Service-Learning Award
- Provost's Award for Outstanding Graduate Mentor
- Scholarship of Online Teaching and Learning Award
- Teaching for Tomorrow Fellowship
- Teaching Academy
- Teaching Academy Teaching Leadership Award
- 150<sup>th</sup> Anniversary Professors

## COLLEGE &amp; DEPARTMENT AWARDS

**College of Agriculture**

## College Awards

- David C. Pfendler Outstanding Counselor Award
- Outstanding Graduate Mentor/Teacher Award
- Richard L. Kohls Outstanding Early Career Award
- Richard L. Kohls Outstanding Undergraduate Teacher Award
- PREP - Professors Reviewing Excellent Practices



## COLLEGE &amp; DEPARTMENT AWARDS

**College of Education**

## College Awards

- COE-Outstanding Faculty Teaching Award

## Departmental Awards

- Department Outstanding Faculty Teaching Award (Curriculum and Instruction)
- Department Outstanding Faculty Scholarship Award (Curriculum and Instruction)
- Department Faculty Award - Learning for Assistant, Associate, and Clinical/Professional Professors (Educational Studies)
- Department Faculty Award - Discovery for Assistant, Associate and Full Professors (Educational Studies)

**College of Engineering**

## College Awards

- College of Engineering Dean A. A. Potter Faculty Excellence Award for Undergraduate Teaching
- Dean Marion B. Scott College of Engineering Outstanding Professor
- College of Engineering Faculty Excellence Award for Early Career Teaching
- College of Engineering Faculty Excellence Award for Graduate Student Mentorship
- College of Engineering Faculty Excellence Award for Online Education

## Departmental Awards

- 2017-2018 Phillip C. Wankat Graduate Teaching Award in Chemical Engineering
- 2017-2018 R. Norris Shreve Award for Outstanding Teaching in Chemical Engineering
- 2018 Chemical Engineering Outstanding Graduate Student Mentor
- Environmental and Ecological Engineering Outstanding Engineering Graduate Student Mentor Award
- Industrial Engineering Outstanding Graduate Mentor Award
- James H. Greene Outstanding Graduate Education Award
- Pritsker Best Teacher Award for Excellence in Teaching
- Reinhardt Schuhmann Jr. Best Undergraduate Teacher Award
- School of Aeronautics & Astronautics Elmer F. Bruhn Award for Excellence in Teaching
- School of Aeronautics & Astronautics Outstanding Faculty Mentor Award
- School of Engineering Education Award for Excellence in Mentoring
- School of Engineering Education Award for Excellence in Undergraduate Teaching
- School of Nuclear Engineering Best Teacher Award
- Society of Environmental and Ecological Engineers Instructional Excellence Award
- Student Choice Award for Spotlight Educator
- W. A. Gustafson Award for Outstanding Teaching
- Weldon School of Biomedical Engineering Outstanding Graduate Student Mentor Award



## COLLEGE &amp; DEPARTMENT AWARDS

**College of Health and Human Sciences**

## College Awards

- HHS Study Abroad Leadership Award
- Jane S. Link Outstanding Teaching Award
- 2018 Horizons Faculty Mentor Champion Award
- Lanelle Geddes School of Nursing Excellence in Undergraduate Teaching Award
- Patsy J. Mellott Teaching Innovation Award

## Departmental Awards

- Excellence in Teaching - Freshman/Sophomore Faculty (Nursing)
- Excellence in Teaching - Junior Faculty (Nursing)
- Excellence in Teaching - Senior Faculty (Nursing)
- HSCI Landolt Excellence in Teaching Award to report (for 2018)
- HTM Bruce I. Lazarus Teaching Award (Hospitality & Tourism Management)
- Undergraduate Teaching Award (Health and Kinesiology)
- Graduate Teaching Award (Health and Kinesiology)
- HHS Study Abroad Leadership Award
- James C. Naylor Award for Teaching Excellence (Psychological Sciences)
- Ruth and M.D. Steer Outstanding Teaching Award for Undergraduate Teaching (Speech, Language, and Hearing Sciences)
- Ruth and M.D. Steer Outstanding Teacher Award in Audiology (Speech, Language, and Hearing Sciences)

**College of Liberal Arts**

## College Awards

- 2Teach Award
- CLA Innovate Award
- Outstanding Graduate Teacher
- Outstanding Undergraduate Teacher
- CLA Innovate Award
- CREATE
- Innovate Grant
- School of Design, Art, and Performance Outstanding Teaching Award

**Libraries and School of Information Studies**

## College Awards

- Excellence in Teaching Award



## COLLEGE &amp; DEPARTMENT AWARDS

**Daniels School of Business**

## College Awards

- Outstanding Undergraduate Teaching Award
- Summer Teaching Innovation Award - Management Department
- Summer Innovation Teaching Grant - Krannert School of Management
- Summer Teaching Innovation Award Krannert

## Departmental Awards

- Salgo-Noren MBA Teaching Award - Winner
- Salgo-Noren MBA Teaching Award - 1st Runner Up
- Salgo-Noren MBA Teaching Award - 2nd Runner Up
- Executive MBA Professor of the Year - Krannert Executive Education Programs

**College of Pharmacy**

## College Awards

- BSPS Teacher of the Year
- Dr. Aziz Outstanding Teacher of the Year
- Faculty Preceptor of the Year

## Departmental Awards

- Department of Pharmacy Practice Faculty Mentor of the Year
- Richard and Anne Borch Mid-Career Research Award (Medicinal Chemistry Molecular Pharmacology)
- Pharmaceutical Sciences Teacher of the Year Award

**Purdue Polytechnic Institute**

## College Awards

- Outstanding Graduate Faculty Mentor Award
- Outstanding Faculty in Discovery Award
- Outstanding Faculty in Learning Award
- Exceptional Early Career for Outstanding Undergraduate Teaching Award
- Outstanding Graduate Mentor Award
- Outstanding Faculty in Learning

## Departmental Awards

- School of Engineering Technology Early Career Teaching Award
- Outstanding Faculty in Learning, Department of Technology Leadership and Innovation



## TEACHING EXCELLENCE

# RECOGNIZING



### COLLEGE & DEPARTMENT AWARDS

#### College of Science

##### College Awards

- Joel S. Spira Faculty Teaching Award
- PGSA Outstanding Advisor
- Ruth and Joel Spira Award for Outstanding Graduate Teaching
- Ruth and Joel Spira Award for Outstanding Undergraduate Teaching
- Undergraduate Advising Award

##### Departmental Awards

- 2018 Alfred and Martha Chiscon Award for Outstanding Undergraduate Teaching
- Most Distinguished Faculty for Academics

#### College of Veterinary Medicine

##### College Awards

- Raymond E. Plue Outstanding Teacher Award
- College of Veterinary Medicine Excellence in Teaching Award
- College of Veterinary Medicine Zoetis Distinguished Teacher Award
- PVM Alumni Outstanding Teacher Award
- Elanco Veterinary Nursing Outstanding Teacher Award

##### Departmental Awards

- Dr. Ann L. Johnson & Dr. Walter E. Hoffmann Resident Teaching Award

## TEACHING EXCELLENCE

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# CONTINUED EXCELLENCE

The *Framework for Teaching Excellence*, as well as the Guide will be reviewed and revised every five years. As the *Framework* was completed in 2020, the next review cycle will occur in 2025.



Appendix A: Data sources, participants, and data collection procedures

DATA SOURCE	PARTICIPANTS	INSTRUMENT
Teaching Evaluation Conceptual Overview (1998)	Faculty Senate	Digital Artifact Document
Provost Road Map Listening Sessions (9 sessions, 2018), i.e., campus events to understand views on the future direction of undergraduate education	Faculty, staff, administration, undergraduate students (approximately n=100)	Digital Artifact Observation Notes
150th Faculty Conversations (4 events, Fall 2018), i.e., campus events with named professors' views on the future direction of undergraduate education	Faculty, staff, administration (approximately n=100)	Digital Artifact Observation Notes
Honors College Study of Excellent Teachers (Spring 2019)	Honors College undergraduate students (n=18)	Digital Artifacts Reflections
University Administration (Fall 2019)	Academic Associate Deans (n=12)	Interviews
Outstanding Undergraduate Teaching Award Winners (2019-2020)	Faculty (n=8)	Digital Artifact Award Nomination Packets

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“For John Purdue, education was the flame that lit the world.”

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