Laura J. and L. Douglas Meredith Professors
Teaching Recognition Awards Program

The Teaching Recognition Awards program was established in 2001 through an expansion of the Laura J. and L. Douglas Meredith Professorship Program. The Meredith Professors proposed the Teaching Recognition Award program to recognize excellence in teaching among untenured faculty.

The goals of the Teaching Recognition Awards are:
- To recognize and encourage teaching excellence among untenured faculty in their first five years;
- To recognize and promote teaching excellence through the teaching career among teaching professors and professors of practice at any rank, and
- To encourage a culture of collegial mentoring among members of the Syracuse faculty.

Two kinds of awards are available to faculty: Teaching Recognition Awards for Early Performance and Teaching Recognition Awards for Continuing Excellence. The Early Performance Awards recognize untenured faculty in their first five years with Syracuse University. The Continuing Excellence Awards recognize untenured faculty as their careers with Syracuse University continue with excellent teaching beyond five years.

Eligibility

Teaching Recognition Awards for Early Performance may be presented to faculty who have completed two years of teaching at Syracuse University. Eligible nominees include tenure-track faculty who are not yet in their tenure review year; full time, teaching professors of any rank; professors of practice; and adjuncts and part-time faculty who are in their first five years of employment with Syracuse University. Each year, up to seven awards may be given, reflecting a mix of non-tenured, tenure track faculty; teaching professors (of any rank); professors of practice; and adjunct and part-time instructors. No fewer than two non-tenured, tenure track faculty and no fewer than two teaching professors of any rank, professors of practice, or adjunct or part-time instructors will be recognized in any given year. Nominations are made by any faculty member, with the concurrence of the nominee's department chair, where applicable, and dean.

Teaching Recognition Awards for Continuing Excellence may be presented to faculty who have completed five or more years of teaching at Syracuse University. Eligible nominees include full time, teaching professors of any rank; professors of practice; and adjuncts and part-time faculty *who have completed* five years of employment with Syracuse University. Each year, up to two awards in this category may be given. Nominations are made by any faculty member, with the concurrence of the nominee's department chair, where applicable, and dean.

Review Process

A committee of Meredith Professors, past Teaching Recognition awardees, and student representatives appointed by the Vice Chancellor and Provost will review nominations. The Interim Vice President for Research will convene the committee and a designee will be assigned to support the committee's work.

The nomination consists of a nomination letter from a faculty colleague along with a portfolio of prepared teaching materials. These are accompanied by a completed award checklist.

Therefore, the entire packet consists of:

1. Teaching Recognition Award Nomination Checklist (serves as a cover for the packet) signed by the nominee's department chair (if applicable) and dean, acknowledging concurrence with the nomination.
2. Nomination letter: The letter from a faculty colleague should be no more than three pages, making the case for the individual's extraordinary teaching performance and their encouragement or provision of collegial mentoring. Because faculty can demonstrate teaching excellence in many ways regardless of class size, the letter should describe in detail how the nominee is singular in that respect. Concrete examples or illustrations are more effective than grand statements of praise. The letter should also describe the individual's regular teaching responsibilities, as well as any teaching mentorship activities within the department, school, or college.
3. Teaching portfolio: The nominator is expected to collaborate with the nominee in the preparation of a portfolio representative of the nominee's teaching accomplishments. The portfolio contains:
   a. A teaching statement which includes the nominee's approach to teaching; a description of any significant teaching innovations and initiatives; explanation of techniques for assessing or evaluating students' learning; and depiction of how the nominee uses assessment or evaluation of students' learning to inform teaching innovation. The teaching statement should highlight efforts undertaken by the nominee to infuse consideration of diversity in all elements described above. The teaching statement should be no more than three pages;
   b. An updated curriculum vitae;
   c. Course descriptions with attached syllabi or activities that show teaching innovations. Syllabi that are developed collaboratively within a teaching team should be clearly marked as such;
   d. Letter of support from a peer who has observed the nominee's teaching and can speak to the use of innovative teaching techniques and sound pedagogical practices.
   e. Letters of support from two former students. Letters should appropriately reflect the balance of the nominee's teaching in undergraduate and graduate curricula.
   f. A professional bio, not to exceed 500 words, suitable for print and online publications
   g. One jpg file of a recent (within the last five years) color photograph/headshot suitable for print and online publications

The portfolio **should not exceed 20 pages** excluding the *curriculum vitae* and the requested course syllabi. Please follow these guidelines, especially regarding the number of letters of support, so that all candidates can be assessed on an equal basis.

Following review of all submitted material, the committee submits its recommendations to the Chancellor who makes the appointments. The Chancellor, in consultation with the Vice Chancellor and Provost, may make an appointment outside the committee process.