CHECKLIST
for UNLV Foundation Teaching Awards and
NSHE Regents’ Teaching Awards

☐ Curriculum vitae: Applicant’s current curriculum vitae

☐ Annual Evaluations: Up to three recent annual evaluations by the applicant’s supervisor

☐ Student Evaluation of Teaching Summary: Summary of student evaluation data including
  o a copy of the evaluation form(s) used
  o a table (see example) summarizing student evaluation data from up to three courses offered in the past four semesters, including:
    ▪ course number
    ▪ academic year
    ▪ academic semester
    ▪ number of students enrolled in the course
    ▪ mean student grade in the course
    ▪ mean score from the evaluation form’s overall teaching rating item

☐ Evidence of Teaching Accomplishments: Up to three examples representative of the applicant’s teaching accomplishments. Each example must be accompanied by a written statement of 150-200 words that indicates how the example provides evidence of one or more of the following:
  o the applicant’s goals in the areas of instruction and student access and how s/he has assessed progress toward these goals
  o the applicant’s achievements in fostering UNLV students’ mastery of particular learning objectives
  o how the applicant has addressed a significant challenge in her/his instruction at UNLV
  o how the applicant’s approach to instruction and student success has evolved in her/his time at UNLV.
    ▪ (Examples include, but are not limited to, course outlines/syllabi, course handouts, exercises/activities the candidate has developed, exams or assignments, distance education materials, videotapes developed by the candidate, peer evaluations of teaching, video recordings of teaching, white papers or publications on teaching/learning in the candidate’s discipline, other evidence of the candidate’s research on teaching/learning in his/her discipline.)

☐ Recommenders: Names and address of up to five persons, including students, whom the selection committee may contact regarding the candidate’s effectiveness, achievements, or abilities as a teacher.

☐ Letters of support: Up to four letters of support, including a nomination or self-nomination letter, that speak to the nominee’s effectiveness, achievements, or abilities as a teacher.
department/unit colleagues, administrators, colleagues from other campus 
departments/units, employers or business/industry leaders, private or 
government agencies, and students or student body government representatives. 
Letters should address:
  o how the candidate accomplished a significant record of excellence in teaching 
    that brought recognition to his or her institution
  o clear evidence of the candidate’s ability to communicate effectively with 
    students, impart knowledge, and/or develop skills in a manner that excites 
    students’ interest in the subject matter as well as students’ interest in 
    furthering their educational aspirations.
  o clear evidence of the candidate’s enthusiasm for assessing, revising, and 
    updating instructional methods, materials and technologies; a willingness to 
    attempt and revise innovative instructional activities through varied 
    approaches, methods, materials, or technologies in an effort to create 
    ongoing participatory/active learning in the classroom and move the state of 
    instruction in a field to a new level or in new directions; and a recurring effort 
    to create learning tasks (assignments, exercises, and/or exams) that 
    encourage critical thinking/reasoning skills.
  o clear evidence of the candidate’s eagerness to be accessible to all students 
    and to provide students with accurate advisement and appropriate referrals to 
    other campus departments or to other NSHE institutions.