

**BOARD OF GOVERNORS EXCELLENCE IN TEACHING
and
ALUMNI TEACHING EXCELLENCE AWARDS**

**University of North Carolina at Greensboro
2018-2019**

Frequently asked questions:

1. What is the difference between the UNC Board of Governors (BOG) Excellence in Teaching Award and the Mary Settle Sharp Alumni Teaching Excellence Award?
 - a. There are a number of technical differences, but in terms of your application a BOG packet should explain how your pedagogical impact has extended beyond the traditional/online classroom. This explanation is not essential for the Sharp award. If your work meets this criterion, we strongly encourage you to apply for the BOG award.
2. Am I eligible for these awards if I had a reduced teaching assignment in the past three years?
 - a. It depends. For the BOG award you must be teaching during the year when you apply and the award is granted. For all the awards you must have had a teaching role that is normal for your appointment for at least the past three years, though interruptions to this role are allowed for research assignments, brief administrative appointments, etc. Faculty who have taken on major administrative assignments and thus have a reduced teaching role on a permanent or semi-permanent basis are advised to wait until they return to full-time teaching to apply.
3. Are longer applications better?
 - a. No. The quality of the application is what matters. A short, clear application often has an advantage over a long, overly detailed packet. The Committee is primarily interested in a concise account of your teaching work and its impact. They are less interested in the details of every conference you attended (for instance).
4. Should I divide my narrative (Part 1) into sections a – f, corresponding to the sections listed above?
 - a. No. You should write a clear, coherent narrative that addresses these topics.
5. How should I present my numerical student evaluations?
 - a. You should present them in a table, as averages, by course. Be sure to include the average for comparable courses in your department, whether a rating of 1 is high (good teaching) or poor, and the range of possible scores (e.g., 1 - 5, 1 – 4, etc.).

6. How many years of student evaluations should I include?
 - a. You should include evaluations extending back at least three years from the present. You may include evaluations from additional years if you do not exceed the page limit.
7. Should I include information about my workload and teaching assignments?
 - a. Yes. To assist the committee in understanding the scope of your teaching you should describe the course levels (including undergraduate/graduate) and number of preparations you have taught and/or developed over the relevant period.
8. Do I have to include student evaluations from all my courses in the required time frame?
 - a. Ordinarily, yes, but there can be exceptions. If the evaluations are not relevant to your application, you can exclude them. For instance, if you are applying based on your work with undergraduates in introductory courses but you have also taught some low-enrollment graduate courses, you do not need to include evaluations from these courses. However, if you decide to exclude some course evaluations you should make it clear why you have made this decision.
9. Do I have to include all student comments?
 - a. Yes. You should include all student comments from the relevant courses. The committee consists of experienced instructors who understand that even the best teachers receive negative comments.
10. How should I organize my CV?
 - a. Your normal CV is fine, but you might consider highlighting your pedagogical activities by placing them in **bold**.
11. I have recently won my unit's teaching excellence award. Can I submit my unit application packet for one of the university level awards?
 - a. No. The university awards are more prestigious and require a separate application.
12. I want to include citations to my published work in my narrative (Item 1). Are citations included in the word limit for the narrative?
 - a. No