HORACE T. MORSE-UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION
AWARD FOR OUTSTANDING CONTRIBUTIONS TO UNDERGRADUATE
EDUCATION

Purpose

Each year since 1965, the University of Minnesota has recognized a select group of faculty members for their outstanding contributions to undergraduate education. This honor is awarded to exceptional candidates nominated by colleges in their quest to identify excellence in undergraduate education. In addition to honoring individual faculty members, the award contributes to the improvement of undergraduate education at the University by publicizing their work to serve as a resource for the whole faculty.

The award, named for a former dean of General College, is made possible through generous support of the University of Minnesota Alumni Association and the Office of the Senior Vice President for Academic Affairs and Provost.

Eligibility

Regular faculty (tenure-track and tenured) and term faculty (non-regular) salaried through the University and holding a 66 2/3% time or greater appointment, who have been at the University of Minnesota for at least five years, including the current year, may be nominated for the Morse-Alumni Award. Previous nominees who did not receive the award may be renominated; previous winners are ineligible.

For the purposes of this award, undergraduates are defined as students who are pursuing a baccalaureate or an associate degree program. Professional and graduate programs, if they offer education to undergraduates, are encouraged to nominate candidates.

Awards

During the 2005-06 academic year, up to eight University of Minnesota faculty members will be selected to receive the Morse-Alumni Award with the announcement of award recipients to be made mid-March. Recipients will receive a $3,000 continuous augmentation to their annual salary during their lifetime as a University of Minnesota faculty member. In addition, each recipient's department will be given $1,500 annually for five years to be used by the recipient for professional development or research.
Criteria

Nominees will be evaluated on the basis of a dossier documenting outstanding contributions to undergraduate education. The dossier should provide specific evidence of outstanding performance in one or more—not necessarily all—of the five categories listed below:

1. Teaching: direct contact with students in undergraduate courses and programs and in co-curricular activities. Teaching activities include instructing groups of students in classes, seminars, and laboratories; and supervising individual activities, such as practicums, internships, field-learning experiences, tutorials, performances, exhibitions, and independent study, including supervision of UROP projects. The activities listed above are representative, not exhaustive.

2. Advising: activities that aid individual students with course and major selection, career plans, and personal development, especially in ways that go beyond formal curricular advising; and those that provide guidance to student organizations or groups. Documentation should include information about accessibility to students, which ordinarily includes but is not limited to office availability.¹

3. Research and Artistic Activities: such activities should be documented and discussed in terms of the relationship between these activities and the nominee's contributions to undergraduate education.

4. Academic Program Development: such activities that contribute to the planning, design, or development of improvements in undergraduate education. Contributions in this area include, for example, new courses or a cluster of courses, general-education options in the undergraduate curriculum, and valuable programmatic innovations of any kind.

5. Educational Leadership: extra-programmatic activities of any kind and at any level that constitute leadership and contribute substantially to undergraduate education; for example, presenting papers, holding a position such as national or regional officer or program chair in a professional association, or being a member of a college or all-University committee.

This list should not be considered exhaustive or restrictive. The selection committee will consider any and all outstanding contributions to undergraduate education described by the materials provided. The magnitude of an outstanding contribution in one area may compensate for little or no contribution in other areas. For example, not all distinguished

¹ Where advising is the exclusive or primary contribution, a candidate should be nominated instead, or perhaps in addition, for the John Tate Award for Undergraduate Academic Advising; "Two awards will be given to those whose primary responsibilities include advising, and two awards will be given to those for whom advising is not a primary responsibility, but who meet the criteria for excellence in advising."
classroom teachers have the opportunity to contribute to "academic program development" that persons in administrative offices do, but they may, nevertheless, make outstanding contributions to undergraduate education.

Selection committees will consider outstanding contributions ranging from broadly distinguished performance over many years to a single extraordinary contribution without favoring one kind over another. Persons receiving awards will be those whose contributions to undergraduate education the selection committee considers the most outstanding in a given year and also genuinely outstanding regardless of the year or the competition. The University of Minnesota is a research university, so the dossiers of all nominees should include evidence of their intellectual distinction.

Selection of College Nominees

Each college engaged in pre-baccalaureate education may submit, on or before Thursday, January 26, 2006, up to three nominations. Because of its size, the College of Liberal Arts may submit up to six nominations. Colleges may nominate faculty members of other colleges as well as their own.

Suggestions for nominees may be made to the college nominating committee by individual students and faculty members, by departments and other administrative units of the college, and by student organizations and associations. College nominating committees should inform the faculty, student, and staff of that college of its nominating procedures well in advance of beginning its selection process.

Nomination Procedure

After selecting its nominees, the college, in consultation with the nominee, should prepare the nominee's dossier for review by the Morse-Alumni Award Selection Committee. This selection committee, which reports to the Senate Committee on Educational Policy (SCEP), is composed of seven faculty, one or more student members of the Senate Committee on Educational Policy, and a representative of the University of Minnesota Alumni Association. Of the seven faculty members:
- at least one must be a current member of the Senate Committee on Educational Policy,
- two must come from coordinate campuses (not from the same campus) and serve two-year terms, with these two positions rotating among the coordinate campuses so that no campus is unrepresented for more than two consecutive years,
- at least two must be former award winners.

-2 All colleges (small as well as large) are encouraged to have nominating committees.
Organization and Presentation of Dossiers

The college should submit an original plus nine copies of each candidate's dossier to the Morse-Alumni Selection Committee, 234 Morrill Hall, 100 Church Street S.E., Minneapolis, Minnesota 55455 by no later than 4:00 p.m., Thursday, January 26, 2006. In addition to including the nomination form in each candidate's dossier, the designated college contact will submit the nomination form online, using a previously provided password and web site address for the online form submission. If this information has not been obtained, contact Karen Zentner Bacig, kbacig@umn.edu, 612.624.5082. Decisions will be based on the content of the dossier, not on the dossier appearance. In order to maintain a similar appearance and reduce the burden to the college and nominees, each copy should be submitted in a plain report cover with index tabs (no three-ring binders, please). Photographs, videos, and other types of visual materials not central to the dossier are discouraged. Brevity is encouraged in assembling the following materials. Items should be presented in the order listed below.

Successful dossiers will be made available for public review and various University of Minnesota editors may publish information from these dossiers in materials regarding the Morse-Alumni Award. Dossier contents will be publicly available except for information covered by the MN Data Privacy Act. Private or personal materials should not be included as part of the dossier.

A. The nomination form and the release form. The nomination form must also be submitted online.

B. A statement of no more than five pages (using a 12-point font and one-inch margins), presenting the full case for the nomination as well as summarizing the dossier, with specific reference to the criteria listed in these guidelines.

This statement forms the basis of the recommendation and is extremely important for the review process. The author should describe the nominee's qualifications and other relevant criteria, focusing on specific details. The aim of this statement is to set out a convincing and detailed case for the nominee's outstanding contributions to undergraduate education.

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3 The dossiers from the 2004-2005 award recipients may be reviewed at the following libraries:
   Twin Cities: Walter Library, Circulation/Reserve Desk (Perry Dean)
   UMD: UMD Library, Reserve Desk (Bill Sozansky)
   UMC: UMC Library (Owen Williams)
   UMM: Rodney Briggs Library, Reserve Section (Shaheen Haji)
C. Personal statement by the candidate of no more than 1200 words (using a 12-point font and one-inch margins)* addressing the criteria for the award and the impact on student learning.

D. The candidate's curriculum vitae of no more than four pages (using 12-point font and one-inch margins) organized according to the following rubric: Education; Courses Taught at the University of Minnesota; Program and Curricular Development; Service; Outreach and Other Activities Related to Teaching/Learning; Publications (a summary list of the candidate's most important published works).

E. A list of undergraduate courses taught at the University of Minnesota over the previous five years of active teaching, along with a numerical overview compiled from student evaluations, arranged according to the form supplied. For upper division courses please specify the percentage of undergraduates enrolled. Up to one additional page of assessment of student learning can be included [EH2].

F. Up to ten supporting letters, three of which must be from individual undergraduate students, past or present. The remaining letters may be from students, faculty, administrators, staff, alumni, or non-University of Minnesota references. In all cases letter writers are encouraged to cite specific examples in support of the case [EH3].

*EXCESS INFORMATION WILL NOT BE CONSIDERED.

NOTE: Please retain a copy of the dossier at the collegiate or departmental level as dossiers will NOT be returned or retained centrally.