

## Department of Psychology Graduate Student Teaching Award

The goal of this award is to recognize graduate students who have made outstanding contributions to the teaching mission of the UC-Davis Department of Psychology, as a Teaching Assistant, as an Associate In (AI), or as a mentor to undergraduate students in the laboratory or other out-of-the-classroom contexts.

The nomination process is designed to approximate that used for the campuswide [Outstanding Graduate Student Teaching Award](#), providing a natural pathway for nominations for the campuswide award.

### Nomination Process

The award is limited to currently enrolled graduate students who have taught one or more Psychology courses or mentored Psychology undergraduates during the previous calendar year (even if the nominee is enrolled in a different UC-Davis graduate program). Individuals who have received this award previously are not eligible.

Nominations may be submitted by faculty, staff, or students. Self-nominations are encouraged.

The Instructional Support and Innovation Committee serves as the review committee for these awards. Any members of committee with a conflict of interest will be recused. The initial nomination must be received by the chair of the committee (vlcross@ucdavis.edu) no later than Friday of the third week of instruction in the Winter Quarter.

The nomination packet consists of one nomination letter (no more than 2 pages, 12-point font, 1-inch margins), which must include the name, email address, and telephone number of the nominator(s). The letter should also indicate the role of the nominators (e.g., student in a course TAed by the nominee, other grad student who TAed along with the nominee, instructor of record for the course).

- The letter-writer(s) must have direct experience with the teaching performance of the nominee. In many cases, one or more of the letter-writers will be an undergraduate student from a course taught/TAed by the grad student, but this is not required.
- Self-nominations are encouraged. In this case, the nomination letter will be written solely by the nominee.
- Supporting letters (e.g., from previous students or the instructor of record) may also be provided.
- A nomination should focus primarily on either classroom teaching or mentoring (but could include a brief discussion of the other role).
  - If the nomination focuses on teaching, a single course taught during the previous calendar year should be highlighted (but this can include multiple quarters of the same course).
  - If the nomination focuses on teaching and the nominee was a TA, an additional letter must be provided by the instructor of record (unless this individual writes the main nomination letter).

- If the nomination focuses on teaching/TAing, the student evaluations for the nominee must be provided for the relevant course.
- If the nomination focuses on mentoring, an additional letter must be provided by a faculty member with direct knowledge of the mentoring (unless this individual writes the main nomination letter).
- The nomination letter should describe evidence that the nominee has exhibited exceptional creativity and/or effort and may also comment on other relevant factors such as the nominee's rapport with students, support for diversity and inclusion, success at promoting independent thinking/research, etc.
- The nomination letter will be considered confidential and will not be shared with the nominee.

#### Nominations for Campuswide Awards

Individuals who have been nominated for the departmental award can request that the review committee coordinate a subsequent nomination for the appropriate campuswide award. When appropriate, the review committee will write one of the nomination letters on behalf of the department. In addition, the review committee will offer to perform a classroom observation or other formal review as part of the nomination.