

Jennifer and Mike Hansen CBA Excellence in Teaching Award is a distinguished recognition bestowed upon faculty members who have demonstrated exemplary teaching performance and made significant contributions to the quality of education in the CBA. The evaluation criteria for this award are carefully designed to identify and acknowledge faculty members who have shown exceptional teaching effectiveness and innovation, and who have made a positive impact on students' learning experiences. The following are the key evaluation criteria typically considered for the award.

1. **Teaching Effectiveness:** The extent to which the faculty member has demonstrated excellence in teaching is a primary evaluation criterion. This includes factors such as the ability to engage students, communicate clearly, facilitate active learning, provide constructive feedback, and create a positive and inclusive classroom environment. The faculty member's ability to inspire and motivate students, foster critical thinking skills, and facilitate meaningful learning experiences is also considered.
2. **Pedagogical Innovation:** The faculty member's use of innovative teaching methods and strategies is another important criterion. This includes incorporating cutting-edge techniques, technologies, and educational tools into the instructional process to enhance student engagement and learning outcomes. The use of creative and effective approaches to course design, curriculum development, and assessment methods is also considered.
3. **Curriculum Development and Educational Leadership:** The faculty member's contribution to curriculum development and educational leadership is evaluated. This includes the development of new courses, revision of existing courses, and alignment of course content with relevant learning objectives. The faculty member's ability to adapt and update the curriculum to meet the changing needs of students along with their willingness to take on leadership roles and contribute to the improvement of the overall educational quality within the institution is considered.
4. **Student Engagement and Success:** The faculty member's efforts to promote student engagement, success, and retention are considered in this criterion. This includes providing timely and constructive feedback, offering academic support and mentoring, promoting active learning and student participation, and creating an inclusive and supportive learning environment. The faculty member's ability to foster a positive and meaningful student-teacher relationship is also considered.
5. **Student Learning Outcomes:** The faculty member's ability to achieve measurable and positive student learning outcomes is also considered as an evaluation criterion. This includes assessing student performance and progress, and ensuring that students achieve the intended learning outcomes of the course or program. The faculty member's ability to use assessment data to inform and improve their teaching practices is also considered.
6. **Feedback and Evaluation:** The faculty member's ability to reflect on their teaching practices, seek feedback from students and peers, and use evaluation results to improve their teaching is considered. This includes the faculty member's willingness to engage in continuous professional development, reflect on their teaching philosophy and practices, and implement changes to enhance their effectiveness as an educator.

The criteria mentioned above provide a comprehensive framework for evaluating the excellence and impact of a faculty member's teaching and identifying deserving recipients of this prestigious award.
