**Ernest L. Boyer Award for Excellence in Teaching, Learning, and Technology
Nomination Instructions and Guidelines**

**Overview**

This award is named in honor of the late Ernest L. Boyer, former Chancellor of the State University of New York and United States Commissioner of Education. One of the world’s leading educators and visionaries, he came to the presidency of the Carnegie Foundation for the Advancement of Teaching in 1979 and served in this role with great distinction until his death in 1995. He was named Educator of the Year by News and World Report in 1990, and in 1994, he was awarded the Charles Frankel Prize in the Humanities, a presidential citation.

The award honors highly creative faculty members who have contributed significantly to teaching, learning, and technology in higher education. Each institution of higher education may nominate one faculty member for the award, based on institution-wide searches. The persons nominated for the Boyer Award must have made contributions with broad, significantly positive effects on student learning, motivation, and creativity beyond their own departments and institutions. The award was first presented at the 8th International Conference on College Teaching and Learning in 1997.

**Process***All nominations and supporting documentation must be submitted by* ***March 8th, 2019.***A panel will review all nominations to identify a group of finalists and select the winner from among them. All finalists will be notified and required to make a presentation at the AFC Conference on College Teaching and Learning concerning the work for which he or she was nominated. The winner will be announced and honored at the Conference with a plaque and a $3,000 cash award.

**Nomination Instructions**

Each institution of higher education may nominate one faculty member. Please note that previous Boyer Award winners are ineligible for nomination. A complete nomination form for the nominee must be submitted electronically through the AFC website. A link to the form is provided on the Conference page located at: <https://www.myafchome.org/afc-conference-on-college-teaching-and-learning>.

You will be prompted to upload the following documents for inclusion in the electronic nomination form:

* A digital photo/headshot
* The nominee’s resume or CV
* The Boyer Award Narrative (described below)

Payment of the required $50 nomination fee may be made by credit card through the electronic nomination form, or through a check mailed to AFC, 1725 Mahan Drive, Tallahassee, Florida 32308.

**Boyer Award Narrative**

A narrative addressing the topics listed below must be submitted for the nominee. The narrative should not exceed five double-spaced pages. Please cite as much tangible, concrete information as possible to support the statements concerning the activities on which the nomination is based including abstracts of methods and results of controlled studies, student anecdotal data, and other information. The nomination should be based on faculty achievements during the three years prior to the nomination.

 ***Required Narrative Content (not to exceed five double-spaced pages)****:*

1. Method of Selection by the Sponsoring Institution – The nomination must have resulted from a university or college-wide, peer-reviewed faculty process. Please identify the sponsoring campus office and briefly describe the process.
2. Direct Effects on Learning – How did the nominee’s work directly improve the learning process? What process was used? What classes were involved? Was understanding increased? Was learning decreased? Have there been any effects on retention of learning? If yes, over what time frame? What evidence exists to support the effects?
3. Direct Effects on Motivation – How did the nominee’s work increase student interest in learning and applying learning to the real world? Was intellectual curiosity increased? If so, in what ways? Did students find learning experiences with this faculty member to be enjoyable, memorable, or stimulating? Did the work demonstrate evidence of increasing student interest in becoming lifelong learners?
4. Direct Effects on Creativity – How did the nominee’s work directly increase the students’ creative thinking abilities? As a result of the nominee’s work, did student performance on relevant intellectual tasks show evidence of increased original thinking? Did students show increased interest in careers requiring original thinking and risk-taking for success? What kinds of data support the responses to this item?
5. Spread of Effect – Have the effects of the nominee’s work resulted in positive improvements in learning, motivation, and creativity beyond those of students in his or her own classes? Have other faculty adopted these methods? Have the effects spread beyond the department, college, or institution concerned? What evidence is available to support this spread of effect?