



College of Public Health

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CPH Faculty Awards Nominations

Deadline: March 16, 2026

(Monday following Spring Break)

Contact Cathy Tompkins with any questions – ctompkin@gmu.edu

Submit awards to – cphaward@gmu.edu

CPH Master Teacher Awards

The College of Public Health solicits nominations for its annual Master Teacher Award, which recognizes and rewards excellence in teaching within the college. There are three awards:

- 1) Master Teacher Award for a Senior Faculty Member (with 7 or more years of teaching experience);
- 2) Master Teacher Award for a Junior Faculty Member (with at least 3 but no more than 6 years of teaching experience); and
- 3) Master Teacher Award for an Adjunct Faculty Member

Criteria for Master Teacher Award for Senior and Junior Faculty

These awards will recognize sustained, outstanding performance and contributions to the instructional mission of the College, through excellence in **one or more** of the following areas:

- 1) classroom teaching,
- 2) curriculum development,
- 3) preparation of instructional materials,
- 4) new techniques and modes of instruction, and
- 5) student advisement and direction.
- 6) Each recipient must have at least 3 years of teaching service to the College.

Criterion for Master Teacher Award for an Adjunct Faculty Member

Recognizes sustained, outstanding performance and contributions to the instructional mission of the College, through excellence in classroom teaching.

Nominations

If you have a colleague in mind to nominate, please send your nomination to Cathy Tompkins at cphaward@gmu.edu, in electronic format using the nomination form attached below accompanied by a 500-word letter indicating how the nominee meets one or more of the criteria listed above. To facilitate nomination letter writing, please refer to the award-specific rubric available at the end of this document.

The Shirley S. Travis Habit of Excellence Award

This award was created in 2007 by Dean Shirley Travis to recognize faculty members who strive for excellence in all that they do. The award recognizes individuals for whom excellence is a habit and not an isolated act or behavior done only when others are watching. In May 2012, to honor the contributions of Dean Travis as founding dean of the College of Public Health (then College of Health and Human Services), the award was renamed the Shirley S. Travis Habit of Excellence Award, and an endowment was created in her name to provide continuing funds for the award.

Criterion

Full-time faculty member in the college regardless of rank, appointment type, or assignment

Nominations

If you have a colleague in mind to nominate, please send your nomination to Cathy Tompkins at cphaward@gmu.edu, in electronic format using the nomination form attached below accompanied by a 500-word letter highlighting the characteristics of excellence exhibited by the nominee. To facilitate nomination letter writing, please refer to the award-specific rubric available at the end of this document.

Beginning academic year 2020-2021, each department has been encouraged to nominate a faculty member for the Shirley S. Travis Habit of Excellence Award and recipients will be selected by the CPH awards committee.

CPH Teaching Best Practices Awards

The Teaching Best Practices Awards were established to recognize faculty who have demonstrated excellence in teaching best practices. Best practices include one or more of the following:

1. Evidence of Growth and Reflective Practice as an Educator.
 - Example: Using course evaluations and feedback from students to improve course delivery
2. Best Practices in Learner Engagement
 - Example: Incorporates active and collaborative learning strategies that address different learning styles through activities such as active participation, goal setting, and positive feedback.
3. Best Practices in Student Learning Assessment
 - Example: Connects student assessments to practical skills through activities including case studies, simulations, or project-based tasks that encourage learners to apply their knowledge in real-life situations.

The College will bestow these awards upon one full-time and one adjunct faculty member demonstrating pedagogical approaches to teaching in-person, hybrid, or online courses. These pedagogical approaches should illustrate best practices in teaching, as well as teaching innovation, during the last calendar year (Spring 2024, Summer 2024, or Fall 2024).

Nominations

If you have a colleague in mind to nominate, please send your nomination to Cathy Tompkins at cphaward@gmu.edu in electronic format using the nomination form attached below accompanied by a 500-word letter indicating how the nominee meets **one or more** of the criteria listed above. To facilitate nomination letter writing, please refer to the award-specific rubric available at the end of this document.

Selection, Recognition, and Deadline for All Award Categories

Selection

Selection on all award categories will be made annually by ad hoc committees. Committee members for the Master Teacher and Shirley S. Travis Awards will be solicited by the Associate Dean for Faculty Affairs. Recent teaching award winners will be the first asked to be on the committee. The Teaching Best Practices Award ad hoc committee will be appointed by the Associate Dean for Academic Affairs. To facilitate selection of award winners, the ad hoc committees will use the award-specific rubrics available at the end of these instructions.

Recognition

Awards will be announced annually in the spring and presented at a college-wide ceremony.

- **Master Teacher Awards, Shirley Travis Habit of Excellence Award and Teaching Best Practices Awards:** Each recipient will receive a monetary award.

Deadline for Nominations

Monday following Spring Break

**College of Public Health
Faculty Award Nomination
Cover Page**

**Deadline for Nominations: Monday following Spring Break
(March 16, 2026)**

Please include this as the first page of each nomination.

Award Category (check one):

- ☐ Master Teacher Award for a Senior Faculty Member (7+ years)
- ☐ Master Teacher Award for a Junior Faculty Member (3-6 years)
- ☐ Master Teacher Award for an Adjunct Faculty Member
- ☐ CPH Teaching Best Practices Award for a Full-time Faculty Member
- ☐ CPH Teaching Best Practices Award for an Adjunct Faculty Member
- ☐ Shirley S. Travis Habit of Excellence Award

Nominee

Name:

Title:

Department or Work Unit:

Nominee Classification: ☐ Full-time ☐ Adjunct

Nominated by:

Append/include the nomination letter for the respective award.

Please send the form with the attached letter via email to cphaward@gmu.edu no later than **5:00PM on Monday after Spring Break** of each year. Please enter **"Faculty Award Nomination"** in the subject line.

Master Teacher Award Evaluation Criteria | Adjunct Faculty Member

Criteria: These awards will recognize sustained, outstanding performance and contributions to the instructional mission of the College, through excellence in one or more of the following areas:

Criterion	0 Does Not Meet Expectations	1 Below Expectations	2 Meets Expectations	3 Exceeds Expectations	Points Earned
Classroom/Online Teaching	No evidence or lacks the qualifications requested	Evidence of teaching methods that are not clearly aligned with the course outcomes/objectives.	Evidence of teaching methods that strongly align with the course outcomes/objectives.	Evidence of exceptionally skilled teaching methods that strongly align with the course outcomes/objectives	
Preparation of Instructional Materials	No evidence or lacks the qualifications requested	Teaching materials somewhat demonstrate activities and specific examples of ways of presenting material to students.	Teaching materials clearly demonstrate unique activities and specific examples of practical and effective ways of presenting material to students.	Teaching materials clearly demonstrate unique activities and specific examples of creative and innovative ways of presenting material to students.	
New Techniques and Modes of Instruction	No evidence or lacks the qualifications requested	Commitment to student learning or innovative instructional activities is noted, but nomination letter is lacking examples.	Clearly demonstrated commitment to student learning or innovative instructional activities. Nomination letter provides an example	Exceptional commitment to student learning and/or innovative instructional activities. Nomination letter provides multiple specific examples	

Comments:

Total Points

Master Teacher Award Evaluation Criteria | Full-time Junior Faculty Member

Criteria: These awards will recognize sustained, outstanding performance and contributions to the instructional mission of the College, through excellence in one or more of the following areas:

Criterion	0 Does Not Meet Expectations	1 Below Expectations	2 Meets Expectations	3 Exceeds Expectations	Points Earned
Classroom/Online Teaching	No evidence or lacks the qualifications requested	Evidence of teaching methods that are not clearly aligned with the course outcomes/objectives	Evidence of teaching methods that strongly align with the course outcomes/objectives	Evidence of exceptionally skilled teaching methods that strongly align with the course outcomes/objectives	
Curriculum Development	No evidence or lacks the qualifications requested	A few contributions, with some impact, have been made to the program, department, or division	Frequent and significant contributions have been made to the program, department, or division	Numerous teaching-related contributions, of exceptional quality, have been made to the program, department, or division	
Preparation of Instructional Materials	No evidence or lacks the qualifications requested	Teaching materials somewhat demonstrate activities and specific examples of ways of presenting material to students	Teaching materials clearly demonstrate unique activities and specific examples of practical and effective ways of presenting material to students	Teaching materials clearly demonstrate unique activities and specific examples of creative and innovative ways of presenting material to students	
New Techniques and Modes of Instruction	No evidence or lacks the qualifications requested	Commitment to student learning or innovative instructional activities is noted, but nomination letter is lacking examples	Clearly demonstrated commitment to student learning or innovative instructional activities. Nomination letter provides an example	Exceptional commitment to student learning and/or innovative instructional activities. Nomination letter provides multiple specific examples	
Student Advisement and Direction	No evidence or lacks the qualifications requested	Little contributions to the advisement, mentorship, and guidance of students Noted support for student activities or efforts to improve student success Nomination letter is lacking examples	Some contributions to the advisement, mentorship, and guidance of students Direct involvement with student activities or efforts to improve student success Nomination letter provides an example	Significant contributions to the advisement, mentorship, and guidance of students Led or coordinated student activities or efforts to improve student success Nomination letter provides more than one specific example	

Comments:

Total Points

Master Teacher Award Evaluation Criteria | Full-time Senior Faculty Member

Criteria: These awards will recognize sustained, outstanding performance and contributions to the instructional mission of the College, through excellence in one or more of the following areas:

Criterion	0 Does Not Meet Expectations	1 Below Expectations	2 Meets Expectations	3 Exceeds Expectations	Points Earned
Classroom/Online Teaching	No evidence or lacks the qualifications requested	Evidence of teaching methods that are not clearly aligned with the course outcomes/objectives	Evidence of teaching methods that strongly align with the course outcomes/objectives	Evidence of exceptionally skilled teaching methods that strongly align with the course outcomes/objectives	
Curriculum Development	No evidence or lacks the qualifications requested	A few contributions, with some impact, have been made to the program, department, or division	Frequent and significant contributions have been made to the program, department, or division	Numerous teaching-related contributions, of exceptional quality, have been made to the program, department, or division.	
Preparation of Instructional Materials	No evidence or lacks the qualifications requested	Teaching materials somewhat demonstrate activities and specific examples of ways of presenting material to students	Teaching materials clearly demonstrate unique activities and specific examples of practical and effective ways of presenting material to students	Teaching materials clearly demonstrate unique activities and specific examples of creative and innovative ways of presenting material to students	
New Techniques and Modes of Instruction	No evidence or lacks the qualifications requested	Commitment to student learning or innovative instructional activities is noted, but nomination letter is lacking examples	Clearly demonstrated commitment to student learning or innovative instructional activities. Nomination letter provides an example	Exceptional commitment to student learning and/or innovative instructional activities. Nomination letter provides multiple specific examples	
Student Advisement and Direction	No evidence or lacks the qualifications requested	Little contributions to the advisement, mentorship, and guidance of students Noted support for student activities or efforts to improve student success Nomination letter is lacking examples	Some contributions to the advisement, mentorship, and guidance of students Direct involvement with student activities or efforts to improve student success Nomination letter provides an example	Significant contributions to the advisement, mentorship, and guidance of students Led or coordinated student activities or efforts to improve student success Nomination letter provides more than one specific example	

Comments:

Total Points

CPH Teaching Best Practices Awards Criteria | Adjunct Faculty Member

Criteria: These awards will recognize faculty who have demonstrated genuine innovation the following areas:

Criterion	0 Does Not Meet Expectations	1 Below Expectations	2 Meets Expectations	3 Exceeds Expectations	Points Earned
Evidence of Growth and Reflective Practice as a Teacher					
Current Teaching Practices	No evidence or lacks the qualifications requested	Shows evidence of using current teaching practices to maintain high learning standards.	Consistently provides evidence of using the latest teaching methods to promote and uphold high standards of learning.	Consistently provides outstanding evidence of employing the latest instructional practices to promote and uphold a high standard of student learning.	
Professional Growth and Development	No evidence or lacks the qualifications requested	Maintains professional relationships by giving presentations and keeping credentials up-to-date but has an inconsistent track record in teaching-related professional development.	Maintains professional connections through presentations and credentials, with a consistent record of teaching-related development.	Consistently maintains professional connections through presentations and credentials and demonstrates strong professional development in teaching.	
Best Practices in Learner Engagement					
Instructional Strategies	No evidence or lacks the qualifications requested	Instructional strategies lack support for deeper learning, higher-order thinking, varied cognitive demand, and adequate guidance or scaffolding.	Instructional strategies promote deeper learning by engaging fewer than three areas of higher-level thinking skills but may not consistently align with content or provide complete guidance.	Instructional strategies provide an opportunity for deeper learning through at least three areas of higher-level thinking skills, matching cognitive demand to content, and offering clear guidance in inventive ways.	

Criterion	0 Does Not Meet Expectations	1 Below Expectations	2 Meets Expectations	3 Exceeds Expectations	Points Earned
Course Facilitation	No evidence or lacks the qualifications requested	Course facilitation does not foster positive, engaging, and successful learning experiences	Effective course facilitation enhances learning by using fewer than two best practices in in-person, online, or hybrid formats.	The course uses at least three best practices to creatively facilitate engaging and effective learning in person, online, or hybrid formats.	
Accessibility	No evidence or lacks the qualifications requested	The course does not comply with current ADA accessibility standards	Course components or functionality comply with current ADA accessibility standards within 90-96% range	All course components and functionality comply with current ADA accessibility standards	
Best Practices in Student Learning Assessment					
Learning Assessment	No evidence or lacks the qualifications requested	Application materials somewhat demonstrate activities and specific examples of ways of assessing student learning	Application materials clearly demonstrate unique activities and specific examples of typical ways of assessing student learning	The application materials clearly demonstrate unique activities and provide concrete examples of creative and innovative approaches to assessing student learning	

CPH Teaching Best Practices Award Evaluation Criteria | Full-Time Faculty Member

Criteria: These awards will recognize faculty who have demonstrated genuine innovation the following areas:

Criterion	0 Does Not Meet Expectations	1 Below Expectations	2 Meets Expectations	3 Exceeds Expectations	Points Earned
Evidence of Growth and Reflective Practice as a Teacher					
Current Teaching Practices	No evidence or lacks the qualifications requested	Demonstrates evidence that may show how the faculty member uses the most current practices in teaching to enhance and maintain a high standard of learning	Demonstrates sustained evidence that often show how the faculty member uses the most current practices in teaching to enhance and maintain a high standard of learning	Demonstrates sustained and exemplary evidence to show how the faculty member uses the most current practices in teaching to enhance and maintain a high standard of learning	
Professional Growth and Development	No evidence or lacks the qualifications requested	Demonstrates a contribution to maintaining professional connections through presentations and maintenance of professional credentials. Shows an inconsistent record of professional development related to teaching	Demonstrates a contribution to maintaining professional connections through presentations and maintenance of professional credentials. Shows a consistent record of professional development related to teaching	Demonstrates a significant contribution to maintaining professional connections through presentations and maintenance of professional credentials. Shows a strong record of professional development related to teaching	
Best Practices in Learner Engagement					
Instructional Strategies	No evidence or lacks the qualifications requested	Instructional strategies do not provide an opportunity for deeper learning through higher-level thinking skills; they do not offer a range of cognitive demand commensurate with the content, and do not provide appropriate direction or scaffolding	Instructional strategies provide an opportunity for deeper learning through fewer than three areas of higher-level thinking skills, offer a range of cognitive inconsistently matched with the content, and provide incomplete direction or scaffolding	Instructional strategies provide an opportunity for deeper learning through at least three areas of higher-level thinking skills, offer a range of cognitive demand commensurate with the content, and provide appropriate direction and scaffolding in creative and innovative ways	
Criterion	0 Does Not Meet Expectations	1 Below Expectations	2 Meets Expectations	3 Exceeds Expectations	Points Earned

Course Facilitation	No evidence or lacks the qualifications requested	Course facilitation does not foster positive, engaging, and successful learning experiences	Course facilitation fosters positive, engaging, and successful learning experiences by adopting less than two best practices in in-person, online or hybrid course facilitation	The course facilitation fosters positive, engaging, and successful learning experiences by adopting three or more best practices in in-person, online or hybrid course facilitation in creative and innovative ways	
Accessibility	No evidence or lacks the qualifications requested	The course does not comply with current ADA accessibility standards	Course components or functionality comply with current ADA accessibility standards within 90-96% range	All course components and functionality comply with current ADA accessibility standards	
Best Practices in Student Learning Assessment					
Learning Assessment	No evidence or lacks the qualifications requested	Application materials somewhat demonstrate activities and specific examples of ways of assessing student learning	Application materials clearly demonstrate unique activities and specific examples of typical ways of assessing student learning	Application materials clearly demonstrate unique activities and specific examples of creative and innovative ways of assessing student learning	

Comments:

Total Points