

Williams Fellow Criteria

Since 1999, the Williams Fund has recognized exceptional teachers and **innovative ideas** with Williams fellowships and instructional project funding. Williams Fellows demonstrate a commitment to undergraduate education by challenging while supporting their students, using research-led practices to creating active and inclusive learning environments, developing themselves as an educator overtime, and **fostering cross-course or interdisciplinary collaboration**.

The Williams Council will use the following rubric to evaluate the nominations we receive. Excellent candidates may not be strong in all categories, but will be strong in many.

	Strong evidence	Fair evidence	Lack of evidence (0)
Innovative teacher	10 - Strong and clear evidence that the nominee demonstrates pedagogical or curricular innovation as a teacher at UO.	5 - Some or weak evidence	Lack of evidence
Committed to undergraduate education	5 - Strong and clear evidence of substantial and longstanding commitment to undergraduate education either as a faculty member or in a leadership or administrative role.	3 - Some or weak evidence	Lack of evidence
Students are challenged and supported	5 - Strong and clear evidence that undergraduate students in the nominee's classes, or under their mentorship, are both challenged and supported.	3 - Some or weak evidence	Lack of evidence
Uses research-led or evidence-based practices to create active and engaging learning environment	5 -Strong and clear evidence that the nominee creates active and engaging learning environments that incorporate research-led teaching practices.	3 - Some or weak evidence	Lack of evidence
Creates inclusive learning environments	5 -Strong and clear evidence that the nominee creates an inclusive learning environment for all students.	3 - Some or weak evidence	Lack of evidence
Professionally engaged - strives to improve their own teaching	5 - Strong and clear evidence that throughout the nominee's career they continue to learn and grow as an educator, which translates into continual improvement of the learning environment for their students.	3 - Some or weak evidence	Lack of evidence
Fosters inter-course/discipline/collaboration	10 - Strong and clear evidence that the nominee creates interdisciplinary, interdepartmental, cross-course or cross-unit learning experiences for students.	5 - Some or weak evidence	Lack of evidence