



How to use this document

The example nominations provided below are meant to provide insights into the kinds of statements that have been well-received by the Teaching Awards Shortlisting and Selection Committees.

While there are posted criteria and a scoring rubric (available to review at www.yourunion.net/teaching), it is worth noting that there is no single formula for writing a successful nomination.

These examples may inspire you. However, copy and pasting from these nominations will probably not likely to yield the same success as writing a statement in your own words. Remember, it is more important to demonstrate the impact the staff member has made, how they meet the criteria, and to include specific examples than it is to try and fit a specific mould!

Note: the nominations below have been anonymised, and some identifying details have been removed. Please include these specifics when writing your own nomination, rather than the [bracketed] substitutions that have been inserted here.

Nomination 1 (Science/Medicine)

[Nominee] gives exciting and engaging lectures every lecture. I know myself and many other students are inspired by the passion she has for the honours modules in the school. She provides challenges in her teaching while always managing to make it understandable. [Nominee] always goes out of her way to provide extra material including supplementary lectures and extra problem sheets; this is just one way in which she strives for her students to get the best quality teaching. She has also consistently worked to maximise the amount of in-person lectures offered.

The enthusiasm [Nominee] has for maths is contagious; everyone I know who is taught by her thoroughly enjoys her lectures and her modules are many people's favourites in second year. As a result of this students often feel they perform much better in her modules. It feels there is no part of her courses that [Nominee] is not passionate about – from example classes to computing projects. The way she has run second-year computing projects has been excellent! Enough prior help is provided that the challenge is focussed on the mathematical skill rather than students with knowledge of programming being much advantaged. [Nominee] also gives great one to one support on the projects when asked. Personally, [Nominee] has lit a love for mathematical modelling in me; a subject I had often found confusing and laborious beforehand. I now plan to take more modules in this branch in the future, including solar theory which is a topic that [Nominee] talks about frequently and has made seem very interesting. Additionally, [Nominee] has increased my intrigue about career opportunities in maths through her discussion of what alumni have previously achieved.

On top of all this, [Nominee] constantly appears kind and charismatic in her work, her lectures are humorous and she is always willing to put extra time in to aid students.

Nomination 2 (Arts/Divinity)

[Nominee] deserves a Teaching Award because of the outstanding module she created last year during Covid. The module [...] is a brilliant introduction to medieval manuscripts from culinary to hunting manuals and is currently running for the first time in-person.

[Nominee] has organised 3 separate visits for our class to visit Martyrs Kirk in which we can view a selection of Medieval manuscripts in the University's Special Collections. It has been absolutely wonderful to see, first-hand, the texts that we study in class. When I contracted Covid, [Nominee] made sure that I would not miss out, I got to participate in the visits remotely, and she made sure the camera was directed towards each manuscript! [Nominee] has also arranged a class trip to the 'Cult, Church, City' exhibition at the Wardlaw Museum next Tuesday.

The class – 2 hours on Tuesday afternoon – flies by each week as [Nominee] continues to find engaging ways to divide the time. One week she brought a selection of books from home (a mixture of children's classics, her old a-level texts, her fathers school hymns) we each had to say how the look of the book related to its contents. Sometimes [Nominee] brings in appropriate props such as different materials of parchment or a replica of a medieval pin. She also makes sure to relate what we are studying to the history of St Andrews – itself a popular medieval destination!

Our weekly set readings are substantial but include a variety of materials and optional extra links to museums, facsimiles, videos etc. Tasks are delegated to members of the class, so that we have the option to get to know everyone. On top of her office hours, [Nominee] set up an 'Autonomous Learning Group' for members of the class to meet, without the presence of a teacher, in case we wanted to discuss projects.

I think the most remarkable thing about the module is the ability for it to cater to English students and Medieval Historians, allowing each individual to explore the area we have enjoyed studying the most in our coursework assignments. The module is technically in the School of History but accessible to English students. [Nominee] really encourages students from both areas to succeed.

Nomination 3 (Science & Medicine)

[Nominee] has been a supportive, receptive, and proactive supervisor for my academic, professional, and personal development. He has provided honest and constructive advice that is appropriate for each stage of my PhD. He is open-minded to new ideas and methodologies, critical in examining long-term developments, and champions interdisciplinary and institutional collaboration, creating a dynamic environment for me to grow as an early-career researcher. Beyond ensuring that my thesis is on track, external successful academic projects that he supported include a Fellowship [...], two Research Sprints [...] at Harvard University, and my appointment as [an] Associate Researcher. These posts were achieved within my PhD and would not have been possible without his guidance.

Despite not having experience with my career decision in pursuing public policy research, [Nominee] has provided as much information as he could to help me obtain my current job offer [...]. He has been instrumental in pointing out job opportunities and introduced me to a diverse range of experts within his network.

[Nominee] continuously promotes my research on internal, external, and digital channels, crediting me for my work. He is an advocate of public speaking and sought opportunities for me to present my research, even during my first year. He attends every talk I give, sending me concise email feedback on points to improve my presentation skills. At the start of my PhD, I lacked the confidence and clarity while giving talks but with [Nominee]'s support, I have been able to deliver presentations fluently. This has led to invitations to present at key venues such as the British Computer Society, Scottish Parliament, the French Data Protection Authority, UK and international universities, and an invite [...] to speak at Creative Commons. Without [Nominee]'s encouragement in science communication, my research would be less inclusive in its perspective and less known within and outside of academia.

I am incredibly proud to call [Nominee] my supervisor.

Nomination 4 (Arts/Divinity)

[Nominee] has mentored me for all four years that I have been at St Andrews, consistently going above and beyond. After taking his classes in 1st year, where he introduced us to ideas we had never considered, I switched to Joint Honours German, completely impressed. He is always open-minded and conscious of the inequalities that are rife in academia. In my second and third year, he supervised my Laidlaw project and encouraged me to present my two research outputs at two conferences. Without his dedication, time and passion for this project, it would not have gone on to become the success that it did. I learnt so much from his mentorship as well as supervision, as he helped me to become the best academic community member as well as scholar. He has been my referee for every extra scholarship and application I have made (character reference, study abroad scholarship, Laidlaw scholarship), has always emailed me about events, books and initiatives that might be relevant to my work, and has championed my academic successes. He has also introduced me to numerous research networks, encouraged me to push beyond what I know, and has always offered in depth constructive feedback on informal as well as formal projects. In my final year, he supported me through my postgraduate applications, which enabled me to get fully funded offers from [prestigious universities]. He has always found the time for appointments despite balancing a successful research career, and always remembers to follow up on any of my queries. He has always been responsive, keen, and encouraging, leaving space for me to make my own academic discoveries and pursue my own interests, while ensuring that I make rigorous and well-thought out arguments. My thinking, writing and presentation skills have indubitably improved, all thanks to this feedback and the confidence that [nominee] has instilled in me. Without [nominee's] mentorship, which has encouraged me to reach out to publishers with translation samples, and has led [a University] to use my papers as teaching material, I would most likely have never applied for postgraduate study, nor had as fruitful a university experience.