

Teaching Awards

Name of Prize	Award Description	Award Inception
University Awards		
Walter J. Gores Award	The Walter J. Gores Awards recognize undergraduate and graduate teaching excellence. As the University's highest award for teaching, the Gores Award celebrates achievement in educational activities that include lecturing, tutoring, advising, and discussion leading. Ordinarily, awards are made each year to: (1) A senior faculty member (associate or full professor) or a senior lecturer, (2) A junior faculty member or member of the teaching staff, and (3) A teaching assistant (undergraduate or graduate student).	1970-71
Lloyd W. Dinkelspiel Award (Note: This is not a teaching award <i>per se</i>)	The Lloyd W. Dinkelspiel Awards recognize distinctive and exceptional contributions to undergraduate education or the quality of student life at Stanford. The contribution may be made for such activities as curricular design, program development, advising excellence, residential education, committee leadership, or extracurricular education. Ordinarily, awards are made each year to (1) A faculty or staff member with ten or more years of service to Stanford, and (2) A faculty or staff member with less than ten years of service to Stanford.	1959-60
Hoagland Award Fund for Innovations in Undergraduate Teaching	Established in 2007 as a redesignation of the Hoagland Teaching Prize, the Hoagland Award Fund supports faculty in the creation of new learning materials, new pedagogical approaches, and/or the adaptation of established educational innovations that promise to contribute both to improved student learning and faculty's enjoyment of teaching.	2007
Bass University Fellows	The Bass University Fellows in Undergraduate Education honor faculty who have made extraordinary contributions to the undergraduate experience. Robert Bass, a 1974 alumnus of the Stanford Graduate School of Business, and his wife, Anne, are committed to "encouraging the kind of continued dedication to teaching undergraduates that those honored have demonstrated." University Fellows are chosen based on their commitment to undergraduate education <i>with a focus on teaching</i> . Faculty from all seven schools, as well as senior fellows in centers and institutions, are eligible.	2002
Student Awards		
ASSU Teaching Award	This is a student-nominated teaching award.	20+ years old
Phi Beta Kappa Teaching Award	The prize recognizes not only excellence in teaching but also the ability to inspire personal and intellectual development beyond the classroom. This may include, but is not limited to, encouraging critical and analytical thinking, taking an active interest in students as individuals, influencing the way students think about the world, and engaging and valuing student ideas and perspectives.	1991
St. Clair Drake Award for Outstanding Teaching	Through student nominations, the Center for Black Community Services recognizes a faculty member who supports excellence in teaching.	
Tau Beta Pi Teaching Award (School of Engineering)	This award is a singular honor awarded to one professor, assistant professor, or associate professor from the School of Engineering each year in recognition of his or her dedication to teaching undergraduates. To be worthy of this award, a professor must go beyond simply explaining the material or getting midterms back on time. This sort of teacher is exceptional in front of the class, welcoming and useful during office hours, and devoted in all aspects of the learning process.	1973?
School Awards		
Dean's Award for Distinguished Teaching (H&S)	Award specifications are as follows: 1. Excellence in Graduate Education: Must be a faculty member, senior lecturer, or lecturer whose activities in support of graduate education are exemplary; 2. Achievements in Teaching, such as instituting a new undergraduate or graduate curricular reform: Must be faculty members, senior lecturers, or lecturers whose record of the past year shows particular accomplishments in teaching, defined broadly to include the classroom, laboratory, advising, programs leadership, etc.; 3. First Years of Teaching at Stanford (up to two winners): Must be junior faculty whose teaching deserves special recognition.	1975
Teaching Award (School of Education)	The Teaching Award is given in recognition for outstanding service as teacher and mentor to the students of the School of Education at Stanford University.	1987
MBA Distinguished Teaching Award (GSB)	Each year, GSB students participate in a long-standing and highly-regarded tradition of recognizing excellence in teaching by selecting a faculty member to receive the Distinguished Teaching Award. The award gives students the opportunity to formally honor and celebrate achievement in this critical area. Nominations are solicited from the entire GSB student body for professors and lecturers to receive the award. A selection committee of 5 students carefully weighs the number and quality of all the nominations received and represents the MBA student body in selecting the winner. The winner is announced at an official ceremony in May.	1982
Sloan Distinguished Teaching Award (GSB)	Sloan students acknowledge and appreciate distinguished teaching in the Sloan core classes.	1996
Ph.D. Distinguished Service Award (GSB)	In order to recognize exceptional efforts put forth by faculty, the PhD Faculty Distinguished Service Award will be given to a faculty member who, through teaching or advising, has made an exceptional contribution to the intellectual development of the Stanford GSB PhD community.	1999
John Bingham Hurlbut Award for Excellence in Teaching (Law School)	The John B. Hurlbut Award for Excellence in Teaching was established in 1974 at a law alumni banquet held in his honor, and a portrait of Professor Hurlbut was presented to the Law School by the class of 1940. Since then the graduating class annually selects the recipient of the Hurlbut award, who addresses the class at its Commencement exercises.	1974
Excellence in Teaching (School of Earth Sciences)	This award was established in 1982 to acknowledge and recognize faculty's dedication to quality teaching.	1982

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The Arthur L. Bloomfield Award in Recognition of Excellence in the Teaching of Clinical Medicine (Medical School)	In honor of Arthur L. Bloomfield, Chairman of the Department of Medicine from 1926 - 1954, a generous gift was made to the school by many of his friends, colleagues, and former students at Stanford. This award was established in recognition of Dr. Bloomfield's reputation as a gifted teacher, and eligible recipients are individuals from the Stanford faculty who excel as teachers in clinical medicine. The Award recipients (two to three each year, depending on the votes) are recognized at the Medical School Commencement Ceremony.	1980
The Gold Foundation Award for Residents – Clinical Instruction	The Arnold P. Gold Foundation Award recognizes residents for their humanism and exemplary teaching of medical students. The residents nominated may be from any of the affiliated hospitals (Stanford Hospital, Packard Hospital, Kaiser Santa Clara, Santa Clara Valley Medical Center).	
The Kaiser Foundation Award for Excellence in Clinical Teaching (Medical School)	The Medical School received in 1969 a generous gift from the Henry J. Kaiser Family Foundation for the purpose of making awards annually to members of the faculty who are recognized for their excellence in clinical teaching.	1969
The Kaiser Family Foundation Award for Outstanding and Innovative Contributions to Medical Education (Medical School) (Note: This is not a teaching award <i>per se</i> , but the Medical School includes it on their list of Teaching Awards.)	The Henry J. Kaiser Family Foundation made a generous gift to support an annual award to a faculty member in the Medical School who has made innovative and outstanding contributions to medical education.	1969
The Kaiser Award for Excellence in Preclinical Teaching (Medical School)	The Medical School received in 1969 a generous gift from the Henry J. Kaiser Family Foundation for the purpose of making awards annually to members of the faculty who are recognized for their excellence in preclinical teaching.	1969
The Lawrence H. Mathers Award in Recognition of Excellence in Teaching and Active Involvement in Medical Student Education (Medical School)	The award was established in honor of Lawrence H. Mathers, who contributed to the Stanford community as a student and faculty member from 1966 to 2002 and served for many years as the Chief of Human Anatomy. As a long-time member of Stanford's Pediatrics faculty, Dr. Mathers was not only a beloved Anatomy teacher to generations of students but also a compassionate and caring mentor. Most notably, he exemplified unparalleled dedication and commitment to students beyond the classroom, actively participating in their personal lives and professional development. Dr. Mathers constantly sought out each opportunity to provide students the knowledge and skills necessary to become outstanding physicians. These teachings he imparted with care, respect, and humor. Dr. Mathers shared his enthusiasm and passion as a mentor with innumerable physicians and students. The Lawrence H. Mathers Award recognizes an individual (Deans, clinical faculty, adjunct faculty and administrators) at Stanford who interacts with clinical or preclinical students and exemplifies the values and accomplishments of Dr. Mathers' work and life – always available or makes extra time available to address student concerns and needs; arranges unique clinical experiences or practica; responds to student interests by initiating academic courses or extracurricular activities to meet unmet student needs. This award recognizes an exceptional commitment to teaching and mentoring of students inside and/or outside the classroom and also to inspiring and facilitating the personal and professional development of clinical and preclinical students.	2007
The Franklin G. Ebaugh Advising Award (Medical School) (Note: This is not a teaching award <i>per se</i> , but the Medical School includes it on their list of Teaching Awards.)	The Franklin G. Ebaugh, Jr. Advising Award is given to a faculty member who demonstrates outstanding dedication to advising medical students. The awardee embodies those qualities for which Frank Ebaugh was recognized and which made him an outstanding advisor -- being supportive, informative, understanding, and available.	1980
Dean's Office Award for Excellence in Teaching (School of Medicine)	This award was established by Dr. Julie Parsonnet and acknowledges faculty for their excellence in teaching. Awardees are selected based on "comment counts" in student course/clerkship evaluations; course directors can also nominate faculty from their courses.	2006
The Stanford University School of Medicine Award for Graduate Teaching (Medical School)	This award recognizes faculty whose teaching of graduate students is distinguished and especially valued by members of the Medical School faculty and the graduate students.	2000
University Teaching Assistant Awards		
The Centennial Teaching Assistant Award Program	This annual award program acknowledges and celebrates the important role that teaching assistants play at Stanford. In 1989, the then Dean of Humanities and Sciences, Psychology Professor Ewart Thomas, launched the program as a part of Stanford's Centennial Celebration in order to honor TAs who display unusual commitment to, and excellence in, teaching. Each year, half of the departments in H&S are eligible to select one to three TAs (depending on the number of TAs in the department) for the awards. The Schools of Earth Sciences and Engineering also participate in the program though their winners are chosen at the decanal level.	1989
Walter J. Gores Award	As noted at the beginning of this list, 1 Gores Award goes each year to a TA. On occasion, 2 TA recipients are chosen.	1970-71