

EARL CRADER AWARD
College of Education



Each year the College of Education presents the Ellery Earl Crader Professor of Education Award to a faculty member in the College who best fulfills the Crader family's desire to honor individuals who demonstrate a commitment to the democratic process, the importance of human relations, and academic freedom. Dr. Crader was a Professor of Educational Administration in the College and for years was the Executive Secretary of the West Tennessee Teachers Association.

The recipient will be honored with a cash award and a plaque presented at a COE faculty meeting. The award recipient shall be determined by a committee appointed by the Dean which will consist of the Dean and previous winners of the award.

All faculty members are invited to submit nominations.

The prospective recipient is to be measured in terms of his or her commitment to the following values.

1. **The Democratic Process:** The extent to which he or she (a) recognizes the intrinsic worth and integrity of the students in his or her classes, (b) permits freedom of choice in the activities of his or her classes subject to a general framework of rules and regulations established as being fair and defensible, and (c) permits dissent in his or her classes and does not equate dissent with subversion.
2. **The Importance of Human Relations:** The extent to which he or she displays and demonstrates skill in human relations, possesses a strong and overwhelming belief in the supreme worth of all people and manifests this belief in all his or her behavior, and his or her belief that the basic imperative of good human relations is good will and adherence to the Golden Rule.
3. **Academic Freedom:** The extent to which he or she views and manifests belief in the concept that academic freedom should be tempered by a corresponding commitment to academic responsibility and adherence to the notion that academic freedom is conditioned by academic responsibility to his or her students, his or her colleagues, and his or her employing institution.

The prospective recipient is to be measured in terms of the educational priorities he or she has selected and adhered to in relation to his or her position. The honoree selected should hold the following priorities: first, teaching; second, service to the profession; and third, research.

1. **Teaching:** The prospective recipient is to be judged in terms of the degree of his or her commitment to the humanistic approach to the teaching-learning situation, defined in this case as “marked by or expression of devotion to human welfare or strong interest in or concern for the student.” The honoree should hold that there is no “right” method of teaching, provided the teacher, the resources and materials, and the method all enhance the dignity and worth of all students.
2. **Service to the Profession:** The prospective recipient is to be judged in terms of his or her commitment to professional activity beyond the confines of the campus, the extent to which he or she has gone “above and beyond the call of duty” to carry his or her message to teachers on the job to assist them to do better teaching and to persuade them to seek higher attainment in the profession.
3. **Research:** The prospective recipient is to be judged in terms of the following traits, in descending order: (a) evidence of his or her awareness of significant research done in his or her field; (b) display of knowledge of the methodology in such research; and (c) activity in original research in his or her area of interest.

Letters of nomination and accompanying curriculum vita depicting the nominee's achievements should be sent to the Assistant to the Dean by 4:30pm on the last Friday in March.