

Provost Academic Professional Track Faculty Teaching Excellence Award Guidelines 2025-2026

Description

The Center for Teaching Excellence is pleased to announce the call for nominations for the 7th annual Provost Academic Professional Track Faculty Teaching Excellence Awards. Ten APT faculty will be recognized for exceptional teaching and awarded \$5000. The award, initiated by a generous gift by the Marie M. and James H. Galloway Foundation, is supported by Faculty Affairs.

Rationale

Academic Professional Track faculty bring a vast array of disciplinary knowledge along with unique experiences and skills to their teaching. This award encourages, recognizes, and rewards faculty who provide students with meaningful learning experiences, embrace effective teaching approaches, and value student-centered learning.

Table 1. Timeline for the Provost Academic Professional Track Faculty Teaching Excellence Awards

College/School Specific Deadline (varies)	Nominees and nominators should make sure to understand the local process and deadlines. Colleges/schools and organization award coordinators must communicate local deadlines and process broadly to ensure selection at that level, putting forward nominations not to exceed the count allowed (see Table 2).
September 18, 2025	Call for Nominations
October 30, 2025	Nominations due – submit in InfoReady by 12:00 p.m. (based on count allowed in Table 2)
October 31-November 13, 2025	Selection committee reviews
November 14, 2025	Selection committee meeting
November 21, 2025	Recipient notification
March 4, 2026	Luncheon

Eligibility

This award is open to all Texas A&M colleges and schools (Table 1). Texas A&M faculty are eligible if they are:

1. Academic Professional Track with teaching as the focus of their appointment,
2. Full time faculty for at least two full academic years (four consecutive long semesters),
3. Primarily involved in teaching undergraduate, graduate, or professional students,
4. Not retiring before or in the same semester of the award luncheon, and
5. Not a previous Provost Academic Professional Track Teaching Excellence awardee.

To assist nominees with preparation of their nomination packets, the award criteria and rubric based on the criteria are included at the end of this document.

Nomination Process

Each of the 18 eligible colleges/schools will engage in an internal selection process based on the supplied criteria before sending forward a prescribed number of nominees. Nominations within the college/school can be made by a department head or dean. All nominations require approval by the Department Head and Dean. The Dean is not required to be the author of the nomination letter.

A faculty committee convened by the Center for Teaching Excellence will perform the final review and ranking of nominees from all colleges and schools (Table 2). A maximum of 10 faculty awardees will be selected.

Reminder: The Center requests that all nominees, their department heads, and deans “save the date” for the Provost Academic Professional Track Faculty Teaching Excellence Award luncheon on **Wednesday, March 4, 2026 from 11-1.**

Table 2. Nominations Per Eligible College or School

Eligible Colleges/Schools	Maximum # of Nominations ¹
College of Agriculture & Life Sciences	3
Bush School of Government & Public Service	2
College of Architecture	2
College of Arts & Sciences	6
College of Dentistry	2
College of Education & Human Development	4
College of Engineering	7
School of Engineering Medicine	1
Irma Lerma Rangle School of Pharmacy	1
College of Law	4
College of Marine Sciences & Maritime Studies	2
Mays Business School	3
College of Medicine	3
College of Nursing	2
College of Performance, Visualization, & Fine Arts	1
School of Public Health	1
College of Veterinary Medicine & Biomedical Sciences	3
Texas A&M at Qatar	1

¹Determined based on number of eligible faculty per college school at [Accountability & Metrics - Office of Academic and Business Performance Analytics \(ABPA\)](#).

Submitting Nomination

Nominating units will upload award nominations in [InfoReady](#) by the deadline listed in Table 1 of these guidelines.

Nomination Materials

Required nomination materials include:

1. Professional Photo - **A recent close-crop headshot in full color that includes the shoulders and upper torso, 2X3 aspect ratio, minimum 1,000 kb.**
2. Letter of Nomination — **LIMIT: 2 pages** – Letters need to be offered on the letterhead of the nominator. Nominators should consider the award criteria and rubric, found at the end of these guidelines, **and include a**

brief description of the factors that motivated the college to choose the assistant professor for this recognition. When writing the letter, please do not include hyperlinks as reviewers are only required to evaluate nominees based upon the content of the letter.

3. Biographical Summary — **LIMIT: 300 words (1 paragraph)**
This brief biography should provide a concise background on the nominee, including major achievements **relevant to the award category**. It should be written as if it will be published. It should include the following information:
 - A. Name of the nominee including professional salutation
 - B. Current position and number of years employed at Texas A&M
 - C. Highest degree received in what field of study
 - D. Career highlights, especially those relevant to the award category, including select awards/honors
4. Teaching CV limited to the last five years — **LIMIT: 5 pages**
This document should provide the following information in the order listed:
 - A. The name of nominee
 - B. Current position (title, rank, department or unit)
 - C. Number of years in the position
 - D. Number of years at Texas A&M University
 - E. Degrees held (source and date)
 - F. Employment history (previous positions, years; list most recent first)
 - G. Honors and awards
 - H. Membership in professional and honorary societies (note offices held)
 - I. List of articles and books published and professional accomplishments within the last five years. Particularly significant earlier accomplishments may be described in the letter of nomination.
5. Teaching philosophy and practice statement highlighting instructional impact **LIMIT: 3 pages**
6. Exemplar course syllabus (**Limited to one syllabus – Note: Reviewers are not expected to explore hyperlinks.**)
7. Letters of Endorsement — **LIMIT: 3 pages total, up to 3 distinct letters** – Letters need to be offered on the letterhead of the endorser. Please do not include hyperlinks as reviewers are only required to evaluate nominees based upon the content of the letters.
 - A. Student or former student (required, **max one page**)
 - B. Colleague (required, **max one page**)
 - a. Other source (optional, **max one page**) (ex: academic advisor, supplemental instructor, partnerships, or collaborations, etc.) NOTE: If the first letter is from a former student, this one could be from a current student.

Additional Notes on Nomination Materials

1. Letters of endorsement
 - A. One letter from current and/or former students is **REQUIRED** for nomination. This letter must be separate from the letter of nomination.
 - B. Please advise letter writers that the endorsements will be read and evaluated by selection committee members who may or may not be familiar with the discipline of the nominee.
 - C. All letters of endorsement should be written to: [Selection Committee, Provost Academic Professional Track Faculty Teaching Excellence Scholar Awards](#).
2. The nomination letter writer should include indicators of teaching excellence and effectiveness such as:
 - A. Numbers and types of courses taught
 - B. Statements from student evaluations
 - C. Summaries of student evaluations. Should summaries be given, longitudinal perspective must also be given
 - D. Evidence of student outcomes as appropriate

3. Letters from colleagues should include indicators of teaching excellence and effectiveness, such as:
 - A. Evaluation of course syllabi, assignments, examinations, and grading methods to determine levels of scope, rigor, and quality
 - B. Evaluation of nominee performance in classroom teaching situations
 - C. Evaluation of the development of new courses or substantial revision of existing courses
4. Nomination closely follows the format requirements—Pay careful attention to the number and length of letters.

Selection Committee

The selection committee for the award is appointed through the Faculty Affairs “Single-Ask” process. Center for Teaching Excellence will facilitate the selection process using the criteria or the rubric based on the criteria at the end of this document.

The scoring process will build a foundation for conversation during the selection committee meeting. A maximum of 10 faculty awardees will be selected.

For questions, please contact Center for Teaching Excellence, cte@tamu.edu. | (979) 845-8392

PAPT Scholar Rubric – Final Score _____

**The associated evidence listed within each focus area are suggestions to prompt your independent evaluation of nominees and the committee discussion for final selection. There may be additional evidence not listed in the rubric that would serve to support that area. Further, nominees may exhibit strength in some of these areas but are not necessarily expected to excel in them all.*

Criteria Focus Area 1 of 7: Student-centered learning (Potential Associated Evidence*)

- Provides [21st century learning experiences](#) (experience with and preparation for critical thinking and problem solving, collaboration and communication, creativity and innovation, digital literacy, global awareness, lifelong learning)
- Creates student-led activities
- Develops courses to meet the needs of today’s students
- Engages and connects with students
- Applies principles of Universal Design for Learning ([UDL](#)) to enhance the learning environment for all students

Exceptional (4)	Strong/Very Good (3)	Good (2)	Adequate (1)	Missing (0)	Score
Consistently provides 21 st century learning experiences	Frequently provides 21 st century learning experiences	Occasionally provides 21 st century learning experiences	Rarely provides 21 st century learning experiences		
Creates and mentors multiple student-led activities	Creates and mentors more than two student-led activities	Creates two or more student-led activities	Creates at least one student-led activity		
Develops courses to address most needs of today’s students	Develops courses to address many needs of today’s students	Develops elements of courses to address several needs of today’s students	Develops elements of courses to address some needs of today’s students		
Engages and connects with the majority of students	Engages and connects with many students	Engages and connects with some students	Engages and connects minimally with some students		
Applies and refines multiple principles of Universal Design for Learning (UDL) to enhance the learning environment for all students	Applies multiple principles of Universal Design for Learning (UDL) to enhance the learning environment for all students	Applies several principles of Universal Design for Learning (UDL) to enhance the learning environment for all students	Applies some principles of Universal Design for Learning (UDL) to enhance the learning environment for all students		

Criteria Focus Area 2 of 7 - Evidence-based practices, skills, theory, research demonstrating excellence in teaching (Potential Associated Evidence*)

- Plans courses to prepare students for related courses
- Knows and applies literature of teaching and learning through evidence-based instructional strategies
- Facilitates enriched lectures and activities that provide a balanced structure of faculty-led student-practice
- Develops innovative approaches designed to enhance student success
- Conducts Scholarship of Teaching & Learning ([SoTL](#))

Exceptional (4)	Strong/Very Good (3)	Good (2)	Adequate (1)	Missing (0)	Score
<p>Plans courses to prepare students for related courses by specifically making connections to related courses through content, assessment, and learning activities</p> <p>Demonstrates knowledge and application of literature on teaching and learning through exclusive use of evidence-based instructional strategies</p> <p>Facilitates enriched lectures and activities that encourage expanded learner autonomy within a structure of faculty-led student-practice</p> <p>Regularly develops</p>	<p>Plans courses to prepare students for related courses through content, assessment, and learning activities</p> <p>Demonstrates knowledge and application of literature on teaching and learning through multiple evidence-based instructional strategies</p> <p>Facilitates enriched lectures and activities that provide a balanced structure of faculty-led student-practice</p> <p>Develops multiple innovative approaches designed to enhance student success</p>	<p>Plans courses to prepare students for related courses through content and assessment</p> <p>Demonstrates knowledge and application of literature on teaching and learning through several evidence-based instructional strategies</p> <p>Facilitates enriched lectures and activities that provide multiple examples of faculty-led student-practice</p> <p>Develops several innovative approaches designed to enhance student success</p>	<p>Plans courses to prepare students for related courses through content</p> <p>Demonstrates knowledge and application of literature on teaching and learning through some evidence-based instructional strategies</p> <p>Facilitates enriched lectures and activities that provide some faculty-led student-practice</p> <p>Develops some innovative approaches designed to enhance student success</p> <p>Practices scholarly teaching by consulting literature on</p>		

<p>innovative approaches designed to enhance student success</p> <p>Conducts and contributes to Scholarship of Teaching & Learning (SoTL) through presentation and/or publication.</p>	<p>Is engaged in conducting Scholarship of Teaching & Learning (SoTL)</p>	<p>Is preparing to conduct Scholarship of Teaching & Learning (SoTL)</p>	<p>the Scholarship of Teaching & Learning (SoTL)</p>		
--	---	--	--	--	--

Criteria Focus Area 3 of 7 - Iterative, effective, student-centered assessment of learning and performance (Potential Associated Evidence*)

- Identifies gaps in student in knowledge, skills, and experiences
- Uses multiple approaches to engage students and convey content
- Uses a combination of formative (low-stakes, assessment FOR learning practice with timely feedback) and summative (high-stakes, assessment of learning) to monitor and guide the learning process
- Being available and empathetic during non-class hours
- Aligns the level of instruction with the level of assessment (Should this be “aligns level of instruction and support with level of rigor”)

Exceptional (4)	Strong/Very Good (3)	Good (2)	Adequate (1)	Missing (0)	Score
Consistently identifies gaps in student knowledge, skills, and experiences	Frequently identifies gaps in student knowledge, skills, and experiences	Occasionally identifies some gaps in student knowledge, skills, and experiences	Sometimes identifies gaps in student knowledge, skills, and experiences		
Extremely effectively uses multiple approaches to engage students and convey content	Very effectively uses multiple approaches to engage students and convey content	Effectively uses multiple approaches to engage students and convey content	Uses multiple approaches to engage students and convey content		
Interweaves formative and summative assessment to monitor and guide the	Aligns formative and summative assessment to monitor and guide the	Uses a combination of formative and summative assessment to monitor and guide the learning process	Uses both formative and summative assessment to monitor and guide the learning process		

learning process	learning process				
Is exceptionally available and empathetic during non-class hours	Is highly available and empathetic during non-class hours	Is regularly available and empathetic during non-class hours	Is somewhat available and empathetic during non-class hours		
Consistently aligns the level of instruction with the level of assessment	Frequently aligns the level of instruction with the level of assessment	Generally aligns the level of instruction with the level of assessment	Somewhat aligns the level of instruction with the level of assessment		

Criteria Focus Area 4 of 7 - Leadership, Mentorship (Potential Associated Evidence*)

- Serves as a positive role model through routine mentoring of peers
- Serves as a mentor to post-docs, teaching assistants, staff members, or students (including undergraduate research and/or study abroad)
- Serves in a leadership role with their academic association
- Demonstrates Aggie Core Values
- Supports TAMU Mission and Goals

Exceptional (4)	Strong/Very Good (3)	Good (2)	Adequate (1)	Missing (0)	Score
Serves as a positive role model through consistent mentoring of peers, post-docs, teaching assistants, staff, or students - including undergraduate research and/or study abroad	Serves as a positive role model through frequent mentoring of peers, post-docs, teaching assistants, staff, or students - including undergraduate research and/or study abroad	Strategic evidence of mentoring peers, post-docs, teaching assistants, staff, or students - including undergraduate research and/or study abroad	Minimal evidence of mentoring peers, post-docs, teaching assistants, staff, or students - including undergraduate research and/or study abroad		
Serves in a high-level leadership role with their academic association	Regularly serves in a leadership role with their academic association	Currently serves in a leadership role with their academic association	Has served in a leadership role with their academic association		
		Incorporates the Aggie	Practices the Aggie Core		

Mentors the Aggie Core Values in teaching	Models the Aggie Core Values in teaching	Core Values in teaching	Values in teaching		
Incorporates TAMU Mission and Goals in teaching	Emphasizes connection to TAMU Mission and Goals in teaching	Acknowledges TAMU Mission and Goals in teaching	Acts in support of TAMU Mission and Goals in teaching		

Criteria Focus Area 5 of 7 - Reflective Practices, Professional Development, Continuous Improvement (Potential Associated Evidence*)

- Reflects to improve teaching practices
- Seeks out professional development specific to teaching
- Attends conferences
- Collaborates with colleagues or serves on committees related to teaching and learning
- Seeks student feedback beyond end of term course evaluations

Exceptional (4)	Strong/Very Good (3)	Good (2)	Adequate (1)	Missing (0)	Score
Consistently engages in reflective practice to improve teaching practices	Frequently reflects to improve teaching practices	Regularly reflects to improve teaching practices	Rarely reflects to improve teaching practices		
Continuously seeks professional development specific to teaching	Frequently seeks out professional development specific to teaching	Regularly seeks out professional development specific to teaching	Rarely seeks out professional development specific to teaching		
Regularly attends and contributes to disciplinary and teaching conferences	Attends conferences and contributes to sessions focused on instruction	Attends conferences and participates in sessions focused on instruction	Has attended at least one disciplinary conference		
Habitually collaborates with colleagues and serves on committees related to teaching and learning	Often collaborates with colleagues and serves on committees related to teaching and learning	Collaborates with colleagues and serves on committees related to teaching and learning	Collaborates with colleagues or serves on committees related to teaching and learning		

Seeks student feedback beyond end of term course evaluations using mid-term evaluation and classroom assessment techniques, participates in informal peer review	Seeks student feedback beyond end of term course evaluations using both mid-term feedback and classroom assessment techniques	Seeks student feedback beyond end of term course evaluations through mid-term evaluation	Relies on student end of term course evaluations for student feedback		
--	---	--	---	--	--

Criteria Focus Area 6 of 7 - Sharing of ideas, expanding knowledge in teaching and learning (Potential Associated Evidence*)

- Publications, white papers, blogs, videos, etc. that focus on components of teaching and learning
- Presents at conferences
- Publishes Scholarship of Teaching and Learning

Exceptional (4)	Strong/Very Good (3)	Good (2)	Adequate (1)	Missing (0)	Score
Includes multiple presentations and publications on teaching and learning	Includes three or more examples of presentations and two publications on teaching and learning	Includes two or more examples of a local or disciplinary presentation and a publication on teaching and learning	Includes one example of a local or disciplinary conference presentation on teaching and learning		

Criteria Focus Area 7 of 7 - Teaching honors and awards, other significant contributions to teaching and learning (Potential Associated Evidence*) [Note specifics here to support score]:

- Department, college, or school awards
- Institution level awards
- System level awards
- Professional organization awards
- Other

Exceptional (4)	Strong/Very Good (3)	Good (2)	Adequate (1)	Missing (0)	Score
<p>Nominee is the recipient of two or more teaching awards with one at the institution level</p> <p>Nominee has been recognized for outstanding contributions to teaching such as course design/redesign, service as course coordinator, curriculum redesign leader, etc.</p>	<p>Nominee is the recipient of two teaching awards, one at college or institution level</p> <p>Nominee has been recognized for significant contributions to teaching such as course design/redesign impacting multiple instructors, service as course coordinator, etc.</p>	<p>Nominee is the recipient of at least one teaching award</p> <p>Nominee has been recognized for contributions to teaching such as course design/redesign impacting other instructors, or service as course coordinator</p>	<p>Nominee has been nominated for one other teaching award</p> <p>Nominee has been recognized for contributions to teaching in their own courses</p>		