



Provost Academic Professional Track Faculty Teaching Excellence Award Rubric

Please use the nominees' teaching CV, exemplar course syllabus, publications, department nomination letter and recommendation letters to evaluate in the areas of:

1. Student-centered learning
2. Evidence-based teaching
3. Iterative assessment of student knowledge, skills, or performance
4. Service, leadership, and mentorship
5. Professional development and reflective practices
6. Knowledge distribution

Selection focus areas	Exceptional 3	Accomplished 2	Effective 1	Not provided 0	Score
Student-centered learning					
<p>The nominee provides 21st century learning experiences:</p> <ul style="list-style-type: none"> ● 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 					
Evidence-based practices, skills, theory, research					
<p>The nominee demonstrates excellence in teaching:</p> <ul style="list-style-type: none"> ● 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) 					

Selection focus areas	Exceptional 3	Accomplished 2	Effective 1	Not provided 0	Score
Iterative assessment					
<p>The nominee demonstrates effective student-centered assessments of learning and performance:</p> <ul style="list-style-type: none"> ● Identifies student gaps 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 					
Leadership, Mentorship					
<p>Nominee demonstrates leadership:</p> <ul style="list-style-type: none"> ● Serves as a positive role model through routine mentoring of peers ● Serves as a mentor to Post-Docs, Teaching Assistants, Staff, or students ● Serves in a leadership role with their academic association ● Demonstrates Aggie Core Values ● Supports TAMU Mission and Goals 					
Reflective Practices, Professional Development					
<p>Nominee demonstrates continual desire to improve instruction:</p> <ul style="list-style-type: none"> ● 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 					

Selection focus areas	Exceptional 3	Accomplished 2	Effective 1	Not provided 0	Score
Sharing of ideas, expands knowledge					
Nominee demonstrates expansion of ideas in the field of teaching and learning through: <ul style="list-style-type: none"> ● Publications, white papers, blogs, videos, etc. that focus on components of teaching and learning ● Presents at conferences ● Publishes Scholarship of Teaching and Learning 					
Other significant contributions to teaching and learning (e.g. mentors undergraduate students, teaches study abroad, etc.)					
Teaching honors and awards					
Letter of Recommendation – student or former student (required)					
Letter of Recommendation – Any Colleague (required)					
Letter of Recommendation – any source, examples include Academic Advisor, Supplemental Instructor, Partnerships or Collaborators, etc. (optional)					