

Provost Academic Professional Track Faculty Teaching Excellence Award

2023-2024 Guidelines

Important Dates:

October 11, 2023 – Call for nominations opens

November 15, 2023 – Call for nominations closes

November 20, 2023 – December 11, 2023 – Faculty review and rankings (mtg on 13th)

December 18, 2023 – Awardees notified

February 19, 2024 – Luncheon

Description

The Center for Teaching Excellence is pleased to announce the call for nominations for the 5th annual teaching excellence award for Academic Professional Track (APT) faculty. 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.

Eligibility

This award is open to all Texas A&M University 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
5. Not a previous Provost Academic Professional Track Teaching Excellence awardee

Nomination Process

Nominations within the college/school can be made by a department head or dean. Each college/school will engage in an internal selection process based on the supplied rubric before sending forward a prescribed number of nominees. All nominations require approval by the Dean and must be emailed from the Dean to the Center for Teaching Excellence. A faculty committee convened by the Center for Teaching Excellence will perform the final review and ranking of nominees from all colleges and schools. A maximum of 10 faculty awardees will be selected.

Please note: Before beginning this process, check with your individual departments and college/schools for internal deadlines.

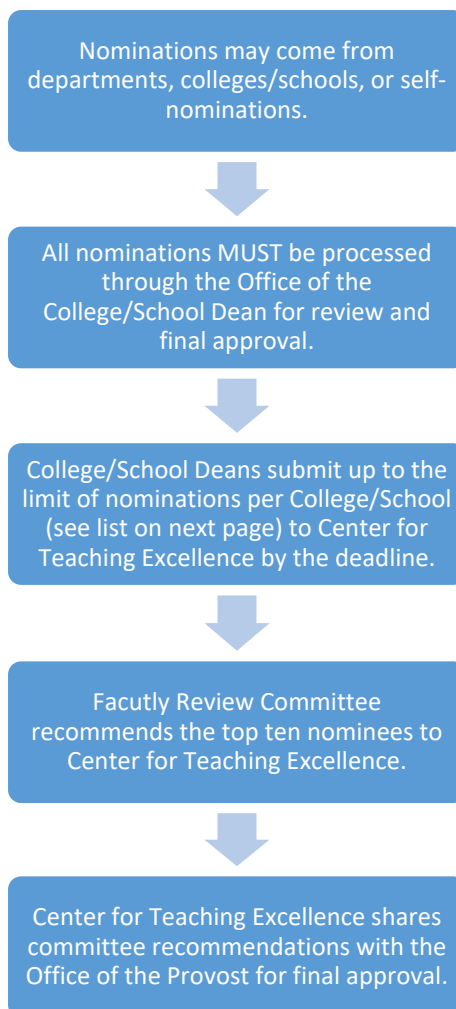


Table 1. Nominations Per College

Teaching Award Nominations per College	May Nominate Up To
Bush School of Government & Public Service	2
College of Agriculture & Life Sciences	3
College of Arts & Sciences	7
College of Engineering	6
Irma Lerma Rangel School of Pharmacy	1
Mays Business School	3
School of Architecture	2
School of Dentistry	2
School of Education & Human Development	4
School of Engineering Medicine	1
School of Law	1
School of Medicine	2
School of Nursing	1
School of Performance, Visualization, & Fine Arts	1
School of Public Health	1
School of Veterinary Medicine & Biomedical Sciences	2
Texas A&M University at Galveston	2
Texas A&M at Qatar	2

Nomination Packets

Packets will include the following and should be forwarded through an email to cte@tamu.edu RE: Provost APT Faculty Teaching Excellence Award.

1. Table of contents (**one page**)
2. Department nomination letter (**limited to two pages**)
3. Teaching CV (see guide, **limited to last five years, max five pages**)
4. Exemplar course syllabus (**limited to one syllabus**)
5. Two to three recommendation letters
 - a. Student or former student (required, **max one page**)
 - b. Colleague (required, **max one page**)
 - c. Other source (optional, max one page) (ex: academic advisor, supplemental instructor, partnerships, or collaborations, etc.)

For questions, please contact your college coordinator or Center for Teaching Excellence cte@tamu.edu.

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: Student-centered learning; Evidence-based teaching; Iterative assessment of student knowledge, skills, or performance; Service, leadership, and mentorship; Professional development and reflective practices; and 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) 					
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 					

Selection Focus Areas	Exceptional 1	Accomplished 2	Effective 3	Not Provided 4	Score
Leadership, Mentorship					
Nominee demonstrates leadership: <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					
Nominee demonstrates continual desire to improve instruction: <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 					
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)					

Teaching CV Guide

A teaching CV is a version of the curriculum vitae emphasizing evolution of teaching practice. It starts with the same information as the traditional CV (name, work address, contact information, and education) and continues with topics specific to teaching annotated to share contextual information about impact. For example, a list of professional development activities could include a brief statement about motivation for participation, subsequent changes made in teaching, and resulting impact on student learning. The table below lists topics with descriptions and options for sources of evidence that can be referenced via brief description, reflection, link, or citation.

Topics	Description	Evidence for Dossier/Portfolio
Teaching Interests	Analogous to a “Research Interests” section – this is a place to indicate focus areas in teaching as well as specific methodologies of interest.	<i>Content area of new courses created Approach to enhancing existing course Course coordination enrichment efforts Implementation of active learning, High-Impact Practices or other methods with a goal of inclusive engagement Creativity/innovation in teaching leading to transformational learning experiences</i>
Professional Experience and Academic Appointments Related to Teaching and Mentoring	Employment history of positions involving teaching and mentoring responsibilities Experiences, certifications, licenses, or other credentials supporting teaching	<i>Instructional faculty positions, postdoctoral teaching experience, teaching assistantship Industry (ex. – engineering) or professional (ex. – veterinarian) positions</i>
Teaching Practice	List of courses taught including number of semesters offered, enrollment, format, etc., sample materials created to support courses	<i>Year, Semester, Enrollment, Course Number, Course Title, format (face-to-face, online, hybrid, hyflex), hyperlink to course syllabi, hyperlink to sample exemplar course materials, feedback approach to high/mid/low performing students</i>
Impact in Teaching	Indicators of achievement and effectiveness in teaching	<i>Summary statement or interpretation of student success metrics, instructor reflection on student performance on learning outcomes, quotes from peer review feedback on classroom observation and/or course materials, quotes from classroom assessment feedback collected using active engagement or classroom assessment techniques, summary or quotes from early or mid-semester student feedback, summary and/or quotes from end-of-term student course evaluation feedback, instructor reflection on student feedback</i>

Topics	Description	Evidence for Dossier/Portfolio
Recognition for Teaching	Awards and/or other honors in recognition of teaching	<i>Teaching awards or recognition from inside the institution, disciplinary or professional organizations, etc.</i>
Research and Scholarship Related to Teaching	Presentations and publications related to teaching practice, contributions to the literature on teaching and learning through classroom research or the Scholarship of Teaching and Learning (SoTL)	<i>Invited seminars, peer-reviewed workshops or webinars, grants focused on teaching and learning, grants with a significant educational component, white papers, blogs, Oak Trust educational materials</i>
Professional Development in Teaching	Activities engaged in to inform and enhance teaching, lessons learned, changes made, facilitating professional development in teaching for peers	<i>Titles of workshops, webinars, and conference sessions on teaching attended and one sentence summary of take-aways; interactions with peers or instructional consultants that helped inform changes in teaching practice; papers/books/blogs read that provided ideas or inspiration, etc., titles of sessions facilitated for peers</i>
Other Activities Supporting Student Learning	Teaching and mentoring activities beyond the classroom	<i>Postdoctoral Scholars, Doctoral Students, Masters Students, Supervision of Undergraduate Research Projects, Supervision of High School Research Projects</i>

NOTE: The Teaching CV is different from a teaching portfolio, teaching statement, or teaching practice statement. The options above are suggestions based on review of several samples from teaching award nomination packets. All options listed did not appear in every sample document.

