2019-2020 Presidential Professor for Teaching Excellence Awards Guidelines

All members of the faculty – whether tenured, tenure track, or academic professional track, and who teach either undergraduate and graduate students, or both – are eligible for these awards. Each college, the Center for Teaching Excellence, Student Government Association and the Graduate Student Council may submit one nominee.

The nominating units may determine their own processes for selection of nominees, and should communicate these procedures widely throughout their units. The complete electronic nomination packet should be e-mailed to awardsprograms@tamu.edu no later than February 27, 2020. The Presidential Professor for Teaching Excellence Awards will be presented during the Spring semester.

The selection committee is chaired by the Speaker of the Faculty Senate and is made up of previous award winners, as well as a representative of the nominating units, to make final recommendations to the President by March 31, 2020.

Timeline:

Call for nominations: January 2020
Nominations due to College/CTE/SGA/GSC: Determined by unit
Final Nomination Packets due to Selection Committee: February 27, 2020
Selection Committee recommendations due to President: Late March

Nomination Packet:
Nominees are asked to prepare an electronic pdf portfolio that provides evidence of outstanding work with respect to the criteria outlined below. The portfolio must use the electronic pdf template provided on the DOF website and must include the following items in this order:

1. Nomination letter
   a. Can be written by Dean, Department Head, CTE/SGA official, or colleague that gives an overview of accomplishments
      i. Please note all nominations must route through and be approved by the Dean and Department Head.
   b. No more than four pages in length
2. Abridged CV
   a. Should only be for the last 5 years
3. Teaching CV
   a. Areas to attention to include:
      i. courses taught
      ii. number of students
      iii. teaching awards
      iv. publications and conference presentations related to teaching
      v. professional development related to teaching
      vi. university, college and national service related to teaching
4. Teaching Philosophy Statement
   a. No more than two pages in length
5. Description of teaching practice,
a. Address impact, innovation in teaching, learning, and assessment,
b. No more than four pages in length

6. Summary (quantitative and qualitative) of student course evaluations
   a. Should only include data for the last five years
   b. Should include a sampling of student comments that affirm teaching philosophy and teaching practices

7. Support Letters
   a. Maximum of six to include: 2 peers, 2 former students, and 2 current students,
   b. Each letter should not be more than two pages in length

8. Miscellaneous
   a. Other evidence as needed to document outstanding accomplishment based on the criteria below.
   b. 40 page limit for complete nomination packet (not including template cover pages)

Criteria:

I. General
   The Selection Committee will emphasize the quality of the nominee’s contribution to the scholarship of teaching and learning in his/her academic discipline. The nomination packet should clearly distinguish between scholarship designed to improve college teaching of the discipline from that which is directed primarily to an audience of other discipline-related researchers. However, the documentation of discipline-related research will be considered by the Committee, because the integration of academic research into the classroom is an important characteristic of a research institution.

II. Dissemination of Knowledge
   A. Leadership/Scholarship
      Does the teacher share innovations in teaching with colleagues through conference presentations, publications, workshops, etc.? Does the teacher mentor junior faculty and graduate students in teaching? Has the teacher developed methods or materials that others may use or build upon?

      Possible kinds of evidence: Publications; conference presentations; grants to support pedagogical or curricular innovation; letters from junior faculty and/or graduate students; evidence that teacher-developed material is being used by others; evidence of leadership in teaching at the department, college, university, or national level;

   B. Recognition
      Has the teacher been recognized for teaching excellence by peers, student groups, and professional organizations?

      Possible kinds of evidence: Awards for teaching

   C. Mentorship
      Has the teacher had a lasting influence on students because of his/her mentoring or advising of students outside the classroom?

      Possible kinds of evidence: Advising awards; letters from students; student success after graduation
III. Classroom Practices

A. Teaching and learning goals

*Does the teacher clearly communicate the goals and objectives of his/her teaching? Do the teacher’s stated goals align well with the goals of the department, college, university? With the goals of the discipline? Are the goals realistic?*

Possible kinds of evidence: Syllabi (annotated to show importance and appropriateness of goals); evidence from student evaluations that course goals are understood; evidence of “evolution” of course goals with time and advances in scholarship.

B. Preparation and methods

*Does the teacher show an understanding of existing scholarship related to teaching/learning? Does the teacher bring the necessary skills to his/her teaching? Does the teacher use pedagogical assessment methods that are appropriate to his/her goals? Does the teacher use a variety of methods to address diverse student learning needs as required by the needs and background of diverse student populations?*

Possible kinds of evidence: Participation in professional development activities; description of literature that has influenced one’s approach to teaching; evidence from student evaluations or letters/emails that the teacher possesses skill in presenting material, motivating student learning, etc.; description of methods with rationale for their use; sample course materials; peer commentary on course materials and classroom methods.

C. Presentation

*Does the teacher communicate effectively with his/her students? Does the teacher share innovations in teaching with colleagues through conference presentations, publications, workshops, etc.? Does the teacher demonstrate an awareness of his/her audience? Does the teacher demonstrate an awareness of the diversity of his/her students?*

Possible kinds of evidence: Evidence from student evaluations and comments that the teacher is effective in reaching students in and out of class; evidence that the teacher has made efforts to know, understand and account for the backgrounds, interests, and needs of students; publications and conference presentations.

D. Results

*Does the teacher achieve the goals he/she articulated? Is there evidence of student growth and learning?*

Possible kinds of evidence: Aggregated information showing student accomplishment with respect to course learning goals; sample student work over the course of a semester; evidence that students succeed in the subsequent courses, career, graduate school; evidence that the teacher is looked upon as a role model by students.

E. Reflection
Does the teacher evaluate his/her own work? Does the teacher seek feedback from multiple sources as a means of improving his/her work?