

2009 Presidential Professor for Teaching Excellence Awards Criteria and Selection Process

Announcement:

Two Presidential Professor for Teaching Excellence Awards will be presented at Commencement exercises in May, 2009. To be eligible for the award, nominees must be full-time faculty and hold the rank of Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, Professor or Distinguished Professor. Each college on the College Station campus, the Center for Teaching Excellence, Student Government Association and the Graduate Student Council may each submit one nominee. The nominating units may determine their own processes for selection of nominees, and should communicate these procedures widely throughout their units. Three copies of the Nomination Packets are due no later than March 6, 2009 in the Faculty Senate Office, Mail Stop 1225, 107 Academic Building.

The President shall appoint a Selection Committee, chaired by the Speaker of the Faculty Senate and Representatives of the nominating units, to make final recommendations to her by April 10, 2009.

Timeline:

Call for preliminary nominations	Early January
Preliminary nominations due to College/CTE/SGA/GSC	Determined by unit
Final Nomination Packets due to Selection Committee	March 6
Selection Committee recommendations due to President	April 10

Nomination Packet:

Nominees are asked to prepare a portfolio that provides evidence of outstanding work with respect to the criteria outlined below. The portfolio must include the following items in this order:

1. a cover letter from a colleague, department head, dean, CTE or SGA official that gives an overview of accomplishments,
2. a CV
3. a separate "Teaching CV" highlighting courses taught; numbers of students; teaching awards; publications and conference presentations related to teaching; professional development related to teaching; university, college and national service related to teaching,
4. a statement of teaching philosophy,
5. a description of teaching practice, highlighting innovations in teaching, learning, and assessment,
6. a summary (quantitative and qualitative) of student course evaluations,
7. supporting letters- a maximum of six to include: 2 peers, 2 former students, and 2 current students, and
8. other evidence as needed to document outstanding accomplishment based on the criteria below.

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 and assessment methods that are appropriate to his/her goals? Does the teacher use a variety of methods to address diverse student learning needs as well as the needs and backgrounds 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 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?

Possible kinds of evidence: Evidence of changes in teaching made in response to constructive critique from students or peers, or as a result of assessment data collected; statement of teaching philosophy

Criteria adapted from:

Glassick, Charles, Huber, Mary, and Maeroff, Gene.(1997). *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey Bass.