

Presidential Professor for Teaching Excellence Awards Guidelines 2022

In 2003 the Presidential Professor for Teaching Excellence award was established. This award serves as the most prestigious university-level recognition of teaching at Texas A&M University. Recipients exhibit a profound commitment to excellence in teaching as indicated by both scholarship of teaching and learning within their discipline and impacts upon their students and colleagues.

The Office of the Dean of Faculties is responsible for issuing the award guidelines and managing the overall awards process. For general questions regarding these guidelines, you may contact the Office of the Dean of Faculties at [\(979\) 845-4274](tel:9798454274) or awardsprograms@tamu.edu.

Table 1. Timeline for the Presidential Professor for Teaching Excellence Awards

Varies by unit	Nominations due to college, CTE, SGA, and GSG coordinators. Watch internal communications.
February 17, 2022	Award nominations submitted to awardsprograms@tamu.edu by 12:00 p.m.
TBD, early March 2022	Selection committee meeting 10:00 a.m. – 12:00 p.m. Attendance MANDATORY for PPTe committee members
March 21, 2022	Selection committee recommends four finalists to the President, from which the President selects the two awardees
May 4, 2022	Presidential Professor for Teaching Excellence Award Recipients Honored at <i>Transformational Teaching and Learning Conference</i>

Nominee Eligibility

1. All members of the faculty – whether tenured, tenure track, or academic professional track, and who teach either undergraduate or graduate students, or both – are eligible for these awards.
2. At the time of nomination, candidates for PPTe must have at least five years of full-time service to Texas A&M University and should have a demonstrated record of teaching excellence, including college-level teaching awards.

Nomination and Selection Process

1. There are 21 nominating units, which may each submit one faculty nominee. The 18 academic colleges, the Center for Teaching Excellence, the Student Government Association, and the Graduate and Professional Student Government each may nominate one member of the university faculty.
2. The nominating units may determine their own processes for selection of nominees and should communicate these procedures widely throughout their units. All nominations, regardless of the nominating unit must receive Department Head and Dean approval. Again, each college must select only one nominee as the college nominee. Self-nominations are not accepted. The selection committee reviews the nominations using the included rubric and recommends four finalists to the President, from which the President selects the two awardees.
3. Presidential Professor for Teaching Excellence Award recipients receive a medal, a framed certificate, a one-time after tax \$25,000 stipend in addition to their salary, as well as, the designation of Presidential Professor for Teaching for the remainder of their careers at Texas A&M University, so long as they remain in good standing.

Selection Committee Information

1. Selection committee composition is available [online](#).
2. The committee is chaired by the Speaker of the Faculty Senate. The Director of the Center for Teaching Excellence serves as a permanent voting member and the rest of the committee is made up of representatives from five randomly selected colleges each year.

Submitting Nominations

Each nominating unit should email submissions to awardsprogram@tamu.edu by the deadline listed in Table 1 of the guidelines. Every submission should include the following items as attachments or Filex transfers:

1. Nomination Packet for each nominee – **LIMIT: 50-pages for complete nomination packet** (including template cover pages)

Submissions must include the provided nomination packet template found [online](#).

2. Professional Photo for each nominee

Please provide a recent close-crop headshot in full color, minimum 300 dpi

3. Biographical Summary — **LIMIT: 500 words**

This brief biography should provide a concise background about the nominee, including major achievements relevant to the award. 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, including select awards/honors

Nomination Details

Preparing a Nomination

1. Collect and prepare all required materials.
2. Organize the required materials into the appropriate sections of the template and save as a single PDF.

Required Sections

1. Nomination Letter - **LIMIT: 4 pages**. Letter can be written by the Dean, Department Head, The Center for Teaching Excellence/Student Government Association/Graduate and Professional Student Government official, or colleague. The letter gives an overview of accomplishments for the nominee, paying attention to indicate those that correspond to the selection criteria elaborated below. All nominations must route through and be approved by the Dean and Department Head.
2. Abridged CV - **LIMIT: 6 pages**. Should only be for the last 5 years.
3. Teaching CV – **LIMIT: 2 pages** Areas of attention to include:
 - A. courses taught
 - B. number of students
 - C. teaching awards
 - D. publications and conference presentations related to teaching
 - E. professional development related to teaching
 - F. university, college, and national service related to teaching

Note, the CTE has created a prompting document that may assist in development of a [Teaching CV](#)

4. Teaching Philosophy Statement – **LIMIT: 2 pages**
5. Teaching Practice Description – **LIMIT: 4 pages**
 - A. Address impact, innovation in teaching, learning, and assessment
6. Summary (quantitative and qualitative) of Student Course Evaluations
 - A. Should only include data for the last 5 years
 - B. Should include a sampling of student comments that affirm teaching philosophy and practices
7. Support Letters – **LIMIT: 2 pages each letter**.
 - A. Maximum of 6 to include: 2 peers, 2 former students, and 2 current students
8. Miscellaneous -
 - A. Other evidence as needed to document outstanding accomplishment based on the selection criteria below

Selection Criteria

General – Note, the Selection Committee will emphasize the quality of the contributions to the scholarship of teaching and learning by the nominee in his/her academic discipline. Within the nomination, take care to clearly distinguish between scholarship of teaching and learning (SoTL), which is designed to improve college teaching and learning for the discipline, from scholarship directed primarily to an audience of other discipline-related researchers. Furthermore, indicate any scholarship that serves as evidence of the mentorship of students. To be clear, all forms of scholarship will be considered by the Committee, because the integration of academic research into teaching is an important characteristic of a research institution.

Dissemination of Knowledge

1. **Leadership/Scholarship** - Does the instructor share innovations in teaching with colleagues through conference presentations, publications, workshops, etc.? Does the instructor mentor junior faculty and graduate students in teaching? Has the instructor 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 instructor-developed material is being used by others; evidence of leadership in teaching at the department, college, university, or national level

2. **Recognition** - Has the instructor been recognized for teaching excellence by peers, student groups, and professional organizations?

Possible kinds of evidence: Awards for teaching

3. **Mentorship** - Has the instructor 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

Teaching Practices

1. **Teaching and learning goals** - Does the instructor clearly communicate the goals and objectives of his/her teaching? Do the instructor-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

2. **Preparation and methods** - Does the instructor show an understanding of existing scholarship related to teaching/learning? Does the instructor bring the necessary skills to his/her teaching? Does the instructor use pedagogical assessment methods that are appropriate to his/her goals? Does the instructor 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 instructor 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

3. **Communication** - Does the instructor communicate effectively with his/her students? Does instructor listen to students? Does the instructor provide frequent opportunities for feedback from students? Does the instructor demonstrate an awareness of his/her audience? Does the instructor demonstrate an awareness of the diversity of his/her students?

Possible kinds of evidence: Evidence from student evaluations and comments that the instructor is effective in reaching students in and out of class; evidence that the instructor has made efforts to know, understand and account for the backgrounds, interests, and needs of students; evidence of approaches that seek feedback and insights from the students to improve the instruction in real time

4. **Results** - Does the instructor 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 instructor is looked upon as a role model by students.

5. **Reflection** - Does the instructor evaluate his/her own work? Does the instructor seek feedback from multiple sources as a means of improving his/her work?

Nomination Review Rubric for the Presidential Professor for Teaching Excellence Award

Rate each of the following focus areas as 1 (adequate), 2 (good), 3 (strong/very good), or 4 (exceptional)

Focus Area	Potential Associated Evidence*	Score
Leadership/Scholarship	<ul style="list-style-type: none"> • Demonstrates strong expertise and passion for the discipline and the teaching of the discipline • Takes a scholarly approach to teaching – observe and identify a learning problem/opportunity, choose and implement an intervention based on literature/expert advice, collect evidence through assessments to evaluate the effect on learning, and inform the next steps for continuous improvement of teaching and learning • Remains up to date with research in discipline and on learning and pedagogy through professional development activities • Actively engages in curricular improvements/innovations, e.g., develops teaching materials or resources for others or collaborates with other faculty on teaching or learning projects • Engages in scholarship in teaching and learning, e.g., conducts research on use and effectiveness of different modalities in classroom or teaching methods, presents at disciplinary or general teaching and learning conferences, and publishes on teaching and learning issues/projects • Mentors other faculty/graduate students in teaching and learning and engages in peer review to support the scholarly teaching of others • Participates in/leads teaching and learning committee work on program assessment and curriculum design-redesign • Engages in disciplinary pedagogical development, faculty development, and curricular/educational reform through professional societies 	
Recognition	<ul style="list-style-type: none"> • Recipient of awards for teaching (e.g. disciplinary society, department, college, university) 	
Mentorship	<ul style="list-style-type: none"> • Demonstrated accessibility and effectiveness in mentoring/advising • Goes beyond the classroom to support students' learning (feedback provided to assessments; being available to respond to students' questions) 	
Teaching and Learning goals	<ul style="list-style-type: none"> • Has well-aligned course design with clear learning outcomes, learning activities, and assessments (both formative/low-stakes and summative/high-stakes) • Provides clear learning outcomes and their rationale for student learning and development • Role of teaching goals within a larger curriculum is clear • Goals are appropriate given the course level and student audience 	

Focus Area	Potential Associated Evidence*	Score
Preparation and methods	<ul style="list-style-type: none"> • Employs learner-centered approaches • Incorporates active and engaging learning strategies (e.g., in-class activities, group work, case studies, classroom assessment techniques) • Engages in high impact educational practices (e.g., capstone projects, service learning, study away, internships, undergraduate research) • Integrates technology or other innovations to enhance learning • Evidence of exceptional effectiveness with the teaching methods used • Evidence of improvement in student motivation and engagement, student learning outcomes, and related student achievement • Student and peer comments that directly relate candidate's pedagogy to extraordinary student results and products • Designs and facilitates an environment to maximize learning through acknowledging and valuing students and the unique cultural backgrounds and experiences they bring to the classroom 	
Communication	<ul style="list-style-type: none"> • Actively listens to students; asks students for feedback • Communicates with students and peers in ways that are clear, timely, understandable, reflective, and humanistic • Demonstrates respect and fairness • Evidence of student satisfaction with communication skills within teaching and learning environment 	
Results	<ul style="list-style-type: none"> • Sets high expectations for student learning and provides strong support for students to achieve those expectations • Motivates and empowers students to challenge and push themselves in learning and growth • Evidence of improvement in student learning 	
Reflection	<ul style="list-style-type: none"> • Seeks continuous improvement through self-evaluation of teaching • Articulates benefits from professional development that included feedback and/or reflection about teaching • Seeks and uses feedback from students and colleagues beyond the standard course evaluations 	

**The associated evidence listed within each focus area are suggestions to prompt your evaluation of candidates. 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.*