

GUIDELINES FOR NOMINATIONS

PRESIDENT'S AWARD FOR TEACHING EXCELLENCE

Deadlines:

Initial Nominations - First Monday in March by 4:30pm

Nominee Portfolio - First Friday in April by 4:30pm

SUNY Oswego is committed to providing its students with a learning-centered environment in which the focus is squarely on providing excellent learning and growth opportunities for our students. This commitment to educational excellence requires that truly exceptional teachers are recognized, celebrated, and rewarded for their contributions to the learning environment. The President's Award for Teaching Excellence (PATE) is an annual award granted to a full-time faculty member whose sustained outstanding performance in teaching demonstrates an appreciation for the knowledge, skills, attitudes, and passionate work ethic associated with exceptional teaching.

The focus of the PATE is on teaching that has consistently served to enhance and promote student learning at SUNY Oswego. Extraordinary learning centered activities take place both in and outside the classroom setting. As such, truly effective teaching may include mentoring in research, and creative collaboration in such contexts as laboratories, studios, internships, service learning experiences and practica, as well as facilitating student learning in the classroom. The creation of methods and materials that support student learning in other ways will also be considered

The award recipient will be honored at the annual Academic Affairs Retreat and will receive an appropriate symbol of the honor (e.g., a plaque) and an appropriate monetary award (e.g., \$1,000).

ELIGIBILITY: If either criterion is not met the candidate is ineligible.

- Full time faculty member.
- Has taught at least six (6) credits of courses each semester for at least two consecutive years at SUNY Oswego.

PROCEDURES:

Nomination Procedure:

Nominators must submit a nomination simply stating the individual they wish to nominate through [Google Forms](#) by the **first Monday in March**. Once the initial nomination has been completed through Google Forms, the nominator will be expected to send a letter of support to the candidate by the first Friday in April for the candidate to include with their portfolio. This letter should explain how the nominee has made significant, sustained contributions in their classroom and with their students, and the reason behind nomination for this award.

The nominee will be contacted and asked to submit a digital portfolio to the review committee via email (PATE-award@oswego.edu) by the **first Friday in April**. Electronic submission is required (a zipped folder of PDFs or a Google Drive folder of PDFs is preferred).

The candidate's portfolio should contain the following:

- ❑ Cover letter (1-2 pages)
- ❑ Letter of support from nominator(s).
- ❑ Statement of support from appropriate Chair(s)/Directors(s)
- ❑ Minimum two (2) letters of recommendation from current and/or former students
- ❑ Current condensed Curriculum Vitae (3 pages maximum)
- ❑ Evidence for Teaching Effectiveness (please see the attached rubric for examples of types of documentation)

**President's Award for Teaching Excellence
EVALUATION RUBRIC**

TEACHING & LEARNING ACCOMPLISHMENTS	GOOD QUALITY INDICATORS	OUTSTANDING QUALITY INDICATORS
Students' Evaluation of Teaching	Satisfactory scores on departmental student evaluation of teaching.	Above average scores on departmental student evaluation of teaching. Students written comments addressing positive impact of faculty. Student written comments addressing their own learning.
Student Mentoring	Mentoring of students (e.g., independent studies, student research, career counseling, etc.).	Student achievement (awards, exhibitions, conference presentations, other honors, graduate admissions). Positive student comments/letter of thanks solicited or unsolicited.
Peer Evaluation	Use of per evaluation of teaching (e.g., classroom observations, reviews of course syllabi/ teaching material, etc.)	Use of peer review process implemented by schools and departments. Improvements/changes made based on peer evaluation process.
Mentoring Colleagues	Peer review of colleagues' teaching. Peer evaluation of colleagues teaching-related products. Mentor colleagues teaching a new course.	Leadership in peer review as a means of improving teaching. Develop/conduct training workshops. Evidence of a workshop's effectiveness. Evidence of positive impact on teaching.
Pedagogical Practices/ Teaching Methods	New teaching methods developed or applied.	Evidence of improvement in student learning outcomes.

	<p>Use of active learning techniques (e.g. group/team learning, case studies, projects).</p> <p>Use of engaged learning (e.g., Service-learning, study away, internships, co-op programs).</p> <p>Use of alternative teaching modalities (e.g., online, blended) .</p> <p>Integration of technology in course and other innovations (e.g., course transformation, applications of Universal Design principles) .</p>	<p>Evidence of improvement in student motivation and engagement.</p> <p>Presentations at local, national, international conferences.</p> <p>Publications in peer reviewed journals.</p>
<p>Continuous Improvement and/or Development of Courses and Curriculum</p>	<p>Evidence of change in the syllabi.</p> <p>Evidence of change to course material peer review of materials.</p>	<p>Use of assessment to evaluate effectiveness of the course.</p> <p>Evidence of continuous review and reflection on teaching practice.</p> <p>Teaching narrative shows in-depth reflection on courses taught and improvements made.</p> <p>Improvement made based on students' feedback and other assessment.</p> <p>Review of course objectives, student work, course philosophy, with respect to the University mission.</p> <p>Proposals and material for new courses, curricula, programs .</p>

Rubric was adapted from a similar Missouri State University Award