# PART-TIME FACULTY EXCELLENCE IN TEACHING AWARD

**PURPOSE**

In service of the University’s goal to acknowledge the many and important contributions of the nontenure line faculty, this policy establishes an awards program for recognizing part-time faculty excellence in teaching and outlines a process for selecting and making these awards. This award is intended to recognize instructors who have not historically been eligible for consideration for university teaching awards.

# POLICY

One Part-Time Faculty Excellence in Teaching Award may be given per academic college annually. Each award will consist of a certificate signed by the college dean and a monetary award of $1,000. All faculty members teaching less than full-time in the preceding calendar year are eligible for these awards, exclusive of those faculty members who have received this award in the preceding three years.

# PROCEDURE

Each college review committee will be composed of the Nontenure Line Faculty Committee (NLFC) members and liaisons for the college; therefore all departments within the college will have representation. The longest serving college NLFC member will serve as chair of the college selection committee.

Should an NLFC member or liaison accept a nomination for this award, a nontenure line faculty member from that department will be designated by the NLFC to serve on the selection committee.

# Nomination Process

* 1. Nominations will be solicited via a faculty-wide email sent by the Faculty Senate. Nominators should ascertain the willingness of prospective nominee(s) to accept the nomination before proceeding. Once determined that the faculty member is willing to be considered, the nominator should respond to the email notice with the nominee’s name and net ID and a brief statement (100 – 150 words) of why the nominee is deserving of this award. Self-nomination is encouraged as many per course faculty members may not be well known to their colleagues.
  2. The deadline to submit 2016 nominations to the [Faculty Senate email](mailto:FacultySenate@txstate.edu) is March 11. Supporting documentation must be uploaded to the TRACS Part-time Teaching Award project site by March 28.
  3. The nominees will be instructed to follow the guidelines listed below, and to address the [Rubric for Excellence in Part-time Teaching](http://gato-docs.its.txstate.edu/extended-and-distance-learning/online-teaching-award/Rubric-for-Excellence-in-Online-Teaching/Rubric-Award%20for%20Excellence%20in%20Online%20Teaching.pdf) (attached) in the nomination form and documentation. The college selection committee will use this rubric to judge the submissions.
  4. After the close of the nomination period, college review group members will conduct their reviews and will determine a meeting time to discuss and rank the award candidates.

# Guidelines

* 1. Each nominee who chooses to participate in the process will be asked to submit supporting documents to the Faculty Senate [email](mailto:facultysenate@txstate.edu) and by doing so, will grant approval to the NLFC to review his or her documents. All documents will be confidential and available only to the committee.
  2. The application materials to be submitted are:
     1. A completed nomination form (following page)
     2. A 300 word maximum narrative response to each of the four teaching practice prompts listed below. The narrative for each prompt should cite one example of teaching effectiveness and explain how that example supports the response to the prompt.
        + What are your personal strengths as a teacher?
        + How has your teaching changed since you began teaching and what have you done to improve it?
        + Give an example of a teaching challenge you have encountered and explain how you’ve dealt with it.
        + Please give examples of innovative assignments and course design components that promote active learning and/or engagement.
     3. A Texas State CV highlighting teaching accomplishments (e.g. teaching awards, honors)
     4. One course syllabus
     5. Three written student comments that address teaching effectiveness (e.g. letters, comments from evaluations, email messages)
  3. Nominations that do not include the documentation outlined herein or are not submitted by the specified deadlines will not be considered.
  4. Ranking of nominees will be based on information in the nomination materials as applied to the attached rubric.

# Committee Recommendations

Upon completion of the college committees’ reviews, the NLFC Chair will submit the committee’s recommendations to the Faculty Senate for endorsement. Once approved, the NLFC Chair will notify the College Deans of the award recipients.

# Deans’ Offices Responsibilities

The Deans will send the award announcement letters to recipients and present certificates, or other suitable awards, at the fall college convocation meetings.

Texas State University

**Part-Time Faculty Excellence in Teaching Award**

Nomination Form

Name Net ID

Department College

Current TXST teaching appointment FTE%

Number of long semesters of TXST teaching at 50% or more FTE

Brief statement (100 – 150 words) of why the nominee is deserving of this award:

***Part-Time Faculty Awards for Excellence in Teaching Evaluation Instrument***

**Candidate’s Name:**

***Candidate has completed all steps in the application process and has provided all required materials:***

**Yes**

**No**

**Missing components / materials:**

* Nomination Form ☐ Teaching Practice Prompt 1
* Texas State CV ☐ Teaching Practice Prompt 2
* Course Syllabus ☐ Teaching Practice Prompt 3
* Written Student Comments ☐ Teaching Practice Prompt 4

## 4 Teaching Practice Prompts:

For each teaching practice prompt, the candidate must submit one example of teaching effectiveness per prompt and address in 300 words or less how that example supports the response to the teaching practice prompt.

## Evaluator Comments

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| --- | --- |
| 1) What are your personal strengths as a teacher? |  |
| 2) How has your teaching changed since you began teaching and what have you done to improve it? (e.g. Have you adopted new kinds of assignments to better meet students’ needs? Have you changed the way you deliver content or assess student work? Have you experimented with innovative technology or new pedagogical techniques?) |  |
| 3) Give an example of a teaching challenge you have encountered and explain how you’ve dealt with it. |  |
| 4) Please give examples of innovative assignments and course design components that promote active learning / engagement. |  |

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| **Teaching Improvement Endeavors as indicated by CV**  ***Development examples:***   * Teaching workshops * Continuing education * Curriculum development projects | Candidate has demonstrated ongoing professional development specific to course needs or teaching improvement. | Candidate has demonstrated minimal professional development or development is not specific to course needs or teaching improvement. | Candidate has demonstrated no professional development or teaching improvement activities. |
| **Reflective statement as indicated by prompt #1**  **Strengths as a Teacher** | Candidate clearly conveys detailed information about their personal strengths as a teacher, offering multiple examples. | Candidate conveys limited information related to their personal strengths and offers vague examples. | Candidate does not clearly provide information related to their strengths as a teacher and does not provide examples. |
| **Reflective statement as indicated by prompt #2**  **Teaching Improvement** | Candidate provides multiple examples that indicate improvement in teaching and clearly convey how changes have impacted learning effectiveness. | Candidate provides limited examples that somewhat convey improvement in teaching and indicate some learning effectiveness. | Candidate does not provide examples of improvement in teaching. |
| **Reflective statement as indicated by prompt #3**  **Teaching Challenge and management / solution(s)** | Candidate clearly conveys a time when facing a teaching challenge and provides detailed information regarding how the challenge was managed or solved. | Candidate conveys limited information regarding a teaching challenge and provides information that is unclear or not relevant to managing or solving the problem. | Candidate does not provide information regarding a teaching challenge. |
| **Reflective statement as indicated by prompt #4**  **Innovative Assignments**  **/ Course Design**  ***Examples:***   * Group projects * Peer Review * Teamwork Opportunities * Cooperative Learning * Discussion | Learning activities provide multiple opportunities for interaction amongst participants.  Course activities are structured in a manner that promotes a high level of active engagement and learning. | Learning activities provide a limited number of opportunities for interaction amongst participants.  Course activities provide some active engagement. | Learning activities do not provide opportunities for interaction amongst participants.  Course activities do not provide for active engagement. |

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| * Team Projects * Reflection * Problem-based Learning |  |  |  |
| **Teaching Effectiveness as indicated by written student comments.** | Three written comments are provided by the candidate and each one clearly indicates teaching effectiveness. | Three written comments are provided by the candidate and two of the three clearly indicate teaching effectiveness. | Three written comments are provided by the candidate and one of the three clearly indicates teaching effectiveness. |

# / 30 Points Possible

Additional Comments / Notes: