

GUIDELINES FOR NOMINATIONS

PROVOST'S AWARD FOR TEACHING EXCELLENCE BY PART-TIME FACULTY

Deadlines:

Initial Nominations - Fourth Monday in February by 4:30pm

Nominee Portfolio - Fourth Friday in March 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 Provost's Award for Teaching Excellence (PATE) is an annual award granted to a part-time faculty member who has demonstrated extraordinary success in fostering student learning at SUNY Oswego.

The focus of the PATE is outstanding teaching performance supported by a teacher's appreciation for the knowledge, skills, attitudes and passionate work ethic associated with excellent teaching.

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., \$500).

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

- Part-time faculty member.
- Has taught at least three (3) credits of courses each year 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 fourth Monday in February. 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 second Monday in March for the candidate to have time to include it 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 **fourth Friday in March**. 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 one (1) letter of support 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)

Provost'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 peer 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.
Pedagogical Practices/ Teaching Methods	New teaching methods developed or applied. Use of active learning techniques (e.g. group/team learning, case studies, projects). Use of engaged learning (e.g., Service-learning, study away, internships, co-op programs). Use of alternative teaching modalities (e.g., online, blended) . Integration of technology in course and other innovations (e.g., course transformation, applications of Universal Design principles) .	Evidence of improvement in student learning outcomes, motivation and/or engagement. Evidence of continuous review and reflection on teaching practice. Teaching narrative shows in-depth reflection on courses taught and improvements made. Improvement made based on students' feedback and other assessment. Presentations at local, national, international conferences. Publications in peer reviewed journals.

Rubric was adapted from a similar Missouri State University Award