



NEW YORK CITY COLLEGE OF TECHNOLOGY
Professional Development Advisory Council (PDAC)
The City University of New York
300 Jay Street
Brooklyn, NY 11201

PDAC Fall 2022 Teaching Recognition Award

The 2022-2023 Teaching Recognition Award honors a faculty member with long-term dedication to actualizing City Tech’s mission as an institution “committed to high quality technological and professional education.”

The Teaching Recognition Award is a year-long honor administered through the Professional Development Advisory Council (PDAC), which has recognized and supported faculty development for four decades. The recipient will be granted **\$500** for professional development during the 2022-2023 academic year in support of his/her recognized expertise. The awardee will plan and offer faculty development activities in consultation with the Faculty Commons at City Tech during his/her one-year tenure. These activities may include, but are not limited to, offering seminars or workshops on topics such as innovative teaching practices across the disciplines, exemplary online/partially online or laboratory teaching and pedagogy, development and implementation of open educational resources, use of evidence based pedagogical initiatives, high impact educational practices (*Kuh, 2008*), and teaching/learning assessment.

Eligibility and Submission

Tenured faculty at all ranks (Full-Timers and Adjuncts) and lecturers with a Certificate of Continuous Employment (CCE) are eligible to be nominated for the award. Nominations are welcomed from faculty, from administrators, and from the candidates themselves. Nominators, having obtained the consent of the nominee, should submit the nominees’ name along with a statement of support. For self-nominations, a statement is also required. The nomination should be submitted to the Chair of the PDAC, Associate Provost Reginald Blake, at rblake@citytech.cuny.edu, cc: Chioma Okoye at cokoye@citytech.cuny.edu. Please use subject line – “**Teaching Recognition Award Nomination - Full Time**” for full time instructors or “**Teaching Recognition Award Nomination -Part Time**” for adjunct instructors. Please submit nominee’s name by **Monday, October 31, 2022**. By **Friday, November 4, 2022** the nominees’ headshots and one-page statements of teaching experience and its impact should be submitted.

Electronic links to teaching portfolios and personal statements, should be submitted via email to Associate Provost Blake, using the same subject line as above. These materials are due by **Monday, November 14, 2022**. Please see the accompanying Teacher Recognition Awards Timetable for other critical dates.

Required Materials

The following three sets of materials are required:

1. Teaching portfolio (find examples at the resource links below)
Resources: <https://facultycommons.citytech.cuny.edu/pdac/faculty-scholarship/>
<https://facultycommons.citytech.cuny.edu/parse/parse-teaching-portfolio/>

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2. Personal statement (5 pages or less) that supports the nominee's application may include discussion of:
 - Demonstrated innovative teaching/learning practices
 - Creation of an inclusive learning environment based on respect and open-mindedness
 - Shared teaching/learning expertise with colleagues (workshops, curricular development, presentations, publications, and/or recognition award/s for teaching)
 - Initiatives that support student, faculty and/or community engagement

The personal statement should also include proposed professional development activities, of one to two 50 minutes sessions, which should include:

- Goals of the professional development workshop(s), i.e., what participants will know or do following the workshop
 - Target audience
 - Workshop content and pedagogical approach to be used
 - Assessment and any follow-up plans
3. Headshot along with a one-page statement of teaching experience and its transformative impacts on student scholarship.

Voting

After review of submitted materials by the PDAC Teaching Recognition Award Committee, two finalists per category (Full-Time and Part-Time) will be forwarded to the full PDAC committee for final review and selection. Nominees will be notified of the outcome prior to the general announcement.

Announcement

The 2022-2023 Teacher Recognition winners will be announced on **Wednesday, November 23, 2022**. An award reception to honor the winners will be held on **Monday, December 5, 2022**.



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Rubric for Teacher Recognition Award

Criteria	Exceptional	Good	Fair or Missing
Evaluation of Letter of Support, Teaching Portfolio and Personal Statement			
Pedagogical Approaches	Successfully uses innovative or current methods of teaching, such as active learning or collaborative learning, and/or uses technology and online resources, including Open Educational Resources, to engage students more deeply in the learning process. Demonstrated currency in pedagogical approaches should be reflected in the syllabi, activities designed to help students meet learning goals, research, participation in innovative grant-funded projects, and/or student satisfaction as recorded on the Student Evaluation of Teaching.	Uses innovative or current methods of teaching and/or uses technology to engage students more deeply in the learning process with moderate success. Demonstrated currency in pedagogical approaches should be reflected in the syllabi, activities designed to help students meet learning goals, research, participation in innovative grant-funded projects, and/or student satisfaction as recorded on the Student Evaluation of Teaching.	Either does not use innovative teaching methods and/or technology, or uses them with very little success, as demonstrated by low retention or lack of student satisfaction. Demonstrated currency in pedagogical approaches should be reflected in the syllabi, activities designed to help students meet learning goals, research, participation in innovative grant-funded projects, and/or student satisfaction as recorded on the Student Evaluation of Teaching.
Teaching Environment	Creates an environment in the classroom and/or online that is respectful, inclusive, and open-minded. Student evaluations, peer observations, and activities geared towards students can all be used to measure these criteria.	Creates an environment in the classroom and/or online that is respectful, inclusive, and open-minded. Most (but not all) students would agree with this statement, as reflected in student evaluations.	Creates an environment that is somewhat respectful, inclusive, and open-minded, as reflected in student evaluations and peer observations.
Assessment of Students	Uses a wide variety of methods to assess students. This can	Uses several methods to assess students, such as	Uses only one or two very traditional methods to



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	include ePortfolios, projects, research papers, tests and quizzes, case studies, essays, and student presentations.	tests, essays, and projects.	assess students, such as exams.
Sharing of Expertise	Develops curricula, improved teaching methods, Open Educational Resources, online learning modules, and/or pedagogical activities that are shared freely with others in the department, college, or field of study through workshops, speaking engagements, published research, or other means.	Develops curricula, improved teaching methods, Open Educational Resources, online learning modules, and/or pedagogical activities that are shared with others informally or on a small scale.	Does not develop innovative teaching methods but is willing to share very traditional methods with some colleagues.
Evaluation of proposed professional development activities			
Objectives of Professional Development	Clear expectations are provided for PD participants on what they will learn and be required to do. An appropriate target audience has been appropriately identified. The goals and timeline are well constructed.	Expectations are provided, a target audience is identified and there are goals and a timeline	One or more important component is missing
Content and Pedagogical Approaches	Engaging content and PD learning strategies are proposed; a source may be included (e.g., citation).	Appropriate Content and PD learning strategies are proposed.	One or more important component is missing
Assessment	Strong assessment plan provided. Training outcomes data will be collected and analyzed to assess participant self-assessment of	Complete assessment plan provided.	One or more important component is missing



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	acquired knowledge and skills. Longer term assessment plans may be included.		
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