**PDAC Academic Year 2023 – 2024 Part-time and Full-time Faculty Teaching Recognition Award**

The 2023-2024 Teaching Recognition Award honors faculty members with long-term dedication for both Full time and Part time Faculty 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 over four decades. The recipients will be granted **$500** for professional development during the 2023-24 academic year in support of their recognized expertise. The awardees will plan and offer faculty development activities in consultation with City Tech’s Faculty Commons. 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, assessment protocols, and/or high impact educational practices.

**Eligibility**

Tenured faculty at all ranks and lecturers with a Certificate of Continuous Employment (CCE) are eligible to be nominated for an award. Nominations are welcomed from faculty, administrators, and the candidates themselves. Nominators, having obtained the candidate’s consent, should submit the nominee’s name along with a brief statement of support. For self-nominations, a statement of support is not 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 with subject line– **“Teaching Recognition Award Nomination-Full time”** for nominees who are full time faculty and  **“Teaching Recognition Award Nomination-Part time”** for nominees who are part time faculty. Nominations should be submitted by **Friday, October 6, 2023**. A one-page statement of teaching experience and teaching impact, and a head shot photo (included on the page), using the same subject line as above, must be submitted by the nominee by **Friday, October 13, 2023**.

**Required Materials**

The PDAC Teaching Recognition Award Committee will evaluate the following three criteria:

1. Headshot along with the one-page statement of teaching experience and its impact transforming the scholarship of students
2. Teaching portfolio:

Teaching Portfolio Resources:

<https://facultycommons.citytech.cuny.edu/pdac/faculty-scholarship/> <https://facultycommons.citytech.cuny.edu/parse/parse-teaching-portfolio/>

* Please see the attached listing of other critical dates and deliverables.
1. Personal statement (5 pages or less) supporting the 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 workshop sessions that 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

**Voting**

* After review of submitted materials by the PDAC Teaching Recognition Award Committee, two full time-faculty finalists and two part-time faculty finalists will be forwarded to the full PDAC committee for final selection. Nominees will be notified of the final outcomes prior to a general, college-wide announcement.

**Announcement**

The 2023-2024 Teacher Recognition Awardee will be announced in mid-November. An award reception will be held in early December.

**Rubric for Teacher Recognition Award**

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| **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 include ePortfolios, projects, research papers, tests and quizzes, case studies, essays, and student presentations.  | Uses several methods to assess students, such as tests, essays, and projects.  | Uses only one or two very traditional methods to 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 acquired knowledge and skills. Longer term assessment plans may be included. | Complete assessment plan provided. | One or more important component is missing |