Faculty Teaching Excellence Award Rubric

Please use the nominees' teaching CV, exemplar course syllabus, publications, department nomination letter and recommendation letters to evaluate in the areas of:

1. Student-centered learning
2. Evidence-based teaching
3. Iterative assessment of student knowledge, skills, or performance
4. Leadership, and mentorship
5. Professional development and reflective practices
6. Contribution to the improvement of teaching

Selection focus areas	Exceptional 3	Accomplished 2	Effectiv e 1	Not provided 0	Score
Student-centered learning					
The nominee provides 21ˢᵗ century learning experiences: • Creates student-led activities that promote student engagement and active learning • Designs course activities and assignments to meet the needs of today's students • Engages and connects with students • Utilizes inclusive and equity-minded pedagogies, such as Culturally Responsive Pedagogy, principles for Universal Design for Learning (UDL), etc., to enhance the learning environment for all students • Training & implementation of innovative pedagogy (High Impact Practices, ACUE, etc.) • Concern and care for students flexible and adaptive instructional policy that adapts readily to student needs, interests, and problems • challenges students' thinking and assumptions, encourages critical thinking and is receptive to students' viewpoints and ideas.					
Evidence-based Teaching	Exceptional 3	Accomplished 2	Effective 1	Not provided 0	Score
The nominee demonstrates excellence in instruction: • Plans courses to prepare students for academic excellence and the rigor of the college experience. • Knows and applies literature of teaching and learning through evidence-based instructional strategies • Substantially different courses taught, different modalities courses are taught in, and the number of students per course. • Articulates course objectives and assignments • Effective integration of innovative technological tools in courses					

Selection focus areas	Exceptional 3	Accomplished 2	Effective 1	Not provided 0	Score
Iterative assessment					
The nominee demonstrates effective student-centered assessments of learning and performance: • Identifies student gaps in knowledge, skills, and experiences • Uses a combination of formative (low-stakes, assessment *for* learning practice with timely feedback) and summative (high-stakes, assessment of learning) to monitor and guide the learning process • Assessment aligns with student outcomes • Use of rubrics, grading contracts, or similar tools to make assessment process transparent to students					
Leadership, Mentorship	Exceptional 3	Accomplished 2	Effective 1	Not provided 0	Score
Nominee demonstrates leadership: • Serves in a leadership role related to teaching and learning • Mentoring of students (e.g., independent studies, student research, career counseling, ASAP mentoring, etc.) • Develops curriculum to meet the needs of today's students					
Reflective Practices, Professional Development	Exceptional 3	Accomplished 2	Effective 1	Not provided 0	Score
Nominee demonstrates continual desire to improve instruction: • Reflects to improve teaching practices using student evaluations (formal and informal), peer observation reports, student learning outcomes, etc. • Seeks out professional development specific to teaching, including QCC and CUNY-wide opportunities • Attends and/or presents at conferences related to teaching and learning • Collaborates with colleagues or serves on committees related to teaching and learning • Conducts Scholarship of Teaching & Learning (SoTL)					

Selection focus areas	Exceptional 3	Accomplished 2	Effective 1	Not provided 0	Score
Sharing of ideas, expands knowledge, contributions to the improvement of teaching at the college level and in the profession					
Nominee demonstrates expansion of ideas in the field of teaching and learning through: ● Art shows, publications, white papers, gallery residencies, productions, performances, blogs, videos, fellowships, etc. that focus on components of teaching and learning ● Presentations to/workshops for QCC and CUNY faculty (collaborative or individual)					
Other significant contributions to teaching and learning (e.g. mentors undergraduate students, etc.)					
Teaching honors and awards					
Letter of Recommendation – student or former student (required)					
Letter of Recommendation – Any Colleague (required)					
Letter of Recommendation – any source, examples include Academic Advisor, Supplemental Instructor, Partnerships or Collaborators, etc. (optional)					