MEMORANDUM

TO: Deans, Directors, and Chairpersons

FROM: Theodore H. Curry II, Associate Provost
       and Associate Vice President for Academic Human Resources


Each year, nominations are solicited for the Teacher–Scholar Awards. Up to six Teacher–Scholar Awards are awarded, each with a stipend of $2,000. The Teacher–Scholar Award recipients are recognized at the annual Awards Convocation. The ceremony will be Tuesday, February 9, 2016, 3:30-4:30 p.m., Pasant Theatre, Wharton Center. The ceremony includes the President’s State of the University Address followed by the awards presentation. A reception will follow the ceremony.

Please see below “Maximum Number of College Nominations.” Maximums are based on the number of eligible faculty assigned to colleges as of February 2015. Colleges are encouraged to forward the maximum number of nominations. You may nominate MSU faculty members who are tenure system faculty from the ranks of assistant professor and associate professor, individuals holding NSCL faculty appointments; individuals holding faculty health programs (HP) appointments, and Law College faculty, and who meet the eligibility criteria for the Teacher–Scholar Award (TSA). Previous recipients of this award are not eligible.

An advisory (or awards) committee should be involved in the college selection process, and students should participate. Women and minorities should be included on nomination and selection committees. Efforts to submit a diverse set of nominees should be encouraged and supported.

Nominators may contact me at 3-5300 or thcurry@msu.edu for the committee’s feedback if the nominee is not selected for the award. A nominee not selected for the Teacher–Scholar Award may be resubmitted in the subsequent award cycle if s/he still qualifies. The candidate must be resubmitted through the college and will be included in the college’s maximum number of nominations. When resubmitting the nominee’s dossier, it is important to have requested and addressed any feedback.

Also, you may review model nomination materials based on the supporting documents submitted on behalf of past recipients of the Teacher–Scholar Award by contacting Betsy White at whitebe@msu.edu or 3-9900.

See the attached for details about the selection criteria and materials required to forward nominations to the All-University Awards Committee. Confirm the college deadline prior to gathering and preparing support materials. Colleges should forward nominee dossiers to the Provost Office, Hannah Administration Building, 426 Auditorium Road, Room 442, no later than Thursday, October 8. NOMINEE DOSSIERS SUBMITTED WITHOUT ALL OF THE REQUIRED MATERIALS WILL BE RETURNED.

Colleges are encouraged to establish nomination and review procedures now and issue a call for nominations immediately to allow time to meet the All-University Awards Committee deadline. This memorandum and attachments are at the All-University-Awards website.

Please do not hesitate to contact me at 3-5300 or thcurry@msu.edu or Betsy White at whitebe@msu.edu or 3-9900 with questions.

Attachments
**Teacher-Scholar Awards from “Faculty Handbook”**

Teacher–Scholar Awards are made to six members of the tenure system faculty from the ranks of assistant professor and associate professor who early in their careers have earned the respect of students and colleagues for their devotion to and skill in teaching. The essential purpose of the award is to provide recognition to the best teachers who have served at MSU for seven years or less. Nominations are normally made by department chairpersons/school directors after consultation with an appropriate committee of colleagues. No department/school may make more than two nominations. “At large” nominations are also invited from an appropriate student organization. All nominations are reviewed by a college screening committee, which may forward the number of nominations to the Office of the Provost as shown in the table below.

To be considered for an MSU Teacher–Scholar Award, a tenure system faculty member must hold the rank of assistant professor or associate professor and, at the beginning of the award period, must have served on the faculty for at least two semesters but no more than seven academic years at Michigan State University. In addition, nominees must not have more than ten years of employment experience of all kinds since receipt of the terminal degree applicable to their discipline. Years spent in “postdoc” appointments will not be counted in determining eligibility. Nominees for a Teacher–Scholar Award must be willing to permit a member of the awards committee to visit their classrooms. Committee visitation is a part of the total evaluation procedure only for those nominees who, after preliminary screening, seem most promising. (MSU College of Law, NSCL faculty and Health Programs [HP] faculty are also eligible for nomination).

<table>
<thead>
<tr>
<th>Number of Eligible Tenure System Assistant/Associate Professors in College</th>
<th>Maximum Number of Teacher–Scholar Nominations forwarded by the College</th>
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<tbody>
<tr>
<td>Less than 40</td>
<td>2</td>
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<td>40–45</td>
<td>3</td>
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<tr>
<td>More than 45</td>
<td>4</td>
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MAXIMUM NUMBER OF COLLEGE NOMINATIONS

TEACHER–SCHOLAR AWARDS 2015–2016

Up to Four Nominations: (Units with more than 45 tenure system faculty from the ranks of assistant professor and associate professor (with at least one year but not more than seven years of service))

- College of Agriculture and Natural Resources
- College of Arts and Letters
- College of Human Medicine
- College of Natural Science
- College of Osteopathic Medicine
- College of Social Science

Up to Three Nominations: (Units with 45 tenure system faculty from the ranks of assistant professor and associate professor (with at least one year but not more than seven years of service))

- None

Up to Two Nominations: (Units with fewer than 45 tenure system faculty from the ranks of assistant professor and associate professor (with at least one year but not more than seven years of service))

- Residential College in the Arts and Humanities
- Eli Broad College of Business
- College of Communication Arts and Sciences
- College of Education
- College of Engineering
- James Madison College
- College of Law
- Lyman Briggs College
- College of Music
- Facility for Rare Isotope Beams/National Superconducting Cyclotron Laboratory
- College of Nursing
- College of Veterinary Medicine

This schedule is reviewed annually to make adjustments.
TEACHER–SCHOLAR AWARDS 2015–2016

Annually, up to six Teacher–Scholar Awards are conferred on MSU tenure system faculty from the ranks of assistant professor and associate professor who early in their careers have earned the respect of students and colleagues for their devotion to and skill in teaching. MSU College of Law, NSCL faculty and Health Programs (HP) faculty are eligible. The purpose of this award is to recognize the best teachers who have served at MSU for seven years or less. Award recipients receive a stipend of $2,000.

At the time of nomination, the candidate must hold the rank of assistant professor or associate professor in the MSU tenure system and must have served on the MSU faculty for at least two semesters but not more than seven academic years.

A faculty member, student, or faculty/student organization may submit nominations to the screening committee in the college in which the candidate discharges his or her instructional responsibilities. Confirm the college deadline date before gathering and preparing the candidate’s support materials. The nomination form is to be completed by a “nominator,” who may be either a faculty member or student or faculty/student organization. The college screening committee, designated by the dean in consultation with the college advisory committee, should consist of five members: three faculty (at least one associate professor or assistant professor) and two students, undergraduate or graduate. Each college screening committee may submit up to its maximum allowable number of nominations to the All-University Awards Committee, Provost Office, Hannah Administration Building, 426 Auditorium Road, Room 442, by Thursday, October 8. NOMINEE DOSSIERS SUBMITTED WITHOUT ALL OF THE REQUIRED MATERIALS WILL BE RETURNED.

CRITERIA

When addressing the CRITERIA below, nominators and referees please keep in mind that MSU faculty members—as faculty at a leading research-intensive University—are responsible for the creation and dissemination of knowledge. The most effective teachers will have their instruction linked to and informed by their research and creative activities.

A. Instructional effectiveness; impact on the student. In providing evidence of the candidate’s excellence and success in instruction, consider the following: SIRS forms, peer evaluation, evaluations by affected groups; teaching portfolios, including course syllabi, examinations; websites, etc.; publications and presentations related to pedagogy; guest lectures and visiting adjunct appointments; grants received in support of instruction; and instructional awards or other forms of professional or alumni recognition of teaching.

B. Uses of innovative techniques and/or approaches in teaching. It is IMPORTANT to explain how these techniques or approaches are innovative and/or remain innovative in the department or your discipline.

C. Scholarship. The nature of scholarship and creative activity varies across disciplines and areas within a discipline. Excellence is demonstrated in many ways: publications, presentations, poster sessions, websites, etc.; performances and exhibits; scores, showings, recordings, and curatorial activities; citations of one’s work by others; evaluations by peers and affected groups including comments by outside evaluators, journal editors, referees, etc.; grants received in support of research; and research awards or other forms of professional/alumni recognition.

D. Outreach and Engagement/Service.
TEACHER–SCHOLAR AWARDS 2015-2016

(Please complete and include the DATA FORM (two pages))

1. DATA FORM

NOMINEE

Nominee:

IMPORTANT: PRINT NAME AS IT SHOULD APPEAR ON AWARD CERTIFICATE

Date of TERMINAL DEGREE:  

If applicable, details of POSTDOCTORAL appointment(s):

Academic Rank:

Title (if applicable):

Date of MSU APPOINTMENT:

Faculty/Teaching Appointments - Department(s)/College(s):

Please include a percentage estimate of how much effort is devoted to each:

Instruction/Teaching  %

Research/Creative Activities  %

Outreach and Engagement/Service  %  (Should total 100%)

Office Address:

Office Phone:

Email:
NOMINATOR

Nominator:

Academic Rank/Title:

Department/College:

Office Address:

Phone:

Email:
2. **NOMINATOR STATEMENT (LETTER).** See criteria on page above, “TEACHER–SCHOLAR AWARDS 2015–2016,” and page below “INSTRUCTIONS TO THE NOMINATOR.”

3. **NOMINEE’S PROFILE/SKETCH** to familiarize committee members with the nominee’s academic background, areas of interest, and accomplishments. You may use those posted on the department website. Not to exceed 1-2 pages.

4. **LETTERS OF SUPPORT.** At least two and not more than two FACULTY letters; and at least three and not more than three STUDENT letters. Letters should be provided by students at all levels—undergraduate and graduate. When the nominee’s primary teaching responsibility has been teaching undergraduates, include letters from undergraduates. Encourage students to explain how the design and challenges of courses stood out. When addressing the criteria (below), nominators and referees should keep in mind that faculty members at MSU—a leading research-intensive University—are responsible for the creation and dissemination of knowledge. The most effective teachers will have their instruction linked to and informed by their research and creative activities. Letters are not to be repetitive. Selection committee members suggest that more than the required number of letters of support are solicited, so that the nominator may select those in combination which make the most complete and compelling case in addressing the criteria.

   - **Instructional effectiveness;** impact on students.

   - Uses of **innovative techniques** and/or approaches in teaching (include examples).
     
     It is **IMPORTANT** to explain how techniques and/or approaches are innovative in the department and/or in the discipline; and how they **REMAIN INNOVATIVE.**

   - **Scholarship.** The nature of scholarship and creative activity varies across and within disciplines and areas within disciplines. Excellence is demonstrated in many various ways: publications, presentations, poster sessions, websites, etc.; performances and exhibits; scores, showings, recordings, and curatorial activities; citations of one’s work by others; evaluations by peers and affected groups including comments by outside evaluators, journal editors, referees, etc.; grants received in support of research; and research awards or other forms of professional/alumni recognition.

   - **Outreach and Engagement/Service.**

5. **CURRENT CURRICULUM VITAE (CV).** The CV is to be **SELECTIVE AND NO MORE THAN 15 PAGES,** including evidence of research and creative activities.

   - Separate or identify (or indicate by asterisk (“*”)) peer-reviewed or refereed items (including reports, meetings, and other evidence of merit).

   - For multiple author listings, indicate how the primary/lead author is identified or that all authors have made an approximately equal contribution.

   - Fellowships, grants and contracts:
     - include stipend or dollar amounts;
     - indicate nominee’s degree of responsibility in the acquisition.

   - **Awards** given by professional associations, societies, or other relevant organizations (provide NAME of the association, etc.).

   - Memberships on national and international committees, associations, and boards.

   - Editorships of professional journals.
6. **TEACHING PHILOSOPHY STATEMENT** (one page only). Candidate provides this. Please see Faculty and Organizational Development’s [teaching philosophy statement web page](#) for guidance.

   A. Candidate’s teaching philosophy.
   B. Describe its implementation.
   C. How do you determine its effectiveness?
   D. If not effective, how do you make modifications? Describe modifications.

7. **TEACHING SCHEDULE AND ADVISING RESPONSIBILITIES** (2-4 semesters including summers when relevant). Please provide separate sheet.

8. **TEACHING TABLE** TO PROVIDE DETAILED INFORMATION ON COURSES, AND STUDENT EVALUATION OF TEACHING EFFECTIVENESS IN SUMMARIZED FORM.

   Complete table below for the last eight classes taught. If nominee has not taught eight classes, then complete for the classes nominee has taught.

   **Student Instructional Rating System (SIRS) Composite Profile Factors.** The five composite profile factors are on Scoring Office summary reports; the composite profile factors are on the table below.

   **Student Opinion of Courses and Teaching (SOCT).** The SOCT is comprised of a small set (six) of questions for all undergraduate courses (except those taught by Teaching Assistants). Modify the table to accommodate the six questions.

   When **Unit-Specific Student Evaluation Instruments** are used rather than SIRS or SOCT, fill in the table as completely as possible for classes taught. You may modify the table according to the categories your unit uses in its teaching evaluations. If the table cannot be modified to provide evaluation in summary form, you must still provide teaching effectiveness in summary form. Do this on a separate 1-2 pages (no more than two pages) to complete the requirement for SECTION VIII (list classes on the table and provide details indicated and note that teaching evaluation summary is attached). An example of a unit-specific student evaluation instrument would be **Summary Statistics of Student Responses** (College of Human Medicine).

   Evaluations from training or educational workshops may be provided in summarized form in this section. Teaching in nontraditional settings should be explained in this section. Is teaching in the nontraditional setting evaluated? Is there a means to summarize student/participant evaluation of course? If so, please provide in this section.

   There **MUST** be evidence of teaching effectiveness, and in this section the evidence must be presented in summarized form.

9. **DRAFT CITATION** (written for Awards Convocation booklet). Please enclose a citation of about 325 words to appear in the awards brochure if the nominee is selected for the award. Please list nominee’s name as s/he wishes it to appear in the awards brochure. List joint appointments, with the primary appointment listed first. (See outline and samples.)

**INCLUDE ONE AND ONLY ONE DOCUMENT USED BY CANDIDATE IN TEACHING.** For example, course syllabus, course outline, student assignment, student quiz or examination. No books, journals, offprints, or journal articles, and the like.
INSTRUCTIONS TO NOMINATOR
Teacher–Scholar Award 2015–2016

When addressing CRITERIA, please keep in mind that faculty members at MSU, as a leading research-intensive University, are responsible for the creation and dissemination of knowledge. The most effective teachers will have their instruction linked to and informed by their research and creative activities. As is specified by the award, evidence of excellence in teaching is required.

INSTRUCTION. In providing evidence of the candidate’s excellence and success in instruction, consider the following: SIRS forms or other student evaluation instruments, peer evaluation, evaluations by affected groups; teaching portfolios, including course syllabi, examinations; websites, etc.; publications and presentations related to pedagogy; guest lectures and visiting adjunct appointments; grants received in support of instruction; and instructional awards or other forms of professional alumni recognition.

The Quality of Instruction
1. What evidence do you have that the candidate’s courses are highly regarded?
2. Briefly discuss the candidate’s skill in various teaching situations (e.g., large lecture, recitation, seminar, other).
3. What innovative techniques has the candidate used in his/her courses? It is important to explain how these are innovative in the department or discipline. Provide examples. Have these techniques remained innovative? Has the candidate modified techniques so that they remain innovative? Explain.

Contributions to the Instructional Program. Be as specific as possible.
1. How has the candidate contributed to the work of departmental committees responsible for curriculum revisions?
2. How has the candidate developed innovative and effective instructional approaches in course(s) in which s/he has been involved?
3. How has the candidate improved course(s) s/he has taught? For example, by course outlines or assignment sheets? Please explain.
4. How effective is the candidate in supervising teaching assistants?
5. How has the candidate excelled in academic advising?

SCHOLARSHIP. The nature of scholarship and creative activity varies across disciplines. Excellence can be demonstrated in many ways: publications, presentations, poster sessions, websites, etc.; performances and exhibits; scores, showings, recordings, and curatorial activities; citations of one’s work by others; evaluations by peers and affected groups including comments by outside evaluators, journal editors, referees, etc.; grants received in support of research; and research awards or other forms of professional/alumni recognition.
1. Please describe the candidate’s primary scholarly and creative interests and accomplishments, with special reference to current work.
2. List articles or monographs, either published or accepted for publication, or papers presented to professional groups.
3. Include comments of peers and other evaluations on the quality of scholarship.

OUTREACH AND ENGAGEMENT/SERVICE
1. Comment on the candidate’s quality of contribution to outreach activities and/or public service. These should involve the application of the faculty member’s professional training and competence to issues and problems significant to external constituencies and which are related to the academic program objectives of the faculty member’s department.
2. Include comments of peers and other evaluations on the quality of the candidate’s contributions.

SUMMARY
Evaluate the overall quality of the candidate as a teacher–scholar in comparison with relevant peers.
<table>
<thead>
<tr>
<th>Course (Credits)</th>
<th>Semester Year</th>
<th>Enrollment (e.g.: integrative studies; majors; freshman, etc.; required or not required)</th>
<th>Type of Course (e.g.: discussion, large lecture, small lecture, lecture/lab, or TA involvement)</th>
<th>Course Structure (e.g.: discussion, large lecture, small lecture, lecture/lab, or TA involvement)</th>
<th>Provide KEY: e.g. 1=Superior 5=Inferior</th>
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**SIRS-Composite Profile Factors (Mean)**

Found on SIRS Summary Printouts obtained from Scoring Office

<table>
<thead>
<tr>
<th>Instructor Involvement</th>
<th>Student Interest</th>
<th>Student-Instructor Interaction</th>
<th>Course Demands</th>
<th>Course Organization</th>
</tr>
</thead>
<tbody>
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TIPS FOR WRITING DRAFT CITATIONS
(Use this outline as applicable to the award)

IMPORTANT:
Please print name as it should appear on the award certificate and in the awards brochure.

The citation will be printed in the program booklet. The citation should be an accurate statement of the person’s achievements, but it should also be:

Distinctive. The citations should reflect an honoree’s distinction; a relevant tidbit about the person (as opposed to the person’s achievements) is helpful—e.g., “A scientist who is also broadly versed in music, literature, and the fine arts, Dr. X.”

Creative. Search for unusual and descriptive adjectives, varying cadences and turns of phrase.

Easily understood by a lay audience.
A quotation from a student (or a colleague) from the material submitted adds human interest to the citation. Such quotations should be specific rather than general. Rather than, for example, “She was the best teacher I’ve ever had,” use “One of the most important things Dr. X communicates is his conviction that thinking and teaching can be the heart of an honorable way of life.” Don’t overlook humorous quotations.

Although following this outline slavishly is not necessary (especially if you are feeling particularly creative), the citations usually take the form below. Keep in mind that each item can only be several sentences long at most.


2. Specific ways in which her/his excellence in teaching has been evidenced. Undergraduate, graduate, or both. Extension. Advancing diversity. Textbooks and curriculum development. Student advising and mentorships. Where do students go after MSU? Support of funding for equipment or scholarships.

3. Specific evidence of scholarship and research. Avoid citing numbers of things unless they are really phenomenal. Instead, cite capstone examples. Use layperson’s terms where possible, and cite the usefulness or results of the person’s work in their largest context. Grants, professional societies, and awards are appropriate here, but only the most significant.

4. Other—Professional affiliations, consulting, outreach and engagement/service. MSU committee service. Again, use only the most significant examples.

5. Summary sentence of the person’s worthiness for the award.
Department of Teacher Education, College of Education

Rebecca Jacobsen

Rebecca Jacobsen is passionate about engaging her students in serious inquiry into the purposes and challenges of public education. Her commitment to public schools as democratic institutions becomes infectious as she invites her students to explore how they can best create equitable educational opportunities for all their students. In exploring how broader social, political, and economic forces shape educational experiences, her students describe her classes as “eye-opening.” Dr. Jacobsen is highly respected for nurturing both graduate and undergraduate students through the research opportunities she provides them beyond the classroom. One of her undergraduate students notes, “Dr. Jacobsen’s passion and commitment to our learning and professional development has been incredible.”

Dr. Jacobsen has established herself as a rigorous and innovative scholar in the fields of educational policy and politics. Her research has been nationally recognized for the important questions it raises about the public purposes of educational policy. She has been invited to speak with educators and citizens groups throughout the country on how to design educational accountability policies that address both excellence and equity. Dr. Jacobsen’s research on the public’s use of educational data is especially groundbreaking for its use of experimental design to test the effects of school performance reports on citizens’ views of the nation’s schools.

Dr. Jacobsen has extended her teaching and scholarship through engagement with schools, parents, and citizens groups. She and her students in her teacher-preparation courses have worked closely with local educators to develop school–family partnerships. She has also worked with foundations to help citizens learn how to interpret educational accountability data and to foster their participation in educational reform.

For her passion and skill in engaging her students in serious inquiry into critical educational issues, her innovative research, and her efforts to foster democratic participation in the nation’s public schools, Rebecca Jacobsen is an outstanding representative of the Michigan State University Teacher–Scholar Award.

SAMPLE CITATIONS

Department of Chemical Engineering and Materials Science, College of Engineering

Jeff Sakamoto

Before coming to MSU, Jeff Sakamoto spent six years as a senior staff engineer at the California Institute of Technology Jet Propulsion Laboratory (JPL), conducting research on materials for energy conversion, energy storage, and biomedicine. As part of the Mars Exploration Rover program, Dr. Sakamoto’s efforts helped the lithium ion batteries in the Mars rovers Spirit and Opportunity survive the harsh climate of Mars and successfully survey the surface of that planet for several years.

Dr. Sakamoto’s experience at JPL helped him establish a solid foundation in fundamental materials research, device technology, and engineering, bridging the gap between basic science and applied research. In addition to his thermoelectrics and battery research, Dr. Sakamoto is also conducting research on porous biomaterials. While at JPL, he began working with Professor Mark Tuszyński, a neuroscientist interested in integrating NASA microfabrication technology into scaffolds for spinal cord repair. Dr. Sakamoto offered a few ideas and made a few prototypes related to the hierarchical, porous electrodes he had developed for his dissertation. The prototypes demonstrated considerable promise as a viable technology to cure spinal cord injuries. Over the past ten years, Dr. Sakamoto has had numerous grants funded—and five papers published—to continue this research.

At MSU, Dr. Sakamoto uses his research experience to inspire undergraduate and graduate students in the classroom and in the laboratory. In his five years at MSU, twenty undergraduate students have worked on research projects in Dr. Sakamoto’s laboratory. He also excels in hands-on activities to educate K–12 students about materials for energy and biomedicine. Dr. Sakamoto’s outreach efforts include the National Science Foundation-sponsored Wireless Integrated MicroSystems (WIMS) for Teens, the Society for Women in Engineering-sponsored programs for high school girls, and the High School Enrichment Institute outreach programs.

Jeff Sakamoto’s enthusiastic teaching style, introduction of undergraduates to meaningful research problems, K–12 outreach efforts, and leadership in energy and biomedical research make him an exceptional faculty member and most deserving recipient of the Michigan State University Teacher–Scholar Award.

Department of History, College of Social Science

Benjamin T. Smith

Benjamin T. Smith has renewed Michigan State University’s long commitment to the study of Mexican history, to which he has brought an interdisciplinary approach to a fundamental reconsideration of Mexican politics in the middle of the twentieth century. His path-breaking book on the complex web of political, social, religious, and economic life in Oaxaca, Pistoleros and Popular Movements, has already received wide scholarly attention. He has run a major international conference on Mexican politics, and his second monograph, on religion and conservative movements in Mexico, is soon to be published. He has just finished a semester in Mexico researching his third book, an innovative look at the rise of coffee plantations in southern Mexico.

Professor Smith’s popular classes draw a wide range of students because he deploys a broad range of teaching techniques and focuses on a remarkably diverse set of subjects. Students are introduced to such issues as the nature of religious culture in Latin America, the complex interaction of culture and politics, and the effects of the drug crisis in recent Mexican life. He has used cooking, dance, film, religious artifacts, and literature as means to enhance student understanding of Mexican history and life. He is also the creator of several innovative online classes, using electronic technology to explore, for example, the nature of warfare in world history. He helped curate an exhibit in the Residential College in the Arts and Humanities that focused on the ways Mexican artists have portrayed recent social movements.

For his exceptional and innovative research as well as his enthusiasm and inventive approach to teaching students from throughout the university, Benjamin T. Smith is a most deserving recipient of the Michigan State University Teacher–Scholar Award.
CHECKLIST
Teacher–Scholar Award 2015-2016

ONE COPY. Must be readable when scanned. NOMINEE DOSSIERS SUBMITTED WITHOUT ALL OF THE MATERIALS REQUIRED WILL BE RETURNED. THERE ARE NO EXCEPTIONS. Arrange materials in the following order:

1. Completed DATA FORM.
   a. Candidate has not had more than ten years of experience of all kinds since receipt of the terminal degree applicable to his/her discipline. “Postdoc” appointments are not counted in determining eligibility.
   b. Candidate is in the MSU tenure system at the rank of assistant professor or associate professor. MSU College of Law and Health Programs (HP) faculty are also eligible.
   c. Candidate served on the MSU faculty for at least two semesters but not more than seven academic years. Candidate’s primary involvement is teaching.
2. NOMINATOR STATEMENT (LETTER).
3. NOMINEE’S PROFILE/SKETCH to familiarize committee with nominee’s academic background, areas of interest and accomplishments. You may use bios on the department’s website. Not to exceed 1-2 pages.
4. LETTERS OF SUPPORT:
   a. at least TWO and not more than two FACULTY support letters.
   b. at least THREE and not more than three STUDENT support letters.
5. Current CURRICULUM VITAE. The CV is to be SELECTIVE AND NO MORE THAN 15 PAGES, including evidence of research and creative activities, including—as applicable—detailed evidence of research and creative activities. However, omit long lists of minor activities.
   a. Separate (and identify) or indicate by asterisk (“**”) peer-reviewed or refereed items from other items (including reports, meetings, and other evidence of merit).
   b. List authors the way they appear. For multiple authors, indicate how the primary/lead author is identified and/or that all authors have made an approximately equal contribution.
   c. Fellowships, grants and contracts:
      • include stipend or dollar amounts;
      • indicate nominee’s degree of responsibility in the acquisition.
   d. Awards by professional associations, societies, or other relevant organizations (provide NAME of association, etc.).
   e. Memberships on national and international committees, associations, and boards.
   f. Editorships of professional journals.
6. TEACHING PHILOSOPHY STATEMENT. One page only. Candidate provides this.
   a. Candidate’s teaching philosophy.
   b. Describe its implementation.
   c. How do you determine its effectiveness?
   d. If not effective, how do you make modifications? Describe modifications.
7. TEACHING SCHEDULE and ADVISING RESPONSIBILITIES for 2-4 semesters including summer when applicable. Include separate page for this.
8. Provide detailed information on courses and results from SIRS Composite Profile Factors (TABLE above) or other student evaluation instruments used by the department. You MUST provide a summary of student evaluations. If your unit’s student evaluation instrument does not fit into any categories comparable to the Composite Profile Factors on the TABLE, you are still required to provide evidence that student evaluations of the nominee’s teaching effectiveness is exemplary. Place in this section and limit to 1-2 pages.
9. CITATION. Draft citation of 325 words for awards brochure. List candidate’s name as s/he wishes it to appear in the awards brochure and list joint appointments, with the primary appointment listed first.

ONE AND ONLY ONE DOCUMENT USED BY CANDIDATE IN TEACHING. For example, course syllabus, course outline, student assignment, student quiz or examination. No books, journals, offprints, or journal articles.

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1 The Tax Reform Act (1986) eliminated the general exclusion of awards made in recognition of educational or scientific achievement. All MSU recognition awards are taxable income and subject to withholdings and FICA.
2 Candidate must NOT have more than ten years of employment experience of all kinds since receipt of the terminal degree applicable to his/her discipline. Years spent in “postdoc” appointments will not be counted in determining eligibility.
3 Please list joint appointments. List nominee’s primary appointment first.