

# MICHIGAN STATE UNIVERSITY

April 2016

## MEMORANDUM

**TO:** Deans, Directors, and Chairpersons  
**FROM:** Theodore H. Curry II, Associate Provost  
and Associate Vice President for Academic Human Resources  
**SUBJECT:** Teacher–Scholar Awards 2016–2017

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 7, 2017, 3:30-4:30 p.m., Pasant Theatre, Wharton Center**. The ceremony includes the President’s Founders’ Day Remarks followed by the awards presentation. A reception will follow the ceremony.

Please see below (or page 3) “Maximum Number of College Nominations.” Maximums are based on the number of eligible faculty assigned to colleges as of March 2016. 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](mailto: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](mailto: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 (or email to [whitebe@msu.edu](mailto:whitebe@msu.edu))**, no later than **Thursday, October 6. 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](mailto:thcurry@msu.edu) or Betsy White at [whitebe@msu.edu](mailto: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, FRIB/NSCL faculty and Health Programs [HP] faculty are also eligible for nomination).

Number of Eligible Tenure System Assistant/Associate Professors in College	Maximum Number of Teacher–Scholar Nominations forwarded by the College
Less than 40	2
40-45	3
More than 45	4

**MAXIMUM NUMBER OF COLLEGE NOMINATIONS  
TEACHER–SCHOLAR AWARDS 2016–2017**

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 Education
- College of Human Medicine
- College of Natural Science
- College of Osteopathic Medicine
- College of Social Science
- College of Veterinary Medicine

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 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

This schedule is reviewed annually to make adjustments.

## TEACHER–SCHOLAR AWARDS 2016–2017

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.<sup>1</sup>

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 6. 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. **Public Service/Outreach.**

**TEACHER-SCHOLAR AWARDS 2016-2017**

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

**Section 1. DATA FORM**

**NOMINEE**

**Nominee:**

**IMPORTANT: PRINT NAME AS IT SHOULD APPEAR ON AWARD CERTIFICATE**

**Date of TERMINAL DEGREE<sup>2</sup>:**

**If applicable, details of POSTDOCTORAL appointment(s):**

**Academic Rank:**

**Title (if applicable):**

**Date of MSU APPOINTMENT:**

**Faculty/Teaching Appointments<sup>3</sup> - Department(s)/College(s):**

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

<b>Instruction/Teaching</b>	<b>%</b>
<b>Research/Creative Activities</b>	<b>%</b>
<b>Service</b>	<b>%</b>
<b>Public Service/Outreach</b>	<b>% (Should total 100%)</b>

**Office Address:**

**Office Phone:**

**Email:**

(DATA FORM continued)

**NOMINATOR**

**Nominator:**

**Academic Rank/Title:**

**Department/College:**

**Office Address:**

**Phone:**

**Email:**

## Section 2. NOMINATOR STATEMENT (LETTER).

See criteria on page above, "TEACHER-SCHOLAR AWARDS 2016-2017" (or page 4) and page below "INSTRUCTIONS TO THE NOMINATOR" (or page 9). 2-3 pages. Not to exceed 3 pages.

## Section 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. 1-2 pages. Not to exceed 2 pages.

## Section 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.**

- a. Instructional effectiveness; impact on students.
- b. 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 consider how they REMAIN INNOVATIVE.**
- c. **Scholarship.** The nature of scholarship and creative activity varies across and 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.
- d. **Public Service/Outreach.**

## Section 5. CURRENT CURRICULUM VITAE (CV).

The CV is to be **SELECTIVE AND NO MORE THAN 15 PAGES**, including evidence of research and creative activities.

- a. **Separate or identify (or indicate by asterisk ("\*\*")) peer-reviewed or refereed items** (including reports, meetings, and other evidence of merit).
- b. **For multiple author listings, indicate how the primary/lead author is identified or that all authors have made an approximately equal contribution.**
- c. Fellowships, grants and contracts:
  - o **include stipend or dollar amounts;**
  - o **indicate nominee's degree of responsibility (PI, Co-PI, etc.)** in the acquisition.
- d. **Awards** given by professional associations, societies, or other relevant organizations (provide NAME of the association, etc.).
- e. Memberships on national and international committees, associations, and boards.
- f. Editorships of professional journals.

## Section 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.

## Section 7. TEACHING SCHEDULE AND ADVISING RESPONSIBILITIES.

**At least 2-4 semesters including summers when relevant.** Please provide separate sheet.

## Section 8. TEACHING TABLE.

**Allows you to PROVIDE DETAILED INFORMATION ON COURSES, AND STUDENT EVALUATION OF TEACHING EFFECTIVENESS IN SUMMARIZED FORM.** Complete table below (or on page 10) 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 found on Scoring Office summary reports; the composite profile factors are included 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 are still required to provide teaching effectiveness **in summary form**. Do this on a separate 1-2 pages (not to exceed two pages) to complete the requirement for SECTION 8 (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 IN SUMMARIZED FORM.**

## Section 9. DRAFT CITATION.

**To be included in the 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 "Tips for Writing Draft Citations" below (or on page 11) and Citation Samples (or on pages 12-13).)

## 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 2016–2017

**CRITERIA.** 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.

### **PUBLIC SERVICE/OUTREACH**

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.

## Teaching Schedule and SIRS Composite Profile Factors (for Section 8)

Course (Credits)	Semester Year	Enrollment	Type of Course (e.g. integrative studies; majors; freshman, etc.; required or not required)	Course Structure (e.g.: discussion, large lecture, small lecture, lecture/lab, or TA involvement)	Provide KEY: e.g. 1=Superior 5=Inferior	SIRS-Composite Profile Factors (Mean) <small>Found on SIRS Summary Printouts obtained from Scoring Office</small>				
						Instructor Involve- ment	Student Interest	Student- Instructor Interaction	Course Demands	Course Organiza- tion

## CITATIONS OUTLINE 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.

1. Statements of the person's area of expertise and overall significance of the person's contributions/achievements to the world/the university, especially across disciplines. How far does her/his influence reach? State? National? International? Public/private sector? What constituent groups?
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.

## SAMPLE CITATIONS

### Etienne Charles

Jazz Studies, College of Music

In the words of James Forger, dean of the College of Music, Etienne Charles is “one of the brightest minds in jazz performance and artistic creativity today.” A native of Trinidad, Professor Charles’s music exhibits a deep connection to his Caribbean roots, fused with a thorough grounding in the traditions of jazz.

As an artist, Professor Charles is widely recognized as one of the rising stars in contemporary jazz. He has recorded and released two well received albums since his appointment at MSU (in addition to two previous albums), *Kaiso* and *Creole Soul*, both of which received positive reviews in the jazz and mainstream press, the latter topping the *Jazzweek* album chart shortly after its release. Reviewing *Creole Soul* for *JazzTimes*, Britt Robson called the album “personal, cerebral, spiritual and joyful in its creative exploration of the roots of music and of a man,” while influential jazz critic Ben Ratliff, writing in the *New York Times*, notes that Charles “got [the album] about as right as he can.”

Professor Charles’s research and creative output has resulted in substantial funding, including a Humanities and Arts Research Program (HARP) grant in 2011. More recently, he was named as a John Simon Guggenheim Fellow and was recognized with a John Simon Guggenheim Fellowship to support his work on a large-scale composition that draws upon traditional Caribbean forms.

As a teacher, Professor Charles has been consistently effective in teaching applied jazz trumpet, ensembles, and jazz arranging and composition. His students have made tremendous progress as performing artists, with one winning the International Trumpet Guild’s annual jazz trumpet competition. Under his guidance, the Jazz Orchestra II has consistently performed at an exceptionally high level, surpassing that of top tier ensembles in many jazz programs around the country. In his arranging and composition courses, Professor Charles has been a strong advocate of incorporating advanced instruction technology.

In terms of service, Professor Charles has served on several standing and ad hoc committees and helped coordinate the College’s “Latin is America” festival. Of particular note is his involvement with the Community Music School jazz program in Detroit, mentoring students and directing ensembles.

For his commitment to excellent jazz performance and to his students and the College of Music, Etienne Charles is richly deserving of the Michigan State University Teacher–Scholar Award.

### Richard R. Lunt

Department of Chemical Engineering and Materials Science, College of Engineering; Department of Physics and Astronomy, College of Natural Science

Richard R. Lunt is a prolific scholar and entrepreneur who brings a deep passion for renewable energy research and education to MSU. A pioneer in renewable energy and energy efficient technologies, Dr. Lunt has developed exceptional excitonic materials for applications in enhancing solar harvesting and building efficiency. His research is expanding the possibilities for seamless deployment of energy harvesting systems, efficient light emitting systems, and the potential of excitonic electronic device functionality. His creative merging of the principles of chemistry, materials science, physics, and engineering has made all of his efforts possible.

Dr. Lunt’s commitment to student education is exemplified in the 30-plus undergraduate students he mentored in sustainable energy technologies in his research laboratory and through the Student Planning of Advanced Retrofit Technology Applications (SPARTA) group. Dr. Lunt is exuberant in his excitement for renewable energy and one of his students noted, “Dr. Lunt’s endless enthusiasm, tremendous knowledge base, and remarkable accessibility make him a truly outstanding professor and researcher.” He has also received previous teaching awards: the Undergraduate Research Faculty Mentor of the Year Award and the Camille and Henry Dreyfus Environmental Chemistry Mentor Award.

Dr. Lunt connects his renewable energy research to the course curriculum in a number of creative ways. He has developed an Energy Minor for the College of Engineering that focuses on key topics of fundamental laws that guide energy generation, utilization, conservation, engineering applications, and the impact of energy within a societal and geological context. This minor will provide students with a foundation in energy sciences that is applicable to many disciplines and will better prepare students for careers in energy. He also finds creative ways to integrate his energy/related research themes directly into the chemical engineering and materials science courses he teaches. Dr. Lunt’s ultimate goal is to captivate students in STEM by fostering scientific excitement and allowing students to see themselves as important contributors to solving science’s and engineering’s grand challenges.

Richard R. Lunt has established himself as an internationally recognized researcher and an exceptional teacher who is paving the way for innovative technologies for a sustainable future while inspiring students to become part of the solution. Accordingly, he is a most deserving recipient of the Michigan State University Teacher–Scholar Award.

### Georgina Montgomery

Lyman Briggs College; Department of History, College of Social Science

Georgina Montgomery is a highly innovative and widely recognized teacher–scholar. Her new book, *Primates in the Real World: Escaping Primate Folklore and Creating Primate Science*, represents a pacesetter monograph in African wildlife studies.

The book traces primatology’s shift from expeditions designed to help overcome centuries-old myths to the field’s arrival as a recognized science sustained by a complex web of international collaborations. Dr. Montgomery shows how individuals both within and outside of the scientific community liberated themselves from primate folklore to create

primate science. An important contribution to the history of science and of women's roles in science, Dr. Montgomery's engaging narrative provides an accessible overview of this fascinating field of study while exploring the animal-human boundary.

Dr. Montgomery has made significant impacts on her students throughout their undergraduate careers, teaching a diverse slate of discussion-based classes from an introduction to the history, philosophy, and sociology of science to a capstone seminar concerning "The Human-Animal Boundary." Her student evaluations have been uniformly excellent, regardless of whether the course was required or elective, aimed at freshmen or seniors, or located on campus or on a Study Away program in maritime Washington State. Her peers find that she provides a challenging and deeply engaging educational experience in which she consistently incorporates active, student-led, and experiential opportunities into her teaching. Dr. Montgomery charts a course outside standard teaching norms in her discipline, taking bold risks to provide an extremely vibrant and inclusive classroom environment. She passionately fosters a sense of engaged curiosity and inquiry among her students and helps them significantly improve their writing and communication skills.

Dr. Montgomery has fostered interdisciplinary teaching and research collaborations on campus and beyond. She has spearheaded the founding of the new Science and Society at State (S3) organization, a consortium of historians, philosophers, sociologists, and scientists who will develop innovative pedagogies and scholarly work. She has singlehandedly raised the worldwide profile of MSU in these cutting-edge, interdisciplinary fields.

For her commitment to teaching, mentoring, research, and intellectual collaboration, Georgina Montgomery is most deserving of the Michigan State University Teacher-Scholar Award.

# CHECKLIST

## Teacher–Scholar Award 2016-2017

**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 order below. Awards committees have suggested that a Table of Contents be submitted as well.

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. 1-2 pages. Not to exceed 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 page 10)) 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.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> Please list joint appointments. List nominee’s primary appointment first.