

MICHIGAN STATE UNIVERSITY

April 2016

MEMORANDUM

TO: Deans, Directors and Chairpersons
Presidents and Chairpersons, MSU Diversity Groups
MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award
Recipients 1992-2016

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

SUBJECT: MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award
2016–2017

The MSU Alumni Club of Mid-Michigan sponsors one “Quality in Undergraduate Teaching Award” with a stipend of \$2,500 and an additional “Quality in Undergraduate Teaching Award” award with the same stipend of \$2,500 is sponsored by Donald F. Koch and Barbara J. Sawyer-Koch. All current fixed term and tenure system faculty with at least three years of teaching experience at Michigan State University are eligible for nomination. This award recognizes teachers who take pride in and are committed to quality undergraduate teaching and who demonstrate substantial continuing involvement in undergraduate education. The award recipient will be recognized at the MSU Alumni Club of Mid-Michigan’s annual Spartan Crystal Ball. The Spartan Crystal Ball is in fall semester 2017.

Award recipients are encouraged to participate in at least one function sponsored by the MSU Alumni Club of Mid-Michigan. An officer or other member of the club will schedule the activity with the recipients of the award.

Faculty, staff, and students are encouraged to submit nominations. Each college should appoint a committee to submit up to two nominations. The college nominating committee must be representative of the campus community, including academic discipline, academic level, race and gender; it must also include student representation. Each of the gender, racial/ethnic, persons with disabilities, and sexual orientation faculty groups are invited to submit up to two nominations. The all-University selection committee is composed of faculty and students appointed by the Provost and representatives of the MSU Alumni Club of Mid-Michigan.

Nominations are based on commitment to and evidence of outstanding **UNDERGRADUATE** teaching including but not limited to 100- and 200-level courses. Nominees should demonstrate a combination of talent, creativity, and enthusiasm for teaching reflected in their teaching style and student interactions. The purpose of this award is to recognize truly gifted undergraduate teachers—those who have demonstrated that teaching undergraduates is a priority.

CRITERIA

As nomination materials are collected, confirm that the following criteria are addressed:

- passion and enthusiasm for the subject matter/area of study
- concern for students, in and out of the classroom, including as individuals who deserve acknowledgement and respect
- appreciation of national and international diversity
- provision for student participation to insure active involvement in the learning process and to maximize active learning
- demonstration of well-developed, organized, and sequenced instruction which explains major course concepts
- encouragement of critical analysis, problem solving, and divergent points of view
- promotion of writing and communication skills as part of the instruction
- prompt feedback on coursework and projects
- linkage with other disciplines
- incorporation of research in the discipline and in teaching

A nominee not selected for the MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award may be resubmitted in the subsequent award cycle. Nominators should contact me at thcurry@msu.edu or 353-5300 for committee feedback if the nominee is not selected for the award.

Nominees originally submitted by the college must be resubmitted through the college; if resubmitted by the college, nomination is included in the maximum number of two college nominations. It is important to request committee feedback when assembling the candidate's nomination materials.

The gender, racial/ethnic, persons with disabilities and sexual orientation faculty groups may resubmit the candidate for nomination directly to the All-University Awards Committee. Any supporting materials which are resubmitted (whether previously submitted for internal or external awards) should be updated according to the MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award criteria above. It is important to request committee feedback when resubmitting the candidate for this award.

The strong preference of the all-University awards committee is to receive support documents clearly linked to the specific award. Failure to do so will likely impact the nominee's candidacy.

See the attached for additional details about the materials required to submit nominations. Please forward nominee dossiers to the **Office of the Provost, Room 442, Hannah Administration Building, no later than Thursday, October 6.**

NOMINEE DOSSIERS SUBMITTED WITHOUT ALL OF THE REQUIRED MATERIALS WILL BE RETURNED.

Please do not hesitate to contact me at 517-353-5300 or Betsy White at whitebe@msu.edu or 517-353-9900 with questions. The memorandum and attachments are at the [All-University Awards Website](#)

Attachments

c: President, MSU Alumni Club of Mid-Michigan

MICHIGAN STATE UNIVERSITY

MSU ALUMNI CLUB OF MID-MICHIGAN QUALITY IN UNDERGRADUATE TEACHING AWARD 2016–2017

1. DATA FORM

Provide requested information below and include the completed DATA FORM as a cover sheet to the nominee materials.

NOMINEE:

Name:

PRINT NAME AS IT SHOULD APPEAR ON AWARD CERTIFICATE

Academic Rank:

Title (if applicable):

Date of MSU APPOINTMENT:

Faculty Appointment(s)ⁱ - Department(s)/College(s):

Office Address:

Office Phone:

Email:

Mobile/Home Phone:

Is Nominee aware s/he is nominated?

NOMINATOR:

Name:

Academic Rank/Title:

Department(s)/College(s):

Office Address:

Phone:

Email:

DRAFT CITATION OUTLINE

THIS SHEET INCLUDES TIPS FOR WRITING

(Use this outline as applicable to the award.)

IMPORTANT: Please print name as it should appear 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.

- I. 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?
- II. 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.
- III. 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, awards are appropriate here but only the most significant.
- IV. Other - Professional affiliations, consulting, service/outreach. MSU committee service.

Again, use only the most significant examples.
- V. Summary sentence of the person's worthiness for the award.

SAMPLE CITATIONS

CONSTANCE C. T. HUNT

James Madison College

Constance C. T. Hunt's teaching has engaged students across the undergraduate spectrum, from large freshmen lecture courses to small senior seminars. At the same time, her central role in curriculum development at James Madison College and her promotion of undergraduate education across the university have impacted countless students, who remember her wise counsel and superlative teaching.

A political theorist whose teaching deftly weaves together sociology, history, legal cases, novels, and current affairs, Constance C. T. Hunt's courses address enduring social and political dilemmas and infuse them with a sense of urgency. What is a free society? How is it dependent upon and independent from the law? How do we explain the tension between a liberal constitutional order and persistent illiberal practices? No bells or whistles, her classes are communities of peer learners engaged in intensive dialogue about questions central to a liberal education.

Dr. Hunt's students appreciate the ways in which she nurtures their intellectual curiosity but also helps them understand their lives. She cares about her students as people as well as learners. "Through a rare combination of intelligence, wit, humility, and kindness," one student comments, "[she] pushes her students to academic and personal excellence."

Prior to her appointment as tenure-stream faculty, Dr. Hunt worked with students in admissions and advising as well as curriculum development, all of which provided her with a multifaceted understanding of the student experience. Through her leadership of the Interdisciplinary Inquiry and Teaching Program, working intensively with its graduate fellows, she now nurtures and challenges a new generation of college teachers.

In recognition of her work as a dedicated classroom teacher and vigorous advocate of undergraduate education, Michigan State

University is honored to confer upon Constance C. T. Hunt the MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award.

ANN FOLINO WHITE

Department of Theatre, College of Arts and Letters

Ann Folino White has engaged students from across the university, both in and out of classrooms, through courses and initiatives that exhibit the significance of theatre to society and empower students through collaboration. Her strong scholarship in theatre history and theory coupled with experience as a dramaturge and director in theatre production ensured that she possessed the credentials necessary to fulfill her joint appointment in the Department of Theatre and the Residential College in the Arts and Humanities. Her insight into theatre as both a scholar and an artist provides her with the ability to integrate teaching, research, creative activity, and outreach into an organic whole.

Dr. Folino White's impact on undergraduate education ranges from courses in multiple colleges to advising student organizations to managing multidisciplinary reading groups. She has impacted majors in theatre, global studies, and the arts and humanities through curricula she helped develop.

In her classes, Dr. Folino White's enthusiasm for employing her strategies to reach diverse learners emerges. She utilizes student-centered activities, engaging students through provocative questions and critique, and chooses methodologies that combine theory and practice with attention to the implications of aesthetic choices. She helps students recognize the impact of history on contemporary society and address complex socio-political questions by expertly blending high and low brow materials; historical cartoons, recipes, and fashion are as integral to her courses as are theories of race and gender relations.

As chairperson of the President's Advisory Committee on Disabilities Issues, she ensured that the undergraduate student voice was heard and helped realize accessible seating in Spartan Stadium for students with disabilities. Additionally, she worked to make curriculum, online learning platforms, classroom learning environments, and athletic and recreation facilities wholly accessible.

Dr. Folino White's impact is experienced in every theatre production that she directs, an endeavor during which she works one-on-one with student artists. She is the mentor for all student productions within the department offering fledgling directors a chance to test their playmaking abilities for the first time.

Ann Folino White's passionate commitment to cultivating the creativity, intellect, and abilities of undergraduate students exemplifies the qualities recognized by the Mid-Michigan MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award, of which she is most deserving.

AKLILU ZELEKE

Lyman Briggs College; and Department of Statistics and Probability, College of Natural Science

Aklilu Zeleke's deep enthusiasm for mathematics and his determination to give students access to the joys of mathematical discovery are an inspiration to his colleagues. He continuously introduces new interactive teaching techniques and materials, assesses their effectiveness, and refines them for future deployment: he also publishes the results of his teaching research in mathematics and statistics education journals. He is known for his clear teaching style, Socratic approach, responsiveness to questions, and endless willingness to help students individually with challenging material in any of the classes he teaches—from introductory calculus and statistics to upper-level mathematics seminars and research-intensive courses for freshmen.

A hallmark of his teaching is his ability to engage a diverse cohort of students deeply and professionally in mathematical research, even those not majoring in mathematics. Many of his students present their research at MSU's Undergraduate Research and Arts Forum, the Michigan Undergraduate Mathematics Conference, the Biennial Undergraduate Project Competition, and the joint meetings of the Mathematical Association of America and the American Mathematical Society. Additionally, Dr.

Zelege works with students every semester and every summer on research projects for academic credit, honors credit, and the sheer love of learning. He created the larger academic-year and federally funded summertime Research Experience for Undergraduate Programs aimed at broadening the participation of women and students of color in mathematical fields. He also integrates the development of mathematical investigatory techniques and intuitions into his regular academic courses. In so doing, he has

inspired students to select mathematics as their undergraduate major.

Dr. Zelege's sustained record as a research mentor to undergraduates and to teaching excellence in the classroom, along with his commitment to broadening participation in the mathematical sciences, is perfectly aligned with the land-grant mission of Michigan State University. Aklilu Zelege is a most worthy recipient of the MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award.

CHECKLIST

ONE COPY (Copy must be readable when scanned). NOMINEE DOSSIERS SUBMITTED WITHOUT ALL OF THE REQUIRED MATERIALS WILL BE RETURNED. Please arrange materials in the following order:

1. **Completed DATA FORM** (page above with heading “1. DATA FORM” (or on page 3).
2. **NOMINATOR’S WRITTEN STATEMENT** addressing the instructions and criteria (pages 1-2/Heading 1 titled CRITERIA) with illustrations of **current** teaching (**No more than five pages**).
3. **LETTERS OF SUPPORT. (No more than three).** (APPLYING SPECIFICALLY TO THE AWARD). Include student letters. In constructing letters of support, see instructions and criteria (pages 1-2/Heading 1 titled CRITERIA).
4. **CURRENT CURRICULUM VITAE.**
5. **TEACHING PHILOSOPHY STATEMENT.** (one page only). Candidate provides this. See [teaching-philosophy statement guidance at F&OD](#) for helpful 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.
6. **TEACHING RESPONSIBILITIES.** One page summary of nominee’s normal teaching responsibilities including size and type of courses (undergraduate major and non-majors), number of hours of direct contact with students each week, and number of hours teaching assistants teach nominee’s classes each week.
7. **TEACHING SCHEDULE** at MSU. Please complete the “Teaching Table” above (or on page 4) for the last six courses taught or 3-6 semesters including summer when relevant. When unit-specific forms other than SIRS are used, fill out the table as completely as possible and provide summary of students’ evaluation of nominee’s teaching (no more than 1-2 pages). Do not send unit-specific individual forms or individual SIRS forms.
8. **SUMMARY SHEETS from Student Instructional Rating System (SIRS)** for at least TWO classes but not more than three or a summarization of the results from other appropriate student evaluation instruments. Summary should include the dates the evaluation forms were administered. Please do not send individual unit-specific forms or individual SIRS forms.
9. **CITATION.** Please enclose a draft citation of approximately 300 words to appear in the awards brochure if the nominee is selected for the award. List nominee’s name as s/he desires it to appear in the awards brochure and be sure to list joint appointments. List primary appointment first. (See tips on “Draft Citation Outline” page above (or page 5) and samples on “Sample Citations” pages above (or pages 6-7).

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.

ⁱ Please indicate joint appointments. List primary appointment first.