

EIT Citation Instructions

2. **NOMINATOR STATEMENT.** See page 4 above or heading Criteria and nominator instructions on page 8 below or heading Instructions to Nominator.
3. **LETTERS OF SUPPORT.** Include **at least TWO but not more than two** letters from **FACULTY**, and **at least THREE but not more than three** letters from **STUDENTS** with whom the nominee has interacted. Also, students should be encouraged to address how the design and challenge of course(s) stood out for them. Support letters should not be repetitive. Ask for more letters than required so that the selected letters are complementary in addressing criteria. Letter writers should be specific and provide examples. Address the following **criteria** (see Criteria above or page 4), listed in general order of importance, in constructing letters of endorsement:
 - a. **Instructional effectiveness; impact on student.**
 - b. Use of **innovative techniques and/or approaches in teaching.** Explain how these are innovative in the department and/or discipline. Note that some technologies used currently in classrooms are not considered as innovative as when they were introduced.
 - c. **Scholarly promise.**
 - d. Other significant involvements and/or activities.
4. **CURRENT CURRICULUM VITAE.** In the case of multiple authors, indicate how the primary or lead author is identified and/or that all authors have made an approximately equal contribution.
5. **TEACHING PHILOSOPHY STATEMENT** (one page only). Candidate provides this.
 - a. Candidate's teaching philosophy.
 - b. Describe implementation.
 - c. How do you determine effectiveness?
 - d. If not effective, how do you make modifications? Describe modifications?
6. **TEACHING SCHEDULE AT MSU** (on separate sheet).
 - a. Indicate courses in which nominee assumed responsibility for lecture, laboratory, or recitation sections.
 - b. If the nominee has not been responsible for lecture, recitation, or laboratory section of a course, please describe the nature of his/her assistantship responsibilities and duties related to teaching.
7. **TEACHING TABLE TO PROVIDE COURSE DETAILS AND STUDENT EVALUATION OF TEACHING EFFECTIVENESS IN SUMMARIZED FORM.** Complete Table on page 9 for classes taught.
 - **STUDENT INSTRUCTIONAL RATING SYSTEM (SIRS) COMPOSITE PROFILE FACTORS.** The five composite profile factors are on the summary reports provided by the Scoring Office; the composite profile factors are provided on the attached table.
 - When **UNIT-SPECIFIC/DESIGNED STUDENT EVALUATION INSTRUMENTS** are used rather than SIRS, fill in the table as completely as possible for classes taught and, if necessary, modify the table according to the categories your unit uses in its evaluation instrument or address in summary form teaching effectiveness on a separate sheet and place in Section 7 with the Table (page 9).
 - If your unit's student evaluation instrument does not fit into categories comparable to the Composite Profile Factors, you are still required to provide evidence in summary form that student evaluation of the nominee's teaching indicates that s/he is an effective and exemplary instructor. Place this summary in Section 7 with the Table (page 9).
8. **DRAFT CITATION.** Approximately 300 words to appear in the awards brochure if the nominee is selected as an award winner. (See page 10 or Heading Draft Citations and page 11 or Heading Sample Citations.) Please be sure to list nominee's name as s/he wishes it to appear in the awards brochure and on the award certificate, and list nominee's degree department/college.
9. **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

Excellence-In-Teaching Citations 2020-2021

The nominator statement addresses the criteria and the points below regarding instruction and scholarship (based on the nature of the nominee's assignments, comments may not be applicable to all topics). Comments on other topics may be included. See also Criteria above (or on page 4).

CRITERIA

1. Instructional effectiveness; impact on student.
2. Use of innovative techniques and/or approaches in teaching. It is important to explain how these are innovative in your department and/or discipline.
3. Scholarly promise.
4. Other significant involvements and/or activities.

INSTRUCTION

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; grants received in support of instruction; and instructional awards or other forms of professional or alumni recognition.

The Quality of Instruction

1. If the nominee has been asked to lecture in a course, please comment on the quality of his/her presentation.
2. What strengths and weaknesses has the nominee shown in the conduct of recitation or laboratory sections?
3. How successful has the nominee been in meeting with individual undergraduate students who are having problems with the course?

Contributions to the Instructional Program

(Be as specific as possible.)

1. What creative suggestions for improving/enhancing the content of the course has the nominee made? (Has s/he taken advantage of opportunities to suggest modifications in the outline of the course?)
2. How has the nominee contributed to the development of instructional techniques, including those designed to evaluate students?

SCHOLARSHIP

The nature of scholarship and creative activity varies across disciplines and areas. 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 or alumni recognition.

Demonstration of Scholarship

1. Indicate the nominee's scholarly interests and comment on the significance.
2. To what extent has the nominee contributed to scholarship either by sharing in the publication of research results or by participating in state, regional, or national meetings? What has the individual done that demonstrates his/her promise for scholarly distinction and creativity?

SUMMARY

1. Provide a summary statement on the general quality of the nominee's contributions and his/her promise as a teacher-scholar. Evaluate the nominee in comparison with his/her peers.