

## Teacher-Scholar Award Criteria and Instructions

Teacher–Scholar Awards are made to 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 as well as excellence in scholarship. The essential purpose of the award is to provide recognition to the best teachers who have served at MSU for seven years or less.

*[Instructions for Nominator on Page 4]*

### Section 1. DATA FORM.

### Section 2. NOMINATOR STATEMENT (LETTER).

See criteria on page above, “TEACHER–SCHOLAR AWARDS 2020-2021” (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, accomplishments, and how nominee’s teaching is informed by research. 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.**

- 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).)

## **Section 10. TEACHING DOCUMENT**

**Please provide ONE document.** 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

**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.