

CANR EXCELLENCE IN TEACHING AWARD CHECKLIST

ONE PDF COPY of the materials listed below.
Please arrange materials in the following order:

I. DATA FORM (See below)

II. TEACHING PHILOSOPHY STATEMENT. Candidate should provide this. **No more than three (3) single-spaced pages.**

- a. Candidate's teaching philosophy.
- b. Description of philosophical implementation.
- c. Assessment of impact – How do you determine its effectiveness?

III. EVIDENCE OF TEACHING EXCELLENCE addressing the following criteria. **NOTE: Please use the headings to distinguish each component.**

No more than five (5) pages should include:

- a. Undergraduate Credit Instruction:
 - i. Record of instructional activities. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses.
- b. Non-Credit Instruction:
 - i. List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars and workshops.
- c. List of Instructional Works:
 - i. Using the following headings, list **Publications (*= peer-reviewed), Presentations, Grants Received and Other Works** that are primarily in support of or emanating from instructional activity. For publication, please clarify the role of undergraduate authorship on products. **NOTE:** Disciplinary papers and presentations with undergraduates as a research mentor are not instructional works in support of teaching as the primary form of scholarship.
- d. Other Evidence of Instructional Activity:
 - i. Cite other evidence of instructional productivity such as works/grants in progress or under review. Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction. Include evidence of instructional awards and peer recognition. **NOTE:** Academic advising varies from department to department. Please clarify if advising is "research advising" or "academic advising" for programs and course selection.

IV. STUDENT INSTRUCTIONAL RATING SYSTEM EVALUATION OF TEACHING – if another rating system (e.g., SALG) has been used, please contact Dr. Kelly Millenbah for how to modify the form.

- a. Fill in the Table provided (page 3).
- b. Provide ONE COMPLETE set of SIRS forms from one class (if more than one section taught, only submit for one section), including responses to open-ended questions. Unit-specific student evaluations other than SIRS are acceptable. **NOTE:** In the case of a co-taught class, the contribution of the SIRS should represent the contribution of the applicant.

V. LETTERS OF SUPPORT. No more than three (3). (APPLYING SPECIFICALLY TO THE AWARD). In every instance, the nomination must be accompanied by a letter or recommendation from the faculty member who has or had supervisory responsibility for the graduate student teaching and must be co-signed by the Chair of the candidate's home department. Another letter must be secured from a student that the candidate has taught. It is imperative that each letter of support be signed by the author or an individual who represents a collection of authors. Unsigned letters should not be included in review packets.

**COLLEGE OF AGRICULTURE AND NATURAL RESOURCES
EXCELLENCE IN TEACHING AWARD**

I. DATA FORM

NOMINEE:

Nominee:

IMPORTANT: PRINT NAME AS IT SHOULD APPEAR ON THE AWARD

Address (Office) _____ **(Home)** _____

Phone: ()

Phone: ()

E-mail:

Academic Rank:

Title (if applicable):

Responsibilities (% teaching, % research, % outreach/Extension, etc., as defined in your appointment):

Department/School(s)⁴:

Date of MSU Appointment: / /

CHECK ONE: ESTABLISHED TEACHER: **NEW TEACHER:**

NOMINATOR:

Nominator:

Academic Rank/Title:

Department/School(s)

Address:

Phone: () **E-mail:**

Are you a student? Yes No

⁴Please list joint appointments, listing primary appointment first.

Course (Credits)	Semester, Year	Enrollment	Type of Course ¹	Course Structure ²	Provide KEY: e.g., 1=Superior 5=Inferior	SIRS Composite Profile Factors (Mean) ³				
						Instructor Involvement	Student Interest	Student-Instructor Interaction	Course Demands	Course Organization

¹ For example, integrative studies, majors (undergraduate or general), freshman, sophomore, upperclass, required or not required.

² For example, discussion, large lecture, small lecture, lecture/lab, or teaching assistant involvement.

³ Found on SIRS Summary Printouts obtained from Scoring Office.