

# National Awards Program for Excellence in College and University Teaching in the Food and Agricultural Sciences

## Evaluation Questions

Several of the evaluation criteria list various activities in which a candidate *may have* participated and demonstrated excellence. ***It is not expected that candidates will have participated in all activities or be able to demonstrate excellence in all activities.*** Nor is this an exhaustive list of potential activities that could be highlighted by a successful candidate. These activities are listed to help nominees consider the kinds of activities they might want to include in their nomination packets. Further, these activities are listed to help reviewers in assessing nomination packets. Reviewers will be expected to look at the overall quality and impact of the nominee's work rather than simply looking for every box to be checked.

**1. Teaching Quality Assessment:** Briefly document how the nominees' most recent (3–5 year) teaching assignments, both classroom and online, align with and support the food and agricultural sciences disciplines as previously defined in these guidelines. Document teaching quality by providing evidence such as: peer evaluations, self-reflection, supervisory evaluations, teaching awards, student evaluations of instruction, assessment of student learning, etc. Responses must demonstrate how this nominee excels and innovates when compared to others within the department, college, and university. Please provide a description of how you have improved your teaching based on feedback from evaluations and assessments. An example of an evaluation is provided as a separate attachment for your reference for including teaching evaluations. If evaluations cannot be provided as comparisons, please explain why. Refrain from including student comments that lack measurable assessments (i.e., Rather than including the comment, "This teacher is awesome!" instead, document why the teacher is awesome). List any teaching awards you have received. Examples of assessment of student learning could include the following: standards for evaluating understanding are clear and connected to program, curriculum, or professional for expectations; consistently attends to student learning, uses it to inform teaching; quality of learning supports success in other contexts (e.g., subsequent courses or relevant non-classroom venues); efforts to support all learning in all students by examining possible inequities in performance across groups and making adjustments.

Note: For Regional nominees who have had changes in their teaching appointment, indicate whether, when, and how much a nominee's assignment increased or decreased.

- Teaching assignment aligned with and supportive of food and agricultural sciences
- Teaching evaluations provided with scores/rankings accompanied by college/university averages, or full and acceptable explanation given
- Exhibits both recent and sustained teaching excellence, indicated by formal student and peer evaluations
- Exhibits efforts to improve teaching based on evaluations and assessments
- Awards/honors related to teaching: Recognition at department, college, university, national, or international level

**2. Philosophy of Teaching and Evidence of How It Translates into Teaching Methodology:**

The degree to which the nominee (a) articulates a cohesive, creative, organized and intentional philosophy which is foundational to their teaching; (b) incorporates high impact practices that supports or partners with the institution's diversity, equity, inclusion and accessibility efforts, and/or teaches/serves diverse student bodies; (c) demonstrates how their research influences their teaching; and (d) demonstrated efforts to improve teaching effectiveness through evidence-based teaching. In other words, what is the nominee's philosophy of teaching, how did it develop, and how do they put it into practice? For regional/national nominees and TSE nominees, how has their philosophy evolved over time? The nominee should describe the high- impact practices they utilize, such as hybrid or blended classrooms, flipped classrooms, case studies, problem-based learning, experiential learning, Socratic method, active learning, etc.

- Articulated a cohesive, create, organized, and intentional philosophy of teaching that is foundational to the nominee, including how the philosophy was developed
- Incorporates high impact practices that supports or partners with the institution's diversity, equity, and inclusion efforts, and/or teaches/serves diverse student bodies
- Demonstrates how his/her research influences their teaching
- Demonstrated efforts to improve teaching effectiveness through evidence-based teaching
- Examples of substantive teaching expertise (content current, classroom innovation, etc.)
- Documented efforts to make their classroom respectful, open, and inclusive, and how they support all learning in all students

**3. Service to the Teaching Profession:** The degree to which the nominee has either organized or led teaching improvement initiatives, served as teaching mentor to other faculty, undergraduate or graduate students, or otherwise has contributed to the support of excellence in teaching at the K-12, college, departmental, university, regional, and national levels, including professional societies. Include service activities related to teaching, curriculum, and student success, such as college or university committee activity or serving on national committees focused on teaching.

- Organized or led teaching improvement workshops
- Served as teaching mentor to other faculty/graduate students, or otherwise contributed outstanding teaching at the K-12, college, departmental, university, regional, and/or national levels
- Participated in service activities related to teaching, curriculum, and student success such as college, university, or national committee activities
- Significant activities related to teaching

**4. Professional Development and Scholarly Activity:** The degree to which the nominee's professional competence in teaching is evidenced by continuing intellectual accomplishments and pursuits. What is the nominee doing to improve their teaching? This may include such items as participation in teaching improvement workshops, service as author or editor for textbooks, or other activities which enhance the nominee's understanding of the instructional content, or other teaching professional development activities. What is the evidence of their teaching scholarship such as invited presentations

and peer-reviewed teaching research publications? An example has been provided for demonstrating relevant teaching publications, teaching grants, and invited teaching presentations.

- Discipline competency (e.g., participant at teaching improvement workshops, textbook author/editor, scientific pubs, invited presentations, grants, etc.)
- Participated in teaching improvement workshops
- Authored or edited textbooks
- Published scientific papers on teaching
- Receiving teaching-related grants
- Gave invited teaching presentations

**5. Service to Students and Community:** The degree to which the nominee has an exemplary record of contributing to student success through such activities as academic and career advising, undergraduate research, mentoring, supervising internships, competitive team activities, career exploration or placement, advising of student associations (on campus, regionally, or nationally), recruitment, K-12 service, youth service, etc. The extent to which you have made outreach to diverse communities could be considered in this criterion.

- Academic and career advising, recruitment, or mentoring
- Undergraduate research, supervising internships, or career exploration or placement
- Advising of student associations (on campus, regionally, or nationally), youth development services, or competitive team activities
- K-12 services or other youth services
- Other

For criteria 2-5, how did the nominee highlight their work as it relates to diversity, equity, and inclusiveness?

**6. Endorsement by Administrator, and two others, who may be Alumni, Current Students, or Colleagues:** The degree to which statements substantiate the nominee's excellence in and dedication to the teaching role.

Letters should convey special contributions that distinguish the nominee from other teachers, and to the extent possible, provide details not found elsewhere in the nomination packet. Include statements (preferably on signed letterhead) from: (a) an administrator of the college or department. This individual is also the nominator for this faculty member and should discuss how the nominee has made an impact on teaching and learning at the home institution, (b) a colleague. and (c) a former or current student. Student letters must identify the student's current relationship to the nominee and institution. For example, is the student currently a graduate student in the nominee's department?

- Letter from administrators
- Letter from alum, student, or colleague
- Letters substantiate the nominee's excellence in and dedication to the teaching role