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

Evaluation Questions

Definition of check box terms:

Exceptional: Nominee not only consistently exceeds expectations in this area but shows effort and results that would be recognized as exceptional by other teaching faculty.

Exceeds Expectations: Employee consistently exceeds expectations in this area.

Meets Expectations: Nominee consistently meets the expectations in this area. Nominee may exceed expectations occasionally but does not do so regularly.

Below Expectations: Nominee did not consistently meet criteria in this area or has room for growth in this area.

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 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 support food and agricultural sciences? Yes/No
- Teaching evaluations provided with scores/rankings accompanied by college/university averages, or full and acceptable explanation given? Yes/No
- Exhibits both recent & sustained teaching excellence, indicated by formal student and peer evaluations? Below Expectations/Meets Expectations/Exceeds
2. Philosophy of Teaching and 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, and (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) documents substantive expertise in 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? [Note: Nominees are required to provide a first-person response to this Evaluation Criterion.] 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? Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Incorporates high impact practices that supports or partners with the institution’s diversity, equity and inclusion efforts and/or teaches/serves diverse student bodies? Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Demonstrates how his/her research influences their teaching? Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Documented competence managing teaching and learning process through evidence-based teaching? Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Examples of substantive teaching expertise (content current, classroom innovation, etc.)? Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Documented efforts to make their classroom respectful, open and inclusive and how they support all learning in all students? Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional

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. The extent to which you have made outreach to diverse communities could be considered in this criterion.

- Organized or led teaching improvement workshops? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- 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? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Participated in service activities related to teaching, curriculum, and student success such as college, university, or national committee activities? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Significant activities/publications related to teaching? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Extent to which nominee made outreach or efforts in support of diverse communities? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional

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 presentations.

- Discipline competency (i.e. participant at teaching improvement workshops, textbook author/editor, scientific pubs, invited presentations, grants, etc.)? Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional

5. **Service to Students:** 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, 4H service, etc. The extent to which you have made outreach to diverse communities could be considered in this criterion.

- If a nominee performed the activity listed, please rate their performance:
  - Academic and career advising? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
  - Undergraduate Research? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
  - Mentoring? Did not Perform Activity/Below Expectations/Meets
Expectations/Exceeds Expectations/Exceptional
- Supervising Internships? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Competitive team activities? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Career exploration or placement? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Advising of student associations (on campus, regionally or nationally)? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Service to support diverse communities? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Recruitment? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- K-12 services? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- 4H service? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional
- Other? Did not Perform Activity/Below Expectations/Meets Expectations/Exceeds Expectations/Exceptional

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? Yes/No
- Letter from alum, student, or colleague? Yes/No
- Letters substantiate the nominee’s excellence in and dedication to the teaching role? Yes/No