



## MEMORANDUM

**To:** Executive Committee of Faculty Council (November 4, 2014)  
Faculty Council (November 25, 2014)

**From:** Ms Lisa Romkey  
Chair, Teaching Methods & Resources Committee

**Date:** October 27, 2014

**Re:** Modification of Teaching Award Nomination Guidelines

---

## REPORT CLASSIFICATION

This is a routine or minor policy matter that will be considered by the Executive Committee for approving and forwarding to Faculty Council for information.

## BACKGROUND

The Teaching Methods and Resources Committee is responsible for the administration of four teaching awards. The committee has noted a decline in the number of nominations in the last two years, paired with expressed concern about the workload associated with preparing a teaching award nomination, in particular for the nominees.

## PROCESS AND CONSULTATION

The Teaching Methods and Resources Committee met and reviewed the guidelines for the Teaching Awards, proposing a series of minor changes designed to simplify the process and reduce the workload of preparing a nomination, while maintaining the integrity of the awards. It was decided that the Teaching Assistant Nomination Guidelines did not require changes at this time, although departments are encouraged to make more efforts to bring forward nominees on an annual basis.

## PROPOSAL/MOTION

For information.

## EARLY CAREER TEACHING AWARD

### 1. Eligibility

The Early Career Teaching Award is open to any full or part-time staff member who:

- (a) Has taught for five years or less at the University of Toronto
- (b) Has not previously won this Award, the Faculty Teaching Award or the Sustained Excellence in Teaching Award

### 2. Nomination Guidelines

Individuals nominated for the Early Career Teaching Award will be assessed on the basis of consistent outstanding performance in the following areas of undergraduate teaching:

- Classroom instruction, which may include lecturing, small-group teaching, and laboratory instruction
- Consultation with students outside of class, including individual advising and thesis supervision
- Development and use of innovative teaching methods and course materials

Evidence of outstanding performance in one or more of the above categories will be derived from a number of different sources including:

- Testimonial letters from students, alumni, fellow faculty members or administrators
- Results of teaching evaluations
- Objective measures of student learning
- A statement outlining the contributions made to teaching

### 3. Supporting Documentation

All documentation should be provided electronically in the form of one or more clearly labelled pdf or Word documents.

#### *Main Documents:*

1. Cover letter, written by the chair of the nominee's department. This letter should serve as the nomination letter, and could explicitly address the following questions:
  - a. How has the candidate's teaching excellence impacted the department?
  - b. What are a few things that distinguish the candidate as a teacher, relative to their peers?
2. CV, which shall include the nominee's educational background, employment history, teaching awards received and any activity related to teaching and learning.
3. Statement of Philosophy, Practice and Special Projects (2 pages)
  - a. The nominee's beliefs about teaching and learning, and how these beliefs are exemplified through their teaching.
  - b. This statement, written by the nominee, should include between 3 and 5 "belief statements" about teaching and learning, each with **specific** examples of the nominee's teaching practice. Belief statements may include ideas about how

students learn, the role of the teacher, hurdles to learning that must be overcome, and the benefits of particular instructional or assessment methods, to give a few examples.

- c. The nominee may also include examples of professional development and special project work in the statement, such as special contributions to curriculum or course design, teaching and learning related committee work, research and publications in teaching and learning and mentorship of student groups.

***Appendices: (The total page count for all Appendices must not exceed 20 pages)***

4. Summary table of teaching evaluation data (template provided by the Teaching Methods and Resources Committee, use is required). Nominating department should include data from all courses taught in the last 5 years at the University of Toronto.
5. Summary/explanation of evaluation data (1 page maximum, optional)
  - This summary can include an explanation of any anomalies, or the evaluation data as a whole (or both)
6. Letters of support from students or former students. Focus should be on quality of letters, rather than quantity. Normally, 5-10 letters are included. (required)
7. Letters of support from colleagues (optional)
8. Teaching materials: 1-2 examples, which may include course syllabi, assignment instructions, a sample lecture, or other course materials to support the Statement of Philosophy, Practice and Special Projects. (optional)
9. Special project samples: this may include items such as a lab manual, a curriculum document, a textbook, a research paper on a teaching & learning related subject, a workshop outline or any other materials representing work from the statement of professional development & special projects (optional)

**4. Selection Procedure**

- (a) Directors and Chairs of departments, divisions, programs and institutes will be invited by the Office of the Dean to nominate one candidate for the award. It is assumed that departmental and divisional chairs will consult with their students before deciding upon their candidates.
- (b) The nominations will be considered by the Committee on Teaching Methods and Resources.
- (c) The Committee reserves the right to not choose an award winner in a given year.

# EARLY CAREER TEACHING AWARD

## 1. Eligibility

The Early Career Teaching Award is open to any full or part-time staff member who:

- (a) Has taught ~~undergraduate Engineering students~~ for five years or less at the University of Toronto
- (b) Has not previously won this Award, ~~or~~ the Faculty Teaching Award or the Sustained Excellence in Teaching Award

## 2. Nomination Guidelines

Individuals nominated for the Early Career Teaching Award will be assessed on the basis of consistent outstanding performance in the following areas of undergraduate teaching:

- Classroom instruction, ~~which may include~~including lecturing, small-group teaching, and laboratory instruction
- Consultation with students outside of class, including individual advising and thesis supervision
- Development and use of innovative teaching methods and course materials

Evidence of outstanding performance in one or more of the above categories will be derived from a number of different sources including:

- Testimonial letters from students, alumni, fellow faculty members or administrators
- Results of teaching evaluations
- Objective measures of student learning
- A statement outlining the contributions made to teaching

## 3. Supporting Documentation

All documentation should be provided electronically in the form of one or more clearly labelled pdf or Word documents.

### *Main Documents:*

1. Cover letter, written by the chair of the nominee's department. This letter should serve as the nomination letter, and could explicitly address the following questions:
  - a. How has the candidate's teaching excellence impacted the department?
  - b. What are a few things that distinguish the candidate as a teacher, relative to their peers?
2. ~~Teaching~~ CV, which shall include the nominee's educational background, employment history, ~~courses taught~~, teaching awards received and any activity related to teaching and learning. ~~Do NOT include research grants, papers published, conferences attended or other research related activities UNLESS they pertain to teaching and learning related scholarship.~~
3. Statement of Philosophy, ~~and~~ Practice and Special Projects (~~2-3~~ pages)

- a. The nominee's beliefs about teaching and learning, and how these beliefs are exemplified through their teaching.
- b. This statement, written by the nominee, ~~should~~<sup>could</sup> include between 3 and 5 "belief statements" about teaching and learning, each with **specific** examples of the nominee's teaching practice. Belief statements may include ideas about how students learn, the role of the teacher, hurdles to learning that must be overcome, and the benefits of particular instructional or assessment methods, to give a few examples.
- ~~b.c.~~ The nominee may also include examples of professional development and special project work in the statement, such as special contributions to curriculum or course design, teaching and learning related committee work, research and publications in teaching and learning and mentorship of student groups.
- e. ~~Some questions to consider when writing the statement:~~
  - ~~i. What do you believe about your students and the way they learn?~~
  - ~~ii. What do you believe about teachers and the role they serve?~~
  - ~~iii. What do you want students to learn?~~
  - ~~iv. What do you believe is necessary for learning to occur?~~
  - ~~v. What hurdles are there to learning? What do you believe is necessary to overcome these hurdles?~~
  - ~~vi. What is it that you do in your teaching that is innovative?~~
  - ~~vii. What value do you add?~~
  - ~~viii. What are your distinguishing characteristics?~~
  - ~~ix. How do you practice your philosophy in the classroom?~~
  - ~~x. How is your choice of instructional mode, approach to students and course design, choice of teaching projects and development of materials, resources and assessment tied to your beliefs?~~
  - ~~xi. How do you approach students with different learning styles, goals or academic background?~~

***Optional: Statement of Professional Development and Special Projects (1-2 pages)***

- 4. ~~This statement allows the nominee to discuss professional development and special projects related to teaching and learning. The following list provides some examples of items to discuss, however the list is not exhaustive:~~
  - ~~a. Special contributions to course design or course materials~~
  - ~~b. Participation on committees or working groups related to curriculum, teaching and learning~~
  - ~~c. Mentorship of students and student groups~~
  - ~~d. Research and publications in teaching and learning~~
  - ~~e. Professional development related to teaching and learning, such as seminars, courses or conferences attended~~
  - ~~f. Seminars, workshops or other events on teaching and learning topics run by the nominee~~
  - ~~g. Mentorship of others in their teaching development~~
  - ~~h. Impact outside of the academy (such as community-based teaching)~~
  - ~~i. Public education projects~~

*Appendices: (The total page count for all Appendices must not exceed 205 pages)*

~~4.5.~~ Summary table of teaching evaluation data (template provided by the Teaching Methods and Resources Committee, use is required). Nominating department should include data from all courses ~~taught in the nominee's career at the University of Toronto, and must include data from all courses~~ taught in the last ~~10~~5 years at the University of Toronto.

~~6.~~5. Summary/explanation of evaluation data (1 page maximum, optional)

- This summary can include an explanation of any anomalies, or the evaluation data as a whole (or both)

~~6.~~7. Letters of support from students or former students. Focus should be on quality of letters, rather than quantity. Normally, 5-10 letters are included. (required)

~~8.~~7. Letters of support from colleagues (~~recommended~~optional)

~~9.~~8. Teaching materials: ~~2-3~~1-2 examples, which may include course syllabi, assignment instructions, a sample lecture, or other course materials to support the Statement of Philosophy, ~~and Practice~~ and Special Projects. (~~optional~~recommended)

~~9.~~10. Special project samples: this may include items such as a lab manual, a curriculum document, a textbook, a research paper on a teaching & learning related subject, a workshop outline or any other materials representing work from the statement of professional development & special projects (optional)

#### **4. Selection Procedure**

- (a) Directors and Chairs of departments, divisions, programs and institutes will be invited by the Office of the Dean to nominate one candidate for the award. It is assumed that departmental and divisional chairs will consult with their students before deciding upon their candidates.
- (b) The nominations will be considered by the Committee on Teaching Methods and Resources.
- (c) The Committee reserves the right to not choose an award winner in a given year.

# FACULTY TEACHING AWARD

## 1. Eligibility

The Faculty Teaching Award is open to any full or part-time staff member who:

- (a) Has taught undergraduate Engineering students for at least five consecutive years, excluding any research leaves
- (b) Has not previously won the Award

## 2. Nomination Guidelines

Individuals nominated for the Faculty Teaching Award will be assessed on the basis of consistent outstanding performance in the following areas of undergraduate teaching:

- Classroom instruction, which may include lecturing, small-group teaching, and laboratory instruction
- Consultation with students outside of class, including individual advising and thesis supervision
- Development and use of innovative teaching methods and course materials

Evidence of outstanding performance in one or more of the above categories will be derived from a number of different sources including:

- Testimonial letters from students, alumni, fellow faculty members or administrators
- Results of teaching evaluations
- Objective measures of student learning
- A statement outlining the contributions made to teaching

## 3. Supporting Documentation

All documentation should be provided electronically in the form of one or more clearly labelled pdf or Word documents.

### *Main Documents:*

1. Cover letter, written by the chair of the nominee's department. This letter should serve as the nomination letter, and could explicitly address the following questions:
  - a. How has the candidate's teaching excellence impacted the department?
  - b. What are a few things that distinguish the candidate as a teacher, relative to their peers?
2. CV, which shall include the nominee's educational background, employment history, teaching awards received and any activity related to teaching and learning.
3. Statement of Philosophy, Practice and Special Projects (2 pages)
  - a. The nominee's beliefs about teaching and learning, and how these beliefs are exemplified through their teaching.
  - b. This statement, written by the nominee, should include between 3 and 5 "belief statements" about teaching and learning, each with **specific** examples of the nominee's teaching practice. Belief statements may include ideas about how

students learn, the role of the teacher, hurdles to learning that must be overcome, and the benefits of particular instructional or assessment methods, to give a few examples.

- c. The nominee may also include examples of professional development and special project work in the statement, such as special contributions to curriculum or course design, teaching and learning related committee work, research and publications in teaching and learning, and mentorship of student groups.

***Appendices: (The total page count for all Appendices must not exceed 20 pages)***

4. Summary table of teaching evaluation data (template provided by the Teaching Methods and Resources Committee, use is required). Nominating department should include data from all courses taught in the nominee's career at the University of Toronto, and must include data from all courses taught in the last 10 years
5. Summary/explanation of evaluation data (1 page maximum, optional)
  - This summary can include an explanation of any anomalies, or the evaluation data as a whole (or both)
6. Letters of support from students or former students. Focus should be on quality of letters, rather than quantity. Normally, 5-10 letters are included. (required)
7. Letters of support from colleagues (optional)
8. Teaching materials: 1-2 examples, which may include course syllabi, assignment instructions, a sample lecture, or other course materials to support the Statement of Philosophy, Practice and Special Projects. (optional)
9. Special project samples: this may include items such as a lab manual, a curriculum document, a textbook, a research paper on a teaching & learning related subject, a workshop outline or any other materials representing work from the statement of professional development & special projects (optional)

**4. Selection Procedure**

- (a) Directors and Chairs of departments, divisions, programs and institutes will be invited by the Office of the Dean to nominate one candidate for the award. It is assumed that departmental and divisional chairs will consult with their students before deciding upon their candidates.
- (b) The nominations will be considered by the Committee on Teaching Methods and Resources.
- (c) The Committee reserves the right to not choose an award winner in a given year.



# FACULTY TEACHING AWARD

## 1. Eligibility

The Faculty Teaching Award is open to any full or part-time staff member who:

- (a) Has taught undergraduate Engineering students for at least five consecutive years, excluding any research leaves
- (b) Has not previously won the Award

## 2. Nomination Guidelines

Individuals nominated for the Faculty Teaching Award will be assessed on the basis of consistent outstanding performance in the following areas of undergraduate teaching:

- Classroom instruction, ~~which may include~~including lecturing, small-group teaching, and laboratory instruction
- Consultation with students outside of class, including individual advising and thesis supervision
- Development and use of innovative teaching methods and course materials

Evidence of outstanding performance in one or more of the above categories will be derived from a number of different sources including:

- Testimonial letters from students, alumni, fellow faculty members or administrators
- Results of teaching evaluations
- Objective measures of student learning
- A statement outlining the contributions made to teaching

## 3. Supporting Documentation

All documentation should be provided electronically in the form of one or more clearly labelled pdf or Word documents..

### *Main Documents:*

1. Cover letter, written by the chair of the nominee's department. This letter should serve as the nomination letter, and could explicitly address the following questions:
  - a. How has the candidate's teaching excellence impacted the department?
  - b. What are a few things that distinguish the candidate as a teacher, relative to their peers?
2. ~~Teaching~~ CV, which shall include the nominee's educational background, employment history, ~~courses taught~~, teaching awards received and any activity related to teaching and learning. ~~Do NOT include research grants, papers published, conferences attended or other research-related activities UNLESS they pertain to teaching and learning-related scholarship.~~
3. Statement of Philosophy, ~~and~~ Practice and Special Projects (2-3 pages)
  - a. The nominee's beliefs about teaching and learning, and how these beliefs are exemplified through their teaching.

- b. This statement, written by the nominee, ~~could~~ should include between 3 and 5 “belief statements” about teaching and learning, each with **specific** examples of the nominee’s teaching practice. Belief statements may include ideas about how students learn, the role of the teacher, hurdles to learning that must be overcome, and the benefits of particular instructional or assessment methods, to give a few examples.
- ~~b-c.~~ The nominee may also include examples of professional development and special project work in the statement, such as special contributions to curriculum or course design, teaching and learning related committee work, research and publications in teaching and learning, and mentorship of student groups.
- e. Some questions to consider when writing the statement:
  - i. ~~What do you believe about your students and the way they learn?~~
  - ii. ~~What do you believe about teachers and the role they serve?~~
  - iii. ~~What do you want students to learn?~~
  - iv. ~~What do you believe is necessary for learning to occur?~~
  - v. ~~What hurdles are there to learning? What do you believe is necessary to overcome these hurdles?~~
  - vi. ~~What is it that you do in your teaching that is innovative?~~
  - vii. ~~What value do you add?~~
  - viii. ~~What are your distinguishing characteristics?~~
  - ix. ~~How do you practice your philosophy in the classroom?~~
  - x. ~~How is your choice of instructional mode, approach to students and course design, choice of teaching projects and development of materials, resources and assessment tied to your beliefs?~~
  - xi. ~~How do you approach students with different learning styles, goals or academic background?~~

***Optional: Statement of Professional Development and Special Projects (1-2 pages)***

- 4. ~~This statement allows the nominee to discuss professional development and special projects related to teaching and learning. The following list provides some examples of items to discuss, however the list is not exhaustive:~~
  - a. ~~Special contributions to course design or course materials~~
  - b. ~~Participation on committees or working groups related to curriculum,~~
  - c. ~~teaching and learning~~
  - d. ~~Mentorship of students and student groups~~
  - e. ~~Research and publications in teaching and learning~~
  - f. ~~Professional development related to teaching and learning, such as~~
  - g. ~~seminars, courses or conferences attended~~
  - h. ~~Seminars, workshops or other events on teaching and learning topics run~~
  - i. ~~by the nominee~~
  - j. ~~Mentorship of others in their teaching development~~
  - k. ~~Impact outside of the academy (such as community based teaching)~~
  - l. ~~Public education projects~~

***Appendices: (The total page count for all Appendices must not exceed 205 pages)***

- 45. Summary table of teaching evaluation data (template provided by the Teaching Methods and Resources Committee, use is required). Nominating department should include data from all courses taught in the nominee's career at the University of Toronto, and must include data from all courses taught in the last 10 years
- 56. Summary/explanation of evaluation data (1 page maximum, optional)
  - This summary can include an explanation of any anomalies, or the evaluation data as a whole (or both)
- 67. Letters of support from students or former students. Focus should be on quality of letters, rather than quantity. Normally, 5-10 letters are included. (required)
- 78. Letters of support from colleagues (recommended optional)
- 89. Teaching materials: 1-2-3 examples, which may include course syllabi, assignment instructions, a sample lecture, or other course materials to support the Statement of Philosophy, ~~and Practice~~ and Special Projects. (recommended optional)
- 910. Special project samples: this may include items such as a lab manual, a curriculum document, a textbook, a research paper on a teaching & learning related subject, a workshop outline or any other materials representing work from the statement of professional development & special projects (optional)

#### 4. Selection Procedure

- (a) Directors and Chairs of departments, divisions, programs and institutes will be invited by the Office of the Dean to nominate one candidate for the award. It is assumed that departmental and divisional chairs will consult with their students before deciding upon their candidates.
- (b) The nominations will be considered by the Committee on Teaching Methods and Resources.
- (c) The Committee reserves the right to not choose an award winner in a given year.

## SUSTAINED EXCELLENCE IN TEACHING AWARD

### 1. Eligibility

The Sustained Excellence in Teaching Award is open to any full time staff member who:

- a. Has taught undergraduate Engineering students for at least fifteen consecutive years, excluding any research leaves
- b. Has been a previous recipient of the Early Career Teaching Award, Faculty Teaching Award or other form of recognition of teaching excellence within the Faculty
- c. Has not previously won the University of Toronto's President's Teaching Award
- d. Has previously not won this award

### 2. Nomination Guidelines

This award is bestowed on exceptional individuals who in the course of their career meet **a plurality** of the nomination criteria outlined below. Individuals nominated for the Sustained Excellence in Teaching Award will be assessed on the basis of meeting criteria outlined in the following areas of undergraduate teaching:

- Exceptional continuous classroom instruction, which may include lecturing, small-group teaching, and laboratory instruction in a plurality of courses with broad and diverse content,
- Consultation with students outside of class, including individual advising, mentoring, and thesis supervision
- Sustained development and use of innovative teaching methods and instructional course materials via multiple methodologies
- Demonstrated commitment to their own lifelong professional development and learning
- Demonstrated exceptional leadership ability to inspire all educators within the Faculty while serving as a champion / visionary to advance student learning and achievement
- Demonstration of a significant and lasting impact on student learning within their Department *and* within the Faculty through course, curriculum, laboratory and facilities development.
- Demonstrated innovation in improving the learning experience of under-represented student groups
- Demonstrated continued service to teaching/learning profession through participation and leadership in external professional or societal organizations
- Publication of original work, through any medium including presentations at professional meetings, that enhances the engineering education process or adds value to teaching methodology literature.

Evidence of outstanding performance in one or more of the above categories will be derived from a number of different sources including:

- Testimonial letters from students, alumni, fellow faculty members or administrators
- Results of teaching evaluations
- Publications specifically directed at teaching/learning methodologies

- Objective measures of student learning
- A statement outlining the contributions made to teaching
- Statement by External Professional Organizations and Societies

### 3. Supporting Documentation

All documentation should be provided electronically in the form of one or more clearly labelled pdf or Word documents.

#### *Main Documents:*

1. Cover letter, written by the chair of the nominee's department. This letter should serve as the nomination letter, and could explicitly address the following questions:
  - a. How has the candidate's teaching excellence impacted the department, the Faculty and/or the University?
  - b. What items distinguish the sustained excellence of the candidate as a leader, teacher, mentor and role model relative to their peers?
2. CV, which shall include the nominee's educational background, employment history, teaching awards received and any activity related to teaching and learning.
3. Statement of Philosophy, Practice and Special Projects (2-3 pages)
  - a. The nominee's beliefs about teaching and learning, and how these beliefs have continuously evolved through their teaching career
  - b. This statement, written by the nominee, should include between 3 and 5 "belief statements" about teaching and learning, each with **specific** examples of the nominee's innovation and leadership in teaching practice. Belief statements may include ideas about how students learn, the role of the teacher, hurdles to learning that must be overcome, and the benefits of particular instructional or assessment methods, to give a few examples.
  - c. The nominee may also include examples of professional development and special project work in the statement, such as special contributions to curriculum or course design, teaching and learning related committee work, research and publications in teaching and learning and mentorship of student groups.

#### *Appendices: (The total page count for all Appendices must not exceed 20 pages)*

4. Summary table of teaching evaluation data (template provided by the Teaching Methods and Resources Committee, use is required). Nominating department should include data from all courses taught in the nominee's career at the University of Toronto, and must include data from all relevant courses taught in the last 10-20 years.
5. Summary/explanation of evaluation data (1 page maximum, optional)
  - This summary can include an explanation of any anomalies, or the evaluation data as a whole (or both)
6. Letters of support from students or former students. Focus should be on quality of letters, rather than quantity. Normally, 5-10 letters are included. (required)
7. Letters of support from colleagues (recommended)

8. Teaching materials: 1-2 examples, which may include course syllabi, assignment instructions, a sample lecture, or other course materials (audio, video, digital media, applications, etc.) to support the Statement of Philosophy, Practice and Special Projects. (optional)
9. Special project samples: this may include items such as a lab manual, a curriculum document, a textbook, a research paper on a teaching & learning related subject, a workshop outline or any other materials representing work from the statement of professional development & special projects (optional)

#### **4. Selection Procedure**

- (a) Directors and Chairs of departments, divisions, programs and institutes, at their discretion, may nominate one candidate for the award. It is assumed that departmental and divisional chairs will consult with their students, Faculty and alumni before deciding upon their nominee.
- (b) The nominations will be considered by the Committee on Teaching Methods and Resources and a recommendation forwarded to the Dean, who shall approve the final award.
- (c) The Committee reserves the right to decline nominating a candidate in a given year.

## SUSTAINED EXCELLENCE IN TEACHING AWARD

### 1. Eligibility

The Sustained Excellence in Teaching Award is open to any full time staff member who:

- a. Has taught undergraduate Engineering students for at least fifteen consecutive years, excluding any research leaves
- b. Has been a previous recipient of the Early Career Teaching Award, Faculty Teaching Award or other form of recognition of teaching excellence within the Faculty
- c. Has not previously won the University of Toronto's President's Teaching Award
- d. Has previously not won this award

### 2. Nomination Guidelines

This award is bestowed on exceptional individuals who in the course of their career meet **a plurality** of the nomination criteria outlined below. Individuals nominated for the Sustained Excellence in Teaching Award will be assessed on the basis of meeting criteria outlined in the following areas of undergraduate teaching:

- Exceptional continuous classroom instruction, ~~which may include~~including lecturing, small-group teaching, and laboratory instruction in a plurality of courses with broad and diverse content,
- Consultation with students outside of class, including individual advising, mentoring, and thesis supervision
- Sustained development and use of innovative teaching methods and instructional course materials via multiple methodologies
- Demonstrated commitment to their own lifelong professional development and learning
- Demonstrated exceptional leadership ability to inspire all educators within the Faculty while serving as a champion / visionary to advance student learning and achievement
- Demonstration of a significant and lasting impact on student learning within their Department *and* within the Faculty through course, curriculum, laboratory and facilities development.
- Demonstrated innovation in improving the learning experience of under-represented student groups
- Demonstrated continued service to teaching/learning profession through participation and leadership in external professional or societal organizations
- Publication of original work, through any medium including presentations at professional meetings, that enhances the engineering education process or adds value to teaching methodology literature.

Evidence of outstanding performance in one or more of the above categories will be derived from a number of different sources including:

- Testimonial letters from students, alumni, fellow faculty members or administrators
- Results of teaching evaluations
- Publications specifically directed at teaching/learning methodologies

- Objective measures of student learning
- A statement outlining the contributions made to teaching
- Statement by External Professional Organizations and Societies

### 3. Supporting Documentation

All documentation should be provided electronically in the form of one or more clearly labelled pdf or Word documents..

#### *Main Documents:*

1. Cover letter, written by the chair of the nominee's department. This letter should serve as the nomination letter, and could explicitly address the following questions:
  - a. How has the candidate's teaching excellence impacted the department, the Faculty and/or the University?
  - b. What items distinguish the sustained excellence of the candidate as a leader, teacher, mentor and role model relative to their peers?
2. ~~Teaching~~ CV, which shall include the nominee's educational background, employment history, ~~courses taught~~, teaching awards received and any activity related to teaching and learning. ~~Do NOT include research grants, papers published, conferences attended or other research related activities UNLESS they pertain to teaching and learning related scholarship.~~
3. Statement of Philosophy, ~~and~~ Practice and Special Projects (2-3 pages)
  - a. The nominee's beliefs about teaching and learning, and how these beliefs have continuously evolved through their teaching career
  - b. This statement, written by the nominee, ~~should~~~~could~~ include between 3 and 5 "belief statements" about teaching and learning, each with **specific** examples of the nominee's innovation and leadership in teaching practice. Belief statements may include ideas about how students learn, the role of the teacher, hurdles to learning that must be overcome, and the benefits of particular instructional or assessment methods, to give a few examples.
  - ~~b.c.~~ The nominee may also include examples of professional development and special project work in the statement, such as special contributions to curriculum or course design, teaching and learning related committee work, research and publications in teaching and learning and mentorship of student groups.
  - ~~e.~~ Some questions to consider when writing the statement:
    - ~~i.~~ What do you believe about your students and the way they learn?
    - ~~ii.~~ What do you believe about teachers and the role they serve?
    - ~~iii.~~ What do you want students to learn?
    - ~~iv.~~ What do you believe is necessary for learning to occur?
    - ~~v.~~ What hurdles are there to learning? What do you believe is necessary to overcome these hurdles?
    - ~~vi.~~ What is it that you do in your teaching that is innovative?
    - ~~vii.~~ What value do you add?
    - ~~viii.~~ What are your distinguishing characteristics?
    - ~~ix.~~ What impact has your teaching had on student learning across the Faculty?



- x. ~~How do you practice your philosophy in the classroom?~~
- xi. ~~How is your choice of instructional mode, approach to students and course design, choice of teaching projects and development of materials, resources and assessment tied to your beliefs?~~
- xii. ~~How do you approach students with different learning styles, goals or academic background?~~

***Optional: Statement of Professional Development and Special Projects (1-2 pages)***

4. ~~This statement allows the nominee to discuss professional development and special projects related to teaching and learning. The following list provides some examples of items to discuss, however the list is not exhaustive:~~
- a. ~~Special contributions to course design or course materials~~
  - b. ~~Participation on committees or working groups related to curriculum, teaching and learning~~
  - c. ~~Mentorship of students and student groups~~
  - d. ~~Research and publications in teaching and learning~~
  - e. ~~Professional development related to teaching and learning, such as~~
  - f. ~~seminars, courses or conferences attended~~
  - g. ~~Seminars, workshops or other events on teaching and learning topics run by the nominee~~
  - h. ~~Mentorship of others in their teaching development~~
  - i. ~~Impact outside of the academy (such as community based teaching)~~
  - j. ~~Public education projects and service in professional or educational societies~~

***Appendices: (The total page count for all Appendices must not exceed 20 pages)***

- 45. Summary table of teaching evaluation data (template provided [by the Teaching Methods and Resources Committee](#), use is required). Nominating department should include data from all courses taught in the nominee's career at the University of Toronto, and must include data from all relevant courses taught in the last 10-20 years.
- 56. Summary/explanation of evaluation data (1 page maximum, optional)
  - This summary can include an explanation of any anomalies, or the evaluation data as a whole (or both)
- 67. Letters of support from students or former students. Focus should be on quality of letters, rather than quantity. Normally, 5-10 letters are included. (required)
- 78. Letters of support from colleagues (recommended)
- 89. Teaching materials: 2-31-2 examples, which may include course syllabi, assignment instructions, a sample lecture, or other course materials (audio, video, digital media, applications, etc.) to support the Statement of Philosophy, [Practice and Special Projects and Practice](#). (recommended optional)
- 910. Special project samples: this may include items such as a lab manual, a curriculum document, a textbook, a research paper on a teaching & learning related subject, a

workshop outline or any other materials representing work from the statement of professional development & special projects (optional)

#### **4. Selection Procedure**

- (a) Directors and Chairs of departments, divisions, programs and institutes, at their discretion, may nominate one candidate for the award. It is assumed that departmental and divisional chairs will consult with their students, Faculty and alumni before deciding upon their nominee.
- (b) The nominations will be considered by the Committee on Teaching Methods and Resources and a recommendation forwarded to the Dean, who shall approve the final award.
- (c) The Committee reserves the right to decline nominating a candidate in a given year.

#### **4. Selection Procedure**

- ~~(a) Directors and Chairs of departments, divisions, programs and institutes, at their discretion, may nominate one candidate for the award. It is assumed that departmental and divisional chairs will consult with their students, Faculty and alumni before deciding upon their nominee.~~
- ~~(b) The nominations will be considered by the Committee on Teaching Methods and Resources and a recommendation forwarded to the Dean, who shall approve the final award.~~
- ~~(c) The Committee reserves the right to decline nominating a candidate in a given year.~~