



MEMORANDUM

To: Executive Committee of Faculty Council (November 2, 2015)
Faculty Council (December 8, 2015)

From: Professor Lisa Romkey
Chair, Teaching Methods and Resources Committee

Date: October 26, 2015

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: Early Career Teaching Award, Faculty Teaching Award, Sustained Excellence in Teaching Award, and Teaching Assistant Award. Based on feedback from departments and nominees, and the experience of the committee members, further changes have been suggested to clarify the requirements.

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 clarify the requirements and encourage uniformity between nominees. The revised guidelines for each award are attached.

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~~six years or less at the University of Toronto¹
- (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:

- A statement outlining the contributions made to teaching, which may include:
- Evidence of enhancement of student learning
- Use of novel teaching tools and methods
- Incorporation of student feedback and use of reflection
- Attention to student learning and development from a holistic perspective
- 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?

¹ The early career teaching award is for individuals at the beginning of their teaching career. Nominees can include sessional and adjunct instructors. Normally, nominees should have 12 or fewer semesters of teaching experience. The committee reserves the right to make the final decision on candidate eligibility.

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- 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. As described above, the statement should include evidence of the enhancement of student learning, use of novel teaching tools and methods, incorporation of student feedback and use of reflection, and attention to student learning and development from a holistic perspective.
 - 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.

Required Appendices: *(The total page count for all Appendices must not exceed 20 pages, not including items 7, 8 and 9)*

- 34. 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. The template is designed for the conventional course evaluation. If the conventional course evaluation has not been used in some (or all) of the nominee's courses, alternative evaluation data may be provided.
- 45. 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)
- 56. Letters of support from students or former students. ~~Focus should be on quality of letters, rather than quantity. Normally, 5-10 letters are included. Include 5-7 letters. (required)~~
- 67. Letters of support from colleagues. Include 1-2 letters. (optional)
- 78. 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)~~
- 89. Special project samples: this 1 example, which 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)~~

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~~4. 9. CV, which shall include the nominee's educational background, employment history, teaching awards received and any activity related to teaching and learning.~~

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.

Directors and Chairs are asked to please consider the university's policy on diversity when selecting your nominee.

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EARLY CAREER TEACHING AWARD

1. Eligibility

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- (a) Has taught for six years or less at the University of Toronto¹
- (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
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- Testimonial letters from students, alumni, fellow faculty members or administrators
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8. Special project sample: 1 example, which 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.
9. CV, which shall include the nominee’s educational background, employment history, teaching awards received and any activity related to teaching and learning.

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- (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.

Directors and Chairs are asked to please consider the university's policy on diversity when selecting your nominee.

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 ~~six~~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:

- A statement outlining the contributions made to teaching, which may include:
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 - Incorporation of student feedback and use of reflection
 - Attention to student learning and development from a holistic perspective
- 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~~

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- ~~34.~~ 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. The template is designed for the conventional course evaluation. If the conventional course evaluation has not been used in some (or all) of the nominee's courses, alternative evaluation data may be provided.
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Directors and Chairs are asked to please consider the university's policy on diversity when selecting your nominee.

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:

- A statement outlining the contributions made to teaching, which may include:
- Evidence of enhancement of student learning
- Use of novel teaching tools and methods

- [Incorporation of student feedback and use of reflection](#)
- [Attention to student learning and development from a holistic perspective](#)
- 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

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 - a. [As described above, the statement should include evidence of the enhancement of student learning, use of novel teaching tools and methods, incorporation of student feedback and use of reflection, and attention to student learning and development from a holistic perspective.](#)
 - ~~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.
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Faculty of Applied Science and Engineering

Teaching Assistant Award

1. Eligibility

The Faculty of Applied Science and Engineering (FASE) Teaching Assistant Award is open to any teaching assistant who:

- (a) has worked as a teaching assistant for any course delivered for the Faculty of Applied Science and Engineering for a minimum of 1 semester
- (b) has not previously won this award

2. Nomination Guidelines

Individuals nominated for the FASE Teaching Assistant Award will be assessed on the basis of outstanding performance in the following areas of teaching:

- Classroom instruction, including lectures, tutorials, small-group teaching, and laboratory instruction
- Consultation with students outside of class
- Use of effective teaching methods and the development of course material

Evidence of outstanding performance in one or more of the above categories will be derived from a number of different sources from the nominee's supporting documentation, including:

- Testimonial letters from students, alumni, faculty members and staff
- ~~Objective measures of student learning~~
- Summary of the teaching assistant's evaluations, if available
- A 1-2 page personal statement, written by the nominee

3. Supporting Documentation

The dossier submitted in support of a nominee should include:

1. A letter of nomination from the respective Director or Chair of the Nominating Department, Division, Program or Institute, which can be co-signed by a faculty member who has supervised the teaching assistant
2. A brief (1-2 page) statement on teaching which outlines the nominee's experience working as a teaching assistant in the Faculty. As a suggestion, the teaching statement might address:
 - a. The nominee's beliefs about teaching
 - b. The nominee's approach to teaching
 - c. Specific contributions to course design or materials
 - d. Approach to the facilitation of lectures, tutorials or laboratories
 - e. Approach to the supervision of undergraduate thesis or summer research students

3. Letters supporting the nomination. These may include letters from students, alumni, staff and faculty. Include 5-7 letters.
4. If available, a summary of the teaching evaluation results for the nominee for at least one course.

4. Selection Procedure

- (a) Directors and Chairs of departments, divisions, institutes, and programs will be invited by the Office of the Dean to nominate one candidate for the award. It is assumed that departmental and divisional chairs and directors will consult with their faculty and students before deciding upon their candidate.
- (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.

Directors and Chairs are asked to please consider the university's policy on diversity when selecting your nominee.

Faculty of Applied Science and Engineering

Teaching Assistant Award

1. Eligibility

The Faculty of Applied Science and Engineering (FASE) Teaching Assistant Award is open to any teaching assistant who:

- (a) has worked as a teaching assistant for any course delivered for the Faculty of Applied Science and Engineering for a minimum of 1 semester
- (b) has not previously won this award

2. Nomination Guidelines

Individuals nominated for the FASE Teaching Assistant Award will be assessed on the basis of outstanding performance in the following areas of teaching:

- Classroom instruction, including lectures, tutorials, small-group teaching, and laboratory instruction
- Consultation with students outside of class
- Use of effective teaching methods and the development of course material

Evidence of outstanding performance in one or more of the above categories will be derived from a number of different sources from the nominee's supporting documentation, including:

- Testimonial letters from students, alumni, faculty members and staff
- Summary of the teaching assistant's evaluations, if available
- A 1-2 page personal statement, written by the nominee

3. Supporting Documentation

The dossier submitted in support of a nominee should include:

1. A letter of nomination from the respective Director or Chair of the Nominating Department, Division, Program or Institute, which can be co-signed by a faculty member who has supervised the teaching assistant
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 - a. The nominee's beliefs about teaching
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 - e. Approach to the supervision of undergraduate thesis or summer research students
3. Letters supporting the nomination. These may include letters from students, alumni, staff and faculty. Include 5-7 letters.

4. If available, a summary of the teaching evaluation results for the nominee for at least one course.

4. Selection Procedure

- (a) Directors and Chairs of departments, divisions, institutes, and programs will be invited by the Office of the Dean to nominate one candidate for the award. It is assumed that departmental and divisional chairs and directors will consult with their faculty and students before deciding upon their candidate.
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