



**To:** Faculty Council

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

**Date:** May 4, 2010

**Item:**

- 1. Motion to Approve New Faculty Teaching Assistant Award**
- 2. Motion to Approve Changes to the Faculty Teaching Award Nomination Guidelines**
- 3. Motion to Approve Changes to the Early Career Teaching Award Nomination Guidelines**
- 4. Report on Committee Activities 2009-2010 for Information**

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### **1. Motion to Approve New Faculty Teaching Assistant Award**

The Teaching Methods and Resources Committee has approved a motion to introduce a new Faculty Teaching Assistant Award, to be administered by the Teaching Methods and Resources Committee

(See Attachment for Award Guidelines)

Rationale: Over the years, the Engineering Society has offered a teaching assistant award, however this has not been consistent on an annual basis. The Committee felt that the recognition of our great Teaching Assistants is as important as recognizing our Faculty members, and the establishment of an official award, given by the Teaching Methods and Resources Committee on an annual basis, demonstrates this belief in a concrete way.

### **2. Motion to Approve Changes to the Faculty Teaching Award Nomination Guidelines**

The Teaching Methods and Resources Committee has approved a motion to change the nomination guidelines for the Faculty Teaching Award

(See Attachment for Award Guidelines)

Rationale: The impetus for updating these guidelines was to a) bring some consistency and clarity to the nomination packages, allowing Teaching Methods and Resources Committee members to more objectively compare nominees, and b) to help nominees prepare packages that can be more easily updated for major university, provincial and national teaching award nominations.

### **3. Motion to Approve Changes to the Early Career Teaching Award Nomination Guidelines**

The Teaching Methods and Resources Committee has approved a motion to change the nomination guidelines for the Early Career Teaching Award

(See Attachment for Award Guidelines)

Rationale: The impetus for updating these guidelines was to a) bring some consistency and clarity to the nomination packages, allowing Teaching Methods and Resources Committee members to more objectively compare nominees, and b) to help nominees prepare packages that can be more easily updated for major university, provincial and national teaching award nominations.

### **4. Report on Committee Activities 2009-2010 for Information**

This report provides a summary of the activities of the Committee for the period October 1, 2009 to April 30, 2010, during which time six meetings were held.

- The Committee's top priority in 2009/2010 was to review the Faculty's two teaching awards, and to introduce a new award for teaching assistants. The presentation of the teaching awards was also moved to the Faculty's annual awards ceremony.
- The Committee has selected the winners for the two teaching awards, and provided specific and detailed feedback to all nominating departments.
- The Committee explored several teaching & technology issues this year through discussion and demonstration at the meetings, and provided input to the university on the direction of the student email system, which is currently under review. The committee also discussed wireless access in the classrooms, and the Faculty will be working toward more comprehensive wireless access in the Bahen Centre.
- While the Committee plans to continue the Excellence in Teaching Series established in 2009, focus by members of TMRC (Teaching Methods and Resources Committee) is currently on the development and delivery of a workshop on creating learning objectives for Faculty, which is connected to the Working Group on Quality Assurance.
- A sub-committee, and the entire TMRC, held discussions on the recognition of teaching assistants (which resulted in the abovementioned award), but also teaching assistant feedback and training. It is expected that this discussion will continue in the 2010-2011 school year.
- A sub-committee met to discuss the content for a faculty blackboard group. This has resulted in a new blackboard group for faculty which will be made available in September, and will act as a key area of information about teaching for faculty in APSC.
- Discussion of teaching evaluations in the Faculty was postponed, as teaching evaluations are currently under review through a university-wide committee. It is expected that the results of these discussions will be introduced in the 2010-2011 school year.
- Finally, the committee discussed teaching facilities in need of improvements, at the request of the Associate Registrar, Academic Scheduling. These recommendations were provided to the Office of Space Management.

The Committee Chair gratefully acknowledges the contributions of all committee members this year. Special thanks to Susan McCahan and Steve Thorpe, for their input and expertise on the teaching awards, Kim Pressnail and David Lee, for their contributions to discussions on Teaching Assistant Support and Recognition, and Harpreet Dhariwal for bringing relevant examples of teaching and technology to the committee's attention.

# 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, 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

Order the documents in the order specified below. Please place the package contents in a binder (not bound) with the sections separated, using tabs.

## 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 (2-3 pages)
  - The nominee's beliefs about teaching and learning, and how these beliefs are exemplified through their teaching
  - This statement, written by the nominee, could include between 3 and 5 "belief statements" about teaching and learning, each with **specific** examples of the nominee's teaching practice
  - 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?
4. Optional: Statement of Professional Development and Special Projects (1-2 pages)

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:

  - Special contributions to course design or course materials
  - Participation on committees or working groups related to curriculum, teaching and learning
  - Mentorship of students and student groups

- Research and publications in teaching and learning
- Professional development related to teaching and learning, such as seminars, courses or conferences attended
- Seminars, workshops or other events on teaching and learning topics run by the nominee
- Mentorship of others in their teaching development
- Impact outside of the academy (such as community-based teaching)
- Public education projects

Appendices:

5. Summary table of teaching evaluation data (template provided, 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
6. 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)
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. Letters of support from colleagues (recommended)
9. Teaching materials: 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. (recommended)
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)
11. Candidates may select one course (from one session) and summarize the blue form comments. ALL comments must be included. If any comments are removed (such as those that are irrelevant), there must be an explanation included of how many have been omitted and why. (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 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:

- 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
- 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:
  - The nominee's beliefs about teaching
  - The nominee's approach to teaching
  - Specific contributions to course design or materials
  - Approach to the facilitation of lectures, tutorials or laboratories
  - Approach to the supervision of undergraduate thesis or summer research students
- Letters supporting the nomination. These may include letters from students, alumni, staff and faculty.
- 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.

## **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 5 years or less at the University of Toronto
- (b) has not previously won this Award or the Faculty Teaching Award

### **2. Nomination Guidelines**

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

- Classroom instruction, 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**

Order the documents in the order specified below. Please place the package contents in a binder (not bound) with the sections separated, using tabs.

## Main Documents:

1. Cover letter, written by the chair of the nominee's department. This letter should serve as the nomination letter, and could address the following questions:
  - How has the candidate's teaching excellence impacted the department?
  - 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 (2-3 pages)
  - The nominee's beliefs about teaching and learning, and how these beliefs are exemplified through their teaching
  - This statement, written by the nominee, could include between 3 and 5 "belief statements" about teaching and learning, each with **specific** examples of the nominee's teaching practice
  - 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?
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    - 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?
4. Optional: Statement of Professional Development and Special Projects (1-2 pages)

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:

  - Special contributions to course design or course materials
  - Participation on committees or working groups related to curriculum, teaching and learning
  - Mentorship of students and student groups
  - Research and publications in teaching and learning
  - Professional development related to teaching and learning, such as seminars, courses or conferences attended

- Seminars, workshops or other events on teaching and learning topics run by the nominee
- Mentorship of others in their teaching development
- Impact outside of the academy (such as community-based teaching)
- Public education projects

#### Appendices:

5. Summary table of teaching evaluation data (template provided, use is required). Include data from all courses taught.
6. 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)
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