



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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PRESENTER: Prof. Clare Hasenkampf, Associate Dean Teaching and Learning
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DATE: Thursday, February 25, 2016

AGENDA ITEM: 3

ITEM IDENTIFICATION:

The New and Revised UTSC Teaching Awards

JURISDICTIONAL INFORMATION:

Under section 7 of the Academic Affairs Committee Terms of Reference the Committee “*is concerned with matters affecting the teaching, learning and research functions of the Campus*”. (AAC Terms of Reference, Section 4). Under section 5.7 of its Terms of Reference, the Committee “*receives annually from its assessors, reports on matters within its areas of responsibility.*”

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Information] (February 25, 2016)

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

The existing UTSC Teaching Awards have been modified and new awards have been created. Teaching Awards have been structured in the following categories:

- Teaching Assistants and Sessional Instructional Assistants
- Unit 1 Course Instructors and Unit 3 Sessional Instructors
- Assistant Professors/Lecturers
- Associate and Full Professors

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus's operating budget. The changes will require modest additional funding (\$3,000-\$4,000 increase).

RECOMMENDATION:

This item is presented for information only.

DOCUMENTATION PROVIDED:

The UTSC Teaching Awards document describing each of the four categories of awards is provided.

UTSC Teaching Awards

(Revised January, 2016)

UTSC Award for Teaching Assistants and Sessional Instructional Assistants

I. Eligibility

These awards are for undergraduate and graduate Teaching Assistants (TAs) and Sessional Instructional Assistants (SIAs) who have taught at UTSC in at least two different terms and have taught in at least one of the terms of the 2015/2016 academic year (Summer 2015, Fall 2015 or Winter 2016 sessions). There are awards in each of the three categories:

Undergraduate TA (up to one award), Graduate student TA (up to 2 awards), SIA (up to one award). Note: An individual can only win the award once in each category throughout their career at UTSC. It is important to note that TAs/SIAs should not be encouraged to overwork. Awards are intended for TAs/SIAs who work effectively within the hours of work they are allocated.

II. Criteria

Nominees are assessed on the basis of outstanding performance in the advancement of student learning. This might be demonstrated in any of, but not limited to, the following areas:

- Clarity of explanations in lab/lecture/tutorial. Successful TAs/SIAs bridge the gap between instructor and student, helping to identify key concepts or areas for review, using examples to illustrate these concepts and providing additional explanation where needed.
- Ability to summarize or highlight the essence of the instructor's main presentation.
- Approachability. Enabling students to feel comfortable in asking questions and answering them in an effective manner.
- Innovation. Contributing to a course web site or helping to develop innovative curriculum material to support the instructor's course goals.

III. The Nomination Package.

Nominators should state clearly whether the nominee is a graduate TA or undergraduate TA or an SIA.

A complete nomination package consists of a **pdf file** that contains the following:

1. Letter of nomination written by a member of the University community, detailing the specific contributions of the nominee, which address the selection criteria above. If the nominator is not the course instructor (or academic supervisor) to whom the nominee reports, then the nomination letter needs to be accompanied by a letter of support from the course instructor or academic supervisor.

2. Up to four supporting letters from others who are aware of the nominee's teaching. It is key that these letters present clearly evidence why a TA/SIA is effective. For example, what is it that the individual does that changes the student experience, or helps the student learn more effectively, or impacts student lives? Indicating that "She/he is a great TA/SIA" or "the best TA/SIA I ever had" may be a sincere assessment but does little to distinguish among nominations.
3. Other evidence of outstanding TA/SIA performance
This evidence may be derived from a number of different sources. It is important to offer a range of evidence so that the nominator's claim may be cross-referenced using several sources. Each document presented should be referred to in the nominating letter, explaining the TA's/SIA's role as appropriate. Examples include the following:

A class outline This is typically a one-page document that shows a TA/SIA's lesson plan for a class. It gives evidence of organization and explanation and indicates the relationship of the lab/tutorial to the instructor's lecture. It briefly choreographs what the tutorial/lab will look like (e.g. rationale/goal for class, teaching methods, props needed, sample test questions).

Course handouts/quizzes TAs/SIAs may have assisted in preparing handouts/quizzes to support their explanations or those of the instructor.

Web sites TAs/SIAs may contribute to the development or maintenance of course web sites or may have developed on-line modules, discussion lists, etc. The URL or a sample page of the site might be given.

Teaching Statement A nominee can be encouraged to write a short teaching statement about their approach to teaching. This provides the committee insight into their teaching goals and approaches.

IV. Nomination Deadline and Information for Nomination Submission.

The deadline for nominations is May 9, 2016. The complete nomination package should be sent as one electronic, pdf file to: Judy Brunton (brunton@utsc.utoronto.ca), Centre for Teaching and Learning, IC365. Questions regarding the nomination process should be directed to the Director of the Centre for Teaching and Learning, Clare Hasenkampf at hasenkampf@utsc.utoronto.ca

Teaching Awards for CUPE Unit 1 Course Instructors or Unit 3 Sessional Lecturers

I. Eligibility

This award has been established for CUPE Unit 1 Course Instructors and Unit 3 Sessional Lecturers with experience at UTSC. To be eligible the nominee must have taught at least two different courses in two consecutive years at UTSC and have taught at least one course in the 2015/2016 academic year (Summer 2015, Fall 2015 or Winter 2016 sessions). The award is intended to recognize outstanding teaching in courses at UTSC. An individual can only win this award once in their career.

II. Criteria

The Selection Committee assesses nominees based on evidence of outstanding classroom teaching for his/her primary teaching duties at UTSC. The committee looks for evidence of outstanding student experiences and learning in courses designed with explicit learning outcomes, and evidence of effective learning activities and assessments.

III. The Nomination Package Components

A complete nomination package consists of a **pdf file** that contains the following:

1. Table of Contents

2. Nomination Letter

The letter of nomination written by a member of the University community, detailing the specific contributions of the nominee, should address the selection criteria above. If the nominator is not the Chair or Director of the nominee's academic unit, then the nomination letter needs to be supported by an accompanying letter from the Chair/Director of the faculty's academic unit.

3. Summary of Nominee's Teaching Responsibilities.

Include a list (or table) of all of the nominee's teaching responsibilities (courses, supervisory roles) for the past 2 years. Where possible indicate the course code and name, enrollment numbers, and course level (undergraduate/graduate).

5. Evidence of Outstanding Classroom Teaching

This section includes the nominee's Statement of Teaching Philosophy and Goals (written by the nominee) and the evidence of teaching excellence.

a) Nominee's Statement of Teaching Philosophy & Goals

The Statement of Teaching Philosophy & Goals, prepared by the nominee, reflects their teaching approach and provides specific examples of the pedagogical techniques he or she employs in his/her teaching. The statement should consider the rationale for adopting these approaches within the nominee's discipline. The nominee may also wish to reflect on his/her assessment of the effectiveness of his/her strategies. This section is limited to five pages (2500 words).

b) Course syllabi for all courses taught in the relevant two-year period.

c) Representative samples, provided by the nominee, of course learning activities and assessments that speak to the ability of these materials to promote and assess learning.

d) Summary Data of Annual Student Evaluations

A Summary table with items 1-6 of course evaluations for all courses taught at UTSC within the relevant two-year period. The table needs to include the academic unit and campus' averages for comparison. (CTL can provide the template and assist in creating the table). The nominator also may wish to include a selection of students comments from one or two of the nominee's courses. If student comments from the textbox section of the course evaluation are included, these need to be reproduced in full and not be edited.

e) Other Evidence Demonstrating the Nominee's Contributions to Learning at UTSC, as applicable.

This section might include 1-4 additional supporting letters, evidence of teaching professional development activities, mentoring of TA/SIAs and participation in co-curricular activities at UTSC. This section should be no more than 20 pages in total.

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UTSC Assistant Professor/Lecturer Teaching Award

I. Eligibility

This award is intended for UTSC Assistant Professors (Teaching stream, Tenure stream and contractually limited term appointments) and part time Lecturers who already have taught at least two years at the time of their nomination for the award. Nominees must have completed no more than the equivalent of six full academic years. This award can only be won once.

II. Criteria

The Selection Committee assesses nominees based on successful undergraduate and/or graduate teaching. The committee looks for evidence of outstanding student experiences and learning in courses designed with explicit learning outcomes and evidence of effective learning activities and assessments, as well as evidence of impact in at least one of the following areas:

- Initiatives to enhance and/or support student learning (e.g. the development of student mentoring programs or learning communities, innovative classroom practices, distinct approaches to courses and curricula)
- Initiatives promoting student-faculty or student-community interactions (e.g. development of research opportunities, or opportunities for co-/extra curricular learning)
- Contributions to the scholarship of teaching and learning (e.g. formal/informal research, presentations and/or publications on teaching and learning in a post-secondary environment)
- Pedagogical contributions outside the classroom (e.g. contributions to departmental/divisional curricular initiatives, work with teaching/learning committees or centres, mentorship of more junior colleagues)
- Ongoing pedagogical development/enhancement (e.g. professional development to enhance one's own teaching, evidence of a scholarly approach to teaching)

III. The nomination package components.

A complete nomination package consists of a **pdf file** that contains the following:

1. Table of Contents
2. Letter of nomination written by a member of the University community, detailing the specific contributions of the nominee, which address the selection criteria above. If the nominator is not the Chair/Director of the nominee's academic unit then the nomination letter needs to be supported by an accompanying letter from the Chair/Director of the faculty's academic unit.

3. Two to three letters from colleagues. These letters should speak directly to the impact that the nominee's contributions have had to the teaching community and/or student learning.
4. Two to three letters of support from current or former students that speak directly to the impact the nominee has had on student learning and development.
5. Teaching philosophy statement written by the nominee (up to three pages).
6. Current curriculum vitae.
7. Summary table with items 1-6 of Course evaluations for all UTSC undergraduate and graduate courses taught within the last two-five years (as applicable). This table needs to include the academic unit and campus' average for comparison. (CTL can provide the template and/or assist in creating the table.)
8. Summary of the nominee's teaching-related achievements at the undergraduate and/or graduate level that address the selection criteria (noted above). One possible format for this section is:

Course and curriculum development

- i. **Teaching and learning initiatives** that the nominee has engaged in (e.g. development of an initiative for first year students, mentoring initiative for graduate students, outreach to high school students, integration/adoption of a new teaching approach, informal/formal research on learning, presentations on teaching)
- ii. **Teaching professional development activities**
- iii. **Summary of qualitative feedback from students** (unedited, as collected in the course evaluations text box sections)

Excepting the section on the "Summary of qualitative feedback from students..." the summary section (Item 7) should be a maximum of 12 pages.

IV. Nomination Deadline and Information for Nomination Submission.

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At the request of the nominator, unsuccessful nomination packages can be reconsidered in the next award cycle, assuming the nominee consents and is still eligible.

UTSC's Faculty Teaching Award

I. Eligibility

This award has been established for faculty with continuing appointments who hold the rank of Associate Professor (teaching stream or tenure stream) or Professor (teaching stream or tenure stream) and who have taught at UTSC for at least five full years. The award is intended to recognize sustained teaching excellence in the classroom and contributions to the teaching community at UTSC. This award can only be won once. (List of past recipients can be found at <http://www.utsc.utoronto.ca/~hrhome/facultyteaching.html>)

II. Criteria

The Selection Committee assesses nominees based on evidence of sustained teaching excellence in their primary teaching duties. The committee looks for evidence of outstanding student experiences and learning in courses designed with explicit learning outcomes and evidence of effective learning activities and assessments. As well the committee assesses the scope of their impact to the teaching enterprise at UTSC, with impact in one or more of the following areas:

- Initiatives to enhance and/or support student learning (e.g. the development of student mentoring programs or learning communities, innovative classroom practices, distinct approaches to courses and curricula)
- Initiatives promoting student-faculty or student-community interactions (e.g. creation of research opportunities or opportunities for co-/extra curricular learning)
- Contributions to the scholarship of teaching and learning (e.g. formal/informal research, presentations and/or publications on teaching and learning in a post-secondary environment)
- Pedagogical contributions outside the classroom (e.g. contributions to departmental/divisional curricular initiatives, work with teaching/learning committees or centres, mentorship of junior colleagues)
- Ongoing pedagogical development/enhancement (e.g. professional development to enhance one's own teaching, evidence of a scholarly approach to teaching)

III. The nomination package components

A complete nomination package consists of a **pdf file** that contains the following:

1. Table of Contents
2. Letter of nomination written by a member of the University community, detailing the specific contributions of the nominee, which address the selection criteria above. If the nominator is not the Chair/Director of the nominee's academic unit then the nomination letter need to be supported by an accompanying letter from the Chair/Director of the faculty's academic unit
3. Current curriculum vitae
4. A summary of the nominee's teaching responsibilities.

Please include a list (or table) of all of the nominee's teaching responsibilities (courses, supervisory roles) for the past 5-10 years (as applicable). Where possible, please indicate the course code and name, enrollment numbers, and course level (undergraduate/graduate).

5. Evidence of Teaching Excellence

This section includes the nominee's Statement of Teaching Philosophy and Goals (written by the nominee) and the evidence of teaching excellence. This section should not exceed 20 pages.

a) Nominee's Statement of Teaching Philosophy & Goals

The Statement of Teaching Philosophy & Goals, prepared by the nominee, reflects his/her teaching approach and provides specific examples of the pedagogical techniques he/she employ in his/her teaching. The statement should consider the rationale for adopting these approaches within the nominee's discipline. The nominee may also wish to reflect on his/her assessment of the effectiveness of strategies used.

b) Description of the Nominee's Teaching Practice

The nominator provides an overview of undergraduate/graduate courses delivered, designed, and/or proposed by the nominee along with a sample of related materials, such as syllabi, bibliographies, assignments, assessment methods, descriptions of internship programs, or field experiences and teaching assessment activities. This section should also address innovative practices/strategies used by the nominee in his/her courses. If relevant, the nominator may also wish to include evidence pertaining to the nominee's integration of his/her own research into teaching practice and/or curriculum and/or examples of the nominee's successful efforts to involve undergraduate/graduate students in the research process (e.g. co-publishing, presenting at conferences, mentoring/coaching students, etc.).

c) Summary Data of Annual Student Evaluations

A summary table with Items 1-6 of Course evaluations for all UTSC undergraduate and graduate courses taught within the last five -10 years (as applicable). This table needs to include the academic unit and campus's average for comparison. (CTL can provide the template and/or assist in creating the table). The nominator also may wish to include student comments from one or two of the nominee's courses (found in textboxes from course evaluations). If course evaluation text box comments are included for a specific course, all student comments from the course need to be included unedited.

d) List any teaching awards the nominee received and/or was nominated for.

6. Evidence of Contributions to the UTSC Teaching Community. (12 page limit).

a) Nominee's Statement of Engagement within the Teaching Community. This section begins with a statement by the nominee about their approach to engaging with the UTSC's community of teaching practice.

- b) The nominator summarizes the ways the nominee has contributed to UTSC's (and/or other) teaching communities and addresses the success, impact, and significance of the contributions. The nominator may consider summarizing evidence within the categories that follow; not all categories need to be included.

Contributions to curriculum and/or pedagogical development. This can include: significant and ongoing contributions to curriculum/program development, the development of educational materials (e.g. textbooks, teaching guides, learning objects, online modules), or the production of technological tools or multi-media resources that enrich teaching and learning. This section should address the success, impact and significance of these contributions.

Professional development in relation to teaching. This section addresses formal and informal professional development undertaken by the nominee and the application of these activities to enhance his/her teaching. This may include information on workshops, sessions, courses, training, mentoring, consultations, or other professional activities to improve teaching skills/course design in which the nominee has participated. It should also note the impact/outcomes of these efforts.

Active engagement in the professional development of other teachers through discipline initiatives/organizations or teaching/learning centres and organizations. This section could include evidence that demonstrates active involvement in the professional development of others (e.g. colleagues, graduate students). Examples may include: the delivery of workshops, seminars or presentations on teaching and learning, acting as a teaching mentor, providing mentorship to graduate students/teaching assistants/instructional team members. For workshops/presentations on teaching/learning issues please include titles, dates, locations, names of co-presenters, audience and a brief description of the session. A sample of materials produced for these events may be included. This section also could include the development/delivery of educational programming (e.g. roundtables, conferences) or educational resources, editing a pedagogical journal/newsletter, serving on executive/steering/advisory committees, or contributions pertaining to educational planning or policy development.

Engagement with the Scholarship of Teaching and Learning (SoTL). This section details the nominee's activities relating to the SoTL. This may include evidence of research on teaching and/or learning conducted by the nominee. Such research may include formal or informal studies conducted by the nominee that demonstrate a scholarly investigation of a specific teaching issue within a higher education context. Additional evidence pertaining to the dissemination of the nominee's pedagogical research (e.g. scholarly articles, conference or workshop presentations, educational resources) may also be included. Details on any educational grants to support SoTL activities should also be included. (Sample publications/ presentations may be included if space permits, otherwise summaries are sufficient.)

7. Letters of Support From Students and Colleagues

Nominators should carefully select individuals to write letters of support that clearly demonstrate the nominee's effectiveness as a teacher, colleague, mentor, and/or educational leader. Please ensure that these letters speak directly to the award criteria and that they substantiate the evidence presented within the file. No more than 3 letters from colleagues and 3 letters from students can be included. Letters written by a group of colleagues or students are acceptable.

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At the request of the nominator, unsuccessful nomination packages can be reconsidered in the next award cycle, assuming the nominee consents.