About the President’s Teaching Award and the Teaching Academy

The university-wide President's Teaching Award recognizes sustained excellence in teaching and significant contributions in educational leadership. We encourage nominations of colleagues whose achievements are truly outstanding for this very special form of recognition by the University of Toronto.

President’s Teaching Award winners receive an annual professional development allowance of $10,000 for five years. Recipients of a President's Teaching Award are also designated by the University as a member of the Teaching Academy for a minimum period of five years; those wishing to continue participation in the Academy after this term may elect to do so.

Members of the Teaching Academy meet regularly as a body to discuss matters relevant to teaching in the University, offer advice to the Vice President and Provost and the Director of the Centre for Teaching Support & Innovation (CTSI), assist in the assessment of teaching when required and function as advocates for excellence in teaching within and without the University. Members of the Teaching Academy have also been asked to participate in a range of university events, including addressing Convocation, delivering public lectures, participating in conferences and new faculty orientations, or facilitating teaching and learning workshops.

Nomination and Selection Process

The President's Teaching Award winners are determined by a process of nomination and selection by a committee chaired by the Vice-President and Provost. Nominations are solicited through the Deans of Faculties who request submissions from within their divisions. The office of the Dean is responsible for the compilation of documentation but they may request assistance from the Centre for Teaching Support & Innovation.

The nomination dossier should include strong evidence of excellence in teaching practice, teaching recognition (local, national and/or international), significant contributions in educational leadership, and letters of reference attesting to the nominee’s teaching excellence and outstanding leadership in teaching. When preparing a nomination package, nominators should consult the following sections of this document (see below):

- Selection Procedures
- Guidelines for Preparing a President's Teaching Award Nomination

Enquiries regarding the President's Teaching Award and nomination procedures should be directed to Pam Gravestock, Associate Director, Centre for Teaching Support & Innovation (CTSI) at 416-946-8585 (t) or p.gravestock@utoronto.ca

Nomination Deadline: 13 February 2015
SELECTION PROCEDURES FOR THE PRESIDENT’S TEACHING AWARD

1. The nomination process shall be an open one with requests for nominations from the University community as well as from Principals, Deans, Academic Directors and Chairs.

2. A nominee shall hold a continuing appointment and have demonstrated career commitment to teaching excellence and leadership at the university level.

3. Nominations will be solicited through the Deans of Faculties who will request submissions from within their divisions. A nomination must be supported by at least six signatures from at least two departments within the University. The letter of nomination should be prepared by a Chair, Academic Director, Dean or Principal as appropriate and should describe how the candidate has demonstrated a career commitment to teaching.

4. All nominations should be submitted by a Dean, with a brief endorsement letter, to the Vice-President and Provost. Completed nominations will be reviewed by the Selection Committee which will be chaired by the Vice-President and Provost.

5. (a) The nomination letter should provide a concise overview of the candidate’s particular achievements and speak to his/her impact on teaching and learning. The letter should highlight specific contributions/innovations (within and/or beyond their discipline and institution) in teaching and in educational leadership.

(b) The nomination package should address the criteria for the award and provide evidence of the candidate’s excellence in teaching practice and in educational leadership. Sufficient details regarding the candidate’s teaching practice should be provided along with evidence of leadership (which should include a combination of curricular/pedagogical contributions, engagement in the professional development of oneself and/or others, development of educational materials, engagement with teaching/learning committees, centres, associations or organizations, and engagement with the Scholarship of Teaching and Learning). Please refer to the section below, Guidelines for Preparing a President’s Teaching Award Nomination, when preparing the package.

6. Nominations shall be accompanied by a brief [500-700] biography, a teaching philosophy statement and a leadership statement written by the nominee and clear evidence demonstrating the nominee’s teaching contributions. See Guidelines for Preparing a President’s Teaching Award Nomination below which outlines the types of materials that should be included as evidence.

7. At the discretion of the Dean, nominations of unsuccessful candidates are eligible to be resubmitted for consideration a second time in the year following their initial nomination. After this, the Dean must wait at least two years to resubmit.

8. The Selection Committee shall be composed of six internal University of Toronto members and one/two member(s) from other universities. The membership of the Committee shall be made up of distinguished teachers and shall be as broadly based as possible.

9. The Selection Committee will evaluate all candidates on the basis of clear and extensive evidence of career commitment to teaching, sustained excellence, and superlative teaching. The committee will be particularly interested in seeing strong evidence of innovative pedagogical practices and demonstrated impact on undergraduate and/or graduate students and colleagues.
GUIDELINES FOR PREPARING A PRESIDENT’S TEACHING AWARD NOMINATION

The President’s Teaching Award recognizes sustained excellence in teaching, research in teaching, and the integration of teaching and research. The Selection Committee will evaluate all candidates on the basis of clear and extensive evidence of career commitment to teaching, sustained excellence, and superlative teaching. The committee will be particularly interested in seeing strong evidence of innovative pedagogical practices, leadership in teaching, and demonstrated impact on undergraduate and/or graduate students and colleagues.

General Guidelines:

• Nomination packages should follow the format noted below.
• Please keep the nomination package succinct (e.g. from 50 to a maximum of 75 pages in total). All pages should be numbered consecutively.
• All materials should be submitted together as one complete document. Nominations are to be submitted electronically. To facilitate electronic submission, please contact:
  Alli Diskin
  Program Assistant
  Centre for Teaching Support & Innovation
  alli.diskin@utoronto.ca; 416-946-3799
• Do not include copies of entire books/textbooks with the nomination.
• A copy of the nominee’s CV may be submitted along with the nomination package. The CV should form a separate document and need not be considered as part of the maximum page allowance noted above.
• You will need to involve the nominee in the process of preparing the nomination package. They will need to prepare the statement of teaching philosophy and should be consulted with regard to letters of support and other relevant supporting materials.
• Enquiries regarding the President’s Teaching Award (e.g. nomination procedures and guidelines for the nomination package) should be directed to Pam Gravestock, Associate Director, Centre for Teaching Support & Innovation (CTSI) at 416-946-8585(t) or p.gravestock@utoronto.ca.
• Nomination Deadline: 13 February 2015

Please organize your nomination package using the following headings and sub-headings:

1. Table of Contents

2. Letter of Endorsement
   This letter, addressed to the Vice-President and Provost, should be written by the appropriate Dean indicating support for the nomination.

3. Nomination Letter
   - The nomination letter can be written by a Principal, Dean, Academic Director or Chair and should be supported by the appropriate Dean (as indicated by an endorsement letter).
   - The letter should include a concise explanation of why the nominee should be considered for the award (3-5 pages).
- You may wish to include a list of bullet points, at the outset of the letter, highlighting the candidate’s key contributions. The body of the letter can be used to elaborate more extensively on these items.
- The nomination letter should address the candidate’s teaching excellence and educational leadership.
- Please be sure to speak to the candidate’s course evaluation data in the nomination letter.
- It should include at least 6 supporting signatures from at least two departments within the University.

4. Nomination Brief
The brief should outline the following on one page:
- Name of nominee
- University department/faculty/school
- Nominee’s full university mailing address (with phone number)
- Nominee’s education (degrees and experience)
- Recent academic employment history (administrative and/or teaching appointments)

5. Short biography of candidate
- 500-700 words (suitable for public release)
- The biography should address the nominee’s teaching achievements and provide a sense of his/her teaching philosophy.

6. Nominee’s statement of Teaching Philosophy
The Teaching Philosophy Statement, prepared by the nominee, should reflect their teaching beliefs and provide specific examples of the pedagogical approaches they employ in their 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 these strategies. Nominees may wish to review the Centre for Teaching Support & Innovation’s tip sheet on preparing a teaching philosophy statement. See: [http://www.teaching.utoronto.ca/topics/documenting-teaching/s-t-p.htm](http://www.teaching.utoronto.ca/topics/documenting-teaching/s-t-p.htm)

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

8. Evidence of Teaching Excellence
The nomination package should include evidence in all of the following categories:
   a) Teaching practice
      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. Please also address how the nominee’s course design and teaching approaches have impacted student learning within your discipline (or beyond). If relevant, you 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.).

b) Summary data of annual student evaluations
This should be a summary of the most recent 5 years of evaluation data and should NOT include the raw data or computer printouts. Include a table that lists the courses taught, the enrollment data, and the mean rating for the global question for each course. Comparative departmental/divisional data should be included.

You may also wish to include a selection of the students comments from one or two (max.) of the nominee’s courses. If comments are included, these should be reproduced in full and should not be edited.

c) Teaching awards
Include a list of internal and external teaching awards received by the candidate along with those for which s/he was nominated. For internal awards, please indicate how many awards are given out each year. For external awards please include a brief description of the selection criteria/purpose and significance of the award.

9. Nominee’s statement on educational leadership
This statement, written by the nominee, should provide an overview of the nominee’s approach to educational leadership. Specifically, this statement should address the nominee’s beliefs about leadership, his/her reasons for engaging in leadership, and examples of initiatives that demonstrated his/her leadership (e.g. what issue/problem were you trying to solve, what impact did you have, what changed?). This statement should speak to and help frame the evidence presented in Section 10 of the award dossier.

10. Evidence of Educational Leadership
The nomination package should include evidence in at least three of the following categories.

a) Contributions to curriculum and/or pedagogical development
Evidence of the nominee’s contributions in curriculum and/or pedagogical development within his/her discipline or a broader education context. This may include: significant and ongoing contributions to curriculum/program development, the development of educational materials (e.g. textbooks, teaching guides, learning objects), 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.

b) Active engagement in the professional development of others
This section should 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.

c) Development of educational materials
A summary of any educational materials produced by the nominee. This could include materials produced for courses or workshops and should note if these materials have been adopted by colleagues at the University of Toronto or at other institutions.

d) Evidence of engagement with teaching/learning committees, centres, associations or organizations
Evidence presented in this section should clearly demonstrate the nominee’s role in relation to activities and/or initiatives coordinated by or with teaching/learning committees, centres, associations or organizations. This could include the development/delivery of programming (e.g. sessions, conferences) or educational resources, consultation to these groups provided by the nominee, editing a pedagogical journal/newsletter, serving on executive/steering/advisory committees, or contributions pertaining to educational planning or policy development.

e) Professional development in relation to teaching
This section should address 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.

f) Engagement with the Scholarship of Teaching and Learning (SoTL)
This section should detail the nominee’s activities relating to the Scholarship of Teaching and Learning (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.)

11. Letters of support from students and colleagues
Nominators should carefully select individuals to write letters of support (internal/external) that clearly demonstrate the nominee’s effectiveness as a teacher, colleague, mentor, and/or leader. Please ensure that these letters speak directly to the award criteria and that they substantiate the evidence presented within the file. These should not be letters produced for tenure or promotion files or any other purpose. No more than 2 or 3 letters from colleagues and 2 or 3 letters from students should be included. Letters written by a group of colleagues or students are acceptable.

In the case of letters from colleagues, please include a brief note on why each of these individuals was selected to speak to the nominee’s teaching effectiveness.
President’s Teaching Award Recipients and Teaching Academy Members

The University of Toronto Teaching Academy, founded in 2006, consists of members who have received the President’s Teaching Award, the highest honour for teaching at the University of Toronto. While individual members of the Academy serve as teaching ambassadors, the collective advances teaching as a valued pillar at the University of Toronto.

Through their activities, these educators play a prominent role in increasing the profile of the University's commitment to high quality learning and teaching. The establishment of the Teaching Academy has created a valuable network of people who provide leadership, advice and support to division, department, and central initiatives, as well as to University administration. The Teaching Academy also plays an advisory role for the Centre for Teaching Support & Innovation. The Teaching Academy is committed to university-wide advocacy for teaching and learning based on their involvement in a range of yearly initiatives. The goal of the Teaching Academy is contribute to the advancement of teaching at the University and reflect the wide range of excellent teaching styles and approaches.

The following individuals have received the President’s Teaching Award and are members of the Teaching Academy:

2014
Don Boyes, Department of Geography, Faculty of Arts & Science
Shafique Virani, Department of Historical Studies, University of Toronto Mississauga

2013
Chris Perumalla, Department of Physiology and Division of Teaching Laboratories (DTL), Faculty of Medicine
Lawrence Sawchuk, Department of Anthropology, University of Toronto Scarborough
Alissa Trotz, Women & Gender Studies Institute and Caribbean Studies Program, Faculty of Arts & Science

2012
Karen Reid, Department of Computer Science, Faculty of Arts & Science
Ivan Silver, Department of Psychiatry, Faculty of Medicine
Jim Wallace, Department of Mechanical and Industrial Engineering, Faculty of Applied Science and Engineering

2011
Paul Gries, Department of Computer Science, Faculty of Arts & Science
Mark Kingwell, Department of Philosophy, Faculty of Arts & Science
June Larkin, Women and Gender Studies Institute, Faculty of Arts & Science
Michael Lettieri, Department of Language Studies, University of Toronto Mississauga
Susan J. Lieff, Department of Psychiatry, Faculty of Medicine

2010
Robert Brym, Department of Sociology, Faculty of Arts & Science
Steve Joordens, Department of Psychology, University of Toronto Scarborough
Barbara Murck, Department of Geography, University of Toronto Mississauga
Paul Stevens, Department of English, Faculty of Arts & Science
Mike Wiley, Division of Anatomy, Department of Surgery, Faculty of Medicine
2009
Andy Dicks, Department of Chemistry, Faculty of Arts & Science
Nick Mount, Department of English, Faculty of Arts & Science
Martin Schreiber, Department of Medicine, Faculty of Medicine

2008
Zubin Austin, Leslie Dan Faculty of Pharmacy
Helen P. Batty, Department of Family and Community Medicine, Faculty of Medicine
Yu-Ling Cheng, Department of Chemical Engineering and Applied Chemistry, Faculty of Applied Science and Engineering
Clare Hasenkampf, Department of Biological Sciences, University of Toronto Scarborough

2007
Marion Bogo, Faculty of Social Work
David Dunne, Joseph L. Rotman School of Management
Corey Goldman, Department of Ecology & Evolutionary Biology, Faculty of Arts & Science
Susan McCahan, Department of Mechanical and Industrial Engineering, Faculty of Applied Science and Engineering
Judith Poe, Department of Chemical and Physical Sciences, University of Toronto Mississauga

2006
Ken Bartlett, Department of History, Faculty of Arts & Science
John Percy, Department of Chemical and Physical Sciences, University of Toronto Mississauga
Richard Reznick, Department of Surgery, Faculty of Medicine
Keren Rice, Department of Linguistics, Faculty of Arts & Science
Carol Rolheiser, Department of Curriculum, Teaching & Learning, OISE/UT