

# President's Teaching Award University of Toronto Selection Procedures & Nomination Guidelines

## About the President's Teaching Award and the Teaching Academy

The University-wide President's Teaching Award (PTA) is the highest honour for teaching at the University of Toronto and 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 recognition by the University of Toronto (U of T).

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 & 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 internally and externally to U of T. Members may also be 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.

Founded in 2006, the University of Toronto Teaching Academy consists of members who have received the PTA. 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.

## Overview

The President's Teaching Award winners are determined by a process of nomination and selection by a Selection Committee chaired by the Vice-President & 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 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.

Enquiries regarding the President's Teaching Award and nomination procedures should be directed to Megan Burnett, Associate Director, Centre for Teaching Support & Innovation (CTSI) at 416-946-8585 (t) or [megan.burnett@utoronto.ca](mailto:megan.burnett@utoronto.ca)

<b>Nomination Deadline:</b> <b>15 March 2021</b>
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# Guidelines for Preparing a President's Teaching Award Nomination

*Please organize your nomination document using the follow headings and sub-headings, in this order:*

## 1. Table of Contents

## 2. Nomination Brief (NOT INCLUDED IN PAGE ALLOWANCE)

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)
- Name and contact information of department contact to be notified of nomination results (other than the nominee)
- Name(s) and contact information of person(s) who prepared the nomination file (if different from above)

## 3. Short biography of candidate (NOT INCLUDED IN PAGE ALLOWANCE)

- 500-700 words (suitable for public release)

The biography should address the nominee's teaching achievements and provide a sense of their teaching philosophy.

## 4. Dean Letter of Endorsement

This letter, addressed to the Vice-President & Provost, should be written by the appropriate Dean indicating support for the nomination.

## 5. Nomination Letter

- The nomination letter can be written by a Principal, Dean, Academic Director, or Chair.
- 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.

## 6. Nominee's Statement of Teaching Philosophy

The Teaching Philosophy Statement, **written by the nominee**, should reflect their teaching beliefs (what is most important to them about teaching and learning in your field) and highlight 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 their assessment of the effectiveness of these strategies. Nominees may wish to review CTSI's tip sheet on preparing a teaching philosophy statement. See:

**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, enrolment 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 their 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.).

**a) Summary data of annual student evaluations**

This should be a summary of the most recent 5 years of evaluation data and should **not** simply include the raw data or computer printouts.

**Quantitative data**

- For instructors in units using the institutional online course evaluation system, include a table (CTSI can provide a template) that lists:
  - a. The courses taught (course code, course section, semester, number of respondents per course, number of students invited to complete the evaluation per course).
  - b. The scores for the core institutional items along with the corresponding qualitative response scales (i.e., questions 1 – 6) and the underlying response scales (i.e., mostly, a great deal, etc.).
  - c. The Institutional Composite Mean (the average scores of questions 1-5).
- For instructors in units not using the online system, similarly, include a table that lists the courses taught (course code, course section, semester), the enrolment data (number of students per course), the items and their relevant scales, and the scored ratings, and the mean rating for the global question for each course if applicable.
- In both cases, comparative departmental/divisional data should be included.

**Qualitative data**

- If desired, include the student comments from one or two (max.) representative courses taught in the past 5 years. These should be reproduced in full for each course and should not be edited or paraphrased. In order to not disadvantage instructors teaching in very large classes, the **pages with student comments are**

excluded from the total page count.

**b) 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 educational leadership, their reasons for engaging in leadership, and examples of initiatives that demonstrated their leadership (e.g. what issue/problem trying to be solved, 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 their 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, 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.

**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 guidance to graduate students/teaching assistants/instructional team members, sharing of teaching resources.

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 their 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 educational 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. With regard to letters from colleagues, these ideally would be different letter-writers from those who signed the nomination letter. It is possible for colleagues to do both, but if submitting a letter of support in addition to signing the nomination letter, the colleague needs to offer evidence/describe contributions beyond what has already been stated in the nomination letter.

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.

**12. Curriculum Vitae (NOT INCLUDED IN PAGE ALLOWANCE)**

*Please note that nomination packages should follow the format/process noted below:*

- Please keep the nomination package succinct (a **maximum of 50 pages** in total). All pages should be numbered consecutively. Please note that the *Nomination Brief, Short Biography, CV* and *Qualitative Course Evaluation Data (i.e. Student Comments)* are not included in the page count.
- All materials should be submitted together as one complete electronic document. The digital photograph may be submitted as a separate file (jpg or png). Please submit your materials electronically to: Megan Burnett, [megan.burnett@utoronto.ca](mailto:megan.burnett@utoronto.ca).
- Do not include copies of entire articles/books/textbooks with the nomination.
- 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 the educational leadership statement and should be consulted with regard to letters of support and other relevant supporting materials.

## Selection Procedures for the President's Teaching Award (PTA)

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 & Provost. Completed nominations will be reviewed by the Selection Committee which will be chaired by the Vice-President & Provost.
5. (a) The nomination letter should provide a concise overview of the candidate's particular achievements and speak to their 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).
6. Nominations shall be accompanied by a brief [500-700] biography, a teaching philosophy statement and educational leadership statement both written by the nominee, and clear evidence demonstrating the nominee's teaching contributions.
7. Nominations shall be accompanied by a high resolution (minimum 300 dpi) digital photograph of the nominee (head and shoulders), submitted as a separate file.
8. 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.
9. 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 Selection Committee shall be made up of distinguished teachers and shall be as broadly based as possible.
10. 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.



## President's Teaching Award Recipients and Teaching Academy Members

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

### 2020

Aarthi Ashok, Department of Biological Sciences, University of Toronto Scarborough

Jeremy Lopez, Department of English, Faculty of Arts & Science

Micah Stickel, Department of Electrical & Computer Engineering, Faculty of Applied Science & Engineering

### 2019

Michelle Craig, Department of Computer Science, Faculty of Arts & Science

Paul Piuino, Department of Chemical and Physical Sciences, University of Toronto Mississauga

### 2018

Pier Bryden, Department of Psychology, Faculty of Medicine

William Cluett, Department of Chemical Engineering & Applied Chemistry, Faculty of Applied Science & Engineering

Jennifer Murdock, Department of Economics, Faculty of Arts & Science

Fiona Rawle, Department of Biology, University of Toronto Mississauga

### 2017

Michelle French, Department of Physiology, Faculty of Medicine

Njoki Wane, Department of Social Justice Education, Ontario Institute for Studies in Education

### 2016

Alison Gibbs, Department of Statistical Sciences, Faculty of Arts & Science

Jonathan Rose, Edward S. Rogers Sr. Department of Electrical & Computer Engineering, Faculty of Applied Science & Engineering

James Thomson, Department of Ecology & Evolutionary Biology, Faculty of Arts & Science

### 2015

Greg Evans, Department of Chemical Engineering and Applied Chemistry, Faculty of Applied Science & Engineering

Diane Horton, Department of Computer Science, Faculty of Arts & Science

Andrew Petersen, Department of Mathematical and Computational Sciences, University of Toronto Mississauga

### 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 & 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. Lief, 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 & 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 & 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