UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

2026-2027

Teaching Excellence Awards

Guidelines for Preparing an OISE Teaching Award Nomination Package

Office of the Dean
ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, UNIVERSITY OF TORONTO

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OISE's Teaching Awards: A Tradition of Excellence

The Ontario Institute for Studies in Education (OISE) is recognized internationally as a leader in graduate education, initial and continuing teacher education, and research in education and human development. Our Academic Plan (2025-2030) *Leading for the Future: a Vision for Transformative Education and Human Development* identifies the four core pillars of OISE's mission as follows:

- Generating and disseminating groundbreaking research that impacts education policy and practice, and contributes to public debate on key societal issues;
- Developing and growing equitable and reciprocal local and global partnerships that amplify our impact and foster collaboration;
- Advancing pedagogical excellence and innovation that adapts to the evolving needs of learners and embraces emerging tools; and
- Supporting the next generation of education professionals, teachers, clinicians and practitioners, researchers and innovators – equipped with the knowledge and skills they need to tackle major global challenges and be leaders in their fields.

Together, these pillars underscore that excellence in teaching, supervision, mentorship, and educational leadership are fundamental to OISE's mission and identity. Recognizing and celebrating outstanding educators is therefore essential to advancing our strategic priorities and fostering a culture of excellence in teaching and learning across the Institute.

Established by OISE Council in 2004-2005, OISE's Teaching Excellence Awards support our teaching and learning mission and recognize exceptional contributions to teaching and learning within OISE while also helping faculty members build strong dossiers for institutional, provincial, national, and international teaching awards. The awards recognize excellence that is:

- Demonstrated through sustained contributions and impact;
- Supported by evidence;
- Responsive to diverse learners and learning contexts;
- Consistent with OISE's commitment to equity, diversity, inclusion, accessibility, and reconciliation;
- Reflective of scholarly and evidence-informed teaching practice.

Given the stature and importance of our teaching awards, OISE will continue to review and improve its supports and services for faculty development and teaching excellence. As a result of the 2026-2027 review of OISE's Teaching Excellence Awards conducted by a Special Committee on Teaching Awards, the nomination and eligibility criteria for Teaching Awards have been updated to: (a) differentiate the awards from one another; (b) align the awards more closely with the Divisional Teaching Guidelines; and (c) better facilitate their alignment with institutional/University of Toronto teaching related awards.

David E. Hunt Award for Excellence in Graduate Supervision

This award was created as a tribute to Professor David E. Hunt on the occasion of his retirement from OISE, to honour his 50 years of university teaching, and in recognition of his exceptional contributions to graduate teaching and supervision. The award recognizes faculty members for sustained contributions to teaching, supervision and mentorship of students in thesis/dissertation-based programs (i.e., MA, PhD, EdD) and MEd programs that offer a coursework plus Major Research Paper-MRP option. Nominations will be assessed based on demonstrated ability to foster an enriching teaching and learning experience and impact on graduate students inspiring students to reach excellence in scholarship and become successful professionals.

Nomination Criteria

To be considered for the David E. Hunt Award for Excellence in Graduate Supervision, nominees must demonstrate excellence in three equally weighted categories. The promotion and integration of equity, diversity, inclusion, accessibility, and reconciliation in graduate supervision and teaching is foundational across the award criteria.

1. **Graduate Supervision**

Supervision is defended as a primary responsibility of a faculty member for "assisting a student in learning the science and art of the scientific or scholarly investigative process, as well as guiding them through the processes necessary for successful completion of the degree" (the *School of Graduate Studies Supervision Guidelines*). It entails meeting students on an individual basis in support their learning in a range of different learning context including, but not limited to, thesis/dissertation supervision, committee membership, thesis support groups and supervision of major research papers-MRPs. This may include (a) providing supervisory conditions conducive to students' research, intellectual growth and academic progress; (b) creating opportunities that involve students in the design and implementation of the research process; (c) supporting students through coaching and mentorship in coursework and in clinical and applied settings; (d) facilitating students' growth in mastering the requisites of professional practice; (e) enabling students to learn the essential methodologies, concepts and cultures of their discipline; (f) promoting student participation in professional development and activities that position them for future careers within and outside academia.

2. **Teaching Excellence**

Within the diversity of teaching practices across disciplines and programs at OISE, teaching excellence is understood as the sustained ability of an instructor to foster advanced learning, critical inquiry, scholarly independence, inclusive learning environment, and support students' professional growth through high-quality teaching, mentorship, supervision, and student engagement. This may include (a) stimulating/challenging students and promoting their intellectual and scholarly development; (b) developing students' mastery of a subject and of the

latest developments in the field, including professional knowledge where appropriate; (c) encouraging students' sense of inquiry and understanding of a subject through discovery-based learning; (d) actively engaging with students' learning progress and accessibility to students to maintain mastery of the subject area; (e) using relevant and current scholarship and research on pedagogy to respond to the different learning styles and needs among students; (f) promoting academic integrity and adherence to grading standards of the division and as appropriate, the ethical standards of the profession.

3. Educational Innovation

Educational innovation entails the intentional design and implementation of new or improved approaches to teaching, learning, supervision, curriculum design, assessment, and student support that enhance graduate student learning, scholarly development, and research capacity. This may include (a) developing innovative teaching methods (e.g. use of technology, audio/visual tools, blended learning); (b) developing innovative educational materials (e.g. textbooks, handouts, study guides, podcasts, blogs) that have been used/adopted by colleagues at OISE and other institutions; (c) effective cross-disciplinary work (e.g., adapting a practice common in one discipline/professional area to a different discipline/professional area); (d) community-integrated and experiential learning, infusing real-world experiences into instruction, integrating Indigenous teaching and values into courses, community building and collaborative learning such as group projects, brainstorming sessions, discussions, research-based, student-centered, co-curricular and experiential learning); (e) student-centered program design (e.g., flexible pathways, personalized learning plans, wellness and wellbeing support, inclusive and accessible learning environments, recognition of diverse student goals and career trajectories).

Eligibility Criteria

OISE faculty members holding tenure or continuing status (teaching-stream) appointments with at least **eight years of experience supervising students in OISE thesis/dissertation-based programs** (i.e., MA, PhD and EdD), and/or MEd programs that offer a coursework plus **Major Research Paper-MRP** option. As a career achievement award, the David E. Hunt Award for Excellence in Graduate Supervision can only be awarded once; previous recipients are ineligible for nomination.

Award for Excellence in Educational Leadership

This award recognizes faculty members who have made sustained contributions to the advancement of teaching, broadly conceived, and to educational change and innovation within and beyond the Institute. Nominations will be assessed based on demonstrated ability to impact student learning by leading major initiatives that promote effective teaching, foster curricular innovation and pedagogical/professional development, shape education policy and practice, and contribute to research on teaching.

Nomination Criteria

To be considered for the Award for Excellence in Educational Leadership, nominees must demonstrate excellence in three equally weighted categories. The promotion and integration of equity, diversity, inclusion, accessibility, and reconciliation in graduate supervision and teaching is foundational across the award criteria.

1. **Educational Leadership**

Educational leadership is the ability to inspire, guide, and influence students, colleagues, and academic communities in ways that advance learning, scholarship, innovation, and societal impact in diverse contexts (e.g., divisional, institutional, disciplinary or community based). It involves creating the conditions for excellence in teaching, learning, research and academic collaboration, and advocating for and fostering change that leads to a more just and equitable educational landscape. This may include: (a) curriculum/program development (e.g. leading academic change initiatives, development of new programs/specializations); (b) coordination of programs, cohorts/options (e.g. program-level leadership, school-university/community partnerships); (c) advising and consulting on curriculum/educational policy development (e.g. development/delivery of PD sessions, seminars or educational resources, engagement in academic quality assessments and accreditation reviews); (d) leadership of and engagement with teaching and learning committees/taskforces; (e) commitment to professional growth/active engagement in professional development of others (e.g. mentoring junior colleagues or TAs); (f) integration of scholarship with teaching and contributions to the Scholarship of Teaching and Learning (SoTL) (e.g. research on university teaching, and dissemination of pedagogical research through publications, articles and conference presentations).

2. **Teaching Excellence**

Within the diversity of teaching practices across disciplines and programs at OISE, teaching excellence is understood as the sustained ability of an instructor to foster advanced learning, critical inquiry, scholarly independence, inclusive learning environment, and support students' professional growth through high-quality teaching, mentorship, supervision, and student engagement. This may include (a) stimulating/challenging students and promoting their intellectual and scholarly development; (b) developing students' mastery of a subject and of the latest developments in the field, including professional knowledge where appropriate; (c)

encouraging students' sense of inquiry and understanding of a subject through discovery-based learning; (d) actively engaging with students' learning progress and accessibility to students to maintain mastery of the subject area; (e) using relevant and current scholarship and research on pedagogy to respond to the different learning styles and needs among students; (f) promoting academic integrity and adherence to grading standards of the division and as appropriate, the ethical standards of the profession.

3. Educational Innovation

Educational innovation entails the intentional design and implementation of new or improved approaches to teaching, learning, supervision, curriculum design, assessment, and student support that enhance graduate student learning, scholarly development, and research capacity. This may include (a) developing innovative teaching methods (e.g. use of technology, audio/visual tools, blended learning); (b) developing innovative educational materials (e.g. textbooks, handouts, study guides, podcasts, blogs) that have been used/adopted by colleagues at OISE and other institutions; (c) effective cross-disciplinary work (e.g., adapting a practice common in one discipline/professional area to a different discipline/professional area); (d) community-integrated and experiential learning, infusing real-world experiences into instruction, integrating Indigenous teaching and values into courses, community building and collaborative learning such as group projects, brainstorming sessions, discussions, research-based, student-centered, co-curricular and experiential learning); (e) student-centered program design (e.g., flexible pathways, personalized learning plans, wellness and wellbeing support, inclusive and accessible learning environments, recognition of diverse student goals and career trajectories).

Eligibility Criteria

OISE faculty members holding tenure-stream or teaching-stream appointments, including contractually limited term appointments, or part-time academic appointments, or Sessional Lecturers with at least **six years of teaching experience at OISE**. This award can only be awarded once; previous recipients are ineligible for nomination.

Award for Excellence in Initial Teacher Education

The Award for Excellence in Initial Teacher Education recognizes outstanding contributions to teaching and learning in initial teacher education programs at OISE impacting the development of the next generation of excellent teachers. Nominations will be assessed based on demonstrated impact on Teacher Candidates (TCs) and the ability to foster enriching teaching and learning experience, as well as demonstrated excellence in teaching and practicum supervision in initial teacher education programs at OISE – the Master of Teaching, and the Master of Arts in Child Study and Education.

Nomination Criteria

To be considered for the Award for Excellence in Initial Teacher Education, nominees must demonstrate excellence in three equally weighted categories. The promotion and integration of equity, diversity, inclusion, accessibility, and reconciliation in graduate supervision and teaching is foundational across the award criteria.

1. **Advising and Mentorship of Teacher Candidates**

Advising and mentorship of Teacher Candidates (TCs) in Initial Teacher Education Programs at OISE is a purposeful, collaborative and supportive process through which an instructor provides academic, professional, and developmental guidance to TCs to support their academic success, professional learning, personal development, and readiness for entry into the teaching profession. It involves providing thoughtful guidance, fostering reflective practice, facilitating meaningful connections between theory and practice, and nurturing the confidence, competence, and professional identity required for exemplary teaching and educational leadership. This may include: (a) building a trusting and supportive professional relationship; (b) modeling effective teaching, leadership, and professional conduct; (c) encouraging critical reflection and inquiry into educational practice; (d) supporting the development of professional identity, confidence, and resilience; (e) providing formative feedback on teaching practice during practicum; (f) helping TCs navigate the complexities, challenges, and realities of teaching.

2. **Teaching Excellence**

Within the diversity of teaching practices across disciplines and programs at OISE, teaching excellence is understood as the sustained ability of an instructor to foster advanced learning, critical inquiry, scholarly independence, inclusive learning environment, and support students' professional growth through high-quality teaching, mentorship, supervision, and student engagement. This may include (a) stimulating/challenging students and promoting their intellectual and scholarly development; (b) developing students' mastery of a subject and of the latest developments in the field, including professional knowledge where appropriate; (c) encouraging students' sense of inquiry and understanding of a subject through discovery-based learning; (d) actively engaging with students' learning progress and accessibility to students to maintain mastery of the subject area; (e) using relevant and current scholarship and research on

pedagogy to respond to the different learning styles and needs among students; (f) promoting academic integrity and adherence to grading standards of the division and as appropriate, the ethical standards of the profession.

3. Educational Innovation

Educational innovation entails the intentional design and implementation of new or improved approaches to teaching, learning, supervision, curriculum design, assessment, and student support that enhance graduate student learning, scholarly development, and research capacity. This may include (a) developing innovative teaching methods (e.g. use of technology, audio/visual tools, blended learning); (b) developing innovative educational materials (e.g. textbooks, handouts, study guides, podcasts, blogs) that have been used/adopted by colleagues at OISE and other institutions; (c) effective cross-disciplinary work (e.g., adapting a practice common in one discipline/professional area to a different discipline/professional area); (d) community-integrated and experiential learning, infusing real-world experiences into instruction, integrating Indigenous teaching and values into courses, community building and collaborative learning such as group projects, brainstorming sessions, discussions, research-based, student-centered, co-curricular and experiential learning); (e) student-centered program design (e.g., flexible pathways, personalized learning plans, wellness and wellbeing support, inclusive and accessible learning environments, recognition of diverse student goals and career trajectories).

Eligibility Criteria

OISE faculty members holding tenure-stream or teaching-stream appointments, including contractually limited term appointments and, part-time academic appointments, or Sessional Lecturers with at least **three years of teaching experience** in initial teacher education programs at OISE (i.e., MT, MA-CSE). This award can only be awarded once; previous recipients are ineligible for nomination.

Award for Distinguished Contribution to Teaching

The Award for Distinguished Contributions to Teaching recognizes OISE's inspiring educators who have continually demonstrated deep commitment to excellence in teaching and have made outstanding contributions to teaching, student learning and development, and advancement of teaching culture within the Institute.

Nomination Criteria

To be considered for the Distinguished Contributions to Teaching Award nominees must demonstrate excellence in three equally weighted categories. The promotion and integration of equity, diversity, inclusion, accessibility, and reconciliation in graduate supervision and teaching is foundational across the award criteria.

1. **Mentorship and Student Development**

Excellent mentorship is crucial for graduate student learning and success and is as important as classroom teaching. Developmental rather than evaluative, mentorship of students in graduate education is understood as a collaborative and supportive relationship in which a faculty member shares knowledge, provides guidance, encouragement, and insight to foster students' academic, professional, and personal growth and development. This may include: (a) advising graduate students on opportunities for further academic study and/or career goals; (b) helping student identify engagement and co-curricular opportunities and/or connecting them to professional networks; (c) supporting the development of professional confidence and leadership skills in students; (d) helping students identify opportunities for publication or professional development; (e) effective mentorship and integration of students from diverse backgrounds such as international students within classes, and building engaging learning communities; (f) commitment to student wellbeing and ongoing success.

2. **Teaching Excellence**

Within the diversity of teaching practices across disciplines and programs at OISE, teaching excellence is understood as the sustained ability of an instructor to foster advanced learning, critical inquiry, scholarly independence, inclusive learning environment, and support students' professional growth through high-quality teaching, mentorship, supervision, and student engagement. This may include (a) stimulating/challenging students and promoting their intellectual and scholarly development; (b) developing students' mastery of a subject and of the latest developments in the field, including professional knowledge where appropriate; (c) encouraging students' sense of inquiry and understanding of a subject through discovery-based learning; (d) actively engaging with students' learning progress and accessibility to students to maintain mastery of the subject area; (e) using relevant and current scholarship and research on pedagogy to respond to the different learning styles and needs among students; (f) promoting academic integrity and adherence to grading standards of the division and as appropriate, the ethical standards of the profession.

3. Educational Innovation

Educational innovation entails the intentional design and implementation of new or improved approaches to teaching, learning, supervision, curriculum design, assessment, and student support that enhance graduate student learning, scholarly development, and research capacity. This may include (a) developing innovative teaching methods (e.g. use of technology, audio/visual tools, blended learning); (b) developing innovative educational materials (e.g. textbooks, handouts, study guides, podcasts, blogs) that have been used/adopted by colleagues at OISE and other institutions; (c) effective cross-disciplinary work (e.g., adapting a practice common in one discipline/professional area to a different discipline/professional area); (d) community-integrated and experiential learning, infusing real-world experiences into instruction, integrating Indigenous teaching and values into courses, community building and collaborative learning such as group projects, brainstorming sessions, discussions, research-based, student-centered, co-curricular and experiential learning); (e) student-centered program design (e.g., flexible pathways, personalized learning plans, wellness and wellbeing support, inclusive and accessible learning environments, recognition of diverse student goals and career trajectories).

Eligibility Criteria

OISE faculty members holding tenure-stream or teaching-stream appointments, including contractually limited term appointments and part-time academic appointments, or Sessional Lecturers with at least at least **two years of teaching experience at OISE**. This award can only be awarded once; previous recipients are ineligible for nomination.

Nomination Process – Preparing a Nomination Package

Strong nominations move beyond describing activities and responsibilities. They provide evidence of impact, demonstrating how the nominee's contributions have influenced students, colleagues, programs, educational practice, institutions, or the broader profession. Therefore, the nomination package should provide clear and compelling evidence of excellence in each of the required award criteria, demonstrating both the quality and impact of the nominee's contributions, with specific examples wherever possible.

Nomination packages must be submitted by a Lead Nominator who is responsible for working with the nominee to develop the nomination package, coordinating input from other contributors, and ensuring the support of at least three co-nominators for the nomination. Co-nominators are not required to submit letters of support but may do so if appropriate.

Please observe the following guidelines when preparing a nomination package:

- Please keep the nomination package succinct (a **maximum of 35 pages** in total – not including the cover page and table of contents);
- Use 12-point font with one-inch margins; text can be single-spaced;
- Each page must be numbered;
- The file must be compiled in **one PDF** and submitted via email to oise.programs@utoronto.ca by the nomination deadline;
- The nomination package must include letters of support attesting to the nominee's excellence in the criteria relevant to the award for which they are nominated.
- The nominee's CV is not included in the page count and should be submitted as a separate attachment;
- Do not include copies of entire articles/books/textbooks with the nomination; however, clips and excerpts of, or links to, these materials may be included.
- Consult with the nominee regarding the preparation of the Statement of Teaching Philosophy, or the Statement of Supervision Philosophy (for the David E. Hunt Award), or the Educational Leadership Statement (for the Excellence in Educational Leadership Awar). The nominee should also be consulted regarding letters of support and other relevant supporting materials.

Table of Contents: How to Organize your Nomination Package

Your nomination package should be well structured and accessible to enable the Selection Committee members to easily review and assess the nomination against the criteria. Please organize your nomination package using the following headings and sub-headings, in this order, and observe the page limit for each component:

Section/Nomination Package Component	Suggested length	Included in file page count?
Cover Sheet	1 page	No
Table of Contents	1 page	No
Nomination Brief	1 page	Yes
Nomination Letter	3-4 pages	Yes
Evidence of Teaching Excellence	4-5 pages	Yes
Evidence of Educational Innovation	4-5 pages	Yes
Evidence of Excellence in the Unique Criterion for the Specific Award • **Graduate Supervision** (David E. Hunt Award) • **Educational Leadership** (Educational Leadership Award) • **Advising & Mentorship of Teacher Candidates** (Initial Teacher Education Award) • **Mentorship & Student Development** (Distinguished Contributions to Teaching Award)	4-5 pages	Yes
Nominee's Statement on: • **Teaching Philosophy** (Initial Teacher Education Award; and Distinguished Contributions to Teaching) • **Supervision Philosophy** (David E. Hunt Award) • **Educational Leadership** (Educational Leadership Award)	2 pages	Yes
Letters of Support (maximum 6 letters) • **Letters of support from colleagues** (2-3 letters) • **Letters of support from students** (2-3 letters)	1-2 pages per letter 1-2 pages per letter	Yes
Curriculum Vitae (CV)	Required, submitted as a separate attachment	No

1. Nomination Brief (one page)

The nomination brief serves as the nomination form and must include the following information about the nominee on one page:

Full name of nominee:	
Position/Title/Rank:	
Type of appointment at OISE (check all that apply)	☐ Tenure-stream ☐ Teaching-stream ☐ Contractually Limited Term Appointment (CLTA) ☐ Part-time faculty ☐ Sessional Lecturer
The department where the nominee holds their appointment:	
Years of teaching experience at OISE: ▪ David E. Hunt Award – min. **8** years ▪ Educational Leadership – min. **6** years ▪ Initial Teacher Education – min. **3** years ▪ Distinguished Contributions – min. **2** years	
Program(s) in which the nominee teaches:	
Contact information (incl. university email & **home/cell phone number**):	
Award for which the nominee is being nominated (**Note:** if the nominee is being nominated for more than one award, you must submit a separate nomination package with all required elements for each award)	
Lead Nominator's information incl. surname/last name, position/title, department and contact information:	
Co-nominators' names (at least three) incl. their position/title and departmental affiliation	
Confirmation that the nominee has agreed to be nominated, has submitted the required documents:	☐ Updated CV ☐ Statement of teaching/supervision philosophy or educational leadership statement

2. Nomination Letter (3-4 pages)

The nomination letter should be written by the lead nominator (co-signed by the co-nominators) and should include a concise explanation of why the nominee should be considered for the award. You may wish to include a list of bullet points, at the outset of the letter, highlighting the nominee's key contributions. The body of the letter can be used to elaborate more extensively on these items.

The nomination letter should address the nominee's teaching excellence, educational innovation and the other core criterion stipulated for the award for which the nominee is being nominated.

3. Evidence of Excellence in Each of the Required Nomination Criteria (4-5 pages per criterion)

Nominees must demonstrate excellence in three equally weighted nomination criteria: Teaching Excellence, Educational Innovation, and one additional criterion specific to each award. The promotion and integration of equity, diversity, inclusion, accessibility, and reconciliation in graduate supervision and teaching is foundational across the award criteria.

In this section of the nomination package, please elaborate on the nominee's key contributions in each of the relevant nomination criteria (4-5pages per criterion). Please include a separate sub-heading for each criterion and **note that you do not need to present the criteria in any specific order.**

Teaching Excellence (For All Awards)

All awards require evidence of **Teaching Excellence**, which is understood as the sustained ability of an instructor to foster advanced learning, critical inquiry, scholarly independence, inclusive learning environment, and support students' professional growth through high-quality teaching, mentorship, supervision, and student engagement. For examples of Teaching Excellence, see Appendix 1: Teaching Excellence Examples (All Awards).

Educational Innovation (For All Awards)

All awards require evidence of Educational Innovation, which entails the intentional design and implementation of new or improved approaches to teaching, learning, supervision, curriculum design, assessment, and student support that enhance graduate student learning, scholarly development, and research capacity. For examples of Educational Innovation, see Appendix 2: Educational Innovation Examples (All Awards).

Graduate Supervision (For the David E. Hunt Award)

In addition to the Teaching Excellence and Educational Innovation, the David E. Hunt Award for Excellence in Graduate Supervision requires evidence of excellence in supervision of students in

OISE's thesis/dissertation-based programs (i.e., MA, PhD and EdD), and/or MEd Major Research Paper-MRPs. Graduate supervision is a primary responsibility of a faculty member, defined as "assisting a student in learning the science and art of the scientific or scholarly investigative process, as well as guiding them through the processes necessary for successful completion of the degree"[1]. For examples of excellence in Graduate Supervision, see Appendix 3: Graduate Supervision Examples (David E. Hunt Award).

Educational Leadership (For the Educational Leadership Award)

In addition to the Teaching Excellence and Educational Innovation, the Award for Excellence in Educational Leadership requires evidence of excellence in Educational Leadership. This is understood as the ability to inspire, guide, and influence students, colleagues, and academic communities in ways that advance learning, scholarship, innovation, and societal impact in diverse contexts (e.g., divisional, institutional, disciplinary or community based). For examples of excellence in Educational Leadership, see Appendix 4: Educational Leadership Examples (Educational Leadership Award).

Advising & Mentorship of Teacher Candidates (For the Initial Teacher Education Award)

In addition to the Teaching Excellence and Educational Innovation, the Award for Excellence in Initial Teacher Education requires evidence of excellence in Advising and Mentorship of Teacher Candidates (TCs). This is understood as purposeful, collaborative and supportive process through which an instructor provides academic, professional, and developmental guidance to TCs to support their academic success, professional learning, personal development, and readiness for entry into the teaching profession. For examples of excellence in Advising and Mentorship of TCs, see Appendix 5: Advising & Mentorship of Teacher Candidates Examples (Initial Teacher Education Award).

Mentorship & Student Development (For the Distinguished Contributions to Teaching Award)

In addition to the Teaching Excellence and Educational Innovation, the Award for Distinguished Contributions to Teaching requires evidence of excellence in Mentorship and Student Development. This is understood as a collaborative and supportive relationship in which a faculty member shares knowledge, provides guidance, encouragement, and insight to foster students' academic, professional, and personal growth and development. For examples of excellence in Mentorship and Student Development, see Appendix 6: Mentorship & Student Development (Distinguished Contributions to Teaching Award).

4. Nominee's Statement (2 pages maximum)

All nominees are required to submit a statement addressing their philosophy of teaching, graduate supervision, or educational leadership. Lead nominators should ensure that the nominee follows the guidelines specific to the award for which they are being nominated. The

[1] https://www.sgs.utoronto.ca/supports/supervision/supervision-guidelines/

statement should address how the nominee integrates equity, diversity, inclusion, accessibility, and reconciliation in their teaching, supervision, or leadership.

For the Initial Teacher Education and Distinguished Contributions to Teaching Awards: Statement of Teaching Philosophy

This statement[2], written by the nominee, should reflect the nominee's teaching philosophy (what is most important to them about teaching and learning in their field) and highlight specific examples of the pedagogical approaches they employ in their teaching. The statement should also consider the rationale for adopting these approaches within the nominee's discipline. Additionally, the nominee may also wish to reflect on their assessment of the effectiveness of these strategies.

For the David E. Hunt Award: Statement of Graduate Supervision Philosophy

This statement, written by the nominee, should assess the nominee's graduate mentorship/ supervision philosophy, and describe their personal approach or strategies for graduate student mentorship/supervision. The statement should also consider the rationale for adopting these approaches within the nominee's discipline. Additionally, the nominee may also wish to reflect on their assessment of the effectiveness of these strategies.

For the Educational Leadership Award: Statement of Educational Leadership Philosophy

This statement, written by the nominee, should provide an overview of the nominee's approach to educational leadership, address their beliefs about educational leadership, reasons for engaging in leadership, and examples of initiatives that demonstrated educational leadership. The statement should also consider the rationale for adopting these approaches within the nominee's discipline. Additionally, the nominee may also wish to reflect on their assessment of the effectiveness of these strategies.

5. Letters of Support from Colleagues and Students (1-2 pages per letter)

Strong letters provide specific examples of the nominee's contributions and impact rather than general statements of support. Letters should address the award criteria directly and, where possible, describe observed outcomes for students, colleagues, programs, or communities.

In consultation with the nominee, carefully select individuals to write letters of support that clearly demonstrate the nominee's effectiveness as a teacher, colleague, supervisor/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. Please note that these should

[2] For advice on preparing a teaching philosophy statement see: https://teaching.utoronto.ca/resources/developing-a-statement-of-teaching-philosophy/

not be letters that were produced for tenure or promotion files or any other purpose.

Two to three (2-3) letters of support should be from faculty colleagues, and two to three (2-3) letters of support should be from students, with the **maximum number of letters of support not exceeding six (6)** letters. Letters written by a group of colleagues or students are acceptable.

Nominee's CV (Separate Attachment)

Please submit the nominee's updated CV as a separate attachment along with the nomination package. The CV is additional and not included in the 35-page limit for the nomination package.

Selection Procedure

The Teaching Awards are adjudicated by a Selection Committee appointed by the Dean and chaired by the Associate Dean, Programs. Comprised of representatives of faculty, students and staff from across OISE's academic departments, a new Selection Committee is established every two years to ensure broad representation and diverse perspectives. This means that once appointed to the Committee, the Selection Committee members serve for two consecutive years.

Note: Members of the Teaching Awards Selection Committee cannot submit or endorse any nominations, nor can they be nominated for any of the teaching awards while serving on the Committee. If a member of the Teaching Awards Selection Committee is nominated for an OISE Teaching Award during their term on the Committee, they may resign from the Committee in order to pursue the nomination. In such a case, the Selection Committee Chair will consult with the Department Chair to appoint another faculty member to serve on the Selection Committee.

The selection process will be conducted according to peer-review principles [see Lamont, Michèle (2009), *How Professors Think: Inside the Curious World of Academic Judgment*, Harvard University Press].

In evaluating nominations, reviewers will consider the quality, significance, and impact of the evidence presented, considering disciplinary, programmatic, and professional contexts.

Committee members will use a rubric to aid in the evaluation and initial ranking of the nominations, and to help them prepare for the discussion during the Selection Committee meeting.

The final decision will be made holistically through collective deliberation, with the objective of reaching consensus whenever possible.

Selection Committee deliberations are confidential. Only the final decision is recorded. The rubrics and the written notes taken during deliberations are destroyed at the conclusion of the process. Decisions are communicated to all nominees, but no feedback (other than procedural feedback) is provided.

Inquiries regarding OISE's Teaching Excellence Awards and nomination procedures should be directed to: oise.programs@utoronto.ca

Nomination Deadline: January 29, 2027

Please submit the completed nomination packages with all components integrated into **a single PDF file** not exceeding **35 pages**, and the nominee's CV (as a separate attachment) to oise.programs@utoronto.ca by the nomination deadline.

Resubmitting a Nomination from a Previous Year?

Unsuccessful nominations may be resubmitted for up to three (3) consecutive years. Each resubmission must be accompanied by an updated nomination brief, an updated nomination letter, as well as an updated nominee's statement of teaching philosophy and the CV. It is the lead nominator's responsibility to contact all previous supporters for permission to carry forward letters of support.

Please note that the Teaching Awards Selection Committee membership, as well as the pool of applications, changes annually and resubmission is not a guarantee that the nomination will be successful.

Unsuccessful nominations that exceed the three-year limit may be resubmitted after a one-year hiatus, provided that a new nomination package is assembled. It is the responsibility of the lead nominator to retain copies of the complete nomination package for future reference or resubmissions.

To resubmit a nomination, please email oise.programs@utoronto.ca.

Appendences

Appendix1: Teaching Excellence Examples (All Awards)

For all OISE Teaching Excellence Awards, evidence of Teaching Excellence may include (but is not limited to):

- Highlights of key contributions to the design and delivery of courses, professional practica or clinical teaching along with a sample of related materials, such as syllabi, bibliographies, assignments, assessment methods, descriptions of internships, or field experiences and teaching assessment activities.

- Innovative course design, effective implementation of instructional design principles for effective teaching, inventive teaching practices and strategies used in courses, and their impact on student learning within the nominee's discipline (or beyond).

- Integration of research/scholarship into teaching practice and curriculum development.

- Integration of principles of equity, diversity, inclusion, accessibility, and reconciliation within the classroom such as strategies and materials that create an accessible and inclusive/safe learning spaces, supporting the success of all students, and embedding these issues in courses.

- Examples of the development of community partnerships that inform the design and/or delivery of graduate courses and/or programs.

- Meaningful collaboration with Indigenous peoples, Elders, Knowledge Keepers and communities, and incorporation of significant Indigenous curricular content (e.g., Indigenous oral traditions, creative expressions, ways of knowing).

- A list of internal and external teaching related awards and honours received by the nominee and those for which the nominee was nominated. For specific awards, please indicate how many awards are given out each year and include a brief description and significance of the award.

- Leadership to improve teaching such as leading instructional teams, participating in teaching and learning symposia and presenting on teaching, learning and pedagogy, participating in faculty development meetings and workshops sharing expertise and insights, mentoring and coaching colleagues, commitment to reflective practice and continuous improvement).

Summary of Course Evaluations Data

Summaries of course evaluation data are welcome but **not required and should only be included with the full consent of the nominee**. For reasons of confidentiality, department staff

will not provide any course evaluation data directly to nominators. Lead nominators should work with the nominee to develop a summary of the most recent (5 years recommended) evaluation data to be included in the nomination packet. Given the 35-page nomination package limit, please do not include raw data such as student comments or computer printouts.

If you would like to include summary data of course evaluations as evidence of teaching excellence in your nomination package, please organize the summary according to the following guidelines:

Quantitative data

For instructors in units using the institutional online course evaluation system, include a table that lists:

- The courses taught (course code, course section, semester, number of respondents per course, number of students invited to complete the evaluation per course).
- 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.).
- The Institutional Composite Mean (ICM) (this is the average scores of questions 1-5).

If including evaluation information for any courses that did not use the university's online course evaluation system, please 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, wherever possible, comparative departmental/divisional data should be included.

Qualitative data (optional)

If desired, you may include the student comments from a small number of representative courses taught in the past 5 years. These should be reproduced in full for each course and should not be edited or paraphrased. Please remember that this information will count toward the 35-page nomination package limit.

If the nominee has created their own course evaluation mechanisms (for example, mid-term informal evaluations to adjust the remaining courses to the expectations of students), you may describe these innovative mechanisms and demonstrate how they enhance the academic quality of the course and of student experience.

Appendix 2: Educational Innovation Examples (All Awards)

For all OISE Teaching Excellence Awards, evidence of excellence in Educational Innovation may include (but is not limited to):

- Technology enhanced learning such as interactive online modules that adapt to students' learning needs, virtual reality (VR) or augmented reality (AR) environments for immersive learning, interactive digital case studies and simulations.

- Authentic experiential learning such as community-engaged learning projects in schools, communities, or industry partners. Capstone projects, exploration of problems of practice, living-lab initiatives where students contribute to ongoing institutional or community improvement projects.

- Flexible and inclusive learning design to support diverse learners such as Universal Design for Learning (UDL), providing multiple means of engagement, representation, and assessment. Flexible assignment formats allowing students to demonstrate learning through written, oral, visual, or multimedia products. Hyflex models where students can participate in person or online.

- Innovative assessment practices such as portfolio-based assessment, competency-based assessment, student-created podcasts, videos, or digital exhibits, collaborative assessments that evaluate teamwork and professional practice.

- Engaging students as co-creators of learning to redesign courses; student-faculty teaching partnerships; student-led curriculum reviews and improvement initiatives.

- Interdisciplinary program design such as joint courses with international peer universities, working on educational technology solutions. Team-taught interdisciplinary courses. Challenge-based learning focused on complex societal issues such as climate change, equity, or public health.

- Indigenous and community-centered pedagogies such as land-based education initiatives, programs co-developed with Indigenous communities, community-led curriculum design, learning experiences grounded in local knowledge and cultural contexts.

- New techniques and strategies for impacting equity, diversity, inclusion, accessibility, and reconciliation and access within the classroom or beyond.

- Scholarship of Teaching and Learning (SoTL)-driven innovation such as conducting research on the effectiveness of new pedagogical approaches, program-wide learning, evidence-based redesign of gateway courses to improve student success.

Appendix 3: Graduate Supervision Examples (David E. Hunt Award)

For the David E. Hunt Award for Excellence in Graduate Supervision, evidence of excellence in Graduate Supervision of students in thesis/dissertation-based programs and Major Research Papers may include (but is not limited to):

- Creating a supportive learning and research environment with particular attention to mental health and work life balance, tailored to the individual students' learning styles, needs, and career/future aspirations.

- Building a scholarly community through research/thesis groups where graduate students share work, receive peer feedback, and develop collaborative projects.

- Providing constant and constructive feedback to students on their work such as returning draft chapters in a timely manner, providing detailed comments, and scheduling follow-up meetings to discuss revisions.

- Involvement of students in the research process (e.g. helping students learn grant writing, conference presentation skills, teaching and academic publishing skills including co-publishing, etc.).

- A list of external scholarships or awards obtained by the nominee's supervisees, as well as evidence of their placement in academic positions in peer-institutions, or significant professional positions.

- Strategies for the integration of principles of equity, diversity, inclusion, accessibility, and reconciliation in graduate supervision such as effective mentorship of diverse students, adapting mentorship approach to support international student, first-generation scholars, Indigenous students, or students balancing family and caregiving responsibilities.

- Creating opportunities to develop professional networks by introducing students to leading scholars in the field, including them in collaborative research projects, and recommending them for committees and professional associations.

- Advancing the scholarship of supervision through developing innovative supervisory models, such as cohort mentorship, community-engaged supervision, interdisciplinary supervisory committees, or structured writing groups.

Appendix 4: Educational Leadership Examples (Educational Leadership Award)

For the Award for Excellence in Educational Leadership, evidence of excellence in Educational Leadership may include (but is not limited to):

- Curriculum and program development through leading academic change initiatives, development of programs, new specializations, development of educational materials.

- Coordination of programs, cohorts, options or other program level initiatives (e.g. program-level leadership/administration, school-university partnerships, community partnerships).

- Advising/consultation on teaching and curriculum development to departments and organizations outside OISE such as development/delivery of training sessions, seminars or educational resources, contributions to educational planning and policy development, leading academic quality assessment and accreditation reviews.

- Engagement with teaching and learning committees, centers, associations such as task forces, special/advisory committees, collaboration/engagement with the Centre for Teaching Support and Innovation, editing a pedagogical journal/newsletter.

- Commitment to equity, diversity, accessibility, and reconciliation in teaching through implementing strategies that create accessible and inclusive/safe learning spaces, supporting the success of all students, and embedding these issues in course.

- Commitment to professional growth/active engagement in professional development (PD) of others through improving own teaching practice, mentoring junior colleagues or TAs, designing and leading training sessions to help junior colleagues and TAs acquire pedagogical expertise, fostering strong collaborative networks among educators.

- Integration of scholarship with teaching, including contributions to the Scholarship of Teaching and Learning (SoTL) such as teaching-related scholarship, research on university teaching and/or learning (e.g., scholarly articles, publications/conference presentations).

Appendix 5: Advising & Mentorship of Teacher Candidates Examples (Initial Teacher Education Award)

For the Award for Excellence in Initial Teacher Education, evidence of excellence in Advising and Mentorship of Teacher Candidates (TCs) may include (but is not limited to):

- Connecting theory to practice by helping TCs critically analyze classroom experiences using educational theory, structured reflection on practicum experiences, connecting classroom observations to learning theories, equity frameworks, and pedagogical approaches, supporting TCs in using research to solve authentic classroom challenges.

- Providing exceptional practicum support that enables TCs' growth through regular visits to placement schools, meeting jointly with Associate Teachers and TCs, and providing detailed developmental feedback.

- Supporting TCs identity development by helping them transition from students to professional educators with a clear sense of purpose and values such as encouraging reflective practice, supporting TCs articulate their personal teaching philosophies.

- Supporting inclusive and equity-focused practice by encouraging TCs to develop inclusive instructional approaches that support diverse learners, demonstrate anti-oppressive and culturally responsive pedagogies, and develop confidence in diverse educational contexts.

- Providing individualized mentorship recognizing that different TCs require different forms of support and tailoring advising accordingly. Strong mentorship relationships across diverse candidate populations including international students, second-career candidates, and candidates from underrepresented groups.

- Developing reflective practitioners through teaching TCs how to analyze and improve their own practice, engage in meaningful self-assessment and critical analysis through professional reflection journals to identify strengths, challenges, and steps for improvement.

- Mentorship through inquiry and professional research by guiding TCs through classroom inquiry projects, action research, or practitioner research initiatives, encouraging the development of skills in evidence-informed practice, presentation and networking skills.

- Building strong school-university partnerships through cultivation of productive relationships with partner schools and school boards, associate teachers and school leadership; enhancing placement opportunities for TCs.

- Career and professional mentorship by supporting TCs as they transition into the profession by providing guidance on interviews, portfolios, and job applications, continued mentorship after program completion, strong graduate employment outcomes.

Appendix 6: Mentorship & Student Development Examples (Distinguished Contributions to Teaching Award)

For the Award for Distinguished Contributions to Teaching, evidence of excellence in Mentorship and Student Development may include (but is not limited to):

- Creating a culture of belonging by building a supportive learning community in which students feel welcomed, respected, and valued regardless of background or stage of development such as hosting regular meetings, writing retreats, peer-support circles that reduce isolation and strengthen students' academic confidence.

- Nurturing emerging scholarly leaders by intentionally creating opportunities for graduate students to lead research projects, organize symposia, chair conference sessions, or coordinate research teams.

- Supporting students through key transitions and navigating program milestones through structured mentorship and providing dedicated guidance at the beginning graduate studies, comprehensive examinations, dissertation proposal development, and career transitions.

- Developing students as scholars and professionals by helping them build a broad portfolio of professional competencies, such as academic writing, grant development, teaching, public engagement, policy communication, knowledge mobilization.

- Supporting diverse career pathways and providing tailored support through advising students on career possibilities (e.g., education sector, government, NGOs, healthcare, or community organizations), identifying networking and engagement opportunities.

- Promoting equity, inclusion, and access by actively removing barriers that may affect students from historically underrepresented groups such as fostering inclusive mentorship practices, creating flexible pathways for participation, advocating for accommodations when appropriate, and helping students navigate institutional systems.

- Encouraging interdisciplinary growth by helping students connect their work to multiple disciplines and scholarly communities such as interdisciplinary publications and collaborations, expanded professional networks, innovative research outcomes.

- Fostering student well-being and resilience by attending to both academic and personal sustainability, establishing healthy mentorship relationships, and deploying strategies for maintaining balance during demanding phases of graduate study.