UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

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OISE Teaching 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: An Overview

Teaching is a core mission of OISE, and it is important for our community to recognize excellence in this central area of our work. Acknowledging faculty members who have made significant and sustained contributions to teaching and learning is critical to building a strong culture of teaching within the Institute.

Established in 2004-2005 by OISE Council, OISE's Teaching Awards support our teaching and learning mission and reputation and represent an important way of recognizing excellence in teaching both within OISE, and with a view to facilitating the development of application dossiers for university-wide, and external teaching awards. Each year, nominations are welcome from the OISE community including students, faculty, staff, and education partners for the following awards:

1) **The David E. Hunt Award for Excellence in Graduate Education** recognizes faculty members for sustained contributions to teaching, supervision and mentorship of students in graduate education inspiring students to reach excellence in scholarship and become successful professionals. Nominations are assessed based on demonstrated ability to foster an enriching teaching and learning experience and impact on graduate students, as well as demonstrated excellence in teaching and supervision at the graduate level.

   Eligibility: OISE faculty members holding continuing tenure stream or teaching stream appointments with more than two years of teaching experience in OISE graduate programs (MA, MEd, PhD and EdD) other than teacher education programs. As a career achievement award, the David E. Hunt Award can only be awarded once; previous recipients are ineligible for nomination.

2) **The Award for Excellence in Initial Teacher Education** recognizes outstanding contributions to teaching and learning in teacher education programs at OISE impacting the development of the next generation of excellent teachers. Nominations are assessed based on demonstrated impact on teacher candidates and the ability to foster enriching teaching and learning experience, as well as demonstrated excellence in teaching and/or supervision in teacher education programs.

   Eligibility: OISE faculty members holding a tenure stream or teaching stream appointment, contractually limited term appointment, part-time academic appointment, or sessional lecturer appointment with at least two years teaching experience in teacher education programs at OISE (MT and MA-CSE). This award can only be awarded once; previous recipients are ineligible for nomination.

3) **The Award for Excellence in Educational Leadership** recognizes faculty members for sustained contributions to the advancement of teaching, broadly conceived, and to educational change and innovation within and beyond the Institute. Nominations are 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.

   Eligibility: OISE faculty members holding a tenure stream or teaching stream appointment, contractually limited term appointment, part-time academic appointment, or sessional lecturer appointment with at least two years teaching experience at OISE. This award can only be awarded once; previous recipients are ineligible for nomination.

4) ***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 and learning at OISE.

Eligibility: OISE faculty members holding a tenure stream or teaching stream appointment, contractually limited term appointment, part-time academic appointment, or sessional lecturer appointment with at least two years of teaching experience at OISE.

Nomination & Selection Process

The lead nominator is responsible for developing the nomination package, coordinating input from other contributors, and ensuring the support of at least three co-nominators for the nomination[1]. The nomination package should include strong evidence of excellence in teaching and leadership in teaching, must highlight particular contributions of the nominee and reference specific examples, and must include letters of support attesting to the nominee's teaching excellence and outstanding leadership in teaching.

The Teaching Awards winners are determined by an adjudication process by a Selection Committee chaired by the Associate Dean, Programs. Comprised of representatives of faculty from across OISE's academic departments, and including representatives of students and staff, a new Selection Committee is established each year to ensure broad representation and diverse perspectives.

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.

Selection Procedure

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

Committee members use a rubric on a scale of 1 to 5 for each major criteria of the award. If a high volume of nominations is received, it may be necessary to assign nominations to a lead assessor and one or more co-assessors for this initial evaluation. The scores obtained through the use of the rubric for the assessment of each criterion serve for the initial ranking of nomination packages, and to inform the discussion among the committee members. The final decision is made holistically through collective deliberation with the objective to reaching a consensus.

The deliberations of the selection committee are confidential. Only the final decision is recorded. Written notes taken during deliberations are destroyed. Decisions are communicated to all nominees, but no feedback (other than procedural feedback) is provided.

By definition, it is expected that all nominations are indicative of an exceptional level of excellence.

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

Nomination Deadline:	January 30, 2026

Resubmitting a Nomination from a Previous Year?

Nominations may be resubmitted 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

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[1] The co-nominators may or may not contribute letters of support for the nomination.

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@utoronot.ca.

Guidelines for Preparing an OISE Teaching Award Nomination Package

As mentioned above, the lead nominator is responsible for developing the nomination package, coordinating input from other contributors, and ensuring the support of at least three co-nominators for the nomination. The Co-nominators may or may not submit letters of support.

- Please keep the nomination package succinct (a maximum of 50 pages in total). All pages should be numbered consecutively.

- Please note that the nominee's CV is not included in the page count and should be submitted as a separate attachment.

- All materials integrated into the nomination package should be integrated into one complete PDF electronic document submitted via email to oise.programs@utoronto.ca by the nomination deadline.

- 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 in the nomination package.

- 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 or the educational leadership statement (in case of the Award for Excellence in Educational Leadership) and should be consulted with regard to 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 follow headings and sub-headings, in this order:

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:

- First Name/Last Name of nominee:

- Position/Title/Rank:

- Type of appointment (please specify/select one):

  - ☐ Tenure stream

  - ☐ Teaching stream

  - ☐ Contractually Limited Term Appointment (CLTA)

  - ☐ Part-time faculty

- ☐ Sessional Lecturer

- The name of the department where the nominee holds their appointment at OISE:

- Years of teaching experience (**at least two years of teaching experience at OISE** is required; for the David E. Hunt Award, it must be in graduate programs [MA, MEd, PhD, EdD]; and for the Initial Teacher Education Award, it must be in teacher education programs [MT, MA-CSE]. Two years of teaching experience is understood to mean at least 4 half-courses (2.0 FCE) taught across at least two academic years in the last five years.

- Program(s) in which the nominee teaches:

- Contact information (including university email address and **home/cell phone number**):

- The Award for which the nominee is being nominated (**Note: if the nominee is being nominated for more than one award, please submit a separate nomination package with all required elements for each award**):

- The Lead Nominator's information (Surname/last name, position/title, department & contact):

- The names of co-nominators (at least three), including their position/title and contact information. **Note**: Co-nominators may or may not contribute letters of support.

- A confirmation that the nominee has agreed to be nominated, has submitted an updated CV, and prepared a statement of teaching philosophy or educational leadership statement.

2. Nomination Letter

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 (2-3 pages). 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 and/or educational leadership.

3. Evidence of Excellence in Teaching/Educational Leadership

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

- Overview of 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 their courses. Please also address how the nominee's course design and teaching approaches have impacted student learning within the nominee's discipline (or beyond).

- Evidence pertaining to the nominee's integration of their own research/scholarship into teaching

practice, curriculum development, and/or involvement of students in the research process (e.g. co-publishing, presenting at conferences, mentoring/coaching students, etc.).

- A list of internal and external awards and honours received by the nominee along with 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 of the criteria/purpose and significance of the award.

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

- Summary data of course evaluations. **Please note** that it is **not required** to submit the summary data of course evaluations in the nomination package. For reasons of confidentiality, the department staff may not provide any course evaluation data directly to students. Therefore, if including this information, the nominee's consent is required, and the nominee may provide this data to the lead nominator. If providing this data, please provide a summary of the most recent (5 years recommended, unless the faculty member has been teaching at OISE for less than 5 years). Given the 50-page nomination package limit, do not include raw data (i.e., computer printouts of course evaluations). See Appendix 1 (p. 11) for tips on how to develop summary data of course evaluations.

- Evidence of educational leadership (**required** for the *Award for Excellence in Educational Leadership*) may include (but is not limited to): leadership roles that have demonstrably improved teaching and learning at the program, departmental, OISE, and/or University of Toronto levels; examples of contributions to curricular and pedagogical development such as curricular/program development initiatives, their significance and impact; examples of program-level leadership such as coordination of cohorts, school-community-university partnerships; engagement with the broader education community including examples of advising, consultation, and/or policy development; development of innovative approaches to teaching and learning using technology; leadership on/commitment to equity, diversity and accessibility in teaching; engagement in professional development of others such as workshops, presentations, training; development of educational materials; integration of scholarship with teaching, including contributions to the Scholarship of Teaching and Learning (SoTL). For workshops/presentations on teaching and learning please include titles, dates, locations, names of co-presenters, audience, and a brief description of the session. A sample of materials produced for such events may be included.

  See Appendix 2 (p. 12) for additional examples of evidence that can be used to demonstrate excellence in teaching, and Appendix 3 (p. 13) for additional examples of evidence that can be used to demonstrate excellence in educational leadership.

4. Nominee's Statement of Teaching Philosophy

This statement should be prepared by the nominee (2-3 pages) and should reflect the nominee's teaching beliefs (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.

The Nominee may wish to review Centre for Teaching Support and Innovation's tip sheet on preparing a

teaching philosophy statement: https://teaching.utoronto.ca/resources/developing-a-statement-of-teaching-philosophy/

Nominee's Statement on Educational Leadership (if the nomination is for the Award for Excellence in Educational Leadership)

Note: for the Award for Excellence in Educational Leadership, instead of the statement of Teaching Philosophy, please include the nominee's statement on Educational Leadership (2-3 pages). 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 issues/problems were they trying to address, what impact was achieved, what changed?).

5. Letters of Support from Colleagues and Students

The lead nominators should carefully select individuals to write letters of support that clearly demonstrate the nominee's effectiveness as a teacher, colleague, mentor, and/or educational leader. Please ensure that these letters speak directly to the award criteria and that they substantiate the evidence presented within the file. These should not be letters that were produced for tenure or promotion files or any other purpose.

At least 2 letters should be from students and at least 2 should be from colleagues, with the total number of letters not exceeding 10. Letters written by a group of colleagues or students are acceptable.

Regarding letters from colleagues, please include a brief note in the main nomination letter on why each of these individuals was selected to speak to the nominee's teaching effectiveness.

Nominee's CV

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 50-page limit for the nomination package.

Appendices

Appendix 1: Summary Data of Course Evaluations

Please note that **it is not required** to submit the summary data of course evaluations with the nomination package. For reasons of confidentiality, the department staff may not provide any course evaluation data directly to students. Therefore, if including this information, the nominee's consent is required, and the nominee may provide this data to the lead nominator.

If you would like to include summary data of course evaluations as evidence of excellence in teaching in your nomination package, please include a summary of the most recent course evaluation data (5 years is recommended, unless the faculty member has been teaching at OISE for less than 5 years). As mentioned above, you must have the consent of the nominee to include such information. Inclusion of any additional course evaluation information (e.g., raw data, student comments, computer printouts) is not acceptable given the 50-page nomination package limit. In case you would like, and the nominee has agreed to include this information in the nomination package, below are guidelines on how to organize the summary.

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 and is included in the course evaluation data).

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

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 50-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: Examples of Excellence in Teaching

- **Instruction (classroom, lab, virtual)** (e.g. well-organized classes, effective classroom management, active hands-on learning, varied instructional techniques, concrete real-life practical examples, welcoming, comfortable and safe classroom environment, appropriate pace of teaching, checking on student understanding and engagement, seeking and using student feedback to improve teaching)

- **Supervision/mentoring of graduate students** (e.g. creating scholarly communities such as thesis groups and learning circles; individualized supervisory approach, good communication, collegial and professional relationship, continuous feedback and constructive criticism, consistent encouragement, advice on the identification of a suitable and manageable research topic, guidance in the ethical conduct of research and modeling research integrity, support in navigating the institution and policies).

- **Course design and/or curriculum development** (e.g. effective course planning including content, clearly identified learning goals and course-specific learning outcomes, engaged learning activities that prepare students for achieving learning outcomes, informative assessments that provide students with the opportunity to demonstrate and deepen their knowledge and skills)

- **Development of innovative teaching methods** (e.g. use of technology, audio/visual tools, blended 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)

- **Development of innovative educational materials** (e.g. materials produced for courses or workshops that have been used and adopted by colleagues at OISE and other institutions such as textbooks, handouts, study guides, podcasts, blogs, etc.)

- **Leadership to improve teaching** (e.g. 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).

- **How teaching informs the nominee's research and how research impacts teaching practice** (e.g. how the nominee's scholarship and research projects impact their teaching, exploring research questions in class, engaging students in research projects and lab work, seeking student feedback on research)

- **Commitment to equity, diversity, inclusion, and accessibility in teaching** (e.g. strategies and materials that create an accessible and inclusive/safe learning spaces, supporting the success of all students, and embedding these issues in courses)

- **Commitment to professional growth and/or effective collaboration with colleagues and education partners** (e.g. formal and informal professional development such as workshops, sessions, training, mentoring, consultations, or other professional activities to improve teaching skills/course design and the impact/outcomes of these on teaching; creating collaborative networks and learning communities)

Appendix 3: Examples of Excellence in Educational Leadership

- **Curriculum and program development (**e.g. leading academic change initiatives, development of programs/curriculum, 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/policy development on teaching/curriculum to departments/organizations outside OISE** (e.g. development/delivery of training sessions, seminars or educational resources, consultation to these groups by the nominee, contributions to educational planning and policy development, participation in academic quality assessment and accreditation reviews)

- **Engagement with teaching and learning committees, centres, associations and community organizations** (e.g. Teaching Task Force, Advisory Committee on Online Learning, collaboration/engagement with the Centre for Teaching Support and Innovation, editing a pedagogical journal/newsletter)

- **Development of innovative approaches to teaching and learning using technology** (e.g. development of resources for online teaching and learning, production of technological tools or multi-media resources that enrich teaching and learning)

- **Commitment to equity, diversity and accessibility in teaching** (e.g. strategies and materials that create an accessible and inclusive/safe learning spaces, supporting the success of all students, and embedding these issues in courses)

- **Commitment to professional growth/active engagement in professional development of others** (e.g. PD to improve 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 and educational leaders)

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