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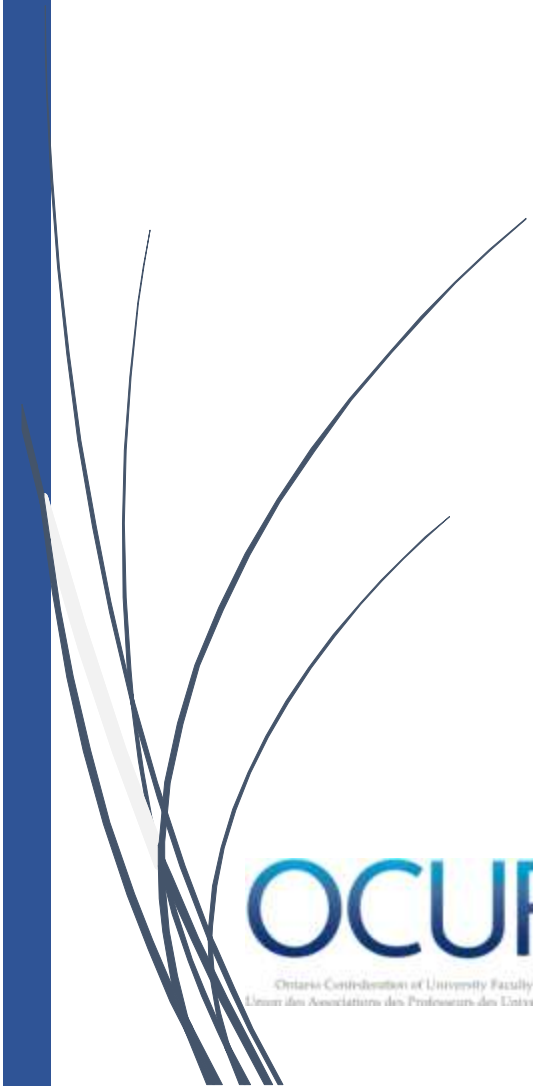
GUIDELINES FOR OCUFA TEACHING AWARD



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GUIDELINES FOR OCUFA TEACHING AWARD NOMINATIONS

ELIGIBILITY

The OCUFA Teaching and Academic Librarianship Awards recognize individuals with exceptional contributions to the higher education community.

Individuals may be nominated for an OCUFA teaching award on the basis of outstanding performance in teaching. Nominations of groups are not considered. A candidate must meet both of the following prerequisites to be considered:

1. The candidate is a member of an OCUFA affiliated faculty association; and
2. The candidate was not previously nominated;

   or

   The candidate was nominated in a previous year, but did not win;

   or

   The candidate was nominated twice consecutively, but did not win, and at least two years have passed since the last nomination.

To help you determine the eligibility of the candidate, please answer the following questions:

1. Is the candidate a member of an OCUFA-affiliated faculty association?

   Yes.

   No. (See Result A below)

2. Has the candidate been previously nominated for an OCUFA Teaching Award?

   Yes.

No. (See Result B below)

3. If Yes to question 2, was the candidate successful (i.e., won an OCUFA Teaching award)?

   Yes. (See Result A below)

   No.

4. If No to question 3, was the candidate nominated more than once before?

   Yes.

   No. (See Result B below)

5. If Yes to question 4, were the previous nominations made in two consecutive years?

   Yes.

   No. (See Result B below)

6. If Yes to question 5, were the two consecutive unsuccessful nominations made in the past two years?

   Yes. (See Result A below)

   No. (See Result B below)

Result A: Sorry, the candidate is not eligible for nomination

Result B: Yes! The candidate is eligible for nomination.

Posthumous nominations can be made for those who passed away in the award year. For example, if the award year is 2015-2016, nominations can only be made for those who passed away between July 1, 2015 and June 30, 2016.

EVALUATION CRITERIA

Areas that will be considered by the OCUFA Teaching and Academic Librarianship Awards Committee include:

1. **Dossier preparation**: Does the dossier meet the guidelines (see page 11). How well is the material presented etc.?

2. **Teaching Philosophy**: This area includes evidence of critical reflection of teaching practice.

3. **Instruction.** This area can be considered broadly, beyond just "classroom lecturing," and may also include tutorials, small-group teaching, laboratory instruction, online instruction, and field trips. Recognition of instruction will also be given to the creation of an inclusive and welcoming learning environment.

4. **Student advising/support:** This area might involve individual tutoring and academic advising of students outside of class, special correspondence with distance students, and other specialized activities that enhance student instruction. It includes availability to students, the ability to answer questions, constructive conversations with students, and writing letters of recommendation, etc.

5. **Thesis/major paper/independent study/capstone supervision:** Implementing a nurturing environment for graduate students and advanced undergraduates. It is more difficult for the committee to give an award if this is the only major area of recognition. Students working on a thesis have much more freedom of choice and usually choose supervisors whom they like or admire.

6. **Course development:** People who develop individual courses probably teach them at some time. A course may be developed by rejuvenating a moribund course, or by recognizing a need and filling that need with a new course. Increasing the popularity of a course does not necessarily constitute development. Please consider whether the focus is to improve the quality of the course.

7. **Curriculum development and leadership:** This is a longer-term process and although the curriculum developer may not teach all or even most of the courses in the curriculum, the curriculum is clearly his/her creation. There must be the ability to recognize a need (either for new subjects or for revisions of existing subjects), and have that special ability to integrate its parts into a workable and acceptable sequence of courses or study units. This foregoing may occur as a front line worker in the classroom, or more quietly as an active member, or chair of, a curriculum committee. Some individuals might also have contributed to the design of pre-university curricula in their subject areas.

8. **Educational material development:** This area may include textbooks, films, study guides, web pages, and other interactive media resources. Instructors who develop educational materials should have considerable involvement in their creation and/or use. The materials should arise out of a recognized need in the instructor's own discipline. There should be evidence that the materials are effective in their use and application. A nomination that boasts: "Professor X has just written a textbook in this subject which will be published this fall," may not be as comprehensive as one that explains "The textbook in the introduction to his/her subject that he/she published seven years ago has been adopted for use by seven major universities and has received praise in several scholarly book reviews."

9. **Service in teaching**: The candidate may have developed programs to improve teaching, and/or have demonstrated leadership in developing and/or delivering workshops, seminars, teaching tutorials, etc.

10. **Research on university teaching:** The candidate may have conceptualized, developed and successfully completed research in the scholarship of teaching and learning (SoTL). Ideally, results of this scholarship will have been disseminated at a disciplinary or SoTL conference and/or in the peer-reviewed literature in higher education.

11. **Development of innovative teaching methods:** Innovative teaching is a constantly changing target. Many years ago, computers in the classroom might have been described as innovative. Today laptops and a variety of devices are more accepted in the mainstream of teaching. However, the committee is interested in learning how these and other newer innovative technologies and applications, including social media, might have been used by the candidate.

12. **Educational planning and policy-making:** This criterion includes evidence of leadership at the local (e.g., department) and/or institutional levels (e.g., faculty, university), and/or beyond the candidate's home institution.

13. **Dissemination on university teaching (conferences, posters, publications, etc):** The candidate may have been invited to present at local, national and/or international conferences.

14. **Student letters.** The committee is interested to hear about the impact the candidate has had on students' academic careers and the learning that has taken place. In addition, the letters should support the criteria included in the nomination brief and dossier. Please also see page 11 item 6 for further information.

15. **Peer's letters:** The dossier should include peer letters that support and validate dossier criteria and speak to the candidate's exceptional contributions to the higher education community. Please also see page 11 item 6 for further information.

16. **Student survey results:** Student survey results are one example of teaching effectiveness; however, simply including the results without context or supporting narrative are not helpful. The committee is interested in the interpretation of these results, or how this feedback may have been used by the instructor to enhance their teaching. Appendix 1 provides further information to assist with summarizing student ratings of teaching.

17. **Outreach:** Candidates may extend their influence beyond the higher education community to influence institutions, the broader public, students in elementary and high schools, or other groups. This may be done through various mediums, including but not limited to community engagement, social media, blogging, and the like.

18. **Educational/Scholarship of Teaching and Learning (SoTL) grants**: Evidence of grant applications and successful funding in SoTL are helpful to include to provide further evidence of impact in the area of teaching and learning.

ACCEPTABLE SUPPORTING DOCUMENTS

Evidence of outstanding performance may be derived from a number of different sources, including the following:

- Formal questionnaires for student evaluation of teaching;
- Student input and other feedback;
- Testimonial letters from undergraduate students, graduate students, alumni, fellow faculty members, or administrators;
- Endorsements from student councils and/or faculty associations; and
- Objective measures of student learning.

Nominators should be explicit as to the categories of teaching and the sources of evidence on which the nomination is based. Not all sources of evidence are appropriate for all categories of teaching, although in no case will an award be made in the absence of strong support from present **and** former students. Members of the selection committee review all submissions and look at all of the different categories of teaching and different sources of evidence. A number of broad guidelines have emerged from discussions of

the committee, which nominators should take into account when preparing their submissions. Specifically, preference is normally given to candidates who:

- Have been successful in several areas of teaching;
- Have the support of several constituencies -- students, peers, alumni, and administrators, rather than only a single constituency;
- Are judged to be "truly outstanding," rather than merely "very good"; and
- Have had an effect upon student learning rather than merely being popular with students.

NOMINATOR'S BRIEF

The nominator's brief broadly summarizes the documentation that is presented and supports the evaluation criteria upon which the candidate has been nominated. The nominator's brief should comprehensively and yet succinctly justify the nomination and clearly identify how the supporting documents address the nomination.

Documents seldom speak for themselves: they are invariably more useful when summarized, abstracted and explained by someone familiar with the candidate. Where letters of support are submitted, the nominator should explain how the letters were obtained and selected.

Since there are many nominations each year, and committee members are committed to reading and understanding them, it is important to present a well-prepared, concise brief that clearly indexes the relevant sections of criteria contained within the dossier.

We recognize that it is not possible to cover all the grounds on which the merits of a university educator may be considered. Since university education is an infinitely diverse endeavour, you are quite free in choosing the form for presenting your evidence, but you

are advised to consider maximizing the amount of information per page. The majority of nominations have stressed some mix of the criteria listed under “Evaluation Criteria”.

DOSSIER PREPARATION GUIDELINES

THE ESSENCE OF A GOOD DOSSIER IS ONE THAT IS CONCISE, YET EXPLICIT.

1. **IMPORTANT!** Nomination package should have a 12-point font, double-spaced, 1-inch margin, and **not exceed fifty (50) pages including any appendices or supplementary materials. Packages exceeding fifty (50) pages will not be considered.**
2. **New!** The committee will consider online links; however, for each hyperlink provided, the maximum allowed page limit for the nomination package will be reduced by three (3) pages.
3. Please include an index with corresponding page numbers for the various sections of the nomination package.
4. The committee requires **nominations prepared especially for its use,** and only in unusual, clearly explained circumstances will it accept copies of material taken from promotion and tenure files or collected for other awards.
5. The strongest evidence that the candidate is a good teacher is evidence that learning has, in fact, taken place under his/her tutelage.
6. Very important are letters from students, alumni, colleagues, supervisors and administrators if they are substantive and speak to the candidate's teaching (e.g., their experiences teaching with him/her, student reports of him/her, etc.)

*****VERY IMPORTANT:**

- Letters should be current and prepared specifically for the OCUFA Teaching Award dossier.
- There should be a maximum of 2 letters from each constituency and each letter should not exceed 2 pages. Endless letters from friends and alumni saying what a fine person the candidate is are not helpful. Be selective; include a few of the best and summarize the sentiments of the rest in your brief with quotes if you feel this enhances the nomination. There should be no more than 8 letters in total.
- Letters should not be solicited by the candidate.

7. The committee cannot read raw computer output of course questionnaires; these all differ in format and are difficult to interpret. Therefore, include in your brief a summary. Separate instructions for summarizing these are included as Appendix I of these guidelines.
8. Student petitions of the type hung up in a laboratory for everyone to sign are, at best, supporting materials.
9. It is not necessary or desirable to submit copies of textbooks written by candidates. A copy of the cover or title page is sufficient.
10. While concise statements about the candidate's research activity are appropriate in your brief, lists of research papers are of almost no interest. Comments about ways in which his/her research influences his/her teaching are most useful.
11. A specialized curriculum vitae designed to clearly highlight the candidate's teaching and learning efforts is essential to the committee in helping them get a feeling for the person as a human being, both within and outside his/her

educational role. Numbers of publications can be listed under appropriate headings.

12. Although no permission is needed to make a nomination, we request that you inform the faculty association at your university that you are making your nomination. The candidate must be a member of the Faculty Association at your institution to receive an OCUFA award.

13. Students are welcome and encouraged to submit nominations, but are urged to do so in conjunction with a faculty/librarian co-nominator.

DOCUMENT SUBMISSION

We request that all submissions be uploaded onto OCUFA's secured online submission system as a single PDF file.

The link to the online submission system is: http://awards.ocufa.on.ca

TEACHING AWARDS CEREMONY

Recipients of an OCUFA Teaching Award are invited to attend as guests of OCUFA at a special awards ceremony, where they will be presented with a citation and gift to commemorate their achievement. OCUFA pays accommodation and travel costs from the home university for each recipient and a guest to attend the awards ceremony.

APPENDIX I

INSTRUCTIONS FOR SUMMARIZING STUDENT RATINGS OF TEACHING

I. Student ratings should not be submitted in the form of raw questionnaires or computer printouts. Instead, the nominator should summarize the evidence contained in these raw data in a succinct, informative way that takes into account points 2 through 5 below. The summary might be in the form of a table (or tables), or simply a list of teacher ratings obtained in previous courses.

2. In the interests of brevity it may not be feasible to report summary data for all of the individual items in a typical teacher evaluation questionnaire. It is left to the judgment of the nominator as to whether it is best to report data for all items individually, only a few key items, a single overall evaluation item, the mean of all items combined, or means of subsets of items. There are obvious problems in using either an overall evaluation item or the mean of all items combined when ratings differ markedly for different dimensions of teaching. If you wish to emphasize different dimensions, retain data on each rather than combining it.

3. It is absolutely essential that student ratings be available for more than just a single course or a single year of teaching. High ratings in a single course or year do not provide conclusive evidence of outstanding teaching. The selection committee is more likely to be impressed by a record of consistently high ratings in several courses taught over a period of several years.

4. The nominator must provide information that will allow the selection committee to compare the candidate's performance with that of others in the same department

or faculty. Knowing that someone has received a teacher rating of 4.20 on a 5-point scale is of little value unless information is available as to the average (mean) rating and variability (standard deviation) of ratings for other teachers in the same academic unit. In lieu of the mean and standard deviation, the nominator might provide percentile norms for teacher ratings, or perhaps a statement that the candidate ranked kth among n teachers in a given department or faculty.

5. If normative data are available for a fairly large department or faculty, the candidate's teacher ratings might be reported in relation to other instructors teaching the same type of course (e.g., freshman courses, senior Honours seminars), rather than in relation to all other instructors.

   Alternatively, the nominator might indicate what types of courses the candidate has taught, and point out any cases in which high ratings were received in courses that tend to be unpopular with students.

6. As an aid in the interpretation of teacher rating summary data, the nominator should provide a copy of the questionnaire used to solicit ratings and an explanation of how the summary data were derived from the questionnaire. In particular, the nominator should specify which item or items are being reported, the nature of the rating scale (e.g., 5-point or 7-point), and the verbal definitions of scale value (e.g., 5 = outstanding, 4 = very good, etc.)