

# University Teaching Scholars

## Guidelines for Nominators & Selection Committees

(updated September 2015)

### Overview

As this is one of the highest recognitions of teaching excellence within UNB, University Teaching Scholars will have demonstrated a consistent and sustained high level of teaching performance (usually previously rewarded by a teaching award at the departmental, faculty or university level), and will have made substantial contributions in at least two of the following three teaching-related areas: Scholarship of Teaching and Learning (SoTL), educational leadership, and teaching innovation.

The criteria for the University Teaching Scholar designation are structured to provide documentation on which nominees can be equitably assessed. In addition, because University Teaching Scholars are often subsequently nominated for regional teaching awards, the criteria and documentation format for the UTS closely resemble those of the Association of Atlantic Universities' teaching awards and thus streamline preparation of a nomination package for these awards. For each set of criteria, the emphasis should be on providing concrete evidence that can be objectively evaluated. Deans and nominees are encouraged to seek input on preparing documentation for the nomination package, e.g., from CETL (Fredericton) or the Teaching & Learning Centre (Saint John).

In reviewing the nominations received, the Selection Committee will first consider the nominee's record as a teacher. Having identified those candidates who clearly excel as teachers, and are recognized to be educational leaders, innovators and/or valued contributors to the Scholarship of Teaching & Learning, the Selection Committee will consider the candidate's plan for use of the University Teaching Scholar funds and its potential impact of on teaching and learning for both the candidate and the university community.

## Criteria

### *Teaching excellence (required)*

The following is a list of characteristics of an excellent teacher:

- Demonstrates knowledge of the teaching and learning processes
- Practices scholarly teaching (i.e., teaching that is informed by current scholarship about teaching in general and teaching in his/her discipline in particular)
- Prepares and plans thoroughly for learning sessions (classes, labs, tutorials)
- Develops and communicates clear learning outcomes, course requirements and pathways to success
- Uses assessment approaches that are aligned with learning outcomes and instructional approaches
- Challenges students to develop critical thinking and problem solving abilities
- Encourages student participation in the learning process
- Demonstrates the ability to arouse learner interest in the subject
- Develops a rapport with learners

It is understood that opportunities to demonstrate these characteristics may vary and that there may be other dimensions that a candidate may include as illustration of teaching excellence.

### *Teaching-related contributions (2 of 3 required)*

Candidates should have contributed to two of three teaching-related areas: Scholarship of Teaching & Learning, educational leadership and teaching innovation.

#### ***Scholarship of Teaching & Learning***

Scholarship of Teaching & Learning research involves scholarly inquiry into student learning for the ultimate purpose of its improvement, and results in the dissemination of findings (publications and conference presentations) for the benefit of the broader community.

#### ***Educational leadership***

Education leadership involves contributing to the development of teaching and learning beyond the candidate's own teaching responsibilities.

Examples of activities that constitute educational leadership are:

- Participating in organizing UNB's ongoing efforts to improve the quality of instruction offered
- Assisting colleagues, either formally or informally, in efforts to improve their teaching (e.g., through mentorship or peer consultation)

- Organizing or participating actively in workshops or conferences on university-level teaching and learning.
- Being involved in collaborative efforts to develop innovative teaching methods
- Being actively involved in curriculum development or program renewal
- Developing curricula or learning programs that benefit all of UNB or a large section thereof (e.g., co-op programs, internships, service learning)
- Contributing actively to institutional committees whose work creates or influences institutional policies related to teaching, learning or assessment
- Engaging in outreach activities that involve teaching and learning
- Writing or substantially contributing to the development of institutional policies to enhance teaching or learning, such as teaching evaluation, academic advising, academic integrity
- Serving in leadership roles on regional, national or international organizations dedicated to teaching

### ***Teaching innovation***

Teaching innovation involves exploring and implementing new ways to teach.

Examples are:

- Developing innovative teaching methodologies
- Adopting new technologies that support effective teaching
- Creatively using more traditional teaching methodologies

## Documentation

Applications shall be submitted in the form of a single PDF document. The document shall be at most 20 pages long, excluding the nomination letters, cover page, the separation pages that identify each section of the document, and the appendices.

The following elements shall be included in the order stated:

### **1. Nomination letters:**

Letter from the dean as well as, if available, a copy of the letter submitted to the dean to suggest that this particular person be put forward as UTS candidate.

### **2. Academic career achievements:**

A summary (1-2 pages), in list or abbreviated CV format, highlighting major academic career achievements. Although defining achievements and contributions in research and service should be included, the emphasis should be on teaching achievements (e.g., course development, teaching innovations, teaching workshops presentations, teaching and learning publications).

### **3. Statement of teaching philosophy:**

A one- or two-page statement of teaching philosophy.

### **4. Evidence of teaching excellence:**

A variety of types of evidence of how the teaching philosophy is implemented should be included.

Possible forms of evidence:

- Course syllabi
- Examples of effective teaching and learning strategies
- Examples of development and use of formative assessment
- Examples of learning activities developed
- Examples of assessment strategies used
- Etc.

### **5. Evidence of significant contributions to 2 of 3 teaching-related areas:**

Evidence of contributions to 2 of the following 3 teaching-related areas:

- Teaching innovation,
- Scholarship of Teaching and Learning,
- Educational leadership.

In the case of teaching innovation, there may be some overlap with the evidence presented for teaching excellence.

## **6. Plan for use of the University Teaching Scholar funds**

A two to three page description of the candidate's plan for use of the funds awarded to a University Teaching Scholar.

The following are broad categories for acceptable projects:

1. Personal development of the award recipient as a teacher. This can involve the redesign of a course or courses to incorporate evidence-based teaching practices.
2. Contributions to the development of others as teachers
3. Scholarly investigation of an aspect or aspects of teaching and/or learning (i.e., a SoTL research project)
4. Enhancement of the culture of teaching and learning at UNB or possibly beyond UNB
5. Promotion of the value of teaching and learning at UNB or possibly beyond UNB

### **Appendix A – UNB Student Opinion Survey results**

Student Opinion Survey results for all courses taught within the last **two to five** years during which the candidate was teaching (i.e., excluding official leaves – sabbatical, maternity, disability, etc.).

### **Appendix B – Complete student feedback for two courses**

Complete student feedback for **two** of the courses taught within the last **two to five** years during which the candidate was teaching (i.e., excluding official leaves – sabbatical, maternity, disability, etc.).

This appendix must start with a paragraph describing the two courses and explaining why these two particular ones were chosen for inclusion.

This appendix may include data from departmental or faculty-level student opinion surveys, from the candidate's own surveys (both in-term and end-of-term), and from other feedback received from students. There must be an indication of how the data were collected and compiled.

It is possible that a candidate does not have such data.

### **Appendix C – Letters of reference**

Up to two letters of reference from individuals who are familiar with the nominee's teaching and/or the nominee's dedication to students. Each letter should be less than two pages long and ideally one page long.