

# NOMINATION GUIDELINES

Association of Atlantic Universities

## **Awards for Distinguished Teaching and for Educational Leadership, 2019**

---

**Application deadline: Tuesday, May 7, 2019**

### **Purpose**

The purpose of the awards programme is to encourage excellence in teaching and instructional leadership in the universities of the Atlantic region by acknowledging those individuals who exemplify such excellence and those who contribute more generally to the improvement of the quality of university teaching.

### **Award Descriptions**

Up to three awards will be made annually and will be allocated within the following two categories.

#### **1. Distinguished Teaching Award**

This award recognizes excellence in university teaching over a number of years, primarily at the undergraduate level.

An individual nominated for this award will be characterized by a proven commitment to enhanced student engagement and learning, a reflective and intentional approach to teaching practices, and dedication to teaching improvement. The following list reflects significant criteria of distinguished teaching, though the Selection Committee is aware that opportunities to demonstrate all of these characteristics may vary according to the institutional context and that nominees may also provide other examples of teaching excellence:

- demonstrates knowledge of the teaching and learning process;
- uses research to adapt and develop teaching practice and inform course development;
- demonstrates the capacity to arouse student interest in the subject;
- prepares and organizes thoroughly for classes, labs, or tutorials;
- develops and clearly communicates student learning outcomes, course requirements, and pathways to success;
- challenges students to achieve learning outcomes and to develop critical thinking and problem solving abilities;
- develops rapport with students;
- uses approaches to teaching and evaluation of learning that respect diverse student learning needs;
- uses assessment methods that are aligned with learning outcomes and instructional approaches;
- encourages student participation in the learning process; and
- demonstrates reflective teaching, for example by
  - engaging in the scholarship of teaching and learning;
  - sharing good practice with others through workshops, presentations, or publications on teaching and learning; or
  - participating in professional development activities to enhance teaching practice.

## 2. Anne Marie MacKinnon Educational Leadership Award

This award recognizes a sustained commitment over an extended period to the improvement of university teaching and learning, particularly within the nominee's own institution and perhaps beyond.

An individual nominated for this award will, in part, have provided leadership among faculty colleagues in developing structures and processes and in pursuing activities that help create an institutional environment which fosters and supports teaching excellence. What constitutes educational leadership will vary from institution to institution. For example, the nominee might have:

- participated in organizing the institution's ongoing efforts to improve the quality of instruction it offers to its learners;
- been instrumental in the development of a programme of teaching awards;
- assisted colleagues, either formally or informally, in efforts to improve their teaching, for example through mentorship or peer consultation;
- provided guidance to new faculty members;
- organized or participated actively in workshops, symposia, or conferences on university instruction;
- been involved in collaborative efforts to develop innovative methods of teaching;
- been actively involved in curriculum development or programme renewal;
- developed curricula or learning programmes (such as co-op learning, service learning, or internships) that benefit the entire campus;
- contributed actively to institutional committees whose work has created or influenced institutional policies related to teaching, learning or assessment;
- engaged in community outreach activities that involve teaching and learning, e.g., spoken to school groups, offered community seminars or presentations, raised awareness on community issues;
- written or substantially contributed to the development of institutional policies to enhance teaching or learning, such as teaching evaluation, academic advising, academic integrity, etc.; or
- served in leadership roles on regional, national, or international organizations dedicated to teaching of a disciplinary or general focus.

Given the superb quality of nominees, simply fulfilling the nomination criteria may not, in itself, be sufficient to receive either of these awards. Therefore, the Committee encourages nominees to demonstrate not only how they meet, but how they surpass, these criteria.

## Eligibility

1. Nominations are accepted in English only. The AAU will reimburse each of its two French-language institutions up to a maximum of \$2,000 per year for the cost of translating a nomination dossier from French to English. Original French-language dossiers should be available upon request from the chair of the Coordinating Committee on Faculty Development which serves as the Selection Committee for the awards.
2. Full-time, part-time, and limited term faculty members are eligible for nomination for either award. Those nominated must be members of the teaching faculty, with a load normal for their discipline, level, or term of appointment as determined by their nominating institution.
3. Chairs and department heads who continue to teach a minimum of half a normal teaching load are eligible for nomination.
4. Academic administrators, such as Presidents, Vice-Presidents, Deans and full-time Directors of teaching centres who do not teach this minimum load and/or whose primary role includes educational leadership or promoting teaching excellence are not eligible.
5. Previous recipients of 3M National Teaching Fellowships are not eligible for nomination for the AAU awards, as the AAU awards are intended to be a progression to this award.
6. No current member of the AAU Coordinating Committee on Faculty Development may be nominated.
7. A nominee for each award may be selected according to a procedure established by the university and need not have received an institutional award.
8. An individual may be nominated for only one award in a given year, although a recipient of one of the awards may be nominated for the other in a succeeding year.
9. Re-nominations of previously unsuccessful nominees are welcomed and encouraged; however, nominators are reminded that the award criteria may change from year-to-year—please ensure that re-nominations conform to the current guidelines.

## Nomination Procedure

### Application Deadlines

The deadline for applications is set annually, usually during the first week of May. Each AAU member institution may forward nominations for either or both of the Distinguished Teaching and the Educational Leadership Award. The nomination dossiers must be submitted by the AAU Coordinating Committee on Faculty Development representative from the institution. Please consult the list of Committee members, available at <http://www.atlanticuniversities.ca/committees/faculty-development-committee/committee-members>.

### Award Category

Each university may submit a maximum of three nominations. Two nominations may be in the Distinguished Teaching category and one in the Educational Leadership category. All dossiers will be considered in the category for which they have been nominated, unless in the following exceptional circumstance: When an institution nominates only **one** person and the Selection Committee believes the nomination is more appropriately suited to the other category, the nomination may be switched.

### Supporting Materials

Each nomination shall be accompanied by material supporting the application in accordance with the Guidelines for Nomination. Please submit a PDF to the AAU Secretariat ([ckent@atlanticuniversities.ca](mailto:ckent@atlanticuniversities.ca)).

<p>The Committee will accept <b>only</b> those dossiers submitted to the AAU Secretariat by the institution's representative on the Coordinating Committee on Faculty Development.</p>
--

### Selection Committee

The AAU Coordinating Committee on Faculty Development serves as the Selection Committee for the awards.

### Announcement of Award Recipients

Each September, the AAU issues a press release announcing the recipients of the Distinguished Teaching Award and the Anne Marie MacKinnon Educational Leadership Award for that year. Award recipients and their guests will be honoured at a luncheon held during the September meeting of the AAU Presidents' Council. As part of the proceedings at the luncheon, recipients will be asked to give a 10-minute presentation about the importance of effective teaching or educational leadership.

### Atlantic Universities' Teaching Showcase

Recipients of the Distinguished Teaching and the Anne Marie MacKinnon Educational Leadership Awards will be invited to participate in a session at the annual Atlantic Universities' Teaching Showcase.

**Association of Atlantic Universities**  
**DISTINGUISHED TEACHING AWARD**

---

## **Nomination Guidelines, 2019**

This award recognizes excellence in teaching over a number of years. Please refer to the award criteria and examples on page one.

### **Dossier Format**

The Selection Committee is aware that each of the nominating universities will have its own procedures and criteria relating to internal teaching awards and it wishes to respect these differences. The following guidelines are presented to ensure fairness and consistency in the presentation of nominations for the AAU awards.

### **Important Information about Dossier Format**

- The dossier must be formatted as a PDF file.
- The AAU Coordinating Committee on Faculty Development representative for the institution is the person who should email the PDF file to the AAU Secretariat (ckent@atlanticuniversities.ca) by **Tuesday, May 7, 2019**.
- Nomination dossiers must not exceed **20 numbered pages**. The following are **required** but **not** counted in the 20-page limit:
  - cover page which displays the nominee's name, academic unit, institution, and year of submission;
  - table of contents; and
  - separation pages that clearly identify each category of evidence.
- Dossiers must be presented in **12-point font** with all original descriptive content written by the nominee appearing in **Garamond** or **Helvetica** font. Use standard **one-inch page margins** all around.
- The Selection Committee's decision will be based on material contained within the 20-page dossier and appendices only. The dossier must **not include URLs** to supporting material.

The Committee will not accept dossiers which exceed the 20-page limit (excluding required appendices), or which use a font size smaller than 12-point or margins narrower than one inch all around. A dossier which does not conform to these guidelines or which lacks any of the following component parts will not be considered for an award.

### **Dossier Contents**

The dossier should make a persuasive case for distinguished teaching using evidence from a variety of sources, including the nominee, learners, peers, and exemplary teaching materials. The following categories of evidence and appendices should be presented in the given order:

**Part 1: Nomination Letter**—A nomination letter summarizing the nominee's major teaching strengths and contributions.

When the nomination letter is written by someone other than the President or Vice-President Academic, the President or Vice-President Academic should endorse the nomination by appending a brief note or by adding their signature to the nomination letter. No current member of the AAU Coordinating Committee on Faculty Development may be the designated nominator.

**Part 2: Academic Career Achievements**—A one- or two-page (maximum) summary **in list or abbreviated CV format** that highlights the nominee’s major academic career achievements in teaching, service, and research, with an emphasis on contributions to teaching and learning, such as course development, introducing new instructional strategies or technologies, presenting workshops, or publishing on teaching and learning.

**Part 3: Teaching Philosophy**—A one- to two-page (maximum) teaching philosophy statement. An effective philosophy statement provides the context for the nominee’s teaching and explains the values, principles, and goals that underpin teaching decisions and actions. It should demonstrate that the nominee reflects on and learns from the teaching experience and literature. The teaching philosophy is the anchor of the dossier and the Committee’s first opportunity to hear the nominee’s own voice—it should be personal and genuine. The best ones put into words the spirit that animates the teacher, who then comes to life on the page as a result.

**Part 4: Evidence of Excellence in Teaching**—Varied evidence of how the nominee implements their teaching philosophy. Such evidence may include course syllabi, examples of their most effective teaching and learning strategies, their development and use of formative teaching evaluation, learning activities developed, or assessment strategies used.

**Part 5: Student Ratings of Instruction** (See also Appendices)

- a. A paragraph that explains the context for student ratings of instruction (SRI) at the institution including the following:
  - the office responsible (e.g., Provost, institutional planning, etc.);
  - the administrative procedures for SRI (who conducts them, how the forms are administered, how the results are reported);
  - the normal course load for a teacher in the department; and
  - if the nominee has used a **university-sanctioned** alternative to the institution’s standard SRI, a description of the alternative instrument and how it is administered, and a rationale for using it.
- b. A table that contains the following information:
  - all courses taught by the nominee during the most recent **two years** of teaching responsibilities (allowing for sabbaticals and leaves, and allowing for the advanced preparation of dossiers that require translation from French to English); and
  - the enrollment in each course.

If the institution’s standard SRI has been used, the table should also include the following:

- the number of students who responded to the SRI questionnaire in each course;
  - the mean rating received for the **global or ‘overall’ question(s)** for each course; and
  - the name and position of the person who summarized the data for the table and how the summary was prepared.
- c. A paragraph that contextualizes or expands upon the data provided and that helps the Selection Committee in its interpretation. For example, what trends or patterns emerge in the data? What information explains irregularities for a particular course? Whether the institutions standard SRI or a university-sanctioned alternative has been used, the nominee should reflect on the data and explain how they have responded to, applied, or used student feedback to enhance their teaching and student learning.

See also <b>Appendices</b> for further student ratings requirements.
--

**Part 6: Letters of Support**—Up to six letters of support, three from each of the following two groups of supporters may be included:

- students not currently enrolled in any of the nominee’s classes or working under their supervision, and
- colleagues/peers with personal experience of the nominee’s teaching.

### **Important Information about Supporting Letters**

- The Committee will accept letters of support that are up to 18 months old. For submissions translated from French to English, the Committee will accept letters of support that are up to 24 months old.
- Current members of the AAU Coordinating Committee on Faculty Development are ineligible to write letters of support.
- Letters should provide specific examples illustrating the characteristics attributed to each nominee.
- Letters should include the signature and postal address of the writer. If the letter is in the form of an e-mail message, it should include the full name and e-mail address of the sender.
- Mindful of the 20-page limit for the dossier, nominees are strongly discouraged from including multiple letters that repeat the same information, thereby limiting the amount of evidence they can supply in Part 4.

**Appendices**—The following appendices are required but **not** included in the 20-page limit for the dossier.

- A. A blank copy of the student ratings questionnaire or university-sanctioned alternative
- B. Complete sets of student comments from **two** courses listed on the table in Part 5b  
If student comments are not collected on the institution’s standard SRI, include anonymous comments collected at the end of the semester by another method. All nominees must explain how and by whom the comments were collected, compiled, and verified.
- C. A one-page description of the two courses chosen and a rationale for their inclusion

**Association of Atlantic Universities**  
**ANNE MARIE MACKINNON EDUCATIONAL LEADERSHIP AWARD**

---

## **Nomination Guidelines, 2019**

This award recognizes sustained commitment to the improvement of university teaching by providing leadership in developing institutional structures and processes, and creating an environment in which teaching excellence is valued and fostered. In adjudicating this award, the Selection Committee looks for evidence of leadership and influence that is broad, lasting, and pervasive within, and perhaps beyond, the nominee's own institution. Please see the list of possible leadership activities suggested on page two.

### **Dossier Format**

The Selection Committee is aware that each of the nominating universities will have its own procedures and criteria relating to internal awards, and it wishes to respect these differences. The following guidelines are presented to ensure fairness and consistency in the presentation of nominations for the AAU awards.

### **Important Information about Dossier Format**

- The dossier must be formatted as a PDF file.
- The AAU Coordinating Committee on Faculty Development representative for the institution is the person who should email the PDF file to the AAU Secretariat ([ckent@atlanticuniversities.ca](mailto:ckent@atlanticuniversities.ca)) by **Tuesday, May 7, 2019**.
- Nomination dossiers must not exceed **20 numbered pages**. The following are **required** but **not** counted in the 20-page limit:
  - cover page which displays the nominee's name, academic unit, institution, and year of submission;
  - table of contents; and
  - separation pages that clearly identify each category of evidence.
- Dossiers must be presented in **12-point font** with all original descriptive content written by the nominee appearing in **Garamond** or **Helvetica** font. Use standard **one-inch page margins** all around.
- The Selection Committee's decision will be based on material contained within the 20-page dossier only. The dossier must **not include URLs** to supporting material.

The Committee will not accept dossiers which exceed the 20-page limit or which use a font size smaller than 12-point or margins narrower than one inch all around. A dossier which does not conform to these guidelines or which lacks any of the following component parts will not be considered for an award.

### **Dossier Contents**

The dossier should provide compelling evidence from a variety of sources to support the nominee's case for sustained, pervasive educational leadership. Therefore, the following categories of evidence should be presented in the given order:

**Part 1: Nomination Letter**—A letter of nomination describing the nominee’s major contributions in educational leadership and the effects and outcomes of their leadership activities.

When the nomination letter has been written by someone other than the President or Vice-President Academic, the President or Vice-President Academic should endorse the nomination by appending a brief note or by adding their signature to the nomination letter. No current member of the AAU Coordinating Committee on Faculty Development may be the designated nominator.

**Part 2: Academic Career Achievements**—A one- or two-page (maximum) summary in list or abbreviated CV format highlighting the nominee’s major academic career achievements (teaching, research, and service) with an emphasis on contributions to teaching, learning, and educational leadership.

**Part 3: Philosophy of Educational Leadership**—A one- to two-page (maximum) statement from the nominee describing their philosophy of educational leadership, and how this philosophy has been implemented. In the statement, the nominee should explain “educational leadership” in their context (discipline, institution, or broader community). This statement provides the nominee with an opportunity to articulate their rationale for going beyond personal teaching practice to enhance teaching and learning generally.

**Part 4: Evidence of Achievements in Educational Leadership**—Varied evidence of how the nominee implements their educational leadership philosophy. This evidence may include sample documents or materials the nominee has created. It should not only describe the nominee’s leadership activities but also highlight their influence, impact, and outcomes.

**Part 5: Letters of Support**—Three to six letters of support from colleagues/peers detailing the nominee’s active involvement in educational leadership at the institution (and perhaps beyond) and the lasting value and outcomes of that leadership. The Committee will accept letters of support that are up to 18 months old. For submissions translated from French to English, the Committee will accept letters of support that are up to 24 months old.

Current members of the AAU Coordinating Committee on Faculty Development are ineligible to write letters of support.