

Faculty of Education Undergraduate Teaching Award Selection Criteria

The committee recommends that the selection criteria for the Rutherford Award be used as the basis of the faculty award and that the following criteria be adopted in recognition of the unique role of the faculty.

1. Integrates theoretical knowledge with the world of teaching.
2. Emphasizes and demonstrates the interrelatedness and relevance of different areas of knowledge.
3. Is an outstanding model of the teaching profession.

The Faculty of Education Undergraduate Teaching Award is normally given to candidates who have achieved an average rating of 4.5 or higher on most of the Faculty of Education required IDQ criteria and/or have strong supporting evidence through anecdotal comments on the IDQs, solicited and unsolicited letters.

Beginning in the Fall of 2002, previous Faculty of Education Undergraduate Teaching Award recipients are eligible to reapply for a second Faculty of Education Undergraduate Teaching Award after a period of **five** years providing they have **not received** a Rutherford Award. This will accommodate changes in teaching assignments, increased equity amongst new and seasoned faculty members, and the more recent emphasis on technology.

Also beginning in the Fall of 2002, if there are not two submissions to forward to the Rutherford competition, then submissions from all Faculty of Education, Undergraduate Teaching Award recipients who have not won a Rutherford Award in the **previous three** years, will be solicited. The Committee will review the additional submissions and select the two submissions to be forwarded for the Rutherford competition.

Rutherford Award for Excellence in Undergraduate Teaching Procedure

Overview

The Rutherford Award for Excellence in Undergraduate Teaching was instituted at the University of Alberta in 1982.

Purpose

To recognize publicly teaching excellence by **full-time continuing** academic staff (regardless of seniority), to publicize such excellence to the University and the wider community, to encourage the pursuit of such excellence, and to promote informed discussion of teaching and its improvement at the University of Alberta.

PROCEDURE

1. ELIGIBILITY

Any individual who has completed a minimum of five years of teaching at the University of Alberta as a full-time continuing member of the academic teaching staff (Category A1.1 or A1.5) is eligible. Five years is defined as five full years of teaching exclusive of leaves and duties which constitute absence from teaching. Nominees must have been teaching within the last 24 months of the date of nomination. If an eligible individual takes on a new position that places him/her in a different staff category, that individual will remain eligible for nomination for 24 months after his/her reclassification. However, individuals may apply for only one of either the Rutherford or William Hardy Alexander Awards in a given year. (See the associated Procedure concerning the William Hardy Alexander Award for Excellence in Undergraduate Teaching.)

Augustana faculty members are eligible to apply for University of Alberta teaching awards, and, for the purposes of eligibility for these awards, years of service at Augustana University College shall be considered equivalent to years of service at the University of Alberta.

* See [Section 5](#) of the GFC Policy Manual for definitions of academic staff.

Staff or students of any Faculty that teaches undergraduate students are encouraged to submit nominations to their Department Chair or Dean, as appropriate. The GFC University Teaching Awards Committee (UTAC) suggests that this be done through an appropriate Faculty committee. The resubmission of nominations in subsequent years is welcomed.

The number of permissible annual nominations per Faculty is dependent upon the number of full-time continuing teaching staff as follows:

Up to 60 staff	1 nomination
61 to 120 staff	2 nominations
121 to 180 staff	3 nominations
181 to 240 staff	4 nominations
241 to 300 staff	5 nominations
301 to 360 staff	6 nominations
	and so on (1 per 60)

2. NOMINATION

The documentation accompanying a nomination should provide specific supporting information addressing each of the criteria set out below (under the heading "Criteria for the Award"). In particular

- a. Student assessments are necessary for evaluation of adjudication criteria 3. c, d, e, f, i and j. Student assessments should provide information about the quality of teaching over a period of years and over the range of undergraduate courses taught and should demonstrate the nominee's teaching compared with other members of the Department or Faculty. The results of universal student ratings of instruction also may be included, if available.

Letters from alumni are also important and provide information on the long-term effect of the nominee's teaching.

- b. **External peer** (off-campus) evaluations must be included with the nomination (see criterion 3 b). A minimum of one is required; however GFC UTAC would prefer that two or three be submitted. Only the Dean, Department Chair or Chair of the Faculty Committee may solicit external evaluations. At

least one such evaluation must come from a peer in a related field at another academic institution. Letters to external evaluators must advise such evaluators that their assessments will be confidential and that only the Dean, Department Chair or Chair of the Faculty committee, and the GFC UTAC will be privy to the information provided.

The external peer evaluations should be submitted in the original and must be current; they must not be excerpted or abridged. All documentation submitted to GFC UTAC must be in English. If material has been translated, please include the original document(s) as appendices. (These appendices will not be included in the total page count.)

GFC UTAC feels that assessments by external evaluators are limited only by the amount of teaching-related information submitted to them. Nominators are encouraged, therefore, to compile comprehensive teaching materials for their candidates (eg, course outlines, samples of handouts, examinations, assignments) so that external evaluators have adequate information to assess the nominee.

- c. Letters from colleagues regarding teaching, course materials, range of courses and activities related to teaching, are valuable for evaluation of adjudication criteria 3. a, g, h and j.
- d. A statement of the nominee's teaching philosophy.

Nomination packages must not include extensive course outlines, bibliographies, examinations, papers, etc. This is an undergraduate teaching award, so detailed information about graduate teaching and research publication is not relevant; however, a very brief curriculum vitae is invited to be included within the 20-page count.

The nomination, including documentation, must not exceed 20 pages. The pages GFC UTAC will consider must be consecutive and numbered 1 through 20 in the bottom right-hand corner; The Rutherford Award Nominator's checklist must be included with the nomination as an unnumbered first page to each of the twelve (12) copies submitted. A title page and/or table of contents may each be submitted as an unnumbered page to each of the twelve (12) copies submitted. Nominations must be in a 12-point font. (NOTE: Anything more than 20 pages will be removed prior to distribution to GFC UTAC members. Any page where 2 pages have been reduced to 1 page will be counted as 2 pages.) The nominee's name should appear on the first page of the nomination.

Supporting documentation submitted to GFC UTAC must be in English. If material has been translated, please include the original documents(s) as appendices. (These appendices will not be included in the total page count.)

Twelve (12) copies of each nomination package must be submitted. The deadline for receipt of complete nomination packages is 4:30 pm on the last Friday of February. There will be no discretion to extend the deadline. (Note: Individual Faculties may have their own earlier deadlines for teaching award competitions and for deciding upon nominations for the Rutherford Award competition.) Please submit nominations to GFC UTAC, c/o the Secretary to GFC UTAC, University Secretariat.

GFC UTAC recognizes that nominations from different Faculties might vary considerably and takes this into account during its deliberations. Nominators requiring assistance and advice to prepare their nominations should consult the Faculty Awards Facilitator, Academic Awards and Ceremonies Office,.

3. CRITERIA FOR THE AWARD

The adjudication criteria for the Rutherford Award for Excellence in Undergraduate Teaching are set out below (not necessarily in order of importance) and nominations and documents should address these criteria

- a. Exhibits a consistently superior command of the subject matter.
- b. Demonstrates excellent planning and organization in course outlines and objectives, reading and laboratory assignments, handouts, projects, grading schemes, examinations and all other material associated with undergraduate courses.*
- c. Instills vital interest in and enthusiasm for the subject on the part of students.
- d. Strongly encourages and fosters independent study.
- e. Generates a desire for continued learning.
- f. Strongly encourages students to be critical, to think independently and to solve problems.
- g. Presents the subject matter at an appropriate level of rigor.
- h. Demands that students have a comprehensive, coherent understanding of the subject matter.
- i. Consistently demonstrates a concern for student progress and is available and approachable for out-of-classroom consultation.
- j. Is a valuable resource for both students and colleagues.
- k. Contribution to curriculum development for the program.
- l. Promotes and contributes to excellence in teaching by collaborating with others within the University and/or with communities at large.

*External peer (off-campus) evaluations of criterion b are to be submitted with the nomination.

4. ADMINISTRATION OF THE AWARD

The GFC University Teaching Award Committee (UTAC) will adjudicate the award.

(Refer to [Section 118](#) of the GFC Policy Manual for GFC UTAC's Terms of Reference).

Each year up to five (5) Rutherford Awards will be funded; at least one award will be given annually. In any given year when there is more than one award, they will not normally be made to individuals in the same department. No one individual is to receive a Rutherford award more than once.

Each year, funds for one additional award will also be made available to GFC UTAC. The Committee may, at its discretion, choose to grant this additional award as either an additional Rutherford Award for Excellence in Undergraduate Teaching or an additional William Hardy Alexander Award for Excellence in Sessional Teaching. In the event that the Committee chooses not to award the additional funds in a

given year, those funds will be carried over to the following year's adjudication, at which time the Committee may award the carried over funds in the manner described above.

Recipients of the additional award are subject to the eligibility criteria and nomination requirements for the Award to which the Committee chooses to designate the additional funds (eg. the Rutherford Award for Excellence in Undergraduate Teaching or the William Hardy Alexander Award for Excellence in Undergraduate Teaching).

Following the GFC UTAC adjudication meeting, the Provost and Vice-President (Academic) or delegate shall notify recipients by telephone call. Recipients will then receive formal written notification from the Chair of GFC UTAC.

Individual award recipients shall be publicly recognized at a special reception, at Convocation and at the Celebration of Teaching and Learning, and shall receive an appropriate memento. A permanent plaque recognizing their achievement shall be located in the Rutherford Galleria.

GFC University Teaching Awards Committee (UTAC)

RUTHERFORD AWARD NOMINATOR'S CHECKLIST

Nominee's Name and Faculty: _____

Yes/No		<u>Checklist must be completed and included with the Nomination as an unnumbered first page to each of the twelve copies submitted.</u>
	1.	Has the nominee served as a full-time continuing member of the academic teaching staff (Category A1.1 or A1.5) of the University of Alberta for at least <u>five full years</u> ?
	2.	Is the material supporting this nomination <i>no more than</i> <u>twenty (20) regular-sized pages in length</u> , and are the pages numbered 1 through 20 in the bottom right-hand corner?
	3.	Are external peer (a peer from an academic institution OTHER than the University of Alberta) evaluations included (at least one of which is from a peer in a related field at another academic institution)?
	4.	Is the nomination approved by the Dean or his/her designate? Please note that if the Dean is submitting a letter of support with the nomination it must appear as one of the 20 numbered pages.
	5.	Does the nominee's name appear on the first numbered page of the nomination?
	6.	Has this checklist been completed by indicating <i>yes</i> or <i>no</i> next to each question and attached as an unnumbered first page to each of the <u>twelve</u> copies being submitted?

NOMINATION FORM
FOR

THE FACULTY OF EDUCATION UNDERGRADUATE TEACHING AWARD

We, the undersigned wish to nominate

please print name

to receive a Faculty of Education, Undergraduate Teaching Award.

1. _____
2. _____
3. _____

I, _____ agree to let my name stand for the above award and will seek to have all the necessary documentation in place and delivered to the Associate Dean (Undergraduate Teacher Education) Office (1-107 Education North) by the second Friday in November.

Faculty of Education Undergraduate Teaching Award

IDQ Ratings

Please fill in the IDQ ratings for courses taught. A minimum of 9 course weights or 3 courses are criteria for eligibility. Please note that courses taught during Term 1 2003 will not be included.

IDQ Statements	Term _____ Year _____ ED _____ Rating			
1. The instructor spoke clearly.				
2. The instructor was well prepared.				
3. The instructor treated students with respect.				
4. The instructor provided constructive feedback throughout this course.				
5. Overall, the instructor was excellent.				
6. The instructor endeavored to create and maintain a climate of mutual respect.				
7. The goals and objectives of the course were clear.				
8. In-class time was used effectively				
9. I am motivated to learn more about these subject areas.				
10. I increased my knowledge of the subject areas in this course.				
11. Overall, the quality of the course content was excellent.				