

Olive Beatrice Stanton Award for Excellence in Teaching

Introduction:

This award recognizes *“an outstanding University of Manitoba educator who has demonstrated continuing teaching excellence and who made contributions to advancing teaching and learning at the U of M.”*

The Award consists of a plaque and a monetary award of \$7,500. The recipient will be included in the Convocation Ceremony and will also deliver a presentation within the U of M New Faculty Orientation and/or the Teaching and Learning Certificate program.

Eligibility:

- Anyone teaching up to 10 consecutive years [Year-long sabbaticals extend the consecutive year requirement by one year]
- No individual can be nominated for both the Stanton and Saunderson awards in any given year
- The nomination is valid only for the year in which it is submitted
- Any individual can be awarded the Stanton Award for Excellence in Teaching, only once

Obligations:

- By agreeing to be nominated, it is expected that the nominee will:
 - a. cooperate with the nomination facilitator in providing supporting evidence
 - b. attend the annual U of M Awards Ceremony and Convocation ceremony
 - c. present at the New Faculty Orientation program and/or the Teaching and Learning Certificate program
 - d. select how they will receive the monetary award – via payroll or credited to their Travel & Expense fund (subject to Faculty guidelines)

Each Faculty/College/School may only submit one candidate for the Stanton Award. The Faculty/College/School process for this submission should ensure that high quality candidates are identified, and a match exists between the nominee’s achievements and the criteria for the award. An endorsement letter from the Dean must be included in the nominee’s Full Nomination file.

Who can nominate?

Any member of the University of Manitoba community (faculty, student or staff) can nominate someone for the Stanton Award for Teaching Excellence.

Criteria

The nomination submission **must** clearly address these two criteria:

1. Continuing teaching excellence, and
2. Significant contributions to teaching and learning at the University of Manitoba.

The submission must also include a modified CV (the latter alone is NOT sufficient for consideration for the award.)

Examples of support and evidence for Continuing Teaching Excellence:

- The nomination must include evidence of strong support from students, both present and former
- The range and diversity of support for the nominee (i.e. from students, colleagues, alumni, administrators, etc.)
- The range and complexity of contributions to teaching and learning at the University (within and beyond a home Department, School, or College)
- Participates in ongoing professional development related to teaching and learning
- Demonstrates scholarly teaching which includes:
 - Consulting the literature and evidence on teaching in your field
 - Reviewing research or scholarship about teaching, learning, or sharing discipline-specific knowledge
 - Applying scholarly findings to your teaching practice
 - Reflecting and/or self-evaluating your teaching practice
 - Consulting other teachers in your field and/or the teaching and learning centre
- Integration of best practices in instruction and assessment demonstrating effectiveness of teaching strategies, and clear evidence of student engagement
- Enthusiasm for teaching, innovative pedagogical approaches, grounding practice in learning theories
- Motivating students
- Acting as a role model for students and colleagues
- Description of teaching strategies developed to improve student learning, including their planning, development, execution and assessment
- Evidence of impact on student learning
- Lists of workshops, webinars, courses, or other professional development in which the nominee has participated
- Mentoring, advising, consultations outside of class, small-group tutoring, studio instruction, undergraduate research projects, experiential learning situations, etc.
- Evidence of transformative influence on student learning (e.g. improved assessment performance, course and program completion rates, acceptance rates to graduate programs, success in co-op placements, etc.)
- Evidence of grounding work in best practice
- Other recognition (internal or external) received for teaching excellence.

- Letters from supporters describing the nominee’s teaching and its impact on students’ learning
- Curriculum and course development, planning, or coordination
- Development of curricular materials (e.g. textbooks, on-line resources, digital media, etc.)
- Any additional evidence addressing teaching excellence.
- Early engagement in scholarship of teaching and learning (SoTL) projects that include the following elements:
 - Research questions about student learning and using sound methods to conduct systematic inquiry to answer them.
 - Producing research about teaching and learning within a specific context.
 - Grounding research questions within what is already known about the topic.
 - Engaging students in the research process, ideally including them as collaborative partners with joint ownership/decision making over the processes and outcomes.
 - Ensuring research is visible/public and critically reviewed (e.g., presentations, blogs, conferences, reports, white papers, peer-reviewed publications).
 - Sharing enough detail to make the research methods replicable.
 - Results can be used to enhance scholarly teaching.

Examples of support and evidence for significant contributions to teaching and learning at UM:

- Mentoring and consultations to other faculty members
- Innovation in teaching practice
- Collaborative projects that improve quality of teaching and learning at the University level
- Sharing/translation of best educational practices
- Presentations at events on teaching and learning including CATL workshops
- Course/curricular design or redesign, teaching innovation
- Involvement in educational research and its dissemination
- Description of educational materials developed
- Evidence of sharing educational expertise including facilitating teaching and learning related workshops
- Initiatives to improve teaching at the University of Manitoba
- Collaborations to improve teaching at the University of Manitoba
- Planning and policy making and description of the nature of involvement
- List of presentations or publications on teaching and learning
- Letters from supporters describing various contributions to teaching and learning at U of M and elsewhere
- Any additional evidence addressing contributions to advancing teaching and learning

IMPORTANT: Some of the criteria above may be similar to those for other teaching awards at the University of Manitoba, including those sponsored by individual Faculties. However, it is expected that the Stanton Award recipient would demonstrate a much greater depth and breadth as appropriate for the prominence of the Stanton Award.

Process

1. Obtain the nominee's permission.
2. Prepare, in collaboration with the nominee, a two-page Brief representing an "executive summary" of the nominee's accomplishments that meet the award criteria and eligibility.
3. It is essential that the Brief include evidence of one or more of the following minimum criteria:
 - Participation in professional development opportunities related to teaching and learning and how it has impacted nominee teaching practice
 - Impact of teaching on student success
 - Innovation in teaching and learning
 - Sharing of best practices related to teaching [for example, facilitating workshop(s)]
 - Evidence of scholarly teaching and/or early engagement in scholarship of teaching and learning
4. Submit the Brief to the Vice-Provost (Teaching and Learning) – c/o Michelle Sookbirsingh (michelle.sookbirsingh@umanitoba.ca) - by the specified deadline for review by the Vice-Provost.
5. Once the Vice-Provost has made his/her recommendations regarding nominees to move forward in the process, the nominator compiles a Full Nomination file detailing the record of the nominees' accomplishments and submits the complete package by the specified deadline. The nominations will then be reviewed by the Vice-Provost Award Committee, which will select the award winner.
6. Student nominators may wish to contact the Dean's Office for assistance with compiling the Brief and, if necessary, the Full Nomination file. This can ensure that the submission reflects a full range of the nominee's contributions of which a student may not be aware.

Nomination Package

The full package must not exceed 30 pages.

The required components of the nomination for the Stanton Award for Teaching Excellence are:

- A one-page endorsement letter written by the Dean
- A Nomination Brief (1 to 4 pages) prepared, and signed, by the nominator
 - clearly address nominee's achievements, functioning as an executive summary
- A citation (no more than 300 words – 1 page) suitable for press release and prepared by the nominator
- It is essential that the nomination include evidence of one or more of the following minimum criteria:
 - Participation in professional development opportunities related to teaching and learning and how it has impacted nominee teaching practice
 - Impact of teaching on student success

- Innovation in teaching and learning
- Evidence of scholarly teaching and/or early engagement in scholarship of teaching and learning
- A statement of the nominee's Teaching Philosophy (1 to 3 pages), reflecting on teaching practices as they relate to fostering student learning and their intellectual growth, and a brief plan for engagement in scholarship of teaching and learning and/or higher education research over the next five years
- A summary of teaching evaluations (1-page maximum) over a minimum of five consecutive years - no raw data should be submitted, but rather summarize relevant information on a single page
- A modified Curriculum Vitae (1 to 4 pages) focusing on teaching, educational leadership, achievements and other contributions to teaching and learning – this CV is distinct from a typical CV relating to one's field of expertise so, for instance, do not include field-specific research publications, but do include presentations at discipline-based education or educational research conferences, other educational conferences, workshops on teaching & learning, textbooks, teaching awards, etc.
- Letters of support (each letter must not exceed one page in length) that provide specific examples of why the nominee should be considered for the Stanton Award for Excellence in Teaching. There should be a minimum of five supporting letters, and they should include:
 - At least two letters from undergraduate or graduate students or alumna/alumnus (if the nominator is a student, there must be at least one letter from a student other than the nominator)
 - At least one letter from a colleague (if the nominator is a colleague, there has to be at least one letter from a colleague other than the nominator)
 - At least one letter from an administrator, other than the Dean whose letter is already included
 - At least one letter from outside the nominee's School/Department

The total number of the above required pages is at minimum 11 and at maximum 19. This allows the nominator to include additional evidence or support letters to a maximum of 30 pages.

The nomination file must clearly address the two Award Criteria as described above.

Selection Process

The recipient of the Stanton Award for Excellence in Teaching is selected by the Vice-Provost Awards Committee to ensure that high quality candidates, whose achievements meet or exceed the awards criteria, are selected for the available university teaching awards.

The Vice-Provost Award Committee Chair notifies the Provost of the selection results. The Vice-Provost Award Committee Chair will write a congratulatory letter to the recipient.

Following notification to all nominees and nominators, the Provost makes a public announcement regarding all Awards recipients.

After the Provost's announcement, MCO posts the information on appropriate website(s) and creates materials for further announcements and public information, including addition of material to the appropriate convocation ceremony.

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