

# UOITFA Express

Contact us:  
UB 4034  
UOIT  
X 2728

Chief Editor:  
Hannah Scott  
vpuoitfa@gmail.com

## UOITFA's application to CAUT's Defence Fund is unanimously accepted

Volume 3, Issue 3

March 2010

At the most recent Faculty General Meeting, the attendees voted unanimously to make an application to the CAUT Defence Fund. Following the directives of our membership UOITFA made the application. Shortly thereafter we received word that UOITFA was unanimously accepted for membership. Although this does mean that there will be a slight increase in dues come July 1, the benefits of the program are well worth the funds. Below are some of the features of this fund. The summary below is taken directly from their webpage: <http://defencefund.caut.ca/english/DFBrochureWEB.pdf>.

The CAUT Defence Fund dates from 1978, and its founding purpose was to provide unionized Canadian academic staff associations with a unified strike fund. Formed of associations that are members of CAUT, it now includes 38 member associations representing over 18,000 academics from St. John's to Regina.

Since 1992 the Defence Fund has been incorporated under the laws of Canada. Each member association appoints a Trustee (associations with more than 500 members appoint a second Trustee, and those with more than 1,000, a third) and some CAUT officers are ex-officio members of the Board of Trustees, which meets in person at least once a year to oversee the management of the Fund.

### WHAT ARE THE PURPOSES OF THE CAUT DEFENCE FUND?

The PRIMARY PURPOSE of the Defence Fund is to provide strike benefits to associations while its members are engaged in a strike or lock-out and experiencing loss of salary. These benefits are paid as a grant to the association, to be used at the local union's discretion, usually as strike pay (which

is non-taxable) for individual union members. Strike benefits are currently set at \$77 per calendar day, and payments start on the 4th calendar day of the strike or lock-out. Benefits are calculated using the number of persons for whom monthly dues have been paid.

In addition, the Defence Fund:

- provides financial assistance to member associations which incur costs of mediation and/or interest arbitration in settlement of contract negotiations (including final offer selection) in situations where a member association has legal bargaining rights and where a collective agreement, or a reopener provision within a collective agreement, is being negotiated or renegotiated;
- provides financial assistance to member associations which incur costs in prosecuting employer actions alleged to be unfair labour practices or failures to bargain in good faith, and in support of applications for legal remedies against certain types of employer action that might otherwise lead to strikes;
- provides assistance to defend the interests of those member associations whose collective bargaining and/or strike rights are removed or restricted by legislation;
- provides financial assistance to aid member associations engaged in strike or lock-out, such as:
  - supporting mediation or similar mechanisms for settling strikes,
  - providing 6-month interest-free loans to cover premiums for insured benefits, such as group life, disability and health, should they be disrupted by a strike or

*Continued, p. 4 "Defence..."*

### Your UOITFA Executive PRESIDENT

Dr. Raymond Cox  
raymondcox3@gmail.com  
905-721-8668 X2878

### VICE-PRESIDENT

Dr. Hannah Scott  
vpuoitfa@gmail.com  
905-721-8668 X2653

### TREASURER

Dr. Shirley Van Nuland  
svannuland@rogers.com  
905-721-8668 X3419

### SECRETARY (Interim)

Dr. Maurice DiGiuseppe  
maurice.digiuseppe@gmail.com  
905-721-8668 X 3823

### Inside this issue:

**Faculty concerned over McGuinty's plan for university expansion** 2

**ExpressOH! Workplace Bullying and "toxic" work environments.** 3

**UOITFA president's letter** 4

**UOIT donates to CAUT's Academic Freedom Fund** 4

**OCUFAs Status Of Women Award of Distinction + Teaching & Acad. Librarian Award** 6  
7  
8

## Ontario faculty concerned about McGuinty's plans to expand university system: *New spaces must be funded with public dollars, not on the backs of international students*

TORONTO—The Ontario Confederation of University Faculty Associations (OCUFA) today expressed concern about the Government of Ontario's plan to add 20,000 new spaces at the province's colleges and universities. The expansion, announced in the Speech from the Throne, will harm the quality of education unless it is accompanied by increased operating funding for the hiring of new faculty and the provision of student support.

"Creating new university spaces helps more Ontarians participate in higher education," said Professor Mark Langer, President of OCUFA. "But the McGuinty government, in their haste to put up new buildings to accommodate new students, seems to have forgotten that these new facilities need to be staffed by full-time professors and academic

librarians."

Years of under-funding have strained the ability of Ontario's universities to deliver a high quality educational experience. Ontario has the highest student-to-faculty ratio in Canada, at 27-to-1. An increase in enrolment will push this ratio even higher, limiting the ability of students to engage with their professors and hurting their ability to learn.

OCUFA research indicates that most universities are now cutting departmental budgets, instituting hiring freezes, and restricting the number of available courses.

"Premier McGuinty is framing the expansion of the university system as a question of access," said Prof. Langer. "But unless these new students have the benefit of full-time professors, reasonable class sizes and meaningful course choices, you really have to ask the question: access to what?"

An additional 20,000 spaces is also inadequate to address the true enrolment demand. Between 45,000 and 75,000 new students will be looking to enter the post-secondary education system over the next five years in the GTA alone. Today's announcement not only ignores the need for increased operating funds in the university system, but barely addresses the problem it is supposed to solve.

OCUFA is also concerned over plans to increase recruitment of international students. Years of chronic under-funding by the provincial government have left On-

tario's universities hungry for new revenue sources. Since international students pay much higher tuition fees than domestic students, universities are keen to recruit them. OCUFA is concerned that the McGuinty government's push towards greater international enrolment is a way to increase financial resources in the university system without increasing their own level of investment.

"International students enrich the educational experience and improve our economic and social ties with other nations. The danger in the Government of Ontario's proposal is that international students become 'cash cows' for our cash-strapped university system. This is just unfair," said Prof. Langer. "There is only one way to ensure high quality and equitable university education for every student, present and future: we need to increase government investment in basic operating funds alongside new capital spending, and we need to do it now."

Founded in 1964, OCUFA represents over 15,000 faculty and academic librarians in 26 faculty associations across Ontario. For more information, please visit the OCUFA website at <http://www.ocufa.on.ca>. For more information about this article, please contact Contact: Graeme Stewart – 416 979 2117 x232 or 647 280 3175 – [gstewart@ocufa.on.ca](mailto:gstewart@ocufa.on.ca) or Henry Mandelbaum – 416 671 3230 – [hmandelbaum@ocufa.on.ca](mailto:hmandelbaum@ocufa.on.ca) \*\*

*"Premier McGuinty is framing the expansion of the university system as a question of access," said Prof. Langer. "But unless these new students have the benefit of full-time professors, reasonable class sizes and meaningful course choices, you really have to ask the question: access to what?"*

## ExpressOH! Bullying in the Workplace

by Dr. Hannah Scott, Faculty of Criminology, Justice, and Policy Studies

These last few months, while talking with various folks around campus, I was confronted with finding a topic for this ExpressOH! Interestingly, while I was writing a chapter for my new textbook, I was completing a last chapter on victimization over the lifecycle. One segment I started to talk with people about was the concept of workplace bullying. What was interesting, as I stated what I was working on, more than a few people said "I totally understand that!" or "I would like to read that when you are done." This column is dedicated to those who asked. It is a basic summary of what is available on the Canadian Centre for Occupational Health and Safety website. This area of study in the Occupational Health and Safety circles is quickly becoming a very serious workplace concern. Increasingly we are learning that having these bullies in and around your work environment can lead to what has become known as the "toxic workplace." After some searching, I found several sites regarding this issue. Below is a summary of the government website information. For more information, please go to the Canadian Centre for Occupational Health and Safety website at: <http://www.ccohs.ca/oshanswers/psychosocial/bullying.html>.

**What is workplace bullying?** Bullying is usually seen as acts or verbal comments that could 'mentally' hurt or isolate a person in the workplace. Sometimes, bullying can involve negative physical contact as well. Bullying usually involves repeated incidents or a pattern of behaviour that is intended to intimidate, offend, degrade or humiliate a particular person or group of people. It has also been described as the assertion of power through aggression.

**Is bullying a workplace issue?** Currently there is little occupational health and safety legislation in Canada that specifically deals with bullying in the workplace. Quebec legislation includes "psychological harassment" in the "Act Respecting Labour Standards". Some jurisdictions have legislation on workplace violence in which bullying is included. In addition, employers have a general duty to protect employees from risks at work. This duty can mean both physical harm and mental health. Many

employers choose to address the issue of bullying as both physical and mental harm can "cost" an organization. In general, there will be differences in opinion and sometimes conflicts at work. However, behaviour that is unreasonable and offends or harms any person should not be tolerated.

### What are examples of bullying?

While bullying is a form of aggression, the actions can be both obvious and subtle. It is important to note that the following is not a checklist, nor does it mention all forms of bullying. This list is included as a way of showing some of the ways bullying may happen in a workplace. Also remember that bullying is usually considered to be a pattern of behaviour where one or more incidents will help show that bullying is taking place. Examples include:

- spreading malicious rumours, gossip, or innuendo that is not true
- excluding or isolating someone socially
- intimidating a person
- undermining or deliberately impeding a person's work
- physically abusing or threatening abuse
- removing areas of responsibilities without cause
- constantly changing work guidelines
- establishing impossible deadlines that will set up the individual to fail
- withholding necessary information or purposefully giving the wrong information
- making jokes that are 'obviously offensive' by spoken word or e-mail
- intruding on a person's privacy by pestering, spying or stalking
- assigning unreasonable duties or workload which are unfavourable to one person (in a way that creates unnecessary pressure)
- underwork - creating a feeling of uselessness
- yelling or using profanity
- criticising a person persistently or constantly
- belittling a person's opinions
- unwarranted (or undeserved) punishment
- blocking applications for training, leave or promotion

- tampering with a person's personal belongings or work equipment.

It is sometimes hard to know if bullying is happening at the workplace. Many studies acknowledge that there is a "fine line" between strong management and bullying. Comments that are objective and are intended to provide constructive feedback are not usually considered bullying, but rather are intended to assist the employee with their work. If you are not sure an action or statement could be considered bullying, you can use the "reasonable person" test. Would most people consider the action unacceptable?

**How can bullying affect an individual?** People who are the targets of bullying may experience a range of effects. These reactions include:

- shock
- anger
- feelings of frustration and/or helplessness
- increased sense of vulnerability
- loss of confidence

*Continued, p. 5 "Bullying..."*

## Your 2009-2010 Faculty representatives

### Business & Information Technology

Bill Goodman

Ext: 2433 Office: UB3004

### Criminology, Justice & Policy Studies

Ronald Hinch

Ext: 3810 Office: UA2043

### Education

Janette Hughes

Ext: 2875 Office: SS-UED-524

### Energy Systems & Nuclear Science

Anthony Waker

Ext: 3441 Office: UA3032

### Engineering & Applied Science

Marnie Hamm

Ext: 3703 Office: U523

### Health Science

Robert Weaver

Ext: 3060 Office: UA3060

### Science

Franco Gaspari

Ext: 2980, Office: UA4013

*Continued.... p. 4 "Subsidies"*

## Note from the President

*Raymond Cox*

I trust this note finds you enjoying the winter 2010 semester as we serve UOIT in the performance of our teaching, research and service activities. Much is going on with the UOIT Faculty Association. The CAUT Defence Fund unanimously approved our application to join. We submitted our incorporation filing and expect approval in about a month. Our liability insurance application is in the process of being evaluated and we are waiting for a premium quote. Our bargaining team continues to negotiate on our behalf and some progress has been made as indicated in our Bargaining Updates (#1,2 and 3 so far). Our elections are coming up in April for President, Vice-President, Treasurer, Secretary and a Representative from each Faculty. I encourage you to participate, and more information will come from the Chair of the Nominations and Elections Committee: Hannah Scott. Note, you are required to be a UOIT FA member in good standing (current in dues) to run for office, vote in elections and vote to ratify the collective bargaining agreement. Please ensure that your membership status is in order. Best Wishes,  
*Raymond Cox*

## UOITFA approves donation to CAUT's Academic Freedom Fund

Academic freedom is one base which supports the work of academics. As defined by the Canadian Association of University Teachers (CAUT), academic freedom includes "the right, without restriction by prescribed doctrine, to freedom of teaching and discussion; freedom in carrying out research and disseminating and publishing the results thereof; freedom in producing and performing creative works; freedom to engage in service to the institution and the community; freedom to express freely one's opinion about the institution, its administration, or the system in which one works; freedom from institutional censorship; freedom to acquire, preserve, and provide access to documentary material in all formats; and freedom to participate in professional and representative academic bodies."

But that's not always available for all university academics. Where there are alleged violations CAUT investigates and monitors cases across the country. If it is established that violations have occurred, CAUT becomes involved to effect appropriate changes.

You may recall the case of Dr. Nancy Olivieri, a researcher who wanted to alert patients to serious side effects she discovered of a drug that she was studying in clinical trials. She challenged the decision of the company sponsoring the trials and ultimately prevailed. She was backed by CAUT and others in the fight for her academic freedom.

The Academic Freedom Fund is supported through contributions from faculty associations from across Canada. \*\*

## UOITFA donates to Haiti Cause

The earthquake that occurred in Haiti on January 12 has devastated the country. At the Executive Meeting January 19, the Executive approved a donation of \$200. to be made to *Doctors Without Borders* to assist their work in Haiti. \*\*

## Defence, *continued*

lock-out,  
- extending 6-month interest-free lines of credit to help with strike expenses. The provision of such funds can also create media coverage, as occurred in the 1995 University of Manitoba strike (and later in subsequent strikes) when the Fund provided a cheque for \$1,000,000 which created beneficial media coverage and signaled to administrators the level of support the union had;

- lobbies on behalf of (and at the request of) associations on strike or lock-out by writing letters and making phone calls to boards of governors, university presidents, administrators, and local politicians. Such activities can serve an important purpose as part of an integrated media and communications strategy, as they usually generate enhanced media coverage, including national coverage;
- sends visitors from member associations to demonstrate in support of a member association on strike. Since the 1995 faculty strike at the University of Manitoba, the Fund has organized local and national solidarity visits. Within the first week of a strike or lockout, representatives from other faculty unions travel on a given day to the strike or lock-out site, with subsequent visits if the strike continues. They join striking faculty on the picket lines and bring their striking colleagues psychological (and usually financial) support, which provides to them a sense of national unity and increases morale. These support visits display publicly the national solidarity of the university teachers and librarians represented by the faculty unions currently members of the Fund.

For more information about this fund please go to: <http://defencefund.caut.ca/English/Default.htm> . \*\*

## Bullying in the workplace

*Continued from page 2....*

- physical symptoms such as inability to sleep and/or loss of appetite
- psychosomatic

symptoms such as stomach pains and/or headaches

- panic or anxiety, especially about going to work
- family tension and stress
- inability to concentrate, and low morale and productivity.

**How can bullying affect the workplace?** Bullying affects the overall "health" of an organization. An "unhealthy" workplace can have many effects. In general these include:

- increased absenteeism and/or increased turnover
- increased stress
- increased costs for employee assistance programs (EAPs), recruitment, etc.
- increased risk for accidents / incidents
- decreased productivity and motivation
- decreased morale
- reduced corporate image and customer confidence, and poorer customer service.

### What can you do if you think you are being bullied?

If you feel that you are being bullied, discriminated against, victimized or subjected to any form of harassment:

DO

- **FIRMLY** tell the person that his or her behaviour is not acceptable and ask them to stop. You can ask a supervisor or union member to be with you when you approach the person.
- **KEEP** a factual journal or diary of daily events. Record. Make sure you record the date, time and what happened in as much detail as possible as well as the names of witnesses, and the outcome of the event. Remember, it is not just the character of the incidents, but the number, frequency, and especially the pattern that can reveal the bullying or harassment.
- **KEEP** copies of any letters, memos, e-mails, faxes, etc., received from the person.
- **REPORT** the harassment to the person identified in your workplace policy, your supervisor, or a delegated manager. If your concerns are minimized, proceed to the next level of management. (*Editors note: in a university setting this may include talking with your FA representative*).

DO NOT

- **DO NOT RETALIATE.** You may end up looking like the perpetrator and will most certainly cause confusion for those responsible for evaluating and responding to the situation.

(Adapted from: "[Violence in the Workplace Prevention Guide](#)". CCOHS, 2001)

### What can an employer do?

The most important component of any workplace prevention program is management commitment. Management commitment is best communicated in a written policy. Since bullying is a form of violence in the workplace, employers may wish to write a comprehensive policy that covers a range of incidents

*Continued, p. 6 "Bullying..."*



**Giving universities the funding they need is both the right thing to do and the smart thing politically.**



**Chronic under-funding is hurting Ontario's universities!**

- ❖ Compared to other provinces, Ontario ranks ninth in per-student funding of post-secondary education; per capita, it ranks dead last.
- ❖ Ontario's student-faculty ratios are the highest in Canada.

**We cannot push our economy forward by leaving students behind.**

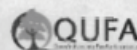
Universities are sources of creativity and innovation – innovation that is critical to Ontario's role at the forefront of a knowledge economy.

Investment in Ontario's postsecondary education will:

- ❖ reduce unemployment
- ❖ develop knowledge and skills in the workforce
- ❖ revitalize the economy

**We urge the government to bring in a Budget devoting significant resources to higher education.**

**We need the support of faculty, librarians, students, parents, and the general public to pressure the Ontario government to do this!**



# The OCUFA STATUS OF WOMEN COMMITTEE Award of Distinction



The OCUFA Status of Women Committee Award of Distinction honours those who've improved the lives of women academic staff at Ontario universities.

The award recognizes distinguished contributions to the lives and working conditions of academic women staff, through either

- outstanding service to women's organizations;
- policy development or implementation;
- education and awareness efforts;
- political, legislative or collective bargaining advances; or
- feminist scholarship.

The deadline for nominations is **May 1, 2010**. Nominators must be members of an OCUFA-affiliated faculty association.

For nomination information, please see [www.ocufa.on.ca](http://www.ocufa.on.ca), under "Awards." Send nominations to the Chair, OCUFA Status of Women Committee, c/o OCUFA, 83 Yonge Street, Suite 300, Toronto, ON M5C 1S8.



Honouring those who've made  
a difference for academic women

## Bullying, *continued....*

(from bullying and harassment to physical violence).

### A workplace violence prevention program must:

- be developed by management and employee representatives.
- apply to management, employee's, clients, independent contractors and anyone who has a relationship with your company.
- define what you mean by workplace bullying (or harassment or violence) in precise, concrete language.
- provide clear examples of unacceptable behaviour and working conditions.

- state in clear terms your organization's view toward workplace bullying and its commitment to the prevention of workplace bullying.
- precisely state the consequences of making threats or committing acts.
- outline the process by which preventive measures will be developed.
- encourage reporting of all incidents of bullying or other forms of workplace violence.
- outline the confidential process by which employees can report incidents and to whom.
- assure no reprisals will be made against reporting employees.
- outline the procedures for investi-

gating and resolving complaints.

- describe how information about potential risks of bullying/violence will be communicated to employees.
  - make a commitment to provide support services to victims.
  - offer a confidential Employee Assistance Program (EAP) to allow employees with personal problems to seek help.
  - make a commitment to fulfil the prevention training needs of different levels of personnel within the organization.
  - make a commitment to monitor and regularly review the policy.
  - state applicable regulatory requirements, where possible.
- (Adapted from: "[Violence in the Workplace Prevention Guide](#)". CCOHS, 2001)

### What are some general tips for the workplace?

DO

- ENCOURAGE everyone at the workplace to act towards others in a respectful and professional manner.
- HAVE a workplace policy in place that includes a reporting system.
- EDUCATE everyone that bullying is a serious matter.
- TRY TO WORK OUT solutions before the situation gets serious or "out of control".
- EDUCATE everyone about what is considered bullying, and whom they can go to for help.
- TREAT all complaints seriously, and deal with complaints promptly and confidentially.

- TRAIN supervisors and managers in how to deal with complaints and potential situations. Encourage them to address situations promptly whether or not a formal complaint has been filed.
- HAVE an impartial third party help with the resolution, if necessary.

DO NOT

- DO NOT IGNORE any potential problems.
- DO NOT DELAY resolution. Act as soon as possible.

(Adopted from the "[Wellness in the Workplace](#)" Guide. CCOHS, 2002)

\*\*

## Guidelines for TAL Award

**Deadline, MAY 7, 2010,** For an e-version of this document and examples of past winners please visit: <http://www.ocufa.on.ca/OCUFA/docs/awards/tala/TeachingGuidelines-July2009-en.pdf>

Individuals may be nominated for an OCUFA teaching award on the basis of outstanding performance in teaching. Nominees have to meet both of the following prerequisites to be considered:

1. Nominee is a member of an OCUFA affiliated faculty association
2. Candidate was not nominated before, or Candidate was a non-winning nominee in one previous year or Candidate was a non-winning nominee for two consecutive years previously, but was not nominated after that for at least two years.

Areas which may be considered by the OCUFA Teaching and Academic Librarianship Awards Committee include:

1. **Instruction** (may include classroom lecturing, small-group teaching, laboratory instruction and field trips)
2. **Consultation** with students outside of class, including individual tutoring and advising
3. **Thesis supervision**
4. **Course development**
5. **Curriculum development**
6. **Educational material development** (may include textbooks, films, study guides, web pages)
7. **Development of programs to improve teaching** (may include workshops, seminars, teaching tutorials, etc.)
8. **Research on university teaching**
9. **Development of innovative teaching methods**
10. **Teaching Philosophy**
11. **Educational planning and policy making**
12. **Publications and conference presentations related to teaching**

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

- Formal questionnaires for student evaluation of teaching
- Student petitions
- Testimonial letters from students, alumni, fellow faculty members, or administrators
- Endorsements from student councils or faculty associations
- Objective measures of student learning, including committee-marked final exams and standardized tests

Nominators should be explicit as to which categories of teaching and which sources of evidence the nomination is based on. It is obvious that 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. There are no fixed criteria or decision rules for the selection of OCUFA award recipients; members of the selection committee are free to weigh different categories of teaching and different sources of evidence as they see fit. However, 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 nominees who:

- Have been successful in several areas of teaching
- Have the support of several constituencies -- for example, students, peers, alumni, and administrators, rather than only a single constituency
- Are judged to be "truly outstanding," rather than merely

## CALL FOR SUBMISSIONS



### 37<sup>th</sup> Annual OCUFA Teaching and Academic Librarianship Awards

OCUFA is proud to celebrate outstanding achievement in teaching and academic librarianship at Ontario universities. Anyone within the university community can nominate a faculty member or librarian.

Award recipients are selected by an independent OCUFA committee made up of faculty, librarians, and student representatives.

Deadline for nominations for 2009-2010 awards:  
**May 7, 2010.**

The original and five copies of the submission should be sent to:

OCUFA Teaching and  
Academic Librarianship  
Awards Committee  
83 Yonge Street, Suite 300  
Toronto, Ontario M5C 1S8

Inquiries to: 416-979-2117  
[www.ocufa.on.ca](http://www.ocufa.on.ca)

**OCUFA**  
Ontario Council of University Faculty Associations  
Canadian Association of University Librarians

"very good"

- Have had an effect upon student learning or cognitive development rather than merely being popular with students

### Nominator's Brief

The nominator's brief summarizing the various categories of support documentation is the major document which the committee members will study most carefully and upon which they will largely base their decision. It should represent the core of the case and offer a picture of where and with what priority the supporting documents fit in. Documents seldom speak for themselves; they are invariably more useful when summarized, abstracted and explained by someone on the scene and familiar with the nominee. 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 each committee member is committed to reading them all, you can appreciate the necessity for the submission of this document, which the same time we urge you not to be prolix. It is also important to present a well-prepared, concise brief that clearly indexes the relevant sections of criteria contained within the dossier.

In addition, the nominator is responsible for completing the Covering Nomination Form (appended to these Guidelines).

We all recognize that it is not possible to cover all the grounds on which the merits of a university educator may be judged. Since university education is an infinitely diverse endeavour, you are quite free in choosing the form for presenting your evidence but your duty is to maximize the amount of information per page. The great majority of nominations have stressed some mix of the following criteria:

1. **Instruction:** This phrase is more general than just "classroom lecturing" in that it covers all activities centered on the teacher in all settings including tutorial, laboratories, field trips, etc. Recognition

*Continued, next page*

should also be given to the creation of an inclusive and welcoming learning environment.

2. **Consultation:** This might involve individual tutoring and advising of students outside of class, special correspondence with distant students, and other specialized activities that aid student instruction. This is an important item and should be included in almost every nomination. It includes all those little items on questionnaires regarding availability, ability to answer questions, concern for students' work loads, avuncular conversations, etc.

3. **Thesis supervision:** Implementing a nurturing environment for advanced undergraduate and graduate students. It is more difficult for the committee to give an award if this is the only major area of recognition. Graduate students have much more freedom of choice and usually choose supervisors whom they like or admire.

4. **Course development:** People who develop individual courses probably teach them at some time. A course may be developed by redirecting a misdirected course, by rejuvenating a moribund course or by recognizing a need and filling that need with a course. Increasing the popularity of a course is not always development; it can often be "showbiz." There is nothing intrinsically wrong with "showbiz," so long as it attracts attention to a high quality product.

5. **Curriculum development:** This is a longer-term process; it is difficult to describe everything involved. The curriculum developer may not teach all or even most of the courses in the curriculum but clearly the curriculum is his/her creation. There must be that 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 may be as a front line worker in the classroom or more quietly as an active member of a curriculum committee. Certain individuals might also have contributed to the design of pre-university curricula in their subject areas.

6. **Educational material development:** People who develop educational materials should have considerable involvement in their use. The materials should arise out of a recognized need in the teacher's own discipline. There should be evidence that the materials are effective in their use. A nomination which boasts:

"Professor X has just written a textbook in this subject which will be published this fall," pales to insignificance beside a second which can claim: "The textbook in the introduction to his/her subject which was published seven years ago is still regarded as the best in most major universities." In most cases it should be possible to include published reviews from journals of the discipline. Educational materials might include textbooks, films, study guides, web pages and other interactive media resources.

7. **Development of programs to improve teaching:** The nominee may have been involved in workshops, seminars, teaching tutorials, etc. These might be at any level both inside and outside the university environment.

8. **Research on university teaching:** Individuals may have been involved in exercises that allow analysis of variable methodologies conducted for certain courses. The results might have been used internally or prepared for distribution to specialized journals of education.

9. **Development of innovative teaching methods:** Innovative teaching is a constantly changing target. Many years ago preparation of distance education courses or the use of computers in the classroom might have been described as innovative. Today they are more accepted in the mainstream of teaching. However, the committee is interested in hearing how these and other newer "innovative applications" might have been used by the nominee.

10. **Educational planning:** Nominees might have been involved in this area and also in policy making within their institution.

11. **Publications:** Individuals may have published books, monographs, course materials, etc.

12. **Conference presentations:** Nominees may have been invited to present at International, national or local conferences.

## Dossier Preparation

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

**Nomination package normally range between 50 and 75 pages. Packages that exceed 75 pages will not be considered.**

Please include an index with corresponding tabs for the various sections of the nomination package.

1. The committee requires **nominations prepared especially for its use** and only in unusual circumstances clearly explained will it read copies of material taken from promotion and tenure files or collected for other awards.

2. The strongest evidence that the nominee is a good teacher is evidence that learning has, in fact, taken place under his/her tutelage.

3. Very important are letters from students, alumni, colleagues, supervisors and administrators if they are substantive and speak to the subject of the nominee's teaching (their experiences teaching with him/her, student reports of him/her, etc.)

### \*\*\*Very Important:

- Letters should be current and prepared specifically for the dossier.

- There should be a maximum of 5 letters for each category, and each letter should not exceed 2 pages.

- Letters should not be solicited by the nominee.

4. Endless letters from friends and alumni saying what a fine person the nominee 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 they are important.

5. The committee cannot read raw computer output of course questionnaires; they all differ in format and are difficult to interpret. Therefore, include in your brief a summary of what they say. Separate instructions for summarizing these are included as Appendix I of these guidelines.

6. Student petitions of the type hung up in a laboratory for everyone to sign are, at best, supporting materials. They should be in the brief.

7. It is not necessary or desirable to submit copies of texts written by nominees. A copy of the cover or title page is sufficient.

8. While concise statements about your nominee'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 reacts on his/her teaching are most useful.

9. A specialized curriculum vitae designed to clearly highlight your nominee'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.

10. 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. It is a requisite of the OCUFA awards that the nominee be a member of the Faculty Association at your institution.

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

**THE ORIGINAL AND FIVE COPIES OF THE SUBMISSION ARE REQUIRED. DOUBLE-SIDED COPYING IS ENCOURAGED.**

**6 TEACHING AWARDS CEREMONY**  
Recipients of an OCUFA Teaching Award are guests of OCUFA at a special awards ceremony, where they are 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.