Faculty of Human and Social Development  
Award for Teaching Excellence and Educational Leadership  
Terms of Reference 2017

Criteria for the Award
The Faculty of Human and Social Development (HSD) Award for Teaching Excellence and Educational Leadership is offered annually: one for a Faculty Member\(^1\) and one for a Sessional Instructor. Successful award nominees will exhibit strengths in two complementary areas:

1. Excellence in teaching demonstrated over at least three and not more than five years before the nomination\(^2\).

2. Educational leadership and innovation demonstrating scope and breath of influence in areas such as multidisciplinary work, community-based learning and teaching, and distance education.

Eligibility
Eligible nominees may include full-time, limited term, or part-time Faculty Members\(^1\) and Sessional Instructors. Nominees will have a minimum of three years of teaching experience and at least 3-units of teaching per year within the Faculty of HSD\(^2\).

The Nomination Process
Nominations are solicited in the Fall by means of notices distributed widely to students, staff, instructors, and Directors in the Faculty of HSD. The lead nominator and a second nominator completes the nomination package, including the attached Nomination Form, with consent from the nominee.

Please submit nomination packages electronically in one continuous scan to hsdrecept@uvic.ca with the subject line: Teaching Award Nomination.

Nomination Process Overview

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| Monday, November 6, 2017 by 4:30PM | Deadline to submit applications to hsdrecept@uvic.ca  
Subject line: Teaching Award Nomination |
| Friday December 1, 2017      | Dean’s office notifies award recipients, unsuccessful nominees and Directors |
| 2nd week of December, 2017   | Awards presented during Dean’s Winter Holiday Reception |

Recognition of Award Winners
Each award recipient will receive a $500 honorarium to be designated towards one of the following:

1. a scholarship fund of the recipient’s choice;
2. professional development for the recipient that supports their contributions as a teacher and educational leader; or
3. a project agreed upon between the recipient and their director aimed at contributing towards teaching and educational leadership in their school.

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\(^1\) Faculty Member is defined in Part 1, section 2, of the Collective Agreement.

\(^2\) As per Collective Agreement, article 19.29.3: Where a Faculty Member has been on leave, except leave without salary, for more than one teaching term during the period of review, the review period for purposes of evaluating teaching performance and other contributions is extended by one year.
Notice of the award recipients will be submitted to The Ring and to the Ceremonies Office for recognition at Spring Convocation.

The Awards Committee
The HSD Teaching Awards Committee will be convened by the Associate Dean, a previous award recipient, and at least one faculty-wide employee e.g., communications officer.

Conflicts of Interest for HSD Awards Committee Members
Members of the HSD Teaching Awards Committee are expected to declare any real or perceived conflicts of interest as the Committee begins its review of nominees. Where a conflict of interest exists, the Committee shall decide what effect that will have on the members participation in Committee deliberations. If Committee members are evenly divided on such an issue, the Chair will make the final decision.

Nomination Package

The nomination package includes:

1. Nomination Form (see attached)

2. A 500 word (maximum) nomination statement prepared by the lead nominator highlighting the nominee’s exceptional teaching and educational leadership attributes that go beyond the nominee’s assigned duties and can be demonstrated in a variety of ways, such as:
   - Teaching beyond the traditional campus boundaries or mainstream distance courses;
   - Offering workshops for colleagues on some aspect of teaching improvement or inquiry both in one’s own discipline and beyond (e.g., through the Learning and Teaching Centre or in the community);
   - Illustrations of commitment to teaching, mentoring, collaboration, team teaching, collegial support, conducting or participating in teaching development activities, inspiration
   - Public and peer-reviewed sharing of teaching and learning discoveries (e.g., conference presentations in the field or in higher education more generally, publishing in academic journals etc.)
   - Community, professional, and cross-disciplinary work
   - Multidisciplinary and interdisciplinary collaborations and integration
   - Innovative approaches for curriculum review and/or course development
   - Work with Teaching and Learning Centres/Committees
   - Involvement with organizations/associations to promote teaching excellence
   - Obtaining grants for teaching and learning research
   - Being invited as a plenary speaker or being called on to speak as an expert on television or radio on teaching and learning matters
   - Serving as a consultant on government policy bodies; contributing to public education on key disciplinary matters
   - Work with policy makers to promote the fair assessment of teaching and the institutional recognition of student learning
   - Media clips or reviews or articles written for a lay audience on key matters of public interest
   - Examples of scholarship that support teaching, educational leadership and innovation
   - Examples of the use of innovative technologies to improve learning and teaching
   - Evidence of impact on public or institutional policy

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3. Evidence of teaching excellence including:
   - Two signed letters of support from former students (not currently a student of the nominee) identifying ways they were influenced by the nominee’s teaching such as: supported to learning; impact on students’ knowledge, abilities, and values; professional development;
   - Four signed letters of support from academic and/or community colleagues (ideally selected to reflect the nominee’s broad influence of teaching and/or educational leadership from a range of perspectives);
   - A table of courses taught in the last 3 years and up to the last 5 years\(^2\), including the course name and number, number of students, whether taught on campus, online or blended delivery, and aggregate CES data from Section I Instructor’s Teaching: question 8 and Section II Course Design: question 7.
   - The CES for 2 courses taught in the last 3 years and up to the last 5 years\(^2\), including all qualitative comments.

Any other evidence that might be helpful to the Committee

4. Nominee’s current CV