

**Faculty of Human and Social Development**  
**Award for Teaching Excellence and Educational Leadership**  
**Faculty Member**  
**Terms of Reference 2020**

**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<sup>1</sup>.

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

**Eligibility**

Eligible nominees will be full-time Faculty Members. 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.

**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* complete 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](mailto:hsdrecept@uvic.ca) with the subject line: **Teaching Award Nomination**.

**Nomination Process Overview**

Monday, November 2, 2020 by 4:30PM	Deadline to submit applications to <a href="mailto:hsdrecept@uvic.ca">hsdrecept@uvic.ca</a> Subject line: Teaching Award Nomination
Friday, December 4, 2020	Dean's office notifies award recipients, unsuccessful nominees and Directors
2 <sup>nd</sup> week of December, 2020	Awards presented during Dean's Winter Holiday Reception

**Recognition of Award Winners**

Each award recipient will receive a \$500 honorarium. Notice of the award recipients will be submitted to The Ring.

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<sup>1</sup> Faculty Member is defined in Part 1, Article 2, of the [Collective Agreement](#).

<sup>2</sup> As per Collective Agreement, article 25.27.1: Where an Alternative Workload arrangement has been in effect during the period of evaluation, the components of the Member's Workload shall be evaluated on a ratio which is the weighted average of those ratios in the period.

## **The Awards Committee**

The HSD Teaching Awards Committee will include the Associate Dean, Academic who chairs the committee, and two faculty members representing two different Schools, one of which, if possible, will be a previous award recipient. Faculty membership will rotate to different Schools every two years.

## **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 member's participation in Committee deliberations. If Committee members are evenly divided on an issue, the Chair will make the final decision.

## **Nomination Package**

- 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, including land or water based learning
  - 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 Support and Innovation (LTSI) or in the community)
  - Illustrations of commitment to teaching, mentoring, collaboration, team teaching, collegial support, conducting or participating in teaching development activities, decolonizing practices
  - 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 Support and Innovation/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

### **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 educational leadership from a range of perspectives);
- A table of courses, usually taught in the last 3 years but can be up to 5 years, including the course name and number, number of students, whether taught on campus, online or blended delivery. Include frequency distributions from the UVic Course Experience Survey (CES) Report <sup>3</sup> (without comments) for two (recent) courses, referring specifically to questions 8 <sup>4</sup> and 15 <sup>5</sup> of the Report. It is best if the two courses have greater than 10 students (less than 10 is less persuasive and reliable). If less than 10, explain how they are significant.

### **4. Any other evidence that might be helpful to the Committee**

### **5. Nominee's current CV**

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<sup>3</sup> CES reports previous to the May 2019 01 term will contain means

<sup>4</sup> Overall, the instructor was effective in this course

<sup>5</sup> Overall, the course offered an effective learning experience