

Award for Excellence in Undergraduate Research-Enriched Teaching

About the Award

The research-enriched teaching award recognizes those individuals who contribute significantly to UVic's extraordinary academic environment through the integration of teaching and research.

This award recognizes exceptional contributions by a faculty member in bringing research alive in the classroom by exposing students to the intellectual stimulation of UVic's research culture, providing them with opportunities to engage in research and learn research related habits and aptitudes including curiosity, systematic problem solving, information acquisition and organization, analysis, communication and continuous learning.

Recognition

The recipient will receive \$1,000 and be formally recognized at an appropriate public forum TBD.

Eligibility

Who can be nominated?

Any faculty member¹ who has taught at UVic for two or more years and has taught two or more undergraduate courses that integrate research, currently holds a regular faculty position, and anticipate continuing in that position for the next academic year.

Who can submit a nomination?

The nomination is coordinated by the nominator(s) and the nominee. Nominations may be submitted by an UVic student (not currently enrolled in a course with the nominee) or UVic alumnus, faculty colleague, or academic administrator, or by any combination of up to three co-nominators belonging to these groups, and ideally across groups.

Award Administration and Selection Process

The Office of the Vice-President Academic and Provost administers the award in collaboration with the Division of Learning and Teaching Support and Innovation (LTSI).

For those nominations that are not selected as the recipient, nominations will be held and eligible for review for a period of three years. During the three year period, nominees will be asked if they want their nomination package to stand for the upcoming deadline and will also be asked to update their nomination package as per the current guidelines.

¹ Faculty Member is defined in Part 1, Section 2, of the [Collective Agreement](#).

Selection Committee

The Selection Committee will be composed of members of the UVic community. These members will occupy the positions below, or if unavailable, a designate will be chosen by the Chair. The committee members are:

- Chair—Executive Director, Division of Learning and Teaching Support and Innovation (or designate);
- Associate Vice-President Research (or designate);
- Associate Dean of Research;
- One Faculty Member, Artist in Residence, or Librarian or a previous recipient; and,
- UVic Student Society Chair (or designate).

Details of the committee's discussions and deliberations will be held in camera.

Criteria

Nominations will be assessed based on evidence of excellence in the following ways:

Creation of a Research-Enriched Culture (25%)

- Nominees create a learning environment in which research is brought alive by exposing students to UVic's research culture and the value of research to society; and,
- Nominees develop and employ innovative pedagogical practice to introduce students to research concepts and practices.

Integration of Research Content (25%)

- Nominees introduce research from their fields—their own and/or their colleagues' work—that reinforces and clarifies the curriculum, learning outcomes and course objectives.

Integration of Research Processes (25%)

- Nominees successfully translate methods they use in their scholarly activities into the classroom. These methods may include, but are not limited to, systematic problem solving, information acquisition and organization, laboratory techniques, development of creative practice, analysis and communication of findings; and,
- Students have opportunities for discovery/inquiry-based learning through projects, field schools, creative production, and/or other activities.

Student Outcomes and Impacts (25%)

- Affective student outcomes: increased engagement and satisfaction with their learning experience;
- Students' acquisition of specific research knowledge and skills;
- Achievement of learning outcomes for students' career and personal growth. See [University of Victoria Learning Outcomes](#); and,

- Nominees provide students with opportunities to create and/or mobilize knowledge inside and/or outside of the classroom (e.g., knowledge creation, application, publication, artistic expression, and other communication of scholarship).

Nomination Dossier

- The dossier must be submitted as an **electronic pdf file not exceeding 20 pages**;
- Cover page, Table of Contents, and Nomination Form pages are not counted;
- Use a standard 12-point font with one-inch margins;
- Each page must be numbered; and,
- Please do not include URLs or materials besides those requested. The Selection Committee will not review them.

Please Note: All submissions have a 20 page limit—adjust your application accordingly.

1.0—Cover Page and Table of Contents

2.0—Nomination Form

Please include all requested information.

3.0—Nominator Letter

This should be a comprehensive summary that encapsulates the dossier and relates directly to the criteria. The letter should both offer the nominator’s unique point of view on the nominee, as well as make reference to the evidence of excellence in experiential learning practices found throughout the dossier. The nomination letter will be written by a colleague, former graduate student or administrator, or can be a joint letter.

4.0—Teaching Statement (Written by Nominee)

In the philosophy statement, nominees explain the principles, values, and goals that guide their experiential learning practices. Included in this philosophy should be a brief narrative of the nominees’ development and reflection on their practices. Other sections of the dossier should substantiate the statements made in the philosophy. The nominator may make direct references to these sections (suggested length one to two pages).

5.0—Integrative Teaching Practices (Written by Nominee)

The nominee should describe two to three specific integration practices and/or innovative strategies that engage students in research and indicate their impact on learning. The nominee can relate a narrative of the practice, offer evidence of effectiveness, and describe the student outcomes.

6.0—Evidence of Excellence in Integrating Research and Learning

Provide requested evidence and data in sections 6.1, 6.2 and 6.3.

6.1—Signed Letters of Support from Former Students

Two signed letters of support from UVic students (not currently a student of the nominee) or UVic alumni. They may comment on the nominees' integration activities and/or strategies, and their effectiveness; professional value of the course; support for learning; impact on their knowledge, skills and values. The best letters are specific and offer concrete examples rather than adjectives of praise.

6.2—Signed Letters of Support from Colleagues

Two signed letters of support from colleagues either at UVic or other institutions. As with the student letters, these may comment on any of the criteria for the award. The best letters offer testimonials of the nominee's integrative practices in action.

6.3—Summary of Course Experience Survey for Two Courses

Frequency distribution of the UVic Course Experience Survey (CES) Report¹ (without comments) for two courses usually taught within the last three years (to be attached at the end of the document). 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.

Contextualize the course by noting any irregularities and information, such as whether the course is required or not. See table example in **Appendix 1**.

7.0—Nominator's Summary/Conclusion (150 word limit)

The nominator(s) brings the whole dossier together (with quotes as appropriate) by providing a persuasive summation that, if successful, may potentially be used as the foundation for the award citation.

Where the dossier limit allows, nominees are welcome to provide other documents relevant to the award criteria.

¹ CES reports previous to the May 2019 01 term will contain means.

Appendix 1: UVic Course Experience Survey (CES) Report

Course Title:	Course Date:
Class Size:	Response Rate:
I. Instructor's Teaching	Insert frequency distribution
1. The instructor was prepared for course sessions	
2. The instructor's explanations of concepts were clear	
3. The instructor motivated you to learn in this course	
4. The instructor was available to answer your questions or provide extra assistance as required	
5. The instructor ensured that your assignments and tests were returned within a reasonable time	
6. The instructor was helpful in providing feedback to you to improve your learning in this course	
7. The instructor demonstrated respect for students and their ideas	
8. Overall, the instructor was effective in this course	
II. Course Design	Insert frequency distribution
9. The course structure, goals and requirements were clear	
10. The materials provided for learning the course content (e.g., handouts, posted material, lab manuals) were clear	
11. The assigned work helped your understanding of the course content	
12. The course provided opportunities for you to become engaged with the course material	
13. The methods of assessment used to evaluate your learning in the course were fair	
14. The course provided relevant skills and information (e.g., to other courses, your future career, or other contexts)	
15. Overall, the course offered an effective learning experience	