

FACULTY OF SCIENCE TEACHING EXCELLENCE AWARDS

The Faculty of Science has two annual teaching awards:

1. Early Career Teaching Excellence Award
2. Established Career Teaching Excellence Award

Both awards recognize the outstanding teaching efforts of academic staff in the Faculty of Science. Each recipient will receive a commemorative certificate as well as an award, which is to be used in support of professional activity.

Within a year of receiving a Teaching Excellence Award, recipients will give a public talk or workshop demonstrating their teaching approaches in venues such as the Faculty of Science Teaching Forum or the Teaching Skills Workshop series. They can also invite other faculty and staff to one of their classrooms to witness their award-quality pedagogical practices. The chosen venue will be up to the award recipient.

CRITERIA FOR THE TEACHING EXCELLENCE AWARDS

The nominee must demonstrate, over a minimum period of 3 years, evidence of outstanding teaching. Outstanding teaching enhances student learning and promotes deep and diverse learning outcomes. It also results in the creation of engaging and effective learning environments and motivates and challenges students.

ELIGIBILITY

Teaching awards are open to **ALL** academic staff (including limited term, contingent term and continuing appointments) teaching in the Faculty of Science.

Early Career Teaching Excellence Award

Academic staff members who have been teaching as an instructor of record for 10 or fewer years at the post-secondary level are eligible for the Early Career Award. Years of teaching **do not** have to be consecutive. A recipient cannot be awarded the Early Career Award more than once.

Established Career Teaching Excellence Award

Academic staff members who have been teaching for more than 10 years at the post-secondary level are eligible for the Established Career Award. Academic staff may win this award more than once; however, they will only be considered after a minimum of five years has passed since receipt of a previous teaching excellence award (either early or established career). Past award winners being nominated again must show evidence of growth and change in their teaching practice within the time period between the past award and current nomination.

NOMINATION PROCESS

Each department or program may nominate one individual for each award. The deadline for receiving nomination packages will be set each year. Nominees will be notified prior to the Faculty of Science Awards Recognition Event.

NOMINATION PACKAGE

The nomination package should include descriptions, examples, and supporting evidence that address these questions:

- What does the nominee do to demonstrate outstanding teaching?
- What are the nominee's beliefs, methodology and rationale behind their teaching practice?

There are four key elements to the nomination package:

1. Nomination Letter

This letter from the Head or Designate should describe the nominee's qualifications for the teaching award and highlight the nominee's outstanding teaching contributions over a three-year period.

2. Teaching Dossier (maximum 5 pages)

A teaching dossier written by the nominee that includes the following sections:

- A 1-page teaching philosophy statement
- A description of the teaching methods used with evidence of success of the employed methods
- A self-assessment and reflection on their teaching practice and methods

3. Sample Course Materials (maximum 10 pages)

These course materials should relate to the teaching methods described by the nominee in the dossier.

4. Supporting Evidence (maximum 10 pages)

Supporting evidence includes materials that demonstrate the nominee's teaching methods are effective and may include one or more of the following:

- Student feedback: This describes the positive impact that the nominee's teaching has had on student learning. This feedback can include formal student evaluations (i.e. data from USRIs and Faculty of Science Teaching Questionnaire and instructor administered mid-course evaluation, end of course survey) and/or information the department or nominee has collected or has been collected on behalf of the nominee (for example from a mid-course evaluation, end of course survey, student focus group or interviews).
- Peer feedback: This can include written comments from peers who have, for example, assessed the nominee's teaching materials, experienced teaching with the nominee (such as in a team-teaching situation) or provided feedback on the nominee's teaching based on classroom observation.
- Data collected on student learning. For example, data showing student learning gains in a course, artifacts of student work demonstrating learning (NOTE: student permission to use their work must be received and student works submitted must be stripped of identifying information).