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|  <p><b>DALHOUSIE</b><br/>UNIVERSITY</p> <p>FACULTY OF HEALTH</p> <p><b>Terms of Reference:</b><br/><b>Teaching Awards Committee</b><br/><b>(Est. 2002)</b></p> | <p><i>Policy Sponsor:</i><br/>Dean<br/>Faculty Council</p>                      | <p><i>Approval Date:</i><br/>March 20, 2003<br/>Oct 25, 2018<br/>October 28, 2021<br/>June 2025</p>   |
|   | <p><i>Responsible Unit:</i><br/>Associate Dean Academic<br/>Faculty Council</p> | <p><i>Amendments:</i><br/>January 25, 2007<br/>May 31, 2007<br/>March 25, 2010<br/>May 24, 2012<br/>February 26, 2015<br/>Formatting, March 2018<br/>Combining all teaching awards, Oct 25, 2018<br/>October 28, 2021</p> |

### Preamble

There are three teaching awards presented annually by the Faculty of Health:

- the Academic Innovation Award
- the William Webster Excellence in Interprofessional Education Award
- the Teaching Excellence Award

The Teaching Awards Committee is responsible for reviewing nominations and selecting award winners for all three awards.

## COMMITTEE TERMS OF REFERENCE

### Committee Membership

Confirmed by October of each year, the Faculty of Health Teaching Awards Committee consists of:

- Two elected faculty members for a two-year term, with the possibility of renewal for an additional one-year term
- One alternate faculty member, for a one-year term
- One member from outside the Faculty of Health, appointed by the Faculty of Health Associate Dean Academic, for a two-year term
- One Senior undergraduate or Senior graduate student of the Faculty of Health, for a one-year term
- One Teaching Award recipient from the previous year, for a one-year term, and
- Associate Dean Academic, as an ex-Officio member
- Each Committee member from the Faculty of Health will normally be from a different School/College.
- At its first meeting, the Committee will select its Chair from the two elected Faculty of Health faculty members. Preference may be given to the faculty member who is more senior or who has experience in peer awards deliberations. Selection will normally be by consensus.

### Call for Committee Nominations

- The Faculty Council Dean's Office, via established communication channels such as faculty listservs, will issue a call for faculty member nominations. Should an election become

necessary, it will be done in accordance with Faculty policy.

- If an insufficient number of nominations are received, the Faculty of Health Associate Dean Academic will contact faculty members directly to determine their interest in serving.
- The student member will be recruited through and by the Faculty of Health Student Societies and must be a Faculty of Health student.
- Senate policy on Conflict of Interest must be followed and current award nominees cannot be members of the committee.

#### **Call for Award Nominations**

- Call for nominations will normally be sent in the month of October/November each year.
- The Dean's Office, via established communication channels such as faculty and student listservs and any other available means, will issue a call for nominations.
- Nominations will not be accepted after the deadline.
- All members of the Faculty of Health community can nominate.
- Self-nominations are not accepted.
- Nomination letters should include explicit reference to the award criteria, explaining how the nominee meets the expectations.
- Nominations will be reviewed for alignment with eligibility criteria. Only nominees meeting award eligibility will be invited to submit.

#### **Award Recognition**

- Each award consists of a plaque that is displayed in the Dean's Office and a similar plaque is presented to the award recipients.
- Each recipient will be acknowledged at a Full Faculty meeting or another Faculty event.
- Each recipient will receive \$500 towards their teaching or research program.

Eligibility, award criteria, nomination package content, and nomination procedures are attached here as:

Appendix I – Academic Innovation Award

Appendix II – William Webster Excellence in Interprofessional Education Award

Appendix III – Teaching Excellence Award

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#### *Appendix I – ACADEMIC INNOVATION AWARD*

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#### **Preamble**

The purpose of the award is to recognize an individual or a team who/which has developed an innovative academic initiative that has resulted in a positive impact on student learning and the potential for the sustainability of that positive impact over time. The award is normally presented each year.

### **Eligibility**

- All faculty members who have, as part of their regular academic or adjunct appointments, taught one year in the Faculty of Health, notwithstanding medical or parental leave in positions including:
  - Instructor of Record
  - Limited Term Appointment
  - Adjunct Appointee
  - Sessional Instructor
  - Lab Instructor
  - Preceptor
- Teaching appointment must be equivalent to .6FTE or higher
- Previous award winners are eligible, providing the award was given five years or more prior to the current application
- Special topic instructor and guest lecturer positions are not eligible

### **Criteria**

Nominators and evaluators should consider the following criteria as a guideline for consideration.

Nominees should provide evidence that attests to academic innovation, which can be exemplified by, but is not limited to:

- 1. Demonstrated effectiveness of innovation in course or curriculum design. This could include from among the following:**
  - development and application of educational tools, technologies, or assessments that advance culturally responsive pedagogies and/or principles of universal design to enhance student learning
  - development and application of innovative fieldwork / practice education learning opportunities and/or strategies
- 2. Evidence that the academic innovation has made positive impact on student learning with the potential for sustainability. This could include from among the following:**
  - presentation or publication of the approach within Dalhousie or to the higher education community
  - evidence of expanding pedagogical approaches to be more inclusive, diverse, equitable, and responsive
  - evidence of improved student learning outcomes, improved student recruitment/retention and/or increased program enrollment of historically and currently underrepresented populations
  - enhanced learning experience evident in student work in the classroom and/or in the field, or the adoption of the innovation by others
  - how the nominee has taken feedback and worked with it in practice
  - conceptualization and evaluation of the innovation project grounded in the relevant literature

**Application Package (submitted after confirmation of eligibility)**

**Note: Please adhere to the page limits.**

1. Cover letter describing the nominee's innovative work and how it relates to the award criteria, referencing supporting documents in Appendices (max. 5 pages)
2. Curriculum Vita of maximum 8 pages
3. Three letters of support: one letter must be from a current or former student from the class in which the innovation took place and one letter must be from a faculty member; the third can be a letter of the nominee's choosing, including, for example, the one from the nominator or one from the Director
4. Appendices as relevant evidence of award criteria (max. 20 pages)

*Please submit the nomination package in a single PDF with bookmarks to [adaadmin@dal.ca](mailto:adaadmin@dal.ca). Directors will be notified if a member of their unit has been nominated for the award.*

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*Appendix II – WILLIAM WEBSTER EXCELLENCE IN  
INTERPROFESSIONAL EDUCATION AWARD*

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### **Preamble**

The purpose of the award is to recognize an individual or a team who/which has demonstrated excellence in teaching and/or leadership with regard to implementing and/or developing innovative, effective interprofessional learning opportunities that have the potential to be sustainable over time.

### **Eligibility**

- Members within the Faculty of Health (including faculty), who have worked two consecutive years in the Faculty of Health, notwithstanding medical or parental leave, and have not previously received this award within the last five years.
- Given the incremental and diverse pathways into teaching within the Faculty of Health, positions held for the two consecutive years may be a combination among:
  - Instructor of Record
  - Limited Term Appointment
  - Adjunct Appointee
  - Sessional Instructor
  - Lab Instructor
  - Preceptor
- Teaching appointment must be equivalent to .6FTE or higher
- Individuals or team members may include those working in practice settings who have directly contributed over the course of two consecutive years to the interprofessional education of Faculty of Health students.

### **Criteria**

Both nominators and evaluators should consider the following criteria as a guideline for consideration.

Nominees should clearly identify the initiative that demonstrates excellence in IPE and provide evidence to support. Supporting evidence can include but is not limited to:

1. **Demonstrated excellence in interprofessional education. Examples include:**
  - a) the development and application of IPE curriculum that includes historically and currently underrepresented populations
  - b) the development and application of innovative IPE teaching strategies or learning experiences that reflect diverse means of engagement, representation, and expression to enhance collaborative learning
  - c) the development and application of innovative IPE assessment strategies that are culturally responsive and reflect diverse means of engagement, representation, and expression
  - d) development and application of innovative fieldwork / practice IPE learning opportunities and/or strategies
  - e) development and application of organizational / institutional structures to support IPE
  - f) development and application of faculty training / mentorship program that enhances IPE

**2. Demonstrated evidence that the IPE initiative has made a positive impact on learning with potential for sustainability over time. This could include, but is not limited to:**

- a) presentation or publication of the IPE approach
- b) conceptualization and evaluation of the IPE initiative grounded in the relevant literature
- c) positive feedback from students, staff, faculty, or collaborators and/or enhanced learning experience evident in student work in the classroom and/or in the field
- d) evidence of improved interprofessional collaboration within on-site and/or fieldwork courses
- e) evidence of improved interprofessional collaboration of practitioners within health care settings
- f) evidence that organizational/ institutional structures have a) enhanced/increased IPE opportunities, and/or b) created clear and collaborative pathways toward the development/implementation of IPE
- g) letters from students and/or colleagues, examples of IPE teaching tools, self-reflection from the nominee, excerpts of student work

**Application Package (submitted after confirmation of eligibility from letter of nomination)**

**Note: Please adhere to the page limits.**

The nominee must submit the following documents for a complete application:

- 1. Cover letter describing contributions and accomplishments with explanation regarding how they relate to the award criteria, referencing supporting documents in Appendices (max. 5 pages)
- 2. Curriculum Vita of maximum 8 pages
- 3. Three letters of support: one letter must be from a current or former student and one letter must be from a faculty member; the third can be a letter of the nominee's choosing, including the one from the nominator or one from the Director
- 4. Appendices as relevant evidence of award criteria (max. 20 pages)

*The complete nomination package is to be submitted electronically in a single PDF with bookmark to [adaadmin@dal.ca](mailto:adaadmin@dal.ca). Directors will be notified when a member of their unit has been nominated for the award.*

## **Preamble**

The purpose of the award is to recognize a substantial, consistent, and enduring body of work that demonstrates excellence in the scholarship of teaching and learning. It is intended to honour an outstanding teacher who embodies the finest aspects of exemplary teaching, learning, and educational leadership. The award is normally presented each year.

## **Eligibility**

All faculty members who have, as part of their regular academic or adjunct appointments, taught three consecutive years in the Faculty of Health, notwithstanding medical or parental leave, including previous award winners, providing the award was given five years or more prior to the application.

- Given the incremental and diverse pathways into teaching within the Faculty of Health, positions held for minimum three consecutive years may be a combination among the following, provided the faculty member has had full responsibility for design and delivery of a course:
  - Instructor of Record
  - Limited Term Appointment
  - Adjunct Appointee
  - Sessional Instructor
  - Lab Instructor (max 1 year toward the 3-year requirement)
  - Preceptor (max 1 year toward 3-year requirement)
- Special topic instructor and guest lecturer positions are not eligible to count toward the 3 consecutive years
- Teaching appointment must be equivalent to 0.6 FTE or higher in each year, across all 3 years

## **Criteria**

The award recognizes substantial, consistent, and enduring achievement in educational leadership and the scholarship of teaching and learning. Both nominators and evaluators should consider the following criteria as a guideline for consideration.

Nominees should provide:

### **1. Evidence attesting to outstanding teaching, examples of which include but are not limited to:**

- teaching approaches which reflect diverse ways of knowing and doing, cross-cultural humility, and perspectives of peoples who have experienced historic and ongoing disadvantage and harm
- teaching approaches which foster inclusive learning spaces by implementing culturally responsive pedagogies that specifically support and enhance the educational experiences of the full breadth of student populations
- comprehensive knowledge of subject matter
- setting high standards and motivating students to attain them
- passionate commitment to teaching and learning
- use of educational strategies that engage learners in a deep and meaningful manner, including the classroom and/or fieldwork/practice learning
- effective and engaging use of technology for online, blended, and/or in-person contexts
- use of effective and innovative assessment methods to the development of critical thinking, integrity, collaboration, advocacy, and problem-solving skills

- consistent commitment to reflective practice, lifelong learning and progressive directions in the field of study/practice
- responsive engagement with peer and student feedback

2. **Evidence attesting to educational leadership and the scholarship of teaching and learning, examples of which can include but are not limited to:**

- leadership in the design or development of an innovative strategy, course, or program of study at the unit, Faculty, or University level
- leadership in teaching and learning beyond the unit or Faculty level, in the practice community
- contributions to the mentorship of others to promote the development and/or enhancement of teaching skills and/or educational leadership
- the production of peer-reviewed scholarship (publications, presentations, reviews, and research) related to higher education teaching and learning
- participation in Scholarship of Teaching & learning (SoTL) communities of practice at Dalhousie or beyond

**Application Package (submitted after confirmation of eligibility from letter of nomination)**

**Note: Please adhere to the page limits.**

1. Cover letter describing contributions and accomplishments with explanation regarding how they relate to the award criteria, referencing supporting documents in Appendices (max. 5 pages)
2. Curriculum Vita of maximum 8 pages
3. Teaching dossier, including a teaching philosophy statement and narrative detailing teaching excellence (max. 5 pages)
4. Ten Student Learning Experience Questionnaires (SLEQs) that the nominee feels supports their pedagogy, with an explanation regarding how the feedback does so, and three SLEQs that offer critique and how the nominee has reflected upon and incorporated that feedback
5. Three letters of support: one letter must be from a current or former and one letter must be from a faculty member; the third can be a self-choosing, including the one from the nominator or one from the Director.
6. Appendices as relevant evidence of award criteria (e.g., course descriptions, course syllabi, descriptions of academic innovations, examples of assignments, publications or presentations on teaching, descriptions of leadership toward curriculum development or program-level innovations) (max. 20 pages)

*The complete nomination package is to be submitted electronically in a single PDF with bookmark to [adaadmin@dal.ca](mailto:adaadmin@dal.ca). Directors will be notified if a member of their unit has been nominated for the award.*