

 DALHOUSIE UNIVERSITY FACULTY OF HEALTH Terms of Reference: Teaching Awards Committee (Est. 2002)	<i>Policy Sponsor:</i> Dean Faculty Council	<i>Approval Date:</i> March 20, 2003 Oct 25, 2018 October 28, 2021 June 2025 September 2026
	<i>Responsible Unit:</i> Associate Dean Academic Faculty Council	<i>Amendments:</i> January 25, 2007 May 31, 2007 March 25, 2010 May 24, 2012 February 26, 2015 Formatting, March 2018 Combining all teaching awards, Oct 25, 2018 October 28, 2021 June 2025 September 24, 2026

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
- Two Teaching Award recipients
- Associate Dean Academic (ADA), as an ex-Officio member
- Each Committee member from the Faculty of Health will normally be from a different School/College.
- The ADA will ask the two elected Faculty of Health faculty members for a volunteer to be Chair. Preference may be given to the faculty member who is more senior or who has experience in peer awards deliberations.

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 to sit on the Committee. Should an election be 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
- 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 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

Appendix I – ACADEMIC INNOVATION AWARD

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. This award may or may not be awarded 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
- Academic 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 name award criterion specifically and provide evidence to support meeting each criterion. Academic innovation 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 of maximum 5 pages describing the nominee's innovative work, directly referencing the award criteria and supporting evidence in Appendices
2. Curriculum Vita as in most recent Annual Report
3. Four letters of support: two from current or former students from the class in which the innovation took place and one from a faculty member; the fourth can be a letter of the nominee's choosing, including, for example, the one from the nominator or one from the Director. The nominee should advise the supporters to submit their letters directly to the electronic depository. 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.
Directors will be notified if a member of their unit has been nominated for the award.***

Appendix II – WILLIAM WEBSTER EXCELLENCE IN INTERPROFESSIONAL EDUCATION AWARD

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 effective interprofessional learning opportunities that have the potential to be sustainable over time. This award is awarded once to any single recipient over the course of their career at Dalhousie. It may or may not be awarded each year.

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.
- 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
- Academic 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 name award criterion specifically and provide evidence to support meeting each criterion. Excellence in interprofessional education can be exemplified by, 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 of maximum 5 pages describing contributions and accomplishments in interprofessional education directly referencing the award criteria and supporting evidence in Appendices
- 2. Curriculum Vita as in most recent Annual Report
- 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, for example, the one from the nominator or one from the Director. The nominee should advise the supporters to submit their letters directly to the electronic depository. 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.

Directors will be notified when a member of their unit has been nominated for the award.

Appendix III - TEACHING EXCELLENCE AWARD

Preamble

The purpose of the award is to recognize a substantial, consistent, and enduring body of work that demonstrates excellence in teaching and 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. This award is awarded once to any single recipient over the course of their career at Dalhousie. It may or may not be awarded each year.

Eligibility

Nominees for this award will normally have sustained, robust, and impactful contributions to teaching and learning at Dalhousie. Candidates must be teaching as faculty members or instructors. Nominees normally have at least 5 years of experience at Dalhousie.

Nomination process

A nominator, or nominating group, will provide a brief letter of nomination (2-page maximum) providing the nominee's name, the School/College affiliation, and justification for the nomination according to the eligibility and criteria following the process in the call for nominations. Requests for accommodations related to the nomination format will be considered to support inclusion, accessibility, and accommodation needs. After nominations are reviewed for eligibility, documentation in support of the nominee will be requested *directly* from nominees.

Criteria

The award recognizes **excellence in teaching** and 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 name award criterion specifically and provide evidence to support meeting the criterion.

Criterion: Excellence in Teaching

Evidence from any of the following categories for excellence in teaching may include, but is not limited to:

Evidence of effectiveness from students – examples:

- in-class feedback methods (e.g., Classroom Assessment Techniques)
- mid-course feedback (e.g. in-class methods, Brightspace discussion boards, and/or SLEQ functions)
- formal and informal graduate and undergraduate student self-assessment of learning gains - in the classroom, laboratory, clinical, and community settings
- shared publications and presentations with students
- feedback from Teaching Assistants and Research Assistants regarding teaching & mentorship
- evidence of effective mentorship, including through supervision of thesis-based students
- feedback from alumni of particular courses or programs
- teaching recognition received from students
- Student Rating of Instruction, Student Learning Experience Questionnaires (SLEQs)

Evidence of effectiveness from peers – examples (themed for readability):

Commitment to Continuous Improvement in Teaching

Peer review of syllabi, assignments, readings, or assessment strategies.

- Consultation with teaching and learning specialists.
- Reflection on teaching innovations and their outcomes.
- Revisions informed by student, peer, or external feedback.

Collaborative and Collegial Engagement in Teaching and Learning

- Reciprocal classroom observations.
- Sharing syllabi, reading lists, and instructional resources.
- Participation in team teaching, simulations, laboratories, and co-designed learning experiences.
- Peer review and feedback processes.

Educational Leadership and Community Engagement

- Consultation with community partners, Elders, preceptors/clinical placement supervisors, alumni, and employers.
- Leadership in curriculum development or course renewal.
- Contributions to teaching and learning initiatives within the department, faculty, university, profession, or community.

Inclusive, Responsive, and Culturally Relevant Teaching Practice

- Consultation and implementation of recommendations related to Indigenization, decolonization, accessibility, universal design, and culturally responsive pedagogies.
- Adaptation of curricula and learning experiences in response to diverse learner needs.

Impact and Recognition

- Letters of support or peer recognition.
- Teaching awards and nominations.
- Teaching and learning grants and nominations.
- Guest teaching invitations.
- Accreditation reports referencing teaching excellence.
- Recognition through institutional or professional communications.
- Feedback on teaching philosophy statements, dossiers, or teaching portfolios.

Evidence of effectiveness from self – examples (themed for readability):

Reflective Teaching Practice

- Reflective writing
- Teaching philosophy statements
- Annotated revisions to syllabi, course materials, and assessments
- Documentation of changes informed by reflection and experience

Commitment to Professional Growth in Teaching and Learning

- Participation in workshops, seminars, webinars, conferences, and learning events
- Engagement in teaching and learning communities of practice
- Demonstration of how professional learning has informed practice

Evidence-Informed Improvement of Teaching

- Revisions to courses and assessments
- Use of educational literature to support teaching decisions
- Integration of feedback into teaching practice

Scholarly Engagement with Teaching and Learning

- Scholarship of Teaching and Learning (SoTL) projects
- Publications, presentations, blogs, or scholarly communications
- Participation in research, inquiry, or communities focused on teaching and learning
- Peer-reviewed scholarship related to education

Critical and Inclusive Educational Practice

- Application of Universal Design for Learning
- Culturally responsive pedagogies
- Indigenization and decolonization initiatives
- Reflection on assumptions, privilege, and systemic barriers affecting learning

Criterion: Educational leadership and scholarship of teaching and learning (SoTL)

Evidence for education leadership and the scholarship of teaching and learning from any of the following categories may include, but is not limited to:

Scholarly Engagement with Teaching and Learning

- Designing and leading SoTL projects that investigate and improve educational practice.
- Securing and mobilizing resources and/or funding that enable SoTL projects, educational research, knowledge translation, and innovation in teaching and learning.
- Participating in educational research, inquiry, and communities focused on improving teaching and learning.
- Contributing to peer-reviewed scholarship focused on teaching and learning.
- Developing, refining, applying, or advancing theories and conceptual frameworks that inform teaching, learning, curriculum, assessment, and educational practice.
- Advancing educational theory, evidence, and scholarship related to culturally responsive pedagogy (CRP) and other evidence-informed educational approaches.
- Demonstrating innovative approaches to teaching and learning that generate new knowledge, practices, or frameworks for the field.

Educational Leadership, Mentorship, and Teaching Culture

- Providing leadership in teaching and learning initiatives at the program, faculty, university, or broader sector level.
- Mentoring faculty, staff, students, community members, and/or educational leaders in teaching excellence, curriculum development, and SoTL activities.
- Building capacity for educational scholarship through coaching, collaboration, and support of emerging scholars.
- Facilitating workshops, communities of practice, and professional learning opportunities focused on teaching and learning.
- Contributing to faculty-wide, university-wide, and/or external conversations that advance educational excellence and innovation.
- Sharing effective practices, resources, and innovations with colleagues to enhance collective teaching capacity.

Knowledge Translation, Mobilization, and Impact

- Translating and applying SoTL findings to inform educational practice, curriculum design, policy, program development, or institutional initiatives.
- Mobilizing and disseminating SoTL knowledge through methods appropriate to the target audience or community (e.g., presentations, reports, toolkits, open educational resources, webinars, professional networks, learning circles, community forums, and practice settings).
- Demonstrating the impact of educational innovations on learners, educators, programs, institutional culture, or communities/individuals external to Dalhousie.
- Supporting the adoption and scaling of evidence-informed teaching practices across departments, faculties, or institutions, including but not limited to culturally responsive pedagogies.
- Fostering sustainable improvements in teaching and learning through collaborative leadership,

dissemination, and mentorship activities.

Nominee Application Package

The following are requirements in the application package and are requested to be submitted only after eligibility confirmation from the nomination letter.

Note: Please adhere to the specified page limits to ensure fairness and consistency across all applications. Submission exceeding the page limits may not be considered.

Requirement	Details/information	Quantity	Page maximum	Submission process
Curriculum vitae	As submitted in current annual report.	1	N/A	Submit nomination package in a single PDF to adaadmin@dal.ca .*
Cover letter*	Include teaching philosophy. Address award criteria with evidence.	1	5	
Appendices*	Address award criteria and provide evidence.	N/A	20 (including syllabi)	
Letters of support from current or former students, teaching assistants.* ‡	Address award criteria and provide evidence.	2	1 per letter	Submit to adaadmin@dal.ca .*
Letters of support from internal or external peers, community partners, etc.*‡	Address award criteria and provide evidence.	2	1 per letter	

* Alternative formats may be accepted to support inclusive practices, accessibility, and accommodation needs. Please contact adaadmin@dal.ca for accommodation requests related to the application process.

‡ nominators/nominating groups can provide a letter of support except in the case of self-nominations.