

UCW Leadership in Teaching and Learning Award Guidelines

February 2024

UCW's Leadership in Teaching & Learning Award honors the contributions of individuals who have led significant and sustained initiatives to improve teaching, curriculum, teaching spaces and resources, and policies and procedures that promote effective teaching. Each of these areas is likely to involve strong collaboration with other educators and educational leaders, thereby positively contributing to the broader UCW community and beyond. This award recognizes activities that have had a transformative impact on higher education learning and teaching beyond the classroom and encourages a culture of distributed leadership. ***The purpose of this award is to recognize a faculty or staff member's excellence in leadership of teaching and learning*** and not leadership of students. Awards are presented during convocation (2x/year).

Benefits to Receiving the Award

1. Awards contribute to the UCW community by raising awareness, recognizing, and celebrating the tremendous efforts and leadership within UCW.
2. Receiving an institutional-level award provides a basis for recipients to apply for external awards and recognition external to UCW.
3. The recognition can be listed on the recipient's CV or resume.
4. The recipient will be recognized at an upcoming fall or spring convocation ceremony. (Where applicable, efforts will be made to present the award at the ceremony for the program in which the recipient teaches).
5. Recipients will be showcased to the broader community by the UCW & GUS through various means such as newsletters, stories, or presentation opportunities.
6. Recipients will receive a monetary prize of \$1,000.
7. Recipients will have a reason to pause, reflect, and celebrate their successes when putting together the nomination package.
8. If recipients are ranked faculty, the award may be noted and contribute to their promotion and merit pool applications.

Community Opportunities for Award Recipients

The awards are designed to promote a culture of high-quality teaching, learning, and related research, and to stimulate the sharing of ideas on innovation and excellence in teaching and learning. Award recipients will have the opportunity to make their teaching philosophies and/or practices more widely known throughout the University. Activities may include seminars/workshops on a specific aspect of teaching, sharing created resources, assisting colleagues in professional development, mentoring, etc.

Eligibility

- Nominees must be ***employees (faculty or staff) currently employed at UCW for at least 3 years*** prior to the nomination deadline.
- Re-nominations of previously unsuccessful nominees are welcomed and encouraged.
- Senior administrators (Directors, Deans, and up) are not eligible.
- Recipients of other awards are eligible.
- Past recipients of this award are not eligible to receive it a second time.

Evaluation Criteria

1. *Clear and relevant description of leadership activities* including significance of the nominee's role.
2. *Impact on teaching and learning* (include evidence and may address change of culture, innovation, advocacy, successful outcomes, etc.).
3. *Breadth of impact* (e.g., at the nominee's discipline/department, UCW, provincially, nationally, and internationally).
4. *Scale of impact* on 1. student learning and 2. how teaching is understood or practiced by others.
5. *Commitment to UCW goals* to foster a diverse and challenging learning environment focused on the practical application of knowledge, be relevant, accessible, and innovative, and build student competencies in scholarship, leadership, and responsible citizenship
6. *Sustained leadership in teaching and learning. Definition:* maintained effectiveness, relevance, and success over an extended period. It involves consistently demonstrating the qualities, skills, and strategies necessary to guide individuals, teams, or groups toward their goals and objectives while adapting to changing circumstances and challenges.

Leadership may take many forms, however evidence of concrete contributions to teaching or curriculum that have led to improved learning and student success, and the facilitation and coordination of successful and often collaborative initiatives will constitute the basis for evaluation. Award recipients will have evidence of several of these achievements:

- Made direct contributions to improve the quality of students' educational experience, beyond their classroom.
- Developed new and effective curricula, programs, or courses.
- Successfully established institutional infrastructure to facilitate effective teaching and learning and its implementation (e.g., new technologies, new learning spaces, etc.).
- Led or engaged in collaborations leading to innovation in teaching approaches, pedagogical materials development, and assessment of student learning.
- Inspired teaching or instructional advancements in others (e.g., faculty, administrators, staff, markers, students) through collegial support, mentorship, professional development leadership, resource development, and other planned efforts.
- Actively sought to improve teaching and learning networks and expand collaborations within and across university departments, either academic or administrative.
- Organized or played another leadership role in workshops, symposia, courses, or conferences on post-secondary education.
- Led or made major and identifiable contributions to the creation or improvement of institutional policies related to teaching and learning (e.g., teaching evaluation, promotion and tenure guidelines, academic advising, accessibility, and inclusion).
- Functioned in systematic ways as advocates for the value of teaching and learning in post-secondary contexts.
- Engaged in community outreach activities that involve teaching (e.g., leading international educational support initiatives).
- Led or made major contributions to inter-institutional initiatives related to teaching and learning or to learning environments.
- Contributed to the scholarship of teaching and learning (SoTL) beyond UCW.

- Served in leadership roles in regional, national, or international organizations dedicated to teaching of a disciplinary or general focus.

Procedure

1. Candidates may be nominated or co-nominated by faculty or staff colleagues, academic administrators, or students. Self-nominations are **not** accepted. *Please ensure that the candidate is aware and agrees to their nomination and willing to contribute to the nomination package.*
2. Completed submissions should not exceed 20 pages. Ensure all material is strictly relevant to the award and note that linked material may not be considered by the committee.
3. Nomination packages must comprise *a single collated PDF* of the application package with the *nomination form on the first page and the following*:
 1. *Completed nomination form*. This includes sign-off from the nominee's chair or supervisor.
 2. *Nominator's letter*: A cover letter from the primary nominator(s) outlining the rationale for the nomination including evidence of the candidate's major strengths (approximately 2 pages).
 3. *Leadership in Teaching & Learning statement*: A 1–2-page statement from the nominee about their leadership and its connection to improving teaching and learning.
 4. *Evidence of teaching & learning leadership (see appendix for details)*:
 - a. *Documentary evidence* relevant to the nominee's work to advance teaching and learning at the department, university, or beyond. This may be individual or collaborative work.
 - b. *Teaching & Learning leadership dossier*: a brief dossier (approximately 5 pages) emphasizing the nominee's *contributions to the enhancement of teaching and learning*. This is not a standard CV or resume focusing on the nominee's field of research (faculty) or job responsibilities (staff/administrator), but rather a summary of the candidate's teaching contributions, any research or scholarly activity related to teaching and learning, and leadership activities, contributions, or initiatives relevant to this award.
 - c. *Appendices*: Relevant evidence such as policies, procedures, documents, sample products, or screenshots/photos.
 5. *Letters of support*: A minimum of 3 letters of support from referees detailing the candidate's active involvement in advancing teaching and learning, related spaces or resources, or the teaching context at UCW or beyond (maximum 2 pages per letter). Referees may include:
 - a. UCW colleagues and/or administrators.
 - b. External colleagues, administrators, and/or community members.
 - c. Students with personal experience of the nominee's activities.

Nomination packages are to be submitted electronically to the UCW Senate Secretariat at: senate@ucanwest.ca by the nomination deadline. The Awards Committee reserves the right not to consider applications that do not meet the criteria or missed components or deadlines.

Selection Procedure

Members of the Honorary Degrees and Awards Committee and the AVP, Teaching, Learning & Scholarship will adjudicate these awards. The adjudication committee reserves the right to offer an applicant an award in a different category than applied.

Appendix. Leadership Portfolio Content

The Portfolio should provide information about the applicant’s teaching career to date (if faculty), substantial evidence of the applicant’s effectiveness and ongoing development as a teacher or leader in the university context, and critical reflection on that evidence. In preparing their portfolio, nominees are encouraged to supply evidence on their impact of their teaching or leadership on student learning outcomes.

Evidence of leadership in teaching may include

- Instigation and/or coordination of major learning and teaching projects;
- Substantial contributions to course and curriculum review or other development initiatives (for example, converting a programme to new forms of delivery);
- A major role in initiating a step change in teaching and learning and/or in curriculum;
- Creation and maintenance of learning and teaching collaborations and communities of practice;
- Leadership and active involvement in the mentoring and development of other university instructors;
- Contribution to development of higher education teaching standards and/or teaching and learning;
- Significant leadership of engagement with industry to establish a professional/internship programme;
- Development of teaching materials to support university teaching that have been evaluated for their impact on learners (e.g., open educational resources/texts) and/or widely adopted by others (e.g., textbook publication);
- Public dissemination of innovative or experimental teaching practice and their impact, e.g., via research publication, conference presentations, invited lectures on teaching, visiting professorships focused on teaching, published reports, social media;
- Feedback from individuals or teams who have experience of the applicant’s leadership;
- Results of the multifaceted teaching evaluations;
- Results (statistics) and student comments from course evaluations;
- Past letters from UCW students;
- Feedback which has been initiated by groups of students;
- Objective indicators of student progress, where available (e.g., proficiency tests; examples of students’ work “before” and “after”).

References & Credits

These guidelines were adopted and adapted from the University of Auckland’s website: *University of Auckland Teaching Excellence Awards* (July 23, 2022) <https://bit.ly/3zy2KwL> and the *University of Windsor, Educational Leadership Award* (February 22, 2024) <https://www.uwindsor.ca/ctl/422/educational-leadership-award>