



President's Award for Distinguished Teaching, 2025 General Information, Eligibility, and Criteria

Nomination Deadlines

Monday, March 10, 2025 The completed **nomination form and five letters of support** must be submitted by the nomination coordinator.

Monday, April 7, 2025 The **30-page teaching dossier and Curriculum Vitae** must be submitted via email attachment by the nominee.

Nominations for this award can be made by students, faculty members, staff, or alumni. Self-nominations are not considered.

One person must act as the Nomination Coordinator. The coordinator must ensure that the nomination is complete and must serve as the liaison between the nominee, the nomination supporters, and the Centre for Innovation in Teaching and Learning (CITL).

Eligibility

To be eligible for this award, the nominee must

- hold a full-time faculty appointment for a minimum of ten years of continuous service at any campus of Memorial University (includes full-time faculty appointments in the Faculty of Medicine and at the Marine Institute) and
- not be a former recipient of the President's Award for Distinguished Teaching.

Questions of interpretation or application of award eligibility criteria and procedures shall be referred to the Associate Vice-President (Teaching and Learning), whose decision will be final.

Criteria

The President's Award for Distinguished Teaching is given in recognition of a faculty member's continued record of excellence in teaching at Memorial University. The nominee must provide evidence of outstanding achievement in teaching and engagement in educational leadership and the scholarship of teaching and learning.

Teaching Effectiveness: The nominee will provide evidence that they have had a positive and lasting influence on student learning. They will employ a scholarly approach to teaching and learning, and design experiences that acknowledge student diversity and motivate students to fully engage in and take responsibility for their learning. The nominee's teaching will be characterized by the following: clear expectations; well-defined learning outcomes; authentic and appropriately challenging learning experiences and assessment methods; and frequent opportunities for students to receive feedback on their performance. The nominee will demonstrate a commitment to

professional learning and development by critically reflecting on their courses and teaching practice, soliciting and responding to student feedback, and engaging in formal and informal teaching development events and activities. Evidence of teaching effectiveness may include the following: course syllabi; instructional materials; descriptions of innovative teaching, learning, or assessment strategies; student work; feedback from students; list of teaching development events in which the nominee has participated; and student achievement directly related to the nominee's teaching and support.

Educational Leadership: The nominee will have made a significant contribution to practices, policies, or processes that enhance teaching effectiveness, the quality of student learning experiences, and/or teaching and learning environments. The nominee will have undertaken a variety of roles, such as, advocate, mentor, facilitator of teaching development opportunities, member of committees or working groups, and leader of special initiatives. The ability to inspire, engage, and support colleagues in their teaching development will be evident. Leadership roles and activities may have been undertaken while in a formal leadership position or beyond appointed roles and responsibilities, and will have impact at the department, faculty, or institutional level and, perhaps, beyond. Evidence of educational leadership may include the following: letters of support that speak to the nominee's educational leadership contributions and impact; descriptions of contributions to teaching and learning related committees, working groups, or task forces; and media coverage related to teaching and learning initiatives the nominee has lead.

Scholarship of Teaching and Learning: The nominee will have engaged in the systematic investigation of questions related to teaching and learning. The nominee will provide evidence that their research, scholarship, or inquiry has advanced their own understanding of how students learn within specific contexts and how teaching practices and strategies can influence learning. They will have contributed knowledge about effective teaching and learning beyond their own practice through formal or informal presentations and/or publications. Evidence of scholarship in teaching and learning (SoTL) may include the following: a description of a SoTL project; a list of peer-reviewed or invited publications or presentations related to the nominee's SoTL; letters from colleagues that speak to the nominee's contribution to teaching and learning through SoTL; and a list of publications (on SoTL and/or teaching generally or in one's discipline) for which the nominee has served as an editor or peer reviewer.

Please note that while material related to teaching activities prior to appointment at Memorial University is welcomed, the Committee's decision will be influenced primarily by teaching and leadership demonstrated at Memorial.

Additional Considerations

Teaching Effectiveness

- Intellectual vigor of courses taught
- Alignment of learning outcomes, assessment methods, and learning strategies
- Organization and communication skills
- Enthusiasm and ability to motivate
- Creativity and effectiveness of teaching strategies
- Opportunities for and quality of feedback on student work

- Concern/sensitivity for student needs
- Mentoring/counseling/tutoring/supervising of individual students
- Lasting influence on students
- Teaching awards and recognitions

Educational Scholarship

- Development and evaluation of new courses and curricula
- Development of educational materials (textbooks, lab guides, electronic resources, etc.)
- Innovative educational methods, including assessment strategies
- Peer review of materials or articles resulting from SoTL
- Publications and presentations on education

Educational Leadership

- Leadership in special teaching and learning initiatives
- Service on committees or working groups related to teaching and learning
- Mentorship of colleagues in teaching and learning
- Design and facilitation of teaching development opportunities for colleagues or graduate students

Overall

- What are the unique strengths of this candidate?
- What, if any, criteria are not adequately addressed in the dossier?
- What, if any, reservations do you have regarding the evidence provided by this candidate?

The Award

Recipients of the President's Award for Distinguished Teaching, up to two of which may be presented in any year, will be honoured with the following:

1. \$5,000 to be used by the recipient in support of teaching activities
2. Registration and airfare to attend either the Society for Teaching and Learning in Higher Education annual conference or another conference with an instructional focus as identified by the recipient
3. An award designation after the recipient's name in the University Calendar
4. A personalized framed scroll
5. Recognition by the President at the President's Award Ceremony
6. Their name added to a plaque, located in the Arts and Administration Building, which lists Memorial's distinguished teachers

Award Sponsors

The President's Award for Distinguished Teaching is co-sponsored by the Office of the President, Alumni Engagement, and CITL.

Contact

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