



(Lecturers and Instructional Staff Members)

President's Award for Outstanding 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 **10-page application document** with a **course syllabus, up to 10 pages of appending documents and a Curriculum Vitae** must be submitted electronically 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 contractually limited appointment or be an instructional staff member at any campus of Memorial University and have taught a minimum of ten course sections, and
- not be a former recipient of the President's Award for Outstanding 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

Curriculum Development and Alignment: The nominee will be credited for learning outcomes that direct student learning and curricular development. Learning outcomes will be indicative of calendar descriptions, address relevant learning domains (affective, cognitive, and psychomotor), and engage learners at appropriate levels of complexity. In addition, nominees will be required to show evidence of alignment between assessment, instruction, and learning outcomes. The nominee will demonstrate alignment of curricular change with students' needs and innovative approaches to disciplinary teaching and learning. Awareness and support for the development of students' study methods, critical and self-directed cognitive approaches, and pro-social life skills relevant to academic success will be evident.

Instructional Approaches: The nominee's teaching will be student-centered and provide authentic learning experiences through relevant contexts and opportunities for experiential learning. The nominee will plan for student engagement and will facilitate meaningful interactions with and among students. Learning experiences will also challenge students to consider interdisciplinary perspectives and applications. Evidence that the nominee regularly seeks feedback and reflects on both the students' learning and the effectiveness of their instructional approaches is important. The nominee will provide specific examples of adjustments made to teaching and learning methods based on feedback from students and self-reflection. Availability, approachability and a helpful disposition both within and outside formal learning environments will be evident. The nominee will demonstrate concern and support for individual student needs including those beyond the academic scope of courses taught.

Integration of Research: The nominee will exhibit evidence-based teaching and learning approaches and will integrate into curriculum both seminal and modern findings to promote rounded disciplinary experiences for students.

Professional Development: The nominee will be cognizant of current teaching practice in the discipline and provide a record of professional growth and development in teaching which may include participation in formal and/or informal training events. Contribution to a positive teaching and learning environment demonstrated by engaging with peers through formal and informal support and through participation in teaching and learning related committees, projects, and programs will be an asset.

Additional Considerations

Curriculum Development

- Provides clear learning outcomes
- Challenges students with high expectations and opportunities for deep learning
- Aligns learning experiences (resources, activities, and teaching and learning strategies) to both assessment methods and learning outcomes
- Provides a rationale for course design that is focused on the principles of student-centred learning and evidence-based teaching
- Goes beyond disciplinary knowledge and creates opportunities for the holistic development of students, including academic and cognitive skills
- Exhibits evidence-based teaching and learning approaches
- Integrates into curriculum both seminal and modern findings to promote rounded disciplinary experiences

Instructional Approaches

- Students are engaged in activities and with resources that reflect realistic contexts and prepare them for further study or work
- Makes materials interesting and relevant to students
- Promotes student engagement with course material
- Plans for and facilitates meaningful interactions with students as well as between students
- Considers student feedback in course revisions
- Uses creative and innovative teaching practices

- Is approachable and accessible to students for academic as well as non-academic concerns

Professional Development

- Demonstrates a desire to develop teaching practice through participation in formal and/or informal professional development opportunities.
- Contributes to teaching and learning committees, projects, and programs
- Avails of mentorship opportunities

The Award

One President's Award for Outstanding Teaching (Lecturers and Instructional Staff) will be presented annually. Recipients will be honoured with the following:

1. \$5,000 to be used to support teaching and learning in the academic unit/faculty of record at the time the recipient was nominated for the award. The recipient and a representative of the academic unit/faculty will negotiate an agreement as to how the funds will be allocated.
2. A personalized framed scroll
3. Recognition by the President at the President's Award Ceremony
4. Their name added to a plaque which lists Memorial's outstanding teachers and is on display in a public space in a University building

Contact

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