



AWARD FOR TEACHING EXCELLENCE Nomination Form

We, the nominators whose names appear below, nominate:

Nominee's Name	
Nominee's Department	

Nominators (minimum three)

Name	Signature	Date	E-mail

Submit this form with the information identified overleaf to the Office of the Dean of Engineering.

Nominations to be received by 22 May 2020.

NOMINEE'S CONSENT

I understand that I have been nominated for the Faculty of Engineering Teaching Award. By signing this form, I am giving my permission to be considered for this award and agree that I will, when requested by the Dean, provide my updated curriculum vitae and teaching dossier for consideration by the award selection committee.

Nominee's Signature		Date	
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A nomination for the Faculty of Engineering Excellence in Teaching Award should include:

1. A completed nomination form.
2. **Nomination Statement:** This is a one or two-page statement prepared by the nominators that speaks to the nominee's teaching effectiveness. It should address the particular efforts the nominee makes to enhance course content, course delivery and the student learning environment.

These documents will be collected by the Dean's Office:

- A. **Chair's Letter of Support:** This is a letter of support for the nomination prepared by the Department Chair. It should address the nominee's overall teaching effectiveness and in particular the nominee's work and contributions to the curriculum and effective program delivery in the department. If the nominee's primary teaching responsibility is ENGR courses, the letter of support may be provided by the Associate Dean (Undergraduate Programs).
- B. **Nominee's Statement:** A statement prepared by the nominee that reflects the nominee's philosophy and perspective on university teaching and learning with examples of how that philosophy is implemented in the nominee's teaching. Note that this statement may already be present in the nominee's teaching dossier.
- C. **Evidence of Teaching Effectiveness:** The nominee may provide any evidence of teaching effectiveness beyond what appears in the teaching dossier which the nominee deems appropriate.
- D. **Publications:** Nominees are encouraged to provide one copy of any journal articles, conference papers or other publications which address pedagogical issues, curriculum development, curriculum delivery or any other aspect of the scholarship of teaching.

See attached "Tips for Nominees"



University
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Engineering

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Tips for Nominees

In putting together a nomination package, Nominees might want to consider including up to three years of recent Course Experience data. As well, provision of student comments from courses of ten or more is encouraged.

In general, strong nominations show connections between the philosophy statement, peer evaluation (where available), self-evaluation, and student evaluation.

More specifically, the Faculty of Engineering Teaching Award for Teaching Excellence Committee reviews nominations looking for evidence of the following:

- **Demonstration of outstanding instruction in class and/or labs**
This might include demonstration of new or improved teaching methods, disciplinary content, and/or course design. It might include Course Experience survey data and/or student comments. It might include evidence of reflection on teaching methods/content/CES student comments to make changes in instruction.
- **Demonstration of innovative course and/or curriculum development in class, lab, or across a curriculum.**
This might be demonstrated via the Teaching Dossier, letters from nominators, and/or students. Indication of why the innovation was necessary, how well it worked (or didn't!), how it evolved, and how it helped achieve learning goals would be welcome.
- **Demonstration of educational leadership at the Department, Faculty, and/or University level.**
This might be demonstrated by publications disseminating information on teaching and/or curriculum development. There are many ways to show educational leadership – for example, the nomination could highlight work with the Learning and Teaching Centre, or with Department/Faculty wide curriculum development. It could involve leadership in outreach, or in out-of-class student development.

As always, a package that is well organized, with clear divisions between components, is much appreciated by the reviewing committee.