



(Faculty Members)

President's Award for Outstanding Teaching, 2022 General Information, Eligibility, and Criteria

Nomination Deadlines

Friday, May 30, 2025

The completed **nomination form and five letters of support** must be submitted by the nomination coordinator.

Friday, August 15, 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 Centre for Innovation in Teaching and Learning (CITL).

Eligibility

To be eligible for this award, the nominee must

- hold a full-time tenured or tenure-track faculty appointment at any campus of Memorial University for a minimum of five continuous years and have not more than 10 years overall teaching experience (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 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. Evidence will be provided to demonstrate the use of seminal and current findings to promote rounded disciplinary experiences for students. Integration of personal disciplinary research into course content will be an asset.

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 and emerging leadership in this area will be demonstrated by engaging with peers through formal and informal support and through participation in teaching and learning related committees, projects, and programs. Engagement in the scholarship of teaching and learning 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
- Incorporates personal disciplinary research as well as seminal and modern findings to promote rounded disciplinary experiences

Instructional Approaches

- Engages students in activities and with resources that reflect realistic contexts and that prepare students 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
- Demonstrates emerging educational leadership through involvement in committees, projects, and programs.
- Engages in the Scholarship of Teaching and Learning
- Avails of mentorship opportunities

The Award

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

1. \$5,000 to be used by the recipient in support of teaching activities and professional development in teaching
2. An award designation after the recipient's name in the University Calendar
3. A personalized framed scroll
4. Recognition by the President at the President's Award Ceremony
5. The recipient's name added to a plaque which lists Memorial's outstanding teachers and is on display in a public space in a University building

Contact

President's Awards for Excellence in Teaching
Centre for Innovation in Teaching and Learning (CITL)
ED3000, Education Building
teachingawards@mun.ca