



Killam Faculty Teaching Prize 2018-19

The Faculty of Education has a long history of emphasizing the importance of exceptional teaching. The Faculty recognizes two full-time tenure track faculty members each year with a prize of \$5000 and a plaque, awarded at convocation.

1. Eligibility

All Faculty members who hold a full-time tenured or tenure-track appointment are eligible for a Killam Faculty Teaching Prize. A Faculty member may be nominated more than once. (Please note that previous Killam Prize recipients may be nominated if 10 years have passed since the prize was awarded.)

2. Criteria

These prizes are based on teaching broadly defined over time and not solely on current classroom teaching. Evidence should be given for each of the following (using these headings):

- Teaching performance in formal settings such as courses, lectures, online courses, tutorials, labs, practica and clinical placements (including a **sample of recent Course Evaluations** – not a summary, but a selection of actual complete copies),
- Teaching performance in informal settings, such as but not exclusive to, graduate student supervision, advising, consultation, etc.,
- Innovation in curricula and pedagogies, including (re)developing courses/programs, teaching methodologies, materials, delivery formats, etc.,
- Community engagement with educational institutions and other groups, e.g., regionally, nationally, internationally that impacts teaching and learning.

3. Nomination Process: Department/School Deadline

The nomination package (PDF) must provide the following in the order outlined:

- a) One letter of nomination indicating the case for awarding a teaching prize to the nominee (may be signed by more than one nominator) addressed to the Department Head or Director. The letter should **clearly address the 4 criteria outlined above with specific examples for each, using the template provided**. Faculty and students wishing to nominate a faculty member are encouraged to start early and consult their Department Head or Director as the nomination process proceeds.
- b) The person nominated should submit a
 - one-page teaching philosophy,
 - two-page description of how he/she/they meet/s the 4 criteria with examples, using the template
 - CV that addresses teaching, e.g., with specific references to how various sections support teaching and learning (**limited to 15 pages**).
- c) Up to six support letters (maximum of two pages each) may be attached to the nomination package. Individual letters (may be from more than one person) **should clearly focus on one or more of the criteria**. Nominators are encouraged to submit a set of letters that represent the diversity of the nominee's teaching responsibilities. **Anything beyond this page limit will not be accepted**.
- d) The nomination package must be sent **electronically** to the **Department Head or Director**



by Feb. 8, 2019:

ECPS: Dr. Shelley Hymel (shelley.hymel@ubc.ca)
EDCP: Dr. Samson Nashon (samson.nashon@ubc.ca)
EDST: Dr. Mona Gleason (mona.gleason@ubc.ca)
KIN: Dr. Robert Boushel (robert.boushel@ubc.ca)
LLED: Dr. Anthony Paré (anthony.pare@ubc.ca)

4. Nomination Deadline: Faculty Deadline

- a) Departments and the School will follow their own internal processes, establish their own internal deadline and choose **one nomination** to forward to the Faculty level committee.
- b) Departments and the School will refine the nomination package so it adheres to the number and length of letters and other materials. Nomination packages must be limited to what is outlined in Item #3. Additional material will not be considered during the adjudication process.
- c) The Department Head or Director will submit the nomination package from the Department/School to the **Chair of the Killam Teaching Prize Committee**, Dr. Marianne McTavish, Associate Dean, Teacher Education Office, **by February 22, 2019**.

Killam Faculty Teaching Prize 2018-19 Template for Nominators and Nominees

Please provide evidence for each criterion:

1. Teaching performance in formal settings such as courses, lectures, online courses, tutorials, labs, practica and clinical placements:

2. Teaching performance in informal settings, such as but not exclusive to, graduate student supervision, advising, consultation, etc.:

3. Innovation in curricula and pedagogies, including (re)developing courses/programs, teaching methodologies, materials, delivery formats, etc.:

4. Community engagement with educational institutions and other groups, e.g., regionally, nationally, internationally that impacts teaching and learning: