



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Provost and Vice-President Academic
Okanagan Campus

Updated August 2023

Teaching Awards Rubric

Provost's Award for Teaching Excellence and Innovation and Killam Teaching Prize

Scoring Guidelines:

- 1 No evidence or minimal evidence of the listed examples in the category. Evidence mostly comes from one group/perspective (e.g., only students).
- 2 Some evidence via a few examples of the listed examples in the category. Not clear continuity or progress among examples. Majority of evidence comes from one group/perspective though other groups are also included.
- 3 Ample evidence via multiple examples listed in the category, showing continuity and ongoing work. Examples come from a variety different groups or sources (students, colleagues, community members, staff).

Criteria:

Educational Leadership

Educational leadership involves **leading significant transformation** in teaching and learning at an institutional, disciplinary, community, and/or societal level. Educational leadership fosters and supports change, and leads to a more inclusive, equitable, and diverse post-secondary education landscape.

- Public dissemination of the processes and/or outcomes of teaching using a range of formats (e.g., publications, blog posts, conference presentations, webinars)
- Activities related to initiating, engaging and leading committees, projects or teams to exchange and advance teaching and learning ideas that are later applied in the classroom
- Consistent role modelling of inclusive practices when engaging with colleagues and various communities

*** Not expected to be demonstrated by limited-term candidates*



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- Teaching and learning initiatives that demonstrate an intentional alignment to IDEAA-related strategic priorities and approaches: inclusion, diversity, equity, accessibility and anti-racism (e.g., intentionally leading change to tackle under-representation of women in STEM, decolonization of the curriculum, etc.)
- Teaching and learning initiatives that demonstrate an intentional commitment to advancing the TRC Calls to Action (e.g. studying and celebrating Indigenous perspectives)
- Evidence of impact from mentoring learners, not necessarily through a formal supervisory role
- ** Leadership in support of long-term transformational teaching and learning (e.g., fostering or supporting teaching initiatives in the program or department, leading curriculum review processes, leading SoTL projects, offering workshops on pedagogical practices to colleagues inside and outside their Faculty, actively collaborating with others around teaching and learning projects)
- ** Impact resulting from course and/or program design efforts identified by coworkers, learners, other institutions, and communities
- ** Meaningful teaching-related engagement with the community at the local, regional, national and/or international level
- ** Impact resulting from ongoing meaningful work with communities

Teaching Excellence

Teaching excellence refers to the intentional actions of an instructor to create an exceptional learning environment through engaging in pedagogical practices designed to maximize student learning. Excellent teachers engage in inclusive practices, scholarly teaching and ongoing reflection of their own teaching practice.

- Implementation of excellent pedagogical approaches as perceived by students in the classroom
- Excellent Student Experience of Instruction (SEI) data (previous TEQs) as compared to other faculty in the program or Department/Faculty ([see website](#)) on how to read and interpret SEI data)
- Work towards intentional IDEAA practices in their pedagogy (e.g., Universal Design for Learning, PD for increased accessibility, MOOCS to decolonize curriculum)
- Engagement in professional development opportunities to advance own knowledge and skills
- Improvement or changes in practice upon receiving feedback from students or colleagues

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- Involvement and commitment to students in student-related activities beyond the classroom (e.g., accessible and flexible office hours, student mentorship including supporting student clubs or initiatives)
- Co-authoring, co-creating, or working with Students-as-Partners towards teaching and learning initiatives (e.g., co-creating a course syllabus, co-creating a rubric for an assessment, co-authoring a conference presentation, etc.)
- Reflection to inform and improve pedagogical practices and positively impacting learners
- Design and assesses a wide variety of teaching practices
- Intentional selection and use of resources/publications authored by diverse scholars

Educational Innovation

Educational innovation is the novel execution of ideas that contribute to more effective teaching and learning practices. The result of educational innovation impacts people in academia and beyond to reach mutual goals.

- Novel creation, innovation (acknowledging that innovation is discipline-dependent), and ongoing improvement of various activities, interventions, products, and/or programs that aim to enhance teaching & learning
- Impact/applicability of activities, interventions, products, and/or programs beyond own teaching context
- Use/adaptation/scaling up of activities, interventions, products, and/or programs by people in academia and non-academic communities
- Demonstrated use or support of inclusive practices to support innovation

Overall and holistically, does the application demonstrate an intentional commitment to inclusion, diversity, equity and anti-racism? **Y / N**

In how many categories has the candidate demonstrated excellence? **1 / 2 / 3**

*** Not expected to be demonstrated by limited-term candidates*