

**Gina Cody School of Engineering and Computer Science
Award for Teaching Excellence**

The Awards

The Gina Cody School of Engineering and Computer Science Award for Teaching Excellence is given to motivate, recognize and reward excellence in teaching. Awards are given in the following categories:

- (i) To a full-time faculty member (tenured, ETA or LTA) for Sustained Excellence in Teaching.
- (ii) To a full-time faculty member (tenured, ETA or LTA) for Leadership and Innovation in Teaching.
- (iii) To a full-time faculty member (tenure-track, ETA in the first contract, LTA) for Excellence in Teaching by a Junior Faculty Member.
- (iv) To a part-time faculty member for Excellence in Teaching by a Part-Time Professor.
- (v) To teaching assistants for Excellence in Teaching by a Teaching Assistant.

Eligibility

Tenured faculty members, ETAs and LTAs, who have taught at least ten course sections in the Gina Cody School of Engineering and Computer Science in the last five years are eligible to be nominated in categories (i) Sustained Excellence and (ii) Leadership and Innovation in Teaching.

Tenure-track faculty members, ETAs, and LTAs, who have taught at least seven course sections are eligible to be nominated in category (iii) Excellence in Teaching by a Junior Faculty Member. This award is normally reserved for someone who is within the first six years of their career as a university professor.

Part-time faculty members who have 24 seniority credits or more are eligible to be nominated in category (iv) Excellence in Teaching by a Part-Time Professor.

Teaching assistants who have taught at least 4 tutorial sections, lab sections or POD sections in different courses in the past two years are eligible to be nominated in category (v) Excellence in Teaching by a Teaching Assistant. Up to three awards will be given each year.

Winners of the Gina Cody School of Engineering and Computer Science Teaching Excellence Award are not eligible to be nominated for five years after receiving the award.

Criteria for Faculty Members

The list of criteria and examples of evidence appear in Appendix.

Criteria for Teaching Assistants

Evidence of excellence in teaching could include endorsements from students in tutorials and/or labs attesting to the excellence of the instruction provided by the teaching assistant. A support letter from the professor in charge of the course or the full-time lab instructor in charge of the lab can be included for each tutorial or lab. Other evidence might include teaching materials prepared by the tutor in support of the course, and whatever else supports the case for excellence in teaching.

Nomination Procedure

There will be a call for nominations in February of each year. Nominations are due by mid-March, with the exact date to be set annually. Three nominators are required, at least one of whom must be a student. Each nominator should provide a statement or letter explaining why the nominee merits receiving the Gina Cody School of Engineering and Computer Science Teaching Excellence Award, based on the criteria outlined above. Nomination forms will be available on the Gina Cody School of Engineering and Computer Science website, in the departments and in Student Academic Services.

Dossiers

Eligible nominees will be invited to submit a dossier in early April.

Professors should explain what they have done to merit the Gina Cody School of Engineering and Computer Science Teaching Excellence Award. An overall explanation of the candidate's contribution to teaching should be given, supported by evidence in the dossier. Teaching evaluations for all courses taught at Concordia in the last five years are required. A tabulation of teaching evaluation scores is required. Teaching evaluations should include the student's comments. All dossiers should not exceed 20 pages without the teaching evaluations and the nomination letters.

In the categories of Excellence in Teaching, and of Leadership and Innovation in Teaching, a nomination remains active for three years, and each year the nominee is invited to update his dossier if he or she wishes to remain in the competition. In the Junior Faculty category, the nomination is considered only in the year that the candidate is nominated.

Teaching Assistants should submit a dossier listing the tutorial sections, lab sections or POD sections that they have taught. The nominee should explain his or her approach to teaching each tutorial, lab or pod section, and why his or her teaching merits the Teaching Excellence Award. For the Teaching Assistant Award, the nomination is considered only in the year that the candidate is nominated.

The Selection Committee

The Dean appoints a Selection Committee with one representative from each department who will normally be a past recipient of the Gina Cody School of Engineering and Computer Science Teaching Excellence Award or the President's Teaching Excellence Award. The committee includes a representative from the Center for Teaching and Learning. The membership on the Selection Committee is ratified by Faculty Council. The Dean or delegate chairs the Selection Committee.

A member of the Selection Committee who is nominated for the award shall be replaced by an alternate selected by the Faculty's Executive Committee.

The Selection Committee will classify tenured faculty members who are nominated into the categories of Sustained Excellence and of Leadership and Innovation.

Up to three winners will be selected for the Teaching Assistants Award.

The Selection Committee shall submit the names of the successful candidates for ratification by Faculty Council.

The Certificate and the Plaque

Each award consists of a Certificate. A plaque with the names of all recipients of this award will be displayed in a prominent place in the Office of the Dean, Gina Cody School of Engineering and Computer Science.

Revised March 5, 2024

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Award	Eligibility	Criteria	Example Evidence
Sustained Excellence in Teaching (full-time)	Tenured faculty members, ETAs and LTAs, who have taught at least ten course sections in the Gina Cody School of Engineering and Computer Science in the last five years	Overall evidence of excellent teaching (using evidence-based/high-impact practices)	-teaching philosophy statement -documents that describe teaching practice -lesson plans -student testimonials -lesson observation documents -documentation of course materials that reflect T&L research
		Continuously adjusting teaching based on prior teaching, student success and feedback	-Teaching philosophy statement -reflections on teaching -evidence collected from students (e.g. mid-course evaluations) -teaching observation documents (CTL, colleague) -letter of support from former students
		Production of effective Educational materials	-slides -hand outs -videos -assignments -rubrics -course notes -web sites, blogs, etc.
		*Evidence of enhancing the academic experience of Concordia students, for example the ability to engage students, stimulate intellectual growth, motivate students to achieve high standards, inspire independent and original thinking, and support diversity of student learning needs.	-statements and policies in a syllabus that reflect a growth mindset, high standards and an openness to meet the demands of all learners -examples of student work -sample grading rubrics -student testimonials -comments from course evaluations -low achievement gaps in courses (as demonstrated in final course grades of students) - a syllabus that with the underlying principles of Universal Design for Learning (UDL)

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		Effective mentoring of students or guidance of student projects or initiatives	-involvement in coaching or guiding teams preparing to compete in competitions -providing regular guidance and feedback in capstone courses, group projects, thesis development, etc.
		Impact on former students’ academic achievements	-student testimonials
		Regular participation in Teaching & Learning professional development activities	-list of workshops, talks attended -membership in communities of practice -engagement with the CTL
Leadership and Innovation in Teaching (full-time)	Tenured faculty members, ETAs and LTAs, who have taught at least ten course sections in the Gina Cody School of Engineering and Computer Science in the last five years	*Contributions to the Departmental/Faculty/Institutional/national initiatives to enhance student learning [Leadership]	-development of new courses or revamping of existing course membership on teaching and/or curriculum committees -involvement in program evaluation -work on any other projects related to teaching, learning, curriculum and student success -published research on the scholarship of Teaching and Learning
		Proactive response to and/or the development of initiative(s) that respond to challenges/barriers in the department for the purpose of removing or mitigating problems [Leadership]	-description of the challenge and initiative taken -testimonial from chair and/or colleagues

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		Collaborative initiatives to improve the quality of teaching and learning [leadership/innovation]	<ul style="list-style-type: none"> -new curriculum partnerships -team teaching courses -working with CTL or other offices or groups to improve the quality of courses, programs and teaching.
		Advancing Departmental/faculty/institutional Mentoring of faculty and/or the sharing of expertise and disseminating teaching materials, strategies, techniques and/or innovations [leadership/innovation]	<ul style="list-style-type: none"> -letters from colleagues that outline sharing of teaching resources -presentations on the topic of teaching to other instructors (within department, faculty, university or at other institutions, conferences) -published scholarly articles on teaching/learning -sharing initiatives within the department/faculty -Engagement with the CTL
		*Evidence of having tried something innovative in the classroom involving change in the way the discipline is traditionally taught or assessed [Innovation]	<ul style="list-style-type: none"> -course outline with description of innovations -course materials -lesson plans - examples of innovative student work - student testimonials -teaching philosophy statement that describes innovative pedagogical approach
		*Teaching approaches that stimulate creativity, innovative thinking and problem-solving [innovation]	<ul style="list-style-type: none"> -teaching Philosophy statement -syllabus - testimonials from students -sample lessons (videos, lesson plans)
Excellence in Teaching by a Junior Faculty Member	Tenure-track faculty members, ETAs in their first contract, and LTAs, who have taught at least seven course sections	Overall evidence of excellent teaching (using evidence-based/high-impact practices)	<ul style="list-style-type: none"> -teaching philosophy statement -documents that describe teaching practice -lesson plans -student testimonials -lesson observation documents -documentation of course materials that reflect T&L research

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		Continuously adjusting teaching based on prior teaching, student success and feedback	<ul style="list-style-type: none"> -Teaching philosophy statement -reflections on teaching - evidence collected from students (e.g. mid-course evaluations) -teaching observation documents (CTL, colleague) -letter of support from former students
		Production of effective Educational materials	<ul style="list-style-type: none"> -slides -hand outs -videos -assignments -rubrics -course notes -web sites, blogs, etc.
		*Evidence of enhancing the academic experience of Concordia students, for example the ability to engage students, stimulate intellectual growth, motivate students to achieve high standards, inspire independent and original thinking, and support diversity of student learning needs.	<ul style="list-style-type: none"> -statements and policies in a syllabus that reflect a growth mindset, high standards and an openness to meet the demands of all learners -examples of student work -sample grading rubrics -student testimonials -comments from course evaluations -low achievement gaps in courses (as demonstrated in final course grades of students) - a syllabus that with the underlying principles of Universal Design for Learning (UDL)
		Effective mentoring of students or guidance of student projects or initiatives	<ul style="list-style-type: none"> -involvement in coaching or guiding teams preparing to compete in competitions -providing regular guidance and feedback in capstone courses, group projects, thesis development, etc.

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		Impact on former students' academic achievements	-student testimonials
		Regular participation in Teaching & Learning professional development activities	-list of workshops, talks attended -membership in communities of practice -engagement with the CTL
Excellence in Teaching by a Part-Time Professor	Part-time faculty members who have 24 seniority credits or more	Overall evidence of excellent teaching (using evidence-based/high-impact practices)	-teaching philosophy statement -documents that describe teaching practice -lesson plans -student testimonials -lesson observation documents -documentation of course materials that reflect T&L research
		Continuously adjusting teaching based on prior teaching, student success and feedback	-Teaching philosophy statement -reflections on teaching - evidence collected from students (e.g. mid-course evaluations) -teaching observation documents (CTL, colleague) -letter of support from former students
		Production of effective Educational materials	-slides -hand outs -videos -assignments -rubrics -course notes -web sites, blogs, etc.

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		*Evidence of enhancing the academic experience of Concordia students, for example the ability to engage students, stimulate intellectual growth, motivate students to achieve high standards, inspire independent and original thinking, and support diversity of student learning needs.	-statements and policies in a syllabus that reflect a growth mindset, high standards and an openness to meet the demands of all learners -examples of student work -sample grading rubrics -student testimonials -comments from course evaluations -low achievement gaps in courses (as demonstrated in final course grades of students) - a syllabus that with the underlying principles of Universal Design for Learning (UDL)
		Effective mentoring of students or guidance of student projects or initiatives	-providing regular guidance and feedback in capstone courses, group projects, etc.
		Impact on former students' academic achievements	-student testimonials
		Regular participation in Teaching & Learning professional development activities	-list of workshops, talks attended -membership in communities of practice -engagement with the CTL

Sources

- President's Excellence in Teaching awards selection criteria chart, Ma2019 [Concordia University]
- [Teaching Quality Framework \(TQF\) Assessment Rubric](#) [University of Colorado Boulder]
- [Teaching Philosophies and Dossier Guide](#) [Taylor Institute, University of Calgary]