

Cheryl Regehr Early Career Teaching Award: Criteria

The Selection Committee will assess nominations based on four core criteria:

- Teaching Excellence (*required*)
- Educational Innovation
- Pedagogical Contributions Outside the Classroom
- Pedagogical Development & Scholarship

Nominations must demonstrate **Teaching Excellence** and provide clear evidence of impact in **at least one** of the remaining three criteria.

For each criterion, examples of relevant evidence and contributions are provided to illustrate what may be included; these examples are intended as guidance and are not exhaustive.

A. Teaching Excellence: demonstrated excellence in teaching practice, including the design, delivery and continuous enhancement of learning experiences that meaningfully support student learning, engagement and success.

Focus: effectiveness, quality and impact on student learning

- High-quality design and delivery of courses, practica or clinical teaching
- Creation of engaging learning environments (e.g., reflective practices, community-engaged learning, project-based learning)
- Clear alignment between teaching philosophy and practice
- Evidence-informed improvements to teaching
- Development of courses or curricula that demonstrably enhance student learning (e.g., curriculum development)
- Positive impact on student learning (e.g., feedback, outcomes, engagement)
- Effective integration of principles of equity, diversity, inclusion and access (EDIA)
- Incorporation of Indigenous perspectives, content and / or ways of knowing
- Exemplary course coordination and management of teaching assistants
- Recognition of teaching effectiveness (e.g., teaching awards)

B. Educational Innovation: development, implementation and dissemination of novel or significantly enhanced teaching approaches, tools or curricula that advance pedagogical practice, student learning experiences and may influence others

Focus: originality, experimentation, impact on the student learning experience, and wider influence beyond the individual classroom

- Introduction or adaptation of innovative pedagogical approaches
- Development or creative use of new technologies to inform student learning
- Design of innovative course or curriculum structures that rethink how learning is organized, sequenced or delivered
- Development of widely usable educational resources (e.g., OERs, toolkits)
- Systematic implementation and evaluation of new teaching approaches, with iterative refinement based on evidence and feedback
- Co-creation of teaching and learning innovations with students or community partners
- Creation of new assessment models or evaluation strategies that rethink how student learning is measured
- Securing funding to support educational innovation
- Adoption, adaptation or scaling of innovations by others (e.g., academic unit, institution, or beyond)
- Dissemination of innovations (e.g., workshops, publications, invited talks)

C. Pedagogical Contributions Outside of the Classroom: contributions that extend beyond formal course teaching to support, enrich and advance student learning, teaching practices and educational communities within and beyond the University.

Focus: impact on student learning and experience outside the classroom; mentorship and educational leadership; contributions to academic, institutional and local communities, including outreach that supports equity and access

- Engagement with initiatives that foster meaningful student–faculty interactions (e.g., learning communities, undergraduate research, thesis or project supervision, student organizations, academic events)
- Mentorship of students and/or junior colleagues
- Leadership or service on committees related to education (within or beyond the University)

- Creation of co-curricular or extracurricular learning opportunities
- Teaching, training or course development conducted in partnership with students and / or external organizations
- Community-engaged or volunteer work that creates or shares educational opportunities and resources, contributing to broader community learning and access
- Public dissemination of educational expertise (e.g., media contributions, public scholarship)

D. Pedagogical Development & Scholarship: engagement in ongoing professional learning and scholarly activities that enhance teaching practice and contribute to the advancement of teaching and learning within and beyond the University.

Focus: continuous improvement of teaching; engagement with evidence-informed and scholarly approaches to pedagogy; and contributions to the broader teaching and learning community through inquiry, reflection and dissemination

- Engagement in professional development to enhance teaching (e.g., workshops, courses, certifications)
- Conducting formal or informal research on teaching and learning (scholarship of teaching and learning)
- Dissemination of pedagogical knowledge and research (e.g., presentations, workshops, conferences, publications, or other scholarly or informal venues)
- Ongoing learning to deepen understanding of Indigenous perspectives and ways of knowing in teaching
- Continuous learning to advance the integration of EDIA in teaching
- Active participation in teaching and learning conferences, networks or scholarly communities