

Procedures and Criteria for the Selection of an Award Recipient

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PROCEDURES AND CRITERIA FOR THE SELECTION OF AN AWARD RECIPIENT

PROCEDURES

Final approval for the procedures rests with the Senate Awards and Honors Committee (SAHC)

Last approval date by SAHC: May 7, 2025

TEACHING EXCELLENCE AWARD	RESEARCH EXCELLENCE AWARD	FACULTY SERVICE EXCELLENCE AWARD
PURPOSE		
In accordance with the Board policy, <i>Academic Excellence Awards (BRP-235.03)</i> , this award recognizes and celebrates faculty excellence in teaching at UFV.	In accordance with the Board policy, <i>Academic Excellence Awards (BRP-235.03)</i> , this award recognizes and celebrates faculty excellence in research at UFV.	In accordance with the Board policy, <i>Academic Excellence Awards (BRP-235.03)</i> , this award recognizes and celebrates faculty excellence in service at UFV.
NUMBER OF AWARDS		
One annual award; however, when the award process is completed and the selection committee has no name to recommend, the award is not given in that year.	One annual award; however, when the award process is completed and the selection committee has no name to recommend, the award is not given in that year.	One annual award; however, when the award process is completed and the selection committee has no name to recommend, the award is not given in that year.
ELIGIBLE UFV NOMINEES		
<p>Eligible nominees currently hold one of the following positions:</p> <ol style="list-style-type: none">1. B Type faculty after probation period.2. Sessional faculty with equivalent of two years of teaching (accumulation of 14 sections).3. Continuing Education faculty with equivalent of two years of teaching (accumulation of 630 hours). <p>Note:</p> <ol style="list-style-type: none">1. Winners can be nominated again five years following receipt of the award.2. No one solicits a nomination on their own behalf.3. Nominees who are unsuccessful in their first year of nomination are considered as candidates for the teaching excellence award for a second year. Nominators are invited to: <ul style="list-style-type: none">• Let the nomination stand and provide relevant updates to meet required documentation, or• Withdraw the nomination upon the nominee’s request. <p>If the nominators are not available, the nominees are contacted to determine if they would like to have their nomination stand for another year. Nominees who are unsuccessful in both first</p>	<p>Eligible nominees currently hold one of the following positions:</p> <ol style="list-style-type: none">1. B Type faculty after probation period.2. Sessional faculty with equivalent of two years of teaching (accumulation of 14 sections). <p>Note:</p> <ol style="list-style-type: none">1. Winners can be nominated again five years following receipt of the award.2. No one solicits a nomination on their own behalf.3. Nominees who are unsuccessful in their first year of nomination are considered as candidates for the research excellence award for a second year. Nominators are invited to: <ul style="list-style-type: none">• Let the nomination stand and provide relevant updates to meet required documentation, or• Withdraw the nomination upon the nominee’s request. <p>If the nominators are not available, the nominees are contacted to determine if they would like to have their nomination stand for another year. Nominees who are</p>	<p>Eligible nominees currently hold one of the following positions:</p> <ol style="list-style-type: none">1. B Type faculty after probation period.2. Sessional faculty with equivalent of two years of teaching (accumulation of 14 sections).3. Continuing Education faculty with equivalent of two years of teaching (accumulation of 630 hours). <p>Note:</p> <ol style="list-style-type: none">1. Winners can be nominated again five years following receipt of the award.2. No one solicits a nomination on their own behalf.3. Nominees who are unsuccessful in their first year of nomination are considered as candidates for the faculty service excellence award for a second year. Nominators are invited to: <ul style="list-style-type: none">• Let the nomination stand and provide relevant updates to meet required documentation, or• Withdraw the nomination upon the nominee’s request. <p>If the nominators are not available, the nominees are contacted to determine if they would like to have their nomination stand for another year. Nominees who are unsuccessful in both first and</p>

TEACHING EXCELLENCE AWARD		RESEARCH EXCELLENCE AWARD	FACULTY SERVICE EXCELLENCE AWARD
and second years of nomination need to be re-nominated to be considered.		unsuccessful in both first and second years of nomination need to be re-nominated to be considered.	second years of nomination need to be re-nominated to be considered.
ELIGIBLE UFV NOMINATORS			
1. B Type faculty after probation period. 2. Sessional faculty with equivalent of two years of teaching (accumulation of 14 sections). 3. Continuing Education faculty with equivalent of two years of teaching (accumulation of 630 hours). 4. Staff*. 5. Students enrolled in at least 1 UFV course. 6. Alumni. 7. University officers*. Nominations are not made by, or letters of support provided by, any member of the Teaching Excellence Award selection committee. *For definitions, refer to the Senate Bylaws, p. 10.		1. B Type faculty after probation period. 2. Sessional faculty with equivalent of two years of teaching (accumulation of 14 sections). 3. Staff*. 4. Students enrolled in at least 1 UFV course. 5. Alumni. 6. University officers*. Nominations are not made by, or letters of support provided by, any member of the Research Excellence Award selection committee. *For definitions, refer to the Senate Bylaws, p. 10.	1. B Type faculty after probation period. 2. Sessional faculty with equivalent of two years of teaching (accumulation of 14 sections). 3. Continuing Education faculty with equivalent of two years of teaching (accumulation of 630 hours). 4. Staff*. 5. Students enrolled in at least 1 UFV course. 6. Alumni. 7. University officers*. Nominations are not made by, or letters of support provided by, any member of the Faculty Service Excellence Award selection committee. *For definitions, refer to the Senate Bylaws, p. 10.
ROLE OF SELECTION COMMITTEE			
The UFV Teaching Excellence Award selection committee (TEASC) is a subcommittee of the Senate Teaching and Learning Committee (STLC) and is responsible for: <ol style="list-style-type: none"> Informing the UFV community of the availability of this award, the selection criteria, and application procedures. Receiving applications and nominations for the award, selecting a successful candidate according to established criteria, announcing the recipient choice to STLC for information, and to the Senate Awards and Honors Committee (SAHC) to confirm award procedures and criteria have been followed before sending recommendations to Senate for approval. Making recommendations to SAHC for revisions to relevant policies, regulations, procedures, and criteria used in the selection of an award recipient. 		The UFV Research Excellence Award selection committee (REASC) is a subcommittee of the Senate Research Committee (SRC) and is responsible for: <ol style="list-style-type: none"> Informing the UFV community of the availability of this award, the selection criteria, and application procedures. Receiving applications and nominations for the award, selecting a successful candidate according to established criteria, announcing the recipient choice to SRC for information, and to the Senate Awards and Honors Committee (SAHC) to confirm award procedures and criteria have been followed before sending recommendations to Senate for approval. Making recommendations to SAHC for revisions to relevant policies, regulations, procedures, and criteria used in the selection of an award recipient. 	The UFV Faculty Service Excellence Award selection committee (SEASC) is a subcommittee of the Senate Faculty Standards Committee (FSC) and is responsible for: <ol style="list-style-type: none"> Informing the UFV community of the availability of this award, the selection criteria, and application procedures. Receiving applications and nominations for the award, selecting a successful candidate according to established criteria, announcing the recipient choice to FSC for information, and to the Senate Awards and Honors Committee (SAHC) to confirm award procedures and criteria have been followed before sending recommendations to Senate for approval. Making recommendations to SAHC for revisions to relevant policies, regulations, procedures, and criteria used in the selection of an award recipient.

TEACHING EXCELLENCE AWARD			RESEARCH EXCELLENCE AWARD			FACULTY SERVICE EXCELLENCE AWARD		
SEPTEMBER/OCTOBER								
FORMATION OF SELECTION COMMITTEE								
<p>1. The Senate Teaching and Learning Committee (STLC) calls from its membership volunteers for the Teaching Excellence Award selection committee.</p> <p>2. The selection committee may also solicit volunteers from other areas of the university if there are insufficient volunteers from the standing committee, or if the committee wishes to bring in external expertise to assist the process. Normally, these external additions would have past experience serving on the adjudication committee or would bring recognized expertise relevant to the award.</p> <p>3. If there is more than one volunteer for a position, the selection committee chair asks each person to submit a brief paragraph about their interest in participating. The selection committee decides who serves in this situation.</p>			<p>1. The Senate Research Committee (SRC) calls from its membership volunteers for the Research Excellence Award selection committee.</p> <p>2. The selection committee may also solicit volunteers from other areas of the university if there are insufficient volunteers from the standing committee, or if the committee wishes to bring in external expertise to assist the process. Normally, these external additions would have past experience serving on the adjudication committee or would bring recognized expertise relevant to the award.</p> <p>3. If there is more than one volunteer for a position, the selection committee chair asks each person to submit a brief paragraph about their interest in participating. The selection committee decides who serves in this situation.</p>			<p>1. The Senate Faculty Standards Committee (FSC) calls from its membership volunteers for the Faculty Service Excellence Award selection committee.</p> <p>2. The selection committee may also solicit volunteers from other areas of the university if there are insufficient volunteers from the standing committee, or if the committee wishes to bring in external expertise to assist the process. Normally, these external additions would have past experience serving on the adjudication committee or would bring recognized expertise relevant to the award.</p> <p>3. If there is more than one volunteer for a position, the selection committee chair asks each person to submit a brief paragraph about their interest in participating. The selection committee decides who serves in this situation.</p>		
MEMBERSHIP COMPOSITION								
<p>Composition – 7 members:</p> <ul style="list-style-type: none">▪ Chair of the Senate Teaching and Learning Committee, who acts as chair▪ Associate VP, Teaching and Learning or designate▪ Three voting faculty members from either group below:<ul style="list-style-type: none">○ Regular type B faculty, any time after their third year of consecutive service to UFV.○ Sessional instructors who have taught the cumulative equivalent of two full years of instruction at UFV.▪ One student. <p>The chair of the award committee ensures the committee is filled, if possible, but proceeds with the adjudication process even if there are vacancies. Once the review process begins and a committee member resigns, they are not replaced.</p>			<p>Composition – 8 members:</p> <ul style="list-style-type: none">▪ Chair of the Senate Research Committee, who acts as chair.▪ Associate VP, Research and Graduate Studies or designate.▪ Four voting faculty members from the Senate Research Committee.▪ One staff member.▪ One student. <p>The chair of the award committee ensures the committee is filled, if possible, but proceeds with the adjudication process even if there are vacancies. Once the review process begins and a committee member resigns, they are not replaced.</p>			<p>Composition - 7 members:</p> <ul style="list-style-type: none">▪ Chair of the Senate Faculty Standards Committee, who acts as chair.▪ Four voting faculty members, including at least three from the Senate Faculty Standards Committee.▪ One staff member.▪ One student. <p>The chair of the award committee ensures the committee is filled, if possible, but proceeds with the adjudication process even if there are vacancies. Once the review process begins and a committee member resigns, they are not replaced.</p>		

TEACHING EXCELLENCE AWARD		RESEARCH EXCELLENCE AWARD		FACULTY SERVICE EXCELLENCE AWARD	
TERMS OF OFFICE					
Committee members serve for two years, with half the committee appointed on alternate years to ensure continuity.		Committee members serve for two years with half the committee appointed on alternate years to ensure continuity.		Committee members serve for two years, with half the committee appointed on alternate years to ensure continuity.	
COMMITTEE RESPONSIBILITIES					
Members of the committee commit to attend all meetings. Members may miss one meeting but provide the committee chair with notes to assist in the evaluation process. Any member who misses more than one meeting is withdrawn from the committee.		Members of the committee commit to attend all meetings. Members may miss one meeting but provide the committee chair with notes to assist in the evaluation process. Any member who misses more than one meeting is withdrawn from the committee.		Members of the committee commit to attend all meetings. Members may miss one meeting but provide the committee chair with notes to assist in the evaluation process. Any member who misses more than one meeting is withdrawn from the committee.	
SEPTEMBER					
CALL FOR NOMINATIONS					
1. Prior to the call, in April or May, nomination information from the previous year is available on the Secretariat web page. 2. In September, the call for nominations is initiated by the Secretariat. The deadline for nominations is Monday morning after the first Friday in December. 3. The UFV Secretariat Office publishes award information on their website and works with others to promote the awards. 4. The nomination deadline may be extended only when no nominations are received. The length of extension is determined by the selection committee Chair and Secretariat office. 5. The number of nominations received may be disclosed to individuals who inquire, such as nominators.		1. Prior to the call, in April or May, nomination information from the previous year is available on the Secretariat web page. 2. In September, the call for nominations is initiated by the Secretariat. The deadline for nominations is Monday morning after the first Friday in December. 3.The UFV Secretariat Office publishes award information on their website and works with others to promote the awards. 4. The nomination deadline may be extended only when no nominations are received. The length of extension is determined by the selection committee Chair and Secretariat office. 5. The number of nominations received may be disclosed to individuals who inquire, such as nominators.		1. Prior to the call, in April or May, nomination information from the previous year is available on the Secretariat web page. 2. In September, the call for nominations is initiated by the Secretariat. The deadline for nominations is Monday morning after the first Friday in December. 3.The UFV Secretariat Office publishes award information on their website and works with others to promote the awards. 4. The nomination deadline may be extended only when no nominations are received. The length of extension is determined by the selection committee Chair and Secretariat office. 5. The number of nominations received may be disclosed to individuals who inquire, such as nominators.	
JANUARY 15 – MARCH 1					
EVALUATION					
1. Before the review process begins, the Secretariat provides conflict of interest (COI) information to the committee chair who distributes it to the committee. The Chair asks members to declare a COI once they know the names of nominees. 2. The Teaching Excellence Award selection committee meets to		1. Before the review process begins, the Secretariat provides conflict of interest (COI) information to the committee chair who distributes it to the committee. The Chair asks members to declare a COI once they know the names of nominees.		1. Before the review process begins, the Secretariat provides conflict of interest (COI) information to the committee chair who distributes it to the committee. The Chair asks members to declare a COI once they know the names of nominees. 2. The Faculty Service Excellence Award selection committee meets to	

TEACHING EXCELLENCE AWARD	RESEARCH EXCELLENCE AWARD	FACULTY SERVICE EXCELLENCE AWARD
<p>review the process, guidelines, evaluation system for criteria, and set the meeting schedule to meet deadlines for SAHC’s March meeting and Senate’s April meeting.</p> <p>3. Selection committee members independently evaluate each nominee’s package, following the procedures outlined in the <i>Criteria for the Selection of an Award Recipient</i>.</p> <p>4. The selection committee meets to make the final selection for an award recipient, following the procedures outlined in the <i>Criteria for the Selection of an Award Recipient</i>.</p> <p>5. The final decision of the committee is conducted with a <i>minimum of 51% committee membership</i> in attendance.</p> <p>6. After the selection committee has made its final decision for the annual recipient, the chair of the selection committee collects all records used in the adjudication process, including individual adjudication sheets from all members of the committee. The Secretariat retains the records for a minimum of one year.</p>	<p>2. The Research Excellence Award selection committee meets to review the process, guidelines, evaluation system for criteria, and set the meeting schedule to meet deadlines for SAHC’s March meeting and Senate’s April meeting.</p> <p>3. Selection committee members independently evaluate each nominee’s package, following the procedures outlined in the <i>Criteria for the Selection of an Award Recipient</i>.</p> <p>4. The selection committee meets to make the final selection for an award recipient, following the procedures outlined in the <i>Criteria for the Selection of an Award Recipient</i>.</p> <p>5. The final decision of the committee is conducted with a <i>minimum of 51% committee membership</i> in attendance.</p> <p>6. After the selection committee has made its final decision for the annual recipient, the chair of the selection committee collects all records used in the adjudication process, including individual adjudication sheets from all members of the committee. The Secretariat retains the records for a minimum of one year.</p>	<p>review the process, guidelines, evaluation system for criteria, and set the meeting schedule to meet deadlines for SAHC’s March meeting and Senate’s April meeting.</p> <p>3. Selection committee members independently evaluate each nominee’s package, following the procedures outlined in the <i>Criteria for the Selection of an Award Recipient</i>.</p> <p>4. The selection committee meets to make the final selection for an award recipient, following the procedures outlined in the <i>Criteria for the Selection of an Award Recipient</i>.</p> <p>5. The final decision of the committee is conducted with a <i>minimum of 51% committee membership</i> in attendance.</p> <p>6. After the selection committee has made its final decision for the annual recipient, the chair of the selection committee collects all records used in the adjudication process, including individual adjudication sheets from all members of the committee. The Secretariat retains the records for a minimum of one year.</p>
MARCH 1 - 30		
RECOMMENDATION TO SAHC & REVIEW		
<p>1. The chair or designate of the selection committee presents the recommendation for the annual recipient to the Senate Teaching and Learning Committee for information. The result is provided at an in-camera meeting of the committee, with the expectation this information remains confidential until a public announcement of the recipient is made.</p> <p>2. The selection committee chair or designate is invited to attend the Senate Awards and Honours Committee’s March meeting to present its recommendation for an award recipient, providing written documentation to summarize the process, as follows:</p> <p>a. Number of applications received/eligible.</p>	<p>1. The chair or designate of the selection committee presents the recommendation for the annual recipient to the Senate Research Committee for information. The result is provided at an in-camera meeting of the committee, with the expectation this information remains confidential until a public announcement of the recipient is made.</p> <p>2. The selection committee chair or designate is invited to attend the Senate Awards and Honours Committee’s March meeting to present its recommendation for an award recipient, providing written documentation to summarize the process as follows:</p> <p>a. Number of applications received/eligible.</p>	<p>1. The chair or designate of the selection committee presents the recommendation for the annual recipient to the Faculty Standards Committee for information. The result is provided at an in-camera meeting of the committee, with the expectation this information remains confidential until a public announcement of the recipient is made.</p> <p>2. The selection committee chair or designate is invited to attend the Senate Awards and Honours Committee’s March meeting to present its recommendation for an award recipient, providing written documentation to summarize the process, as follows:</p> <p>a. Number of applications received/eligible.</p> <p>b. Name and title of the successful candidate.</p>

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b. Name and title of the successful candidate. c. Parameters and details of the adjudication process in reaching decisions. This includes the final adjudication sheet completed by the committee, showing the scoring used in the selection of the award recipient, to demonstrate how the winning candidate met the criteria. d. The letter of nomination, all letters of recommendations, and the curriculum vitae of the successful candidate. e. The names and titles of the members of the TEA selection committee. 3. The selection committee presents any recommendations for revisions to the process to SAHC. 4. SAHC reviews the documentation to ensure procedural and criteria requirements have been met in the selection of the annual recipient of the award, to inform its recommendation to Senate. Note: SAHC does not approve the committee's selection, only ensures the criteria and procedures were followed. 5. SAHC reviews and approves the selection committee's recommendations for revisions to the procedures and makes a recommendation to Senate for any proposed revisions to the criteria used in the selection of the annual recipient.		b. Name and title of the successful candidate. c. Parameters and details of the adjudication process in reaching decisions. This will include the final adjudication sheet completed by the committee, showing the scoring used in the selection of the award recipient to demonstrate how the winning candidate met the criteria. d. The letter of nomination, all letters of recommendation, and the curriculum vitae of the successful candidate. e. The names and titles of the members of the REA selection committee. 3. The selection committee presents any recommendations for revisions to the process to SAHC. 4. SAHC reviews the documentation to ensure procedural and criteria requirements have been met in the selection of an annual recipient of the award, to inform its recommendation to Senate. Note: SAHC does not approve the committee's selection, only ensures the criteria and procedures were followed. 5. SAHC reviews and approves the selection committee's recommendations for revisions to the procedures and makes a recommendation to Senate for any proposed revisions to the criteria used in the selection of the annual recipient.	c. Parameters and details of the adjudication process in reaching decisions. This will include the final adjudication sheet completed by the committee, showing the scoring used in the selection of the award recipient to demonstrate how the winning candidate met the criteria. d. The letter of nomination, all letters of recommendations, and the curriculum vitae of the successful candidate. e. The names and titles of the members of the SEA selection committee. 3. The selection committee presents any recommendations for revisions to the process to SAHC. 4. SAHC reviews the documentation to ensure procedural and criteria requirements have been met in the selection of an annual recipient of the award, to inform its recommendation to Senate. Note: SAHC does not approve the committee's selection, only ensures the criteria and procedures were followed. 5. SAHC reviews and approves the selection committee's recommendations for revisions to the procedures and makes a recommendation to Senate for any proposed revisions to the criteria used in the selection of the annual recipient.
APRIL			
RECOMMENDATION TO SENATE			
1. SAHC recommends the annual recipient to Senate for approval. The SAHC chair or designate includes a brief summary about the chosen recipient, along with the recommended motion. 2. Once the award recipient is approved by Senate, the Secretariat prepares the congratulatory letter to the recipient and the letters to the unsuccessful candidates, for the VP, Academic's signature. The VP, Academic is the first to congratulate the winner. The Office of the VP, Academic notifies the Secretariat and President's office once the VP,		1. SAHC recommends the annual recipient to Senate for approval. The SAHC chair or designate includes a brief summary about the chosen recipient, along with the recommended motion. 2. Once the award recipient is approved by Senate, the Secretariat prepares the congratulatory letter to the recipient and the letters to the unsuccessful candidates, for the VP, Academic's signature. The VP, Academic is the first to congratulate the winner. The Office of the VP, Academic notifies the Secretariat and President's office once the VP,	1. SAHC recommends the annual recipient to Senate for approval. The SAHC chair or designate includes a brief summary about the chosen recipient, along with the recommended motion. 2. Once the award recipient is approved by Senate, the Secretariat prepares the congratulatory letter to the recipient and the letters to the unsuccessful candidates, for the VP, Academic's signature. The VP, Academic is the first to congratulate the winner. The Office of the VP, Academic notifies the Secretariat and President's office once the VP, Academic has had the opportunity to offer their congratulations to the winner.

TEACHING EXCELLENCE AWARD		RESEARCH EXCELLENCE AWARD	FACULTY SERVICE EXCELLENCE AWARD
<p>Academic has had the opportunity to offer their congratulations to the winner.</p> <p>3. The Secretariat prepares a congratulatory letter to the recipient for the President’s signature. The President, on behalf of the Board, is the second to congratulate the winner.</p> <p>4. Until such time as the VP, Academic and President have sent out letters to the winners and non-successful candidates, the decision remains confidential.</p> <p>5. The Secretariat notifies the Community Engagement office so they can prepare publicity materials and announce the recipient. The award is presented at an appropriate university event.</p> <p>6. The Secretariat notifies the award recipient of the options for the monetary award and initiates the required paperwork.</p>		<p>Academic has had the opportunity to offer their congratulations to the winner.</p> <p>3. The Secretariat prepares a congratulatory letter to the recipient for the President’s signature. The President, on behalf of the Board, is the second to congratulate the winner.</p> <p>4. Until such time as the VP, Academic and President have sent out letters to the winners and non-successful candidates, the decision remains confidential.</p> <p>5. The Secretariat notifies the Community Engagement office so they can prepare publicity materials and announce the recipient. The award is presented at an appropriate university event.</p> <p>6. The Secretariat notifies the award recipient of the options for the monetary award and initiates the required paperwork.</p>	<p>3. The Secretariat prepares a congratulatory letter to the recipient for the President’s signature. The President, on behalf of the Board, is the second to congratulate the winner.</p> <p>4. Until such time as the VP, Academic and President have sent out letters to the winners and non-successful candidates, the decision remains confidential.</p> <p>5. The Secretariat notifies the Community Engagement office so they can prepare publicity materials and announce the recipient. The award is presented at an appropriate university event.</p> <p>6. The Secretariat notifies the award recipient of the options for the monetary award and initiates the required paperwork.</p>
NOMINATION MECHANISM			
<p>The nominator completes the nomination form, gathers the supporting documents, and confidentially submits a complete electronic .pdf copy of the nomination package, with a table of contents, to the Secretariat at UFVSecretariat@ufv.ca.</p>		<p>The nominator completes the nomination form, gathers the supporting documents, and confidentially submits a complete electronic .pdf copy of the nomination package, with a table of contents, to the Secretariat at UFVSecretariat@ufv.ca.</p>	<p>The nominator completes the nomination form, gathers the supporting documents, and confidentially submits a complete electronic .pdf copy of the nomination package, with a table of contents, to the Secretariat at UFVSecretariat@ufv.ca.</p>
NOMINATION PACKAGE			
<p>The nomination package consists of all the following:</p> <p>1. A letter of nomination outlining how the nominee meets the criteria for the Teaching Excellence award (maximum 1,000 words).</p> <p>2. A nominator form, signed by the nominator, indicating their eligibility type.</p> <p>3. Exactly five letters of support are included (500 words maximum) from any of these groups: faculty, staff, alumni, university officers, or students. The letters are based on knowledge of the nominee’s work, which reflects the criteria</p>		<p>The nomination package consists of all the following:</p> <p>1. A letter of nomination outlining how the nominee meets the criteria for the Research Excellence award (maximum 1,000 words):</p> <p>a. The nominator is responsible for describing the nominee’s work in relation to their discipline in language which the multidisciplinary committee adjudicating this award can comprehend.</p> <p>b. This letter lays out the broader research/creative program of the nominee over the previous 5 years.</p>	<p>The nomination package consists of all the following:</p> <p>1. A letter of nomination outlining how the nominee meets the criteria for the Faculty Service Excellence award (maximum 1,000 words) which details the nominee’s service over the previous 5 years, emphasizing service which goes above and beyond the basic service requirements expected of employees, and providing evidence of the ways in which the nominee’s service demonstrates excellence in meeting the criteria as set out for the Faculty Service Excellence award.</p> <p>2. A nominator form, signed by the nominator, indicating their eligibility type.</p>

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<p>of the teaching excellence award, as outlined in the <i>Criteria for the Selection of Award Recipient</i>. Nominators do not submit a letter of support.</p> <ol style="list-style-type: none"> A current curriculum vitae of the nominee. The nominee’s teaching philosophy (maximum 1,500 words). The nominee’s choice of two student class evaluations, preferably from two different courses, to be supplied by the nominee to the nominator, going back no further than four years from the year of the nomination. All written comments 7. A summary by the nominee that outlines how students’ suggestions for improvements in the course evaluations have been addressed (500 words maximum). The two official course outlines and matching syllabi for the student class evaluations submitted in criterion 6. Any supporting documents provided for each of the criteria outlined in the <i>Criteria for the Selection of Award Recipient</i>, are presented in sections, and contain a brief description of the evidence provided. A consent form signed by the nominee, agreeing to be nominated. 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> It also highlights any outstanding creative or research achievement[s] in that same period. Nominators provide a description of the nominee’s research / creative endeavor, emphasizing how it meets the four criteria and related descriptive attributes, as outlined in the <i>Evaluation Criteria</i>. The researcher’s role in any joint/multi-disciplinary projects are clearly outlined. A nominator form, signed by the nominator, indicating their eligibility type. Exactly five letters of support are included (500 words maximum). The nominator is responsible for soliciting letters of support from inside and outside the UFV community. The nominee may suggest a list of colleagues from whom it would be suitable to solicit letters of support: <ol style="list-style-type: none"> Two letters from recognized scholars (from outside UFV), specializing in a similar field of research/creative endeavour who address the quality and significance of the nominee’s work in the field. Three additional letters can be from recognized scholars but may also come from non-academic sources who have a connection to, and comprehension of, the research/creative activity being nominated (i.e. government agencies, industry, community partners), or a former/current student who has experienced the nominees’ incorporation of research into the classroom. Nominators do not submit a letter of support. They are asked to advise letter writers to address one or more of the selection criteria and provide the criteria to letter writers. Instructions for nominators and letter writers: <ul style="list-style-type: none"> The committee only considers information included in the nomination package. Therefore, regarding impact, the committee needs to understand how specific outputs (e.g. publications, policy/community-relevant reports) or forms of mentorship have been received, used by, and/or changed the research community or 	<ol style="list-style-type: none"> Exactly five letters of support that provide specific information supporting the criteria of the Service Excellence Award (500 words maximum): <ol style="list-style-type: none"> At least two letters from individuals within UFV, which could include admin, faculty, staff, or students, who have significant knowledge of the individual’s service; and At least two letters from external partners who have direct, significant knowledge of the individual’s service; and, A letter from a student or group of students. Nominators do not submit a letter of support. A current curriculum vitae of the nominee, clearly outlining all areas of service. A consent form signed by the nominee, agreeing to be nominated. Documents that provide evidence of service, such as newsletters, media clippings, awards or Honors for service, website references, annual reports, links to committee reports, etc. A consent form signed by the nominee, agreeing to be nominated.

TEACHING EXCELLENCE AWARD	RESEARCH EXCELLENCE AWARD	FACULTY SERVICE EXCELLENCE AWARD
	<p>non-academic sectors. Writers speak to overall impact and highlight no more than the 3 most impactful works.</p> <ul style="list-style-type: none"> • If relevant, explain if/how the nominee has shown leadership in any of these domains. • Consider “the value and impact of all research outputs (including datasets and software) in addition to research publications and consider a broad range of impact measures including qualitative indicators of research impact, such as influence on policy and practice” (DORA, 2025). <p>5. A full and current curriculum vitae of the nominee, highlighting their research/creative productivity over the previous five years. Also note details for grants/outputs within the last 5 years, including dollar values, whether determined through a competitive process and the nominee’s role (e.g. Principal Investigator, co-PI, or collaborator).</p> <p>6. A consent form signed by the nominee agreeing to be nominated.</p>	
AWARD RECOGNITION		
<p>The award recipient receives the award during an appropriate university event designated for award recipients. The award includes:</p> <ul style="list-style-type: none"> ▪ A plaque with the award recipient’s name and the year of the award. ▪ A framed certificate. ▪ \$2500 to be used at the discretion of the award recipient, who contacts the University Secretariat office to discuss options. <p>The award recipient collaborates with the Teaching and Learning Centre to arrange a presentation.</p>	<p>The award recipient receives the award during an appropriate university event designated for award recipients. The award includes:</p> <ul style="list-style-type: none"> ▪ A plaque with the award recipient’s name and the year of the award. ▪ A framed certificate. ▪ \$2500 to be used at the discretion of the award recipient, who contacts the University Secretariat office to discuss options. 	<p>The award recipient receives the award during an appropriate university event designated for award recipients. The award includes:</p> <ul style="list-style-type: none"> ▪ A plaque with the award recipient’s name and the year of the award. ▪ A framed certificate. ▪ \$2500 to be used at the discretion of the award recipient, who contacts the University Secretariat office to discuss options.

CRITERIA

Final approval for the UFV Faculty Excellence Awards Criteria rests with Senate, at the recommendation of the Senate Awards and Honors Committee
Current document approved by SAHC: May 7, 2025
Current document approved by Senate: June 6, 2025

TEACHING EXCELLENCE AWARD		RESEARCH EXCELLENCE AWARD		FACULTY SERVICE EXCELLENCE AWARD	
EVALUATION SCALE					
Level	Description	Level	Description	Level	Description
5	Significant evidence of meeting the criteria and demonstrating excellence in all attributes.	5	Significant evidence of meeting the criteria and demonstrating excellence in all attributes.	5	Significant evidence of meeting the criteria and demonstrating excellence in all attributes.
4	Strong evidence of meeting the criteria and demonstrating excellence in most attributes.	4	Strong evidence of meeting the criteria and demonstrating excellence in most attributes.	4	Strong evidence of meeting the criteria and demonstrating excellence in most attributes.
3	Evidence of meeting the criteria and demonstrating excellence in some attributes.	3	Evidence of meeting the criteria and demonstrating excellence in some attributes.	3	Evidence of meeting the criteria and demonstrating excellence in some attributes.
2	Evidence of meeting some of the attributes of the criteria but demonstrating little excellence.	2	Evidence of meeting some of the attributes of the criteria but demonstrating little excellence.	2	Evidence of meeting some of the attributes of the criteria but demonstrating little excellence.
1	Little evidence of meeting the criteria and/or demonstrating excellence.	1	Little evidence of meeting the criteria and/or demonstrating excellence.	1	Little evidence of meeting the criteria and/or demonstrating excellence.
0	Nominee does not display any of the attributes of this criteria.	0	Nominee does not display any of the attributes of this criteria.	0	Nominee does not display any of the attributes of this criteria.
SCORING AND REACHING A DECISION					
1. SCORING THE NOMINEES					
a. The selection committee chair is responsible to lead decision-making, and help the committee agree on a process and declaration of a winner. The committee agrees upon the full scoring process (considering all elements noted below), prior to receiving nomination packages.		a. The selection committee chair is responsible to lead decision-making, and help the committee agree on a process and declaration of a winner. The committee agrees upon the full scoring process (considering all elements noted below), prior to receiving nomination packages.		a. The selection committee chair is responsible to lead decision-making, and help the committee agree on a process and declaration of a winner. The committee agrees upon the full scoring process (considering all elements noted below), prior to receiving nomination packages.	
b. Prior to finalizing a committee decision on an award winner, selection committee members independently evaluate each nominee’s package of materials, based on the evidence provided. Using the scale above, members will produce a score for each award criterion, along with a brief written justification for the score.		b. Prior to finalizing a committee decision on an award winner, selection committee members independently evaluate each nominee’s package of materials, based on the evidence provided. Using the scale above, members will produce a score for each award criterion, along with a brief written justification for the score.		b. Prior to finalizing a committee decision on an award winner, selection committee members independently evaluate each nominee’s package of materials, based on the evidence provided. Using the scale above, members will produce a score for each award criterion, along with a brief written justification for the score.	

TEACHING EXCELLENCE AWARD	RESEARCH EXCELLENCE AWARD	FACULTY SERVICE EXCELLENCE AWARD
<ul style="list-style-type: none"> c. The Teaching Practice evaluation criterion is weighted three times that of each of the other three criteria, for a total of six. d. The committee meets to discuss the nominees and their independent evaluations for each candidate. During the discussion, committee members can make any adjustments they feel are required to create their own final score for each criterion. 	<ul style="list-style-type: none"> c. The committee meets to discuss the nominees and their independent evaluations for each candidate. During the discussion, committee members can make any adjustments they feel are required to create their own final score for each criterion. 	<ul style="list-style-type: none"> c. The committee meets to discuss the nominees and their independent evaluations for each candidate. During the discussion, committee members can make any adjustments they feel are required to create their own final score for each criterion.
2. DETERMINING THE CHOSEN NOMINEE		
<p>At this point, committees discuss the total weighted aggregate scores for each candidate. The total weighted aggregate score is calculated by taking the score assessed by each committee member per criterion, adding these together, and then calculating the weighting. The weighting is calculated by multiplying the score of the Teaching Practice evaluation criterion by three. Then, divide the total sum of all four criteria by the committee members who submitted scores.</p> <p>Then, the committee discuss whether the final scores represent to each committee member a close correlation with their view of each nominee’s relative merits compared with all others.</p>	<p>At this point, committees discuss the total aggregate scores for each candidate. The total aggregate score is calculated by taking the score assessed by each committee member per criterion, adding these together, and dividing by the total number of committee members who submitted scores.</p> <p>To be considered eligible for the award, the nominee achieves a score of 3 within each category (see #4 below, “Selection Criteria”) and a minimum total score of 12 summed across all categories.</p> <p>Then, the committee discuss whether the final scores represent to each committee member a close correlation with their view of each nominee’s relative merits compared with all others.</p>	<p>At this point, committees discuss the total aggregate scores for each candidate. The total aggregate score is calculated by taking the score assessed by each committee member per criterion, adding these together, and dividing by the total number of committee members who submitted scores.</p> <p>Then, the committee discuss whether the final scores represent to each committee member a close correlation with their view of each nominee’s relative merits compared with all others.</p>
3. FINALIZING A CHOSEN WINNER, FACTORING IN THE ITEMS LISTED BELOW		
<ul style="list-style-type: none"> a. In using aggregate scores, if two nominees have an aggregate score that is deemed too similar (using a number as agreed upon by the selection committee), the committee may hold a discussion and/or rescore these two (or more) in an attempt to choose one. b. The committee may also hold further discussion about the scoring of top nominees without requiring the final selection to be based solely on the aggregate scoring. c. The committee normally attempts to reach a consensus on a winner but may agree to another approach such as holding a vote of committee members for their choice from among the top aggregate scores. 	<ul style="list-style-type: none"> a. In using aggregate scores, if two nominees have an aggregate score that is deemed too similar (using a number as agreed upon by the selection committee), the committee may hold a discussion and/or rescore these two (or more) in an attempt to choose one. b. The committee may also hold further discussion about the scoring of top nominees without requiring the final selection to be based solely on the aggregate scoring. c. The committee normally attempts to reach a consensus on a winner but may agree to another approach such as holding a vote of committee members for their choice from among the top aggregate scores. 	<ul style="list-style-type: none"> a. In using aggregate scores, if two nominees have an aggregate score that is deemed too similar (using a number as agreed upon by the selection committee), the committee may hold a discussion and/or rescore these two (or more) in an attempt to choose one. b. The committee may also hold further discussion about the scoring of top nominees without requiring the final selection to be based solely on the aggregate scoring. c. The committee normally attempts to reach a consensus on a winner but may agree to another approach such as holding a vote of committee members for their choice from among the top aggregate scores.

TEACHING EXCELLENCE AWARD	RESEARCH EXCELLENCE AWARD	FACULTY SERVICE EXCELLENCE AWARD
<p>d. The committee may choose to not select a winner if it concludes that none of the nominees reaches their chosen minimum level of meeting the selection criteria.</p> <p>e. At any point during the scoring process, it is possible that the committee may agree to rule out of contention one of the nominees because a package is incomplete; a nominee is deemed too weak in one criterion; or, that details provided in the nomination package would lead the committee to conclude that the nominee should not be selected based on the information provided.</p>	<p>d. The committee may choose to not select a winner if it concludes that none of the nominees reaches their chosen minimum level of meeting the selection criteria.</p> <p>e. At any point during the scoring process, it is possible that the committee may agree to rule out of contention one of the nominees because a package is incomplete; a nominee is deemed too weak in one criterion; or, that details provided in the nomination package would lead the committee to conclude that the nominee should not be selected based on the information provided.</p>	<p>d. The committee may choose to not select a winner if it concludes that none of the nominees reaches their chosen minimum level of meeting the selection criteria.</p> <p>e. At any point during the scoring process, it is possible that the committee may agree to rule out of contention one of the nominees because a package is incomplete; a nominee is deemed too weak in one criterion; or, that details provided in the nomination package would lead the committee to conclude that the nominee should not be selected based on the information provided.</p>
4. EVALUATION CRITERIA		
<p>Candidates are evaluated on the following criteria. These are baseline expectations which the award recipient must meet.</p> <p>1. Teaching Practice 2. Curriculum Development 3. Scholarship 4. Service</p> <p>1. TEACHING PRACTICE</p> <p>a. Student Evaluations</p> <ul style="list-style-type: none"> The nominee provides two student class evaluations, preferably from two different courses, going back no further than four years from the year of nomination, that match the two course outlines and syllabi submitted in the nomination package, as outlined in the <i>Nomination Mechanism</i> (no edits to remove negative comments); <i>NOTE: exceptions may have to be made depending on the faculty or program.</i> Evaluations denote a high level of teaching competence. Provides a summary that outlines how student suggestions for improvements in course evaluations have been addressed (limit 500 words). Comments suggest the professor cares and makes extraordinary efforts to support deep learning and understanding. 	<p>Candidates are evaluated on the following four criteria. These are baseline expectations which the award recipient must meet.</p> <p>Emphasis is placed on work accomplished as a member of the UFV community, but achievements within the past five years that were achieved elsewhere are considered. Nominees' research/creative endeavours are assessed based on the following four criteria, relative to the discipline.</p> <p>1. Originality/Innovation 2. Academic Impact 3. UFV/Community Impact /Influence 4. Mentorship/Interface of Research and Teaching</p> <p>The following are descriptive attributes of the main criteria:</p> <p>1. ORIGINALITY/INNOVATION</p> <ul style="list-style-type: none"> Uniqueness, interdisciplinarity, or transformative nature of work. Patents or monetary gains produced from work. Awards, recognition from work. Initiation of new programs . <p>2. ACADEMIC IMPACT/INFLUENCE WITHIN THE DISCIPLINE</p>	<p>Candidates are evaluated on the following criteria. These are baseline expectations which the award recipient must meet.</p> <p>The Faculty Service Excellence award recognizes and celebrates faculty excellence in service, while at UFV. As outlined in the recommendations on University-wide principles for the establishment of criteria for faculty standards, service includes productive contributions in meeting the needs of one's department, faculty, and institution, and academic and regional communities. Faculty members may serve the university, their departments or programs, and their disciplines in a variety of ways, guided by the overall aim of directing, organizing, and/or enhancing the life and work of the university, their field of study and practice, and/or the communities of the Fraser Valley.</p> <p>1. Collaboration across boundaries 2. Contribution to UFV's mandate 3. Impact</p> <p>The following are descriptive attributes of the main criteria:</p> <p>1. COLLABORATION ACROSS BOUNDARIES</p> <ul style="list-style-type: none"> Community engagement and partnerships.

TEACHING EXCELLENCE AWARD	RESEARCH EXCELLENCE AWARD	FACULTY SERVICE EXCELLENCE AWARD
<p>b. Learning Outcomes</p> <ul style="list-style-type: none"> ▪ The syllabi align assessments and learning activities to the learning outcomes, as set out in the UFV official course outline. <p>c. Student Engagement</p> <ul style="list-style-type: none"> ▪ Evidence of student engagement in learning (such as active learning strategies, field experiences, service learning, learning communities, and/or undergraduate research). ▪ Engages and supports students outside of class, i.e. liaison/advocacy, mentorship, or partnering with clubs or other departments such as Student Services, Academic Success Centre, Career Centre, etc. <p>a. Teaching Innovation</p> <ul style="list-style-type: none"> ▪ Utilizes innovative pedagogical approaches, i.e., game-based learning. ▪ Incorporates technological resources and supports to enhance the learning experience. ▪ Demonstrates evidence of grounding practice in learning theories, such as active and engaged learning, using a variety of assessments, high impact practices, etc. <p>b. Teaching Philosophy</p> <p>The teaching philosophy is clearly supported by the documents provided in the nomination package.</p> <p>2. CURRICULUM DEVELOPMENT</p> <p>Evidence of three or more of the following:</p> <p><u>Program/Course design</u></p> <ul style="list-style-type: none"> ▪ Demonstrates leadership in the development and revision of programs. ▪ Develops new courses and continuously revises courses to improve engagement and learning. ▪ Develops opportunities for collaboration and interdisciplinary learning. ▪ Actively participates on curriculum and program planning committees. 	<ul style="list-style-type: none"> ▪ Reception of work among peers within researcher's discipline (reviews, stature of journals in which work was published, awards, etc.). ▪ Profile of outputs (journal rankings, etc.). ▪ Record in securing funding from external sources ▪ Numbers of citations from work. ▪ Membership in discipline-specific groups. ▪ Reviews of discipline-specific works. ▪ Breadth of outputs including books, reports, datasets, code, tools. <p>3. UFV/COMMUNITY IMPACT/INFLUENCE/SCOPE OF RESEARCH / CREATIVE ACTIVITY</p> <ul style="list-style-type: none"> ▪ Impact/significance of the work for the UFV community, stakeholder groups, institutional profile, community at large, including Indigenization and Internationalization, etc. ▪ Public demonstrations, showings, lectures, presentations of work. ▪ Utility/use of research/creative outputs to community groups. ▪ Securing internal funding from UFV. ▪ Membership in community/ national/international groups. ▪ Press statements regarding work. ▪ Policy recommendations, guidelines, standards, use of results by stakeholders. ▪ Societal outcomes such as health outcomes, cultural change. ▪ Community engagement and partnership development. <p>4. MENTORSHIP/INTERFACE OF RESEARCH AND TEACHING</p> <ul style="list-style-type: none"> ▪ Role and/or training for students in relation to work or while conducting work in research. ▪ Role for students in conduct of faculty research ▪ Incorporation of creativity/research achievement/ knowledge of research into the learning environment and pedagogy. 	<ul style="list-style-type: none"> ▪ Initiatives bring multiple partners / stakeholders together from across UFV and/or local/global communities, with a focus on Indigenization, Internationalization, and principles of equity, diversity, and inclusion. ▪ Evidence of an inclusive approach to collaboration, including cooperation, mutual respect, mutual benefit, clear communication, and teamwork. <p>2. CONTRIBUTES TO MISSION OF ENGAGING LEARNERS, TRANSFORMING LIVES, AND BUILDING COMMUNITY</p> <ul style="list-style-type: none"> ▪ Service models positive civic engagement and responsibility. ▪ Service provides opportunities for individual and/or collective transformation. ▪ Service creates opportunities for student engagement in service. <p>3. IMPACT</p> <ul style="list-style-type: none"> ▪ Service positively affects UFV and its stakeholders in a variety of ways, such as improved reputation, individual transformation, establishment of further initiatives or partnerships, and increased opportunities for student service. ▪ Emphasis is on long-term impact.

TEACHING EXCELLENCE AWARD	RESEARCH EXCELLENCE AWARD	FACULTY SERVICE EXCELLENCE AWARD
<ul style="list-style-type: none">▪ Provides evidence of an indigenized curriculum.▪ Provides evidence of an internationalized curriculum. <p>3. SCHOLARSHIP Scholarship as it relates to improved teaching and learning:</p> <ul style="list-style-type: none">▪ Evidence of the nominee’s engagement in the scholarship of teaching and learning (e.g. SoTL publications, sabbatical projects related to teaching and learning, ROSA releases) and/or,▪ Evidence of how the nominee’s disciplinary research informs their teaching and learning. <p>4. SERVICE Service as it relates to improved teaching and learning at UFV:</p> <ul style="list-style-type: none">▪ Develops and conducts teaching workshops, seminars or other resources.▪ Mentors and collaborates with other faculty members to support the improvement of teaching practice.▪ Participates in educational planning and policy making.▪ Provides opportunities for students and faculty to participate in community-based learning activities.▪ Participates in committees related to teaching and learning.	<ul style="list-style-type: none">▪ Evidence of student research accomplishments and testimonials.▪ Impacts on curriculum or other training programs.	