

- f. Initiatives to enhance and/or support student learning (e.g. the development of student mentoring programs or learning communities, the development of inclusive, accessible, anti-racist and anti-colonial pedagogies, innovative integration of student well-being in curriculum and pedagogy, innovative classroom practices, innovative classroom practices, distinct approaches to courses and curricula)
- g. Initiatives promoting student-faculty or student-community interactions (e.g. development of research opportunities or opportunities for co-/extra curricular learning)
- h. Contributions to the scholarship of teaching and learning (e.g. formal or informal research, presentations and/or publications on teaching and learning in a post-secondary environment)
- Pedagogical contributions outside the classroom (e.g. contributions to departmental/divisional curricular initiatives, work with teaching/learning committees or centres, mentorship of more junior colleagues, contribution to the enhancement of inclusive, accessible, anti-racist and anti-colonial teaching and learning supports)
- j. Ongoing pedagogical development/enhancement (e.g. professional development to enhance one's own teaching, evidence of a scholarly approach to teaching)

The nomination package must demonstrate evidence of outstanding classroom teaching with a clear connection to the teaching excellence criteria. It should be organized in a single PDF file using the following headings in this order:

- a. Table of Contents
- b. Updated Curriculum Vitae
- c. Nomination Letter (maximum 500 words, double spaced, 12 pt. font, evidence may be listed in point form)

for the award, (above).

d. Letters of Support (maximum 250 words each, double spaced, 12 pt. font, evidence may be listed in point form)

The nomination package should include:

Two to three letters on university letterhead from faculty colleagues that speak directly to the impact that the nominee's contributions have had to the teaching community and/or student learning.

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