

# Helen Batty Awards: Criteria for Applications

## **CATEGORY #1: SUSTAINED EXCELLENCE IN TEACHING IN FACULTY DEVELOPMENT**

**Purpose:** Recognition of sustained excellence in **teaching in faculty development** over a **significant** period of time (minimum 5 years) – ultimately leading to the enhancement of instruction, career development, professionalism, inter-professionalism, and / or health professional leadership.

**Recipients:** Individual

**Eligibility:** Faculty Member/Adjunct Faculty/Status-Only Faculty/Cross-Appointed Faculty/Staff in the Faculty of Medicine at the University of Toronto

**Awarded Amount:** \$1000

### **Criteria:**

Commitment to the Practice of Faculty Development Teaching:

- Quantity of faculty development teaching in the Faculty of Medicine
- Evidence of self-development in teaching methods and faculty development
- Commitment to personal growth and ongoing faculty development to enhance their own effectiveness
- Commitment to interprofessional collaboration across networks through their teaching and/or program design
- Demonstrated commitment to EDIIA and its importance, reflected in the teaching, scholarship, and leadership work they engage in faculty development
- Commitment to the expansion of ideas, knowledge, and ways of knowing (through teaching, program development, scholarship, leadership, and advocacy in faculty development)
- Demonstrates effort to disrupt or challenge the status quo
- Demonstrate openness to developing as a leader in faculty development through commitment to Equity, Diversity, Indigeneity, Inclusivity, and Accessibility (EDIIA)

Teaching Methods:

- Innovative, creative and experimental faculty development teaching methods
- Ability to organize material and emphasize principles
- Effective use of appropriate teaching resources and instructional methodologies

- Commitment to the expansion of ideas, knowledge, and ways of knowing (through teaching in faculty development)
- Actively seeks to consider diverse ideas and views and expanding knowledge and ways of knowing
- Prioritizes the importance of communication, empathy, and self-awareness in their teaching
- Uses a variety of strategies (i.e. webinars, workshops, videos, e-modules, primers, etc.) to engage faculty

**Subject Knowledge/Communication:**

- Subject matter expertise
- Excellence in communication skills
- Leadership in faculty development that demonstrates thoughtful integration of multiple perspectives and voices through teaching
- Works and communicates effectively with others collaboratively within and/or across networks
- Attends to faculty wellness and engagement in their teaching

**Ability to Engage Learners (Faculty) and Community:**

- Encourages interest in and enthusiasm for subject
- Displays good rapport with learners
- Leads learners to think critically, analytically and independently, and to organize their own learning
- Contribution as an outstanding role model, whether researcher or clinician
- Teaching/supporting education scholarship
- Genuine interest in working with, learning from and sharing with others
- Experience with team-building, building collaborative relationships and engaging diverse stakeholders
- Recognizes who is absent and should be included in key decision-making in program development/facilitation/scholarship
- Interested in enhancing community development and engagement in teaching
- Explores aspects of faculty development that are underrepresented in the field

**Assessment of Faculty Development Teaching and Activity:**

- Evidence of impact (on learners and quality/excellence as teacher)
- Outstanding quantitative and/or qualitative teaching assessment results
- Demonstrated examples of developing qualities of empathy and self-awareness as a leader in faculty development and areas for continued development and growth
- Demonstrated impact at individual and broader system levels in their approaches to teaching

- Demonstrates faculty development teaching and/or scholarship that has the potential for impact at the individual and broader system levels
- Ability to show humility and vulnerability in their faculty development practice to date
- Ability to apply learning towards a greater impact

**Application Materials:**

1. Brief (750 words or less) Personal Statement from candidate that outlines teaching and educational philosophy and shows candidate's alignment with the criteria above and reflective of the CFD values in the scoring rubric
2. Faculty development teaching and education component of Teaching Dossier (faculty development activities only) which includes examples of materials that support criteria above (including summaries of teaching assessments)
3. Letters:
  - a. Letter of support from relevant departmental leadership
  - b. Additional supporting letter(s) (up to a maximum of 3 letters) and/or materials describing Departmental (or beyond Department) faculty development teaching and impact (can include supporting letters from learners or peers)
4. Curriculum Vitae

## **CATEGORY #2: EXCELLENCE OR INNOVATION IN PROGRAM DEVELOPMENT AND DESIGN**

**Purpose:** Recognition of an outstanding faculty development program within the Faculty of Medicine, University of Toronto which led to the enhancement of faculty members' teaching, education, administration, leadership, scholarship, and/or advocacy knowledge, skills, or attitudes

**Recipients:** Group

**Eligibility:** Faculty Member/Adjunct Faculty/Status-Only Faculty/Cross-Appointed Faculty/Staff (who direct or lead the Program) and their team in the Faculty of Medicine at the University of Toronto. Program must be a continuing program for at least another year.

**Awarded Amount:** *Please note that for group awards, we have moved away from cash distribution to ensure more equitable distribution among contributors, and more impactful contribution to the work.*

OPTION A: \$1000 award towards reinvestment in the project

OPTION B: \$1000 award towards in-kind consultation services, promotion, CFD member event to be arranged in collaboration with award recipients

### **Criteria:**

*Please note that only programs that are considered Faculty Development programs (i.e. programs that seek to develop those in education roles in the areas of teaching, scholarship, leadership, and advocacy) will be considered.*

Evidence that the Program is Scholarly and Innovative:

- Program rationale
- Well defined course objectives
- Demonstration that the program meets a defined educational need
- Originality, experimentation, and innovation in course/program design
- Indication that the course is well organized and integrated with logical progression of subject matter
- Effective and innovative use of educational approaches, learning aids, technologies and budget/resources
- Program development that demonstrates thoughtful integration of multiple perspectives and voices through facilitation and/or program design
- Focuses on team-building, building collaborative relationships and engaging diverse stakeholders
- Demonstrates effort to disrupt or challenge the status quo
- Explores aspects of faculty development that are underrepresented in the field

#### Evidence of Dissemination and Sustainability:

- Future plans of growth for the program
- Number of participants that attended each session, number of sessions offered within the program and the number of times or years the program has been offered.
- Evidence of sustained program, future plans and/or capacity building for program
- Commitment to interprofessional collaboration across networks through the program design and sustainability planning
- Interested in enhancing community development and engagement in program development

#### Course/Program Content:

- Match of subject matter to course/program objectives and to learners
- Relevance of subject matter
- Presentation of subject matter to stimulate critical and analytical thinking
- Innovation in enhancing education scholarship among faculty
- Demonstrated commitment to EDIIA and its importance, reflected in the program development and delivery
- Attends to faculty wellness and engagement in their program design
- Commitment to the expansion of ideas, knowledge, and ways of knowing (through teaching, program development, scholarship, leadership, and advocacy in faculty development)
- Uses a variety of strategies (i.e. webinars, workshops, videos, e-modules, primers, etc.) to engage faculty

#### Program Evaluation:

- Outstanding quantitative and/or qualitative program evaluation results
- Should ideally include some evaluation methodologies that go beyond participant satisfaction
- Demonstrated impact at individual and broader system levels in their approaches to program development
- Demonstrated examples of the program development team identifying areas for continued development and growth
- Ability to apply learning towards a greater impact

#### Application Materials:

1. Brief (750 words or less) Personal Statement by applicants indicating why the program should be recognized and how it meets the criteria above and reflective of the CFD values in the scoring rubric. Most criteria should be directly addressed.



2. Letters:
  - a. Supporting letter(s) from chair, chair's designate, or professional program director
  - b. Additional supporting letter(s) (up to a maximum of 3 letters) and or materials (e.g. program participant comments etc.)
3. Program description materials:
  - a. Program rationale and description (750 words or less)
  - b. Program syllabus and sample program materials
  - c. Summary of program evaluation results
  - d. Program budget where applicable

### **CATEGORY #3: SUSTAINED EXCELLENCE AS A FACULTY DEVELOPER**

**Purpose:** To emphasize the importance of faculty development and to recognize an individual within the Faculty of Medicine, University of Toronto who has contributed to the field of Faculty Development over a **sustained and significant** length of time (over 5 years). This individual has had impact in the field and practice of Faculty Development as a whole, at the local, national, and international level.

**Recipients:** Individual

**Eligibility:** Faculty Member/Adjunct Faculty/Status-Only Faculty/Cross-Appointed Faculty/Staff in the Faculty of Medicine at the University of Toronto.

**Awarded Amount:** \$1000

**Criteria:** Applicants should take into consideration the extent to which they have promoted and contributed to the field of faculty development.

Sustained Commitment to the Field of Faculty Development:

- Quantity of faculty development teaching and leadership at the local, national, and international level
- Evidence of self-development in teaching methods and faculty development
- Demonstrates long term commitment and concern for systems change through faculty development, along with a breadth of perspective on issues impacting the broader academic health system
- Demonstrates ongoing faculty development leadership that prioritizes systems change/transformation in a multi-perspective environment
- Commitment to personal growth and ongoing faculty development to enhance their own effectiveness
- Commitment to interprofessional collaboration across networks through their teaching and/or program design
- Demonstrated commitment to EDIIA and its importance, reflected in the teaching, scholarship, and leadership work they engage in faculty development
- Commitment to the expansion of ideas, knowledge, and ways of knowing (through teaching, program development, scholarship, leadership, and advocacy in faculty development)
- Demonstrates effort to disrupt or challenge the status quo
- Demonstrate openness to developing as a leader in faculty development through commitment to Equity, Diversity, Indigeneity, Inclusivity, and Accessibility (EDIIA)

Creating Novel and Effective Approaches to Faculty Development Teaching:





- Innovative, creative and experimental faculty development teaching methods
- Ability to organize material and emphasize principles
- Effective use of appropriate teaching resources and instructional methodologies
- Commitment to the expansion of ideas, knowledge, and ways of knowing (through teaching, program development, scholarship, leadership, and advocacy in faculty development)
- Actively seeks to consider diverse ideas and views and expanding knowledge and ways of knowing
- Prioritizes the importance of communication, empathy, and self-awareness in their teaching and/or program development
- Uses a variety of strategies (i.e. webinars, workshops, videos, e-modules, primers, etc.) to engage faculty

Subject Knowledge/Communication in the Field of Faculty Development:

- Subject matter expertise
- Excellence in communication skills
- Leadership in faculty development/program development that demonstrates thoughtful integration of multiple perspectives and voices through facilitation and/or program design
- Works and communicates effectively with others collaboratively within and/or across networks
- Attends to faculty wellness and engagement in their program design and teaching

Ability to Engage Learners (Faculty) Across Local, National and International Communities:

- Encourages interest in and enthusiasm for subject
- Displays good rapport with learners
- Leads learners to think critically, analytically and independently, and to organize their own learning
- Contribution as an outstanding role model, whether researcher or clinician
- Teaching/supporting education scholarship
- Genuine interest in working with, learning from and sharing with others
- Experience with team-building, building collaborative relationships and engaging diverse stakeholders
- Recognizes who is absent and should be included in key decision-making in program development/facilitation/scholarship
- Interested in enhancing community development and engagement in program development, teaching and/or scholarship
- Explores aspects of faculty development that are underrepresented in the field

Assessment of Faculty Development Leadership, Practice and Activity:





- Evidence of impact (on learners and quality/excellence as teacher)
- Outstanding quantitative and/or qualitative teaching assessment results
- Demonstrated examples of developing qualities of empathy and self-awareness as a leader in faculty development/program development and areas for continued development and growth
- Demonstrated impact at individual and broader system levels in their approaches to teaching and/or program development
- Demonstrates faculty development teaching, program development and/or scholarship that has the potential for impact at the individual and broader system levels
- Ability to show humility and vulnerability in their faculty development practice to date
- Ability to apply learning towards a greater impact

### **Application Materials:**

1. Brief (750 words or less) Personal Statement from candidate that outlines teaching and educational philosophy and supports the criteria above and reflective of the CFD values in the scoring rubric.
2. Letters:
  - a. Letter of support from a member of the applicant's home department citing scope and impact of the faculty development contributions of the applicant
  - b. Additional supporting letter(s) (up to a maximum of 3 letters) from individuals who may have collaborated within or benefitted from the applicant's faculty development contributions
3. Faculty development teaching and education component of Teaching Dossier (faculty development activities only) which includes examples of materials that support criteria above and:
  - a. Lists record of scholarly activities in faculty development
  - b. Includes a statement of leadership activities (i.e. in committees, working groups, collaborative projects, etc.) in service of faculty development
  - c. Assessments of Teaching in Faculty Development
4. Curriculum Vitae

# Awards Rubrics

Applicants are expected to use the previously outlined *Application Materials* for their category to guide their submission for completeness. **Only complete applications will be considered by the committee.**

Applicants are encouraged to utilize the *rubric* below to provide examples and evidence that they may bring forward to the committee for consideration. This is not meant to be a checklist but intended to guide applicants on what they could consider including.

The Selection Committee will first be reviewing the complete application packages independently, and rate based on a criteria based rubric that reflects the CFD's values (see below). Each committee member will bring forward their ratings and comments to inform collective discussion as a committee of each application, at which point selection decisions will be made for award recipients.

We invite you to use the guiding criteria and CFD values within the rubrics to reflect on and describe your work and activities. Therefore, it is advised that Personal Statements, Letters of Support, Program Descriptions, Teaching Dossiers, and CV materials all speak to the rubric criteria and CFD values either explicitly or through demonstrated activities and reflections.

## **CATEGORY #1: SUSTAINED EXCELLENCE IN TEACHING IN FACULTY DEVELOPMENT**

<i>Collaborative • Reflexive • Inclusive • Innovative • Courageous</i>		
<b>Criteria</b>	<b>Demonstrated by Helen Batty Award Applicant</b>	<b>Score</b>
<b>Commitment to the Practice of Faculty Development Teaching</b>	<ul style="list-style-type: none"> <li>Quantity of faculty development teaching in the Faculty of Medicine</li> <li>Evidence of self-development in teaching methods and faculty development</li> <li>Commitment to personal growth and ongoing faculty development to enhance their own effectiveness</li> <li>Commitment to interprofessional collaboration across networks through their teaching and/or program design</li> <li>Demonstrated commitment to EDIIA and its importance, reflected in the teaching, scholarship, and leadership work they engage in faculty development</li> <li>Commitment to the expansion of ideas, knowledge, and ways of knowing (through teaching, program development, scholarship, leadership, and advocacy in faculty development)</li> <li>Demonstrates effort to disrupt or challenge the status quo</li> <li>Demonstrate openness to developing as a leader in faculty development through commitment to Equity, Diversity, Indigeneity, Inclusivity, and Accessibility (EDIIA)</li> </ul>	/5
<b>Teaching Methods</b>	<ul style="list-style-type: none"> <li>Innovative, creative and experimental faculty development teaching methods</li> <li>Ability to organize material and emphasize principles</li> <li>Effective use of appropriate teaching resources and instructional methodologies</li> <li>Commitment to the expansion of ideas, knowledge, and ways of knowing (through teaching in faculty development)</li> <li>Actively seeks to consider diverse ideas and views and expanding knowledge and ways of knowing</li> <li>Prioritizes the importance of communication, empathy, and self-awareness in their teaching</li> <li>Uses a variety of strategies (i.e. webinars, workshops, videos, e-modules, primers, etc.) to engage faculty</li> </ul>	/5
<b>Subject Knowledge /Communications</b>	<ul style="list-style-type: none"> <li>Subject matter expertise</li> <li>Excellence in communication skills</li> <li>Leadership in faculty development that demonstrates thoughtful integration of multiple perspectives and voices through teaching</li> <li>Works and communicates effectively with others collaboratively within and/or across networks</li> <li>Attends to faculty wellness and engagement in their teaching</li> </ul>	/5



Ability to engage learners (faculty) and community	<ul style="list-style-type: none"> <li>• Encourages interest in and enthusiasm for subject</li> <li>• Displays good rapport with learners</li> <li>• Leads learners to think critically, analytically and independently, and to organize their own learning</li> <li>• Contribution as an outstanding role model, whether researcher or clinician</li> <li>• Teaching/supporting education scholarship</li> <li>• Genuine interest in working with, learning from and sharing with others</li> <li>• Experience with team-building, building collaborative relationships and engaging diverse stakeholders</li> <li>• Recognizes who is absent and should be included in key decision-making in program development/facilitation/scholarship</li> <li>• Interested in enhancing community development and engagement in teaching</li> <li>• Explores aspects of faculty development that are underrepresented in the field</li> </ul>	/5
Assessment of Faculty Development Teaching and Activity	<ul style="list-style-type: none"> <li>• Evidence of impact (on learners and quality/excellence as teacher)</li> <li>• Outstanding quantitative and/or qualitative teaching assessment results</li> <li>• Demonstrated examples of developing qualities of empathy and self-awareness as a leader in faculty development and areas for continued development and growth</li> <li>• Demonstrated impact at individual and broader system levels in their approaches to teaching</li> <li>• Demonstrates faculty development teaching and/or scholarship that has the potential for impact at the individual and broader system levels</li> <li>• Ability to show humility and vulnerability in their faculty development practice to date</li> <li>• Ability to apply learning towards a greater impact</li> </ul>	/5
<b>Total Score</b>		<b>/25</b>



**CATEGORY #2: EXCELLENCE OR INNOVATION IN PROGRAM DEVELOPMENT AND DESIGN**

<i>Collaborative • Reflexive • Inclusive • Innovative • Courageous</i>		
Criteria	Demonstrated by Helen Batty Award Applicant	Score
Evidence that the program is scholarly and innovative	<ul style="list-style-type: none"> <li>• Program rationale</li> <li>• Well defined course objectives</li> <li>• Demonstration that the program meets a defined educational need</li> <li>• Originality, experimentation, and innovation in course/program design</li> <li>• Indication that the course is well organized and integrated with logical progression of subject matter</li> <li>• Effective and innovative use of educational approaches, learning aids, technologies and budget/resources</li> <li>• Program development that demonstrates thoughtful integration of multiple perspectives and voices through facilitation and/or program design</li> <li>• Focuses on team-building, building collaborative relationships and engaging diverse stakeholders</li> <li>• Demonstrates effort to disrupt or challenge the status quo</li> <li>• Explores aspects of faculty development that are underrepresented in the field</li> </ul>	/5
Evidence of dissemination and sustainability	<ul style="list-style-type: none"> <li>• Future plans of growth for the program</li> <li>• Number of participants that attended each session, number of sessions offered within the program and the number of times or years the program has been offered.</li> <li>• Evidence of sustained program, future plans and/or capacity building for program</li> <li>• Commitment to interprofessional collaboration across networks through the program design and sustainability planning</li> <li>• Interested in enhancing community development and engagement in program development</li> </ul>	/5
Course/Program Content	<ul style="list-style-type: none"> <li>• Match of subject matter to course/program objectives and to learners</li> <li>• Relevance of subject matter</li> <li>• Presentation of subject matter to stimulate critical and analytical thinking</li> <li>• Innovation in enhancing education scholarship among faculty</li> <li>• Demonstrated commitment to EDIIA and its importance, reflected in the program development and delivery</li> <li>• Attends to faculty wellness and engagement in their program design</li> <li>• Commitment to the expansion of ideas, knowledge, and ways of knowing (through teaching, program development, scholarship, leadership, and advocacy in faculty development)</li> <li>• Uses a variety of strategies (i.e. webinars, workshops, videos, e-modules, primers, etc.) to engage faculty</li> </ul>	/5



<b>Program Evaluation</b>	<ul style="list-style-type: none"> <li>Outstanding quantitative and/or qualitative program evaluation results</li> <li>Should ideally include some evaluation methodologies that go beyond participant satisfaction</li> <li>Demonstrated impact at individual and broader system levels in their approaches to program development</li> <li>Demonstrated examples of the program development team identifying areas for continued development and growth</li> <li>Ability to apply learning towards a greater impact</li> </ul>	<b>/5</b>
	<b>Total Score</b>	<b>/20</b>



**CATEGORY #3: SUSTAINED EXCELLENCE AS A FACULTY DEVELOPER**

<i>Collaborative • Reflexive • Inclusive • Innovative • Courageous</i>		
<b>Criteria</b>	<b>Demonstrated by Helen Batty Award Applicant</b>	<b>Score</b>
<b>Sustained Commitment to the Field of Faculty Development</b>	<ul style="list-style-type: none"> <li>Quantity of faculty development teaching and leadership at the local, national, and international level</li> <li>Evidence of self-development in teaching methods and faculty development</li> <li>Demonstrates long term commitment and concern for systems change through faculty development, along with a breadth of perspective on issues impacting the broader academic health system</li> <li>Demonstrates ongoing faculty development leadership that prioritizes systems change/transformation in a multi-perspective environment</li> <li>Commitment to personal growth and ongoing faculty development to enhance their own effectiveness</li> <li>Commitment to interprofessional collaboration across networks through their teaching and/or program design</li> <li>Demonstrated commitment to EDIIA and its importance, reflected in the teaching, scholarship, and leadership work they engage in faculty development</li> <li>Commitment to the expansion of ideas, knowledge, and ways of knowing (through teaching, program development, scholarship, leadership, and advocacy in faculty development)</li> <li>Demonstrates effort to disrupt or challenge the status quo</li> <li>Demonstrate openness to developing as a leader in faculty development through commitment to Equity, Diversity, Indigeneity, Inclusivity, and Accessibility (EDIIA)</li> </ul>	/5
<b>Creating Novel and Effective Approaches to Faculty Development Teaching</b>	<ul style="list-style-type: none"> <li>Innovative, creative and experimental faculty development teaching methods</li> <li>Ability to organize material and emphasize principles</li> <li>Effective use of appropriate teaching resources and instructional methodologies</li> <li>Commitment to the expansion of ideas, knowledge, and ways of knowing (through teaching, program development, scholarship, leadership, and advocacy in faculty development)</li> <li>Actively seeks to consider diverse ideas and views and expanding knowledge and ways of knowing</li> <li>Prioritizes the importance of communication, empathy, and self-awareness in their teaching and/or program development</li> <li>Uses a variety of strategies (i.e. webinars, workshops, videos, e-modules, primers, etc.) to engage faculty</li> </ul>	/5





<b>Subject Knowledge/ Communication in the Field of Faculty Development</b>	<ul style="list-style-type: none"> <li>• Subject matter expertise</li> <li>• Excellence in communication skills</li> <li>• Leadership in faculty development/program development that demonstrates thoughtful integration of multiple perspectives and voices through facilitation and/or program design</li> <li>• Works and communicates effectively with others collaboratively within and/or across networks</li> <li>• Attends to faculty wellness and engagement in their program design and teaching</li> </ul>	<p>/5</p>
<b>Ability to engage learners (faculty) across local, national and international communities</b>	<ul style="list-style-type: none"> <li>• Encourages interest in and enthusiasm for subject</li> <li>• Displays good rapport with learners</li> <li>• Leads learners to think critically, analytically and independently, and to organize their own learning</li> <li>• Contribution as an outstanding role model, whether researcher or clinician</li> <li>• Teaching/supporting education scholarship</li> <li>• Genuine interest in working with, learning from and sharing with others</li> <li>• Experience with team-building, building collaborative relationships and engaging diverse stakeholders</li> <li>• Recognizes who is absent and should be included in key decision-making in program development/facilitation/scholarship</li> <li>• Interested in enhancing community development and engagement in program development, teaching and/or scholarship</li> <li>• Explores aspects of faculty development that are underrepresented in the field</li> </ul>	<p>/5</p>
<b>Assessment of Faculty Development Leadership, Practice and Activity</b>	<ul style="list-style-type: none"> <li>• Evidence of impact (on learners and quality/excellence as teacher)</li> <li>• Outstanding quantitative and/or qualitative teaching assessment results</li> <li>• Demonstrated examples of developing qualities of empathy and self-awareness as a leader in faculty development/program development and areas for continued development and growth</li> <li>• Demonstrated impact at individual and broader system levels in their approaches to teaching and/or program development</li> <li>• Demonstrates faculty development teaching, program development and/or scholarship that has the potential for impact at the individual and broader system levels</li> <li>• Ability to show humility and vulnerability in their faculty development practice to date</li> <li>• Ability to apply learning towards a greater impact</li> </ul>	<p>/5</p>
<p style="text-align: right;"><b>Total Score</b></p>		<p><b>/25</b></p>

