Centre for Faculty Development
30 Bond Street
Toronto, ON, Canada, M5B 1W8

T. 416 864-6060 x 77420
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www.centreforfacdev.ca

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:

- Quantity of faculty development teaching in the Faculty of Medicine
- Evidence of self-development in teaching methods and faculty development

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

Subject Knowledge/Communication:

- Subject matter expertise
- Excellence in communication skills

Ability to engage learners (faculty):

- 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

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- Contribution as an outstanding role model, whether researcher or clinician
- Teaching/supporting education scholarship

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

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
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

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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

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.

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- Evidence of sustained program, future plans and/or capacity building for program

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

Program evaluation:

- Outstanding quantitative and/or qualitative program evaluation results
- Should ideally include some evaluation methodologies that go beyond participant satisfaction

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 for the award. 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

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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 Faculty Development over a sustained and significant length of time (minimum of 5 years).

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.

Application Materials:

1. Brief (750 words or less) Personal Statement from candidate that outlines teaching and educational philosophy and supports the attainment of criteria above
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

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Selection Criteria for Committee

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

The Selection Committee will first be reviewing the complete application packages independently, and rate based on a CFD-values oriented rubric holistically (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 recognize that for some, a values-based rubric may be a new idea. We invite you to interpret it in ways that are authentic for your experiences – there is no "correct" answer, only the reflection demonstrated in describing your work and activities in a values-based way. Therefore it is advised that Personal Statements, Letters of Support, Program Descriptions, Teaching Dossiers, and CV materials speak to the rubric criteria below either explicitly or through demonstrated activities.

Values	Demonstrated by Helen Batty Award Applicant	Score
Collaborative	• 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 • Genuine interest in working with, learning from and sharing with others • Experience with team-building, building collaborative relationships and engaging diverse stakeholders • Commitment to interprofessional collaboration across networks through their teaching and/or program design	/5
Reflexive	• 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 • Prioritizes the importance of communication, empathy, and self-awareness in their teaching and/or program development • Demonstrated impact at individual, organizational and community level in their approaches to teaching and/or program development • Commitment to personal growth and ongoing faculty development to enhance their own effectiveness	/5

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Inclusive	• Demonstrate openness to developing as a leader in faculty development through commitment to Equity, Diversity, Indigeneity, Inclusivity, and Accessibility (EDIIA) • Actively seeks to consider diverse ideas and views and expanding knowledge and ways of knowing • Demonstrated commitment to EDIIA and its importance, reflected in the teaching, scholarship, and leadership work they engage in faculty development • Recognizes who is absent and should be included in key decision-making in program development/facilitation/scholarship	/5
Innovative	• Demonstrates faculty development teaching, program development and/or scholarship that has the potential for impact at the individual, organizational, and/or broader community level • Attends to faculty wellness and engagement in their program design and teaching • Interested in enhancing community development and engagement in program development, teaching and/or scholarship • Commitment to the expansion of ideas, knowledge, and ways of knowing (through teaching, program development, scholarship, leadership, and advocacy in faculty development) • Ability to apply learning towards a greater impact • Uses a variety of strategies (i.e. webinars, workshops, videos, e-modules, primers, etc.) to engage faculty	/5
Courageous	• Ability to show humility and vulnerability in their faculty development practice to date • Demonstrates effort to disrupt or challenge the status quo • Explores aspects of faculty development that are underrepresented in the field • **FOR CATEGORY #3 ONLY:** 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 • **FOR CATEGORY #3 ONLY:** Demonstrates ongoing faculty development leadership that prioritizes systems change/transformation in a multi-perspective environment	/5
	Total Score	/25