

Assembling a Faculty Scholar nomination

This award recognizes “sustained excellence in all scholarly activities, along with the recent achievement of prominence in one area” by mid-career scholars, defined as normally 7-20 years post PhD. Nominators must identify an outstanding research achievement or evidence of international research impact in the last 3-5 years that identifies the individual as a leading member of their research community.

There are 36 Faculty Scholar awards in total. Each one is held for two years.

The complete package must include

- a **nomination letter of no more than 3 pages**. Nominators should clearly indicate if they are willing to share their letter as a model.
- the nominee’s cv
- a **maximum of 5 letters of support**. No more than 2 should be external.

It may include any other material the nominator(s) think will support the nomination, but **the complete package, including the cv, should not exceed 25 pages**. Any nominations that do not meet these criteria will be returned for revision.

The review committee is multi-disciplinary and nominators and letter-writers should be aware that the committee may not be cognizant of major publications, awards, impacts, workloads etc. in the discipline of the nominee. Letters should not focus on cv metrics but should elaborate on the significance of particular achievements and/or the value of particular service. Letter-writers are encouraged to focus on different elements of the nominee’s career to avoid repetition in the file.

What constitutes excellence differs by discipline and therefore what constitutes evidence will also differ. A successful nomination is likely to include some combination of:

Research

- metrics of research outputs as relevant to the discipline
- evidence of the impacts of this research (editorships, advisory or other boards, funding success, community partnerships, etc.)
- awards

The evaluation of research excellence is often best supported by letters, particularly international letters, interpreting the research impact.

Teaching

- awards
- classroom excellence/innovation
- supervision/mentorship
- curricular contributions
- teaching scholarship

The evaluation of teaching excellence is often best supported by peer review of classroom activity, student letters describing impact, or letters interpreting the scholarship impact.

Service

- committee work, peer review, governance, university leadership roles, external leadership roles, etc.

The evaluation of service excellence can be well-supported by internal and/or external letters.

The full terms of reference for this award are available at:

https://uwo.ca/univsec//pdf/policies_procedures/section4/faculty_scholars.pdf