



AWARD OF EXCELLENCE

INFORMATION PACKAGE

1. Overview

The CDAG Award of Excellence publicly recognizes and celebrates individuals and teams who demonstrate excellence in the ongoing development and sustainability of curriculum expertise in Ontario's colleges. One person or team is awarded this distinction each year.

CDAG Award of Excellence recipients will receive a plaque, a certificate and registration to the next scheduled CDAG conference. Where the recipient is more than one person, the plaque and the value of the registration will be shared among the recipients.

Recipient(s) will be recognized publicly in the following manner:

- Award announcement and presentation will take place at the next scheduled CDAG conference.
- An announcement of the award winner(s) will be posted on the CDAG website and sent via the CDAG Listserv and to the Coordinating Committee of Vice Presidents Academic.
- Award winner(s) will be invited to present or participate at the CDAG conference where the award is presented.

2. Eligibility and Nomination Process

To be eligible for the CDAG Award of Excellence, nominees, whether individuals or groups, must be CAAT members of CDAG. An individual or team may be nominated by a nominator or through self-nomination. Nominators must also be CAAT members of CDAG.

Award recipients are eligible for nomination again in three years. For instance, the award recipient for 2025 will be eligible for nomination again in 2028.

3. Selection Criteria

In selecting award recipients, the CDAG Award of Excellence Committee looks for clear evidence (i.e., specific examples) showing that nominees have demonstrated excellence in one or more of the fields of **curriculum**, **quality assurance**, and **teaching and learning**, and has impacted:

- Evidence-based best practices
- Innovation
- Stakeholder impact

For more detailed information on the Selection Criteria (i.e., scoring rubric, examples of evidence), see [Appendix A](#). *Nominee(s) must score a minimum of 60% to be eligible to compete for the award.*

4. Selection Process

The CDAG Award of Excellence Committee reports to the CDAG Executive and consists of CAAT members of CDAG.

Each member of the Committee has knowledge and expertise in curriculum design, development, research and/or innovation. Additional members may be added to avoid a conflict of interest during the selection process.

After reviewing all the submissions using the [CDAG Award of Excellence Scoring Rubric](#), the CDAG Award of Excellence Committee recommends an award recipient to the CDAG Executive for approval.

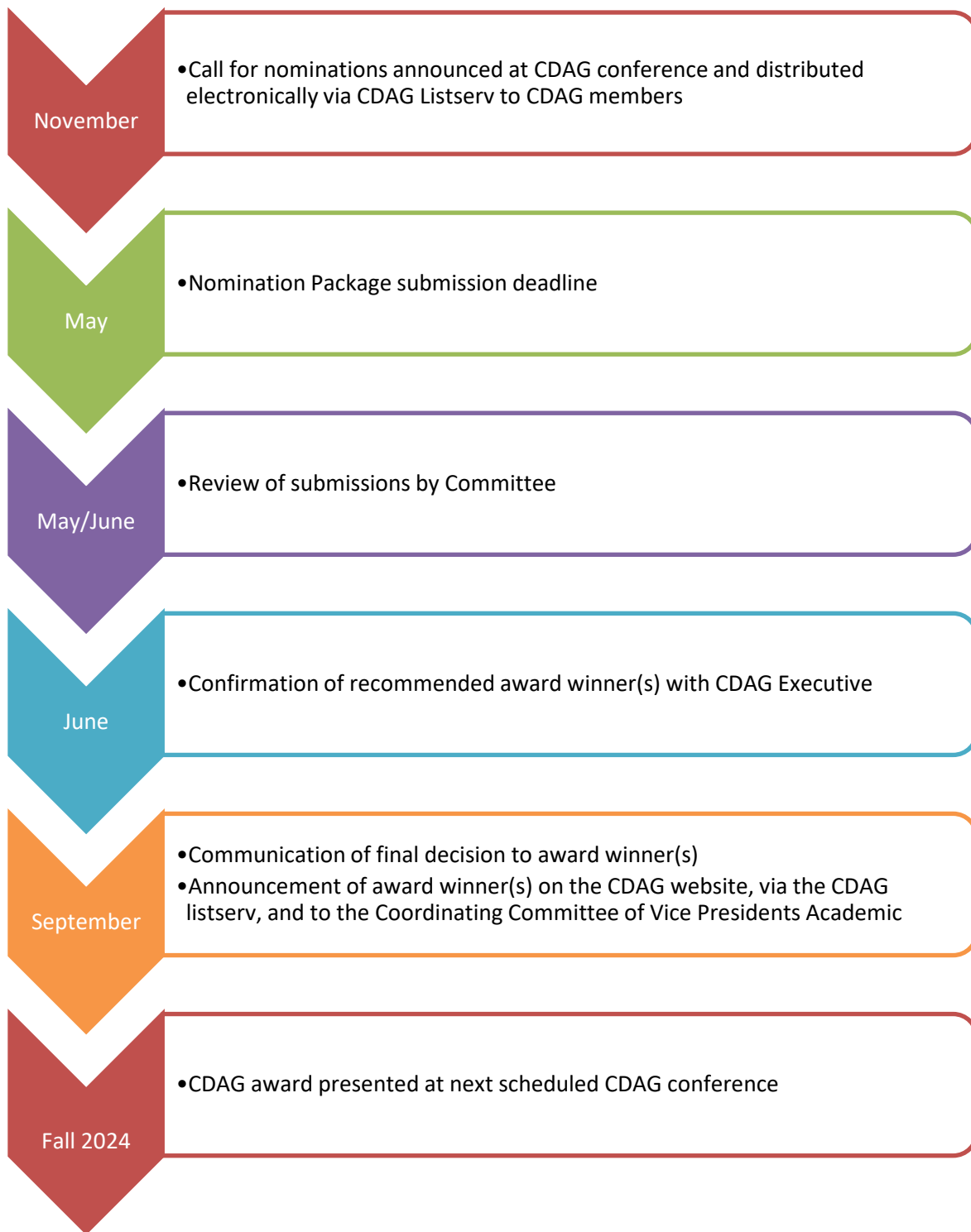
5. Nomination

To nominate yourself, a team, or a colleague, complete the nomination form [here](#).

DEADLINE: See the CDAG website for this year's deadline

Late submissions will not be accepted. The deadline may be extended at the discretion of the committee.

6. Award Annual Timeline



Appendix A: CDAG Award of Excellence Scoring Rubric

	Superior (3 points)	Excellent (2 points)	Good (1 point)	N/A (0 pts)
Evidence-Based Best Practices <ul style="list-style-type: none"> • Application • Communication /6	Advances curriculum design and development by conducting research on evidence-based best practices	Advances curriculum design and development by applying evidence-based best practices	Supports curriculum design and development by applying evidence-based best practices	
	Communicates/disseminates curriculum research or results related to best practices to colleagues across the broader educational community	Communicates/disseminates curriculum information or results related to best practices to colleagues across multiple college communities	Communicates/disseminates curriculum information or results related to best practices to colleagues within their college	
Innovation <ul style="list-style-type: none"> • Originality • Transformative Impact /6	Develops an innovative practice and/or resource in the field of curriculum design and development	Adapts an original practice and/or resource in the field of curriculum design and development	Adapts an existing practice to a new situation in the field of curriculum design and development	
	Transforms curriculum practice(s) or process(es) across the sector	Transforms curriculum practice(s) or process(es) within their college and across multiple colleges	Enhances curriculum practice(s) or process(es) within their college	
Stakeholder Impact <ul style="list-style-type: none"> • Collaboration • Faculty Development & Mentorship /6	Leads collaborative initiatives/projects/committees with multiple curriculum and educational stakeholders across multiple college communities	Collaborates with multiple curriculum stakeholders across multiple college communities and/or industries	Collaborates with multiple curriculum stakeholders within their college	
	Mentors and inspires colleagues, faculty and members of the broader community with curriculum design and development	Directly mentors colleagues and/or faculty in their home institution with curriculum design and development	Indirectly/informally mentors colleagues and/or faculty with curriculum design and development	

Total
/18

What examples might support these criteria?

While nominators may demonstrate the nominee's achievement of the criteria in a number of ways, these are some examples to support nominators as they consider what forms of evidence will support each nomination:

Evidence-Based Best Practices: Application

- Uses curriculum research to inform college practices
- Conducts original research in the field of curriculum design and development, including qualitative or quantitative research

Evidence-Based Best Practices: Communication

- Disseminates curriculum practices/research findings to broad audiences, including at college-wide sessions, sectoral conferences, webinars, and/or through publications

Innovation: Originality

- Implements a new process within the field, either by adapting existing practices to a new context, or by creating practices that have not been used before to support curriculum goals

Innovation: Transformative Impact

- Develops a practice or process that significantly changes how curriculum is enacted, such as revamping how new programs are developed, or changing how a college (or colleges) interacts with other sectors (e.g., K-12, universities)

Stakeholder Impact: Collaboration

- Develops relationships with stakeholders from multiple areas to enhance or expand the impact of the work done in curriculum
- Chairs a working group/committee/etc.

Stakeholder Impact: Faculty Development & Mentorship

- Mentors individuals or groups about curriculum practices, developing the abilities of others to succeed in curriculum development and support practices
- Works directly with faculty to enhance their understanding of and/or involvement in curriculum practices
- Delivers professional development opportunities for faculty to learn about and become involved in curriculum practices