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| --- | --- | --- | --- |
| **Award Criteria***Standards for Award Assessment* | **Missing Elements***Areas where nomination does not meet stated award criteria* | **Meeting Standards***Areas where nomination meets criteria* | **Evidence of Exceeding Standards***Areas where nomination exceeds the stated award criteria* |
|  | **0** | **1** | **2** |
| **Criterion #1 Teaching Excellence***The nominee has demonstrated an outstanding influence on the quality of student learning at the departmental, faculty, or institutional level.*  |
| The nomination included a well defined teaching statement, with: * a well aligned rational for frequently used instructional and assessment strategies
* Logical links between teaching practice and students’ engagement and learning
* Inclusive practices, scholarly teaching, and ongoing reflection of their own teaching practice.
 |  |  |  |
| The nomination focused on student learning by including:* A summary of how nominee worked to create exceptional learning environments;
* A description of how they have had a positive and ongoing commitment to improving teaching at the departmental, faculty, and/or institutional level through initiatives that go beyond normal roles and responsibilities.
 |  |  |  |
| **Criterion #2: Significant Impact on Learning***The nominee has demonstrated a significant, positive, and sustained impact on teaching and learning at the departmental, faculty, or institutional level.*  |
|  | **0** | **1** | **2** |
| Demonstrated the design of meaningful learning experiences that actively engage students, to enhance learning, through: * Evidence of impact on student learning and success from multiple sources, and over time.
* Creation of innovative activities that lead to improved learning, including curriculum development, design and delivery of out-of-classroom educational experience, or classroom teaching or supervision.
 |  |  |  |
| Provided direct and compelling evidence of improved student learning in their course(s) or provided evidence of the impact of their teaching on students’ achievement.  |  |  |  |
| Provided evidence that the positive impact of their teaching on students’ learning goes beyond the nominee’s own course |  |  |  |

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| **Criterion #3: Educational Leadership***The nominee has demonstrated educational leadership, by making substantial contributions towards the advancement and innovation in teaching and learning above and beyond their normal roles and responsibilities including curriculum development, committee membership* |
|  | **0** | **1** | **2** |
| Evidence is provided that the applicant has supported individual colleagues in their pursuits to improve teaching, and/or mentored others, including graduate students, in their teaching journeys.  |  |  |  |
| Evidence that the nominee has assumed educational leadership roles above and beyond normal responsibilities at the departmental level (facilitated departmental workshops; member of curriculum committee; UG chair etc) |  |  |  |
| Evidence that the nominee provided educational leadership at the institutional or regional level (i.e. teaching- or curriculum-related Senate committees; work through the CTL; etc) |  |  |  |

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| **Criterion # 4: Scholarship***The nominee has demonstrated critical reflection on effective and innovative teaching through the scholarship of teaching and learning, and knowledge sharing through workshops, program initiatives, etc.* |
|  | **0** | **1** | **2** |
| **Scholarship** Evidence of contribution to scholarly publication or creative work on pedagogy and innovative teaching and learning practices.  |  |  |  |
| Attendance at and contribution to educational conferences, events, and/or evidence of supporting colleagues to improve teaching at the departmental, faculty, or institutional level.  |  |  |  |
| **Total Score:**  |