**Chancellor A. Charles Baillie Teaching Award Submission Form**

**1.0 Nomination Brief**

**1.1 Nominee:**

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| **First and Last Name:** | | **Title:** |
| **School, Faculty, Department:** | | |
| **Telephone:** | **Email:** | |

**1.2 Nominator:**

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| **First and Last Name:** | | **Title:** |
| **School, Faculty, Department:** | | |
| **Telephone:** | **Email:** | |

**1.3 Appointment History**

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| **Teaching and /or administrative-related appointments held at Queen’s, including committee membership at the departmental, faculty, and/or institutional levels;** |
| **Appointment Type and rank:** |

**1.4 Nomination letter**

<insert Nomination letter>

**2.0 Excellence in Instruction**

**2.1 A brief statement describing the contributions of the nominee to education through innovation, achievement or continuing excellence in classroom, individual, or online instruction**.

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**2.2 Evidence of instructional excellence organized in the form of a teaching dossier**

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**3.0 Additional Areas of Excellence**

Provide examples of the nominee’s impact on student learning; evidence of teaching scholarship; and the potential for impact beyond the nominee’s own course.

**3.1 Significant impact on learning**

**3.1.1 A brief statement describing either an innovative curricular initiative** or an innovative use of technology that has been successfully implemented across a faculty, program, school, or department within the past three years.  Explain how the initiative described is innovative or different from what has been done previously.

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**4.0 Additional Areas of Excellence**

Provide examples of the nominee’s impact on student learning; evidence of teaching scholarship; and the potential for impact beyond the nominee’s own course.

**4.1 Significant impact on learning**

**4.1.2 Evidence of excellence in innovation organized under the following headings:**

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| The problem/situation addressed  The objectives of the innovation  A description of the strategy implemented (e.g., design of program or course; materials; the experiences of students; the number, level and kind of students involved; if technology was used, an explanation of how it was used to advance student learning)  Outcome evaluation (including evidence of student achievement; evidence could include student test results, student ratings, letters from colleagues and students)  A plan to disseminate the outcomes of the innovation; future plans for development |

**4.2 Educational Leadership**

**4.2.1 A brief statement describing how the nominee has acted in a leadership role to promote, support and improve teaching at Queen’s.**

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**4.2.2 Evidence of excellence in leadership organized under the following (suggested) headings:**

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| * *A short CV or dossier, including letters from colleagues or students, emphasizing the nominee’s contributions to the enhancement of teaching, e.g., conducting of seminars, workshops, conferences, or other events for university colleagues on teaching/learning topics;* * *work with teaching/learning committees or units;* * *consultation with colleagues on teaching methods;* * *papers, texts, newsletters or other publications on university teaching;* * *research on university teaching/learning problems that goes beyond the normal discipline-focused research conducted by the faculty member; work on special projects related to university teaching and learning* * *Exemplary materials, i.e., documentary evidence relevant to the nominee’s work, such as policy statements, reports, curriculum materials, program or workshop descriptions and/or evaluations, research reports and publications, etc.* * *A statement by the nominee about his/her approach to leadership and its actual and/or potential impact on student learning* |

**4.3 Collaboration**

**4.3.1 A brief statement describing a collaborative effort in teaching and how it increased the effectiveness of student learning**

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**4.3.2 Evidence of excellence in collaboration organized under the following suggested headings:**

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**4.4 Linking Teaching with Research: Scholarship of Teaching and Learning**

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| * *Context (e.g., the need for the project; the constraints or particular advantages of the instructional setting)* * *Goals and intended learning outcomes* * *Description of activities/programs (e.g., a clear description of what was done and what students were asked to do; the experiences of students; in the case of a course, the number, level and kind of students involved; if technology was used, an explanation of how student learning was advanced by the technology; how and over what period the project was assessed)* * *Impact on student learning (e.g., evidence that students learned what was intended; evidence of lasting impact on students; evidence might include pre- and post-tests, student ratings, letters from colleagues and students)* * *Future developments (e.g., new directions; adoption by others)* |

**4.4.1 A brief statement of how faculty research was made directly accessible to undergraduate and/or graduate students and how active student involvement in university research activities was enabled.**

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**4.4.2 Evidence of excellence in linking teaching with research organized under the following suggested headings:**

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| Context *(e.g., the need for the project; the constraints or particular advantages of the instructional setting)*  Goals and intended learning outcomes (including disciplinary content knowledge as well as applied research skills)  Description of the instructional activities and methods used in the program; examples of materials developed  Assessment of the impact of the program on student learning (e.g., student test results or other forms of achievement, student ratings, letters from colleagues and students)  Plans for future development and for sharing results with the broader community |