



Queen's University Teaching Awards Overview

April 2025

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Executive Summary

This report provides the findings from a comprehensive review of Faculty and institutional-level teaching awards at Queen's University. The review aimed to identify awards that are no longer relevant, require updating or where new awards should be established to create clear pathways for Queen's faculty to receive provincial and national recognition in teaching excellence, aligning with a Queen's Key Performance Indicator (KPI).

Process and findings

1. A detailed flowchart was developed outlining the purpose, eligibility, criteria, submission date and administrative responsibility for all teaching awards across National, Provincial, Institutional and Faculty or School level.
2. Using that flowchart a timeline was created to determine the submission dates for each of the awards available at all levels.
3. Award pathway maps were created for Arts and Science, Education, Health Sciences, Law, Smith Engineering, and Smith School of Business. These maps illustrate progression from Faculty/School awards through Institutional, and Provincial levels culminating in Provincial or National teaching awards.
4. March and November were identified as the busiest periods for award submissions.

This mapping exercise revealed gaps in some Faculties or Schools where “foundational” awards necessary for progression to high-level external awards are missing. To address the gaps, the report provides guidelines for creating new teaching awards to address these gaps. Faculty-specific meetings have been held to discuss the pathways and report.

Recommendations

To strengthen the Queen's teaching awards program and increase external recognition, the following recommendations have been made.

1. Align internal award criteria with external awards (e.g., 3MNTF and OCUFA).
2. Adjust award submission timelines to ensure alignment with external award deadlines.
3. Regularly update and maintain award pathway maps to reflect changes in external award structures. Review and refine progression paths to ensure they effectively support educators to successfully move between levels of awards.

4. Encourage Faculties and Schools to review and align internal awards for alignment with institutional, provincial, and national awards.
5. Support Faculties and Schools in developing strategic, scaffolded award pathways to encourage faculty progression towards institutional and external recognition.
6. Establish a clear communications strategy to effectively promote awareness and participation in the overall awards strategy.
7. Form a pan-institutional advisory committee responsible for fostering nominations for national teaching awards.
8. Create dedicated support mechanisms to assist faculty in preparing high-quality external nomination packages.

By implementing these recommendations, Queen's University can enhance its teaching awards framework, ensuring robust pathways for faculty to achieve institutional and external recognition.

Teaching Awards Preamble

This document outlines the current teaching and learning awards available at the National, Provincial, Institutional, and within the Faculties and Schools within Queen’s University. The intention is to identify areas where either an award may no longer be serving the Queen’s community or areas that are missing a supported scaffold towards a national award.

The first section of the document provides an overview of the awards timeline for external and internal awards with the legend provided below, most of the awards have a March deadline, followed by November as the second busiest award month. The second section highlights all the external awards, national and provincial, followed by institutional awards. The third section highlights the Faculty and School wide awards, and their pathways to institutional, provincial, and national awards (using the same legend below). The fourth section provides guidelines for creating a new teaching award, and the final section includes recommendations. It is anticipated that this document will be regularly updated as award details change.

Legend for Timelines and Pathways Flowchart
National-Level Awards
Provincial-Level Awards
Institutional-Level Award
Faculty-Level Awards

Institutional, Provincial, and National Teaching Award Timelines

The following tables represent the various awards and the current deadline for nominations. The submission dates for Education and Law are not publicly available, and have been requested.

January	February	March	April	May	June
Health Sciences – Health Sciences Education Award	D2L Innovation Award	OCUFA	Frank Know Award	Award for Excellence in Graduate Supervision	
Educational Leadership Award	OUSA Excellence in Teaching Award	Principal’s Award - Indigenous Education Award	SGPS John G. Freeman Faculty Excellence Award		
Educational Technology Award	Michael Condra Outstanding Student Service Award	Principal’s Award - Alumni Award for Engaging Students as Partners in Learning	SGPSA TA/TF Excellence Award		
Indigenous Education Award	Law - Stanley M. Corbett Awards for Excellence in Teaching	Principal’s Award - Educational Leadership Award	The Chancellor Charles A. Baillie Teaching Award		
Globally Engaged Education Innovation Award	Engineering – Reimagining Engineering Education Team Award	Principal’s Award - Educational Technology Award	Health Sciences - Reznick Scholar in Health Professions Education		
Promoting Student Inquiry Award	Engineering – Emerging	Principal’s Award - Globally Engaged			

	Excellence in Engineering Education award	Education Innovation Award			
		Principal's Award - Promoting Student Inquiry Teaching Award			
		Arts and Science W.J. Barnes Teaching Excellence Award for Arts and Science Undergraduate Society			
		Health Sciences – H. F. Pross Education Technology Award			

July	August	September	October	November	December
				3MNTF	
				Christopher Knapper Award for Excellence in Teaching Assistance	
				Undergraduate Research Mentorship Award	
				Arts and Science W.J. Barnes Teaching Excellence Award for Arts and Science Undergraduate Society	
				Health Sciences – Maudsley Scholarship and Innovation in Health Professions	

National Awards

3M National Teaching Fellowship

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
3M National Teaching Fellowships	<p>The 3M National Teaching Fellowship is Canada’s most prestigious recognition of excellence in educational leadership and teaching at the post-secondary level. In 1986, the Society for Teaching and Learning in Higher Education (STLHE) and 3M Canada partnered to recognize exceptional contributions to teaching and learning in Canadian post-secondary education. The community of 3M National Teaching Fellows embodies the highest ideals of teaching excellence and scholarship with</p>	<p>The Fellowship is open to any individual currently teaching at a Canadian university or college, regardless of discipline, program, level, or term of appointment. All post-secondary institutions in Canada (universities, colleges, cégeps, polytechnics, and other provincially and/or federally recognized institutes of higher education) are included.</p> <p>Nominees need not be members of STLHE.</p>	<p>Nominees are expected to demonstrate excellence in three equally weighted categories. Each section should provide unique evidence.</p> <p>1. Educational Leadership: Educational leadership involves leading significant transformation in teaching and learning at an institutional, disciplinary, community, and/or societal level. Educational leadership fosters and supports change, and leads to a more inclusive, equitable, and diverse post-secondary education landscape.</p> <p>2. Teaching Excellence: Teaching excellence refers to the intentional actions of an instructor to create an exceptional learning environment through engaging in pedagogical practices designed to maximize student learning. Excellent teachers engage in inclusive practices, scholarly teaching and ongoing</p>	<p>November 15</p>	<p>External/ National</p>

	<p>a commitment to encourage and support the educational experience of every learner.</p> <p>Up to 10 Fellows are selected annually. Canada now has more than 360 3M National Teaching Fellows, representing a broad range of academic disciplines from more than 80 small and large Canadian post-secondary institutions. After joining the Fellowship, Fellows continue to elevate teaching and learning at their own institutions and through larger, collaborative initiatives supported by 3M Canada, STLHE, and the Council of Fellows, a constituent group within STLHE.</p>		<p>reflection of their own teaching practice.</p> <p>3. Educational Innovation: Educational innovation is the novel execution of ideas that contribute to more effective teaching and learning practices. The result of educational innovation impacts people in academia and beyond to reach mutual goals.</p> <p>However, almost every nominee meets these criteria. In a field where there are more qualified nominations than there are spaces in the fellowship, the adjudication committee tends to look for those that demonstrate impact on students and institutions: those that tell a story, that “jump off the page.” What impresses is depth and harmony in the dossier, not simply a long list of activities.</p>		
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D2L Innovation Award in Teaching and Learning

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
D2L Innovation Award in Teaching and Learning	<p>Established in 2012, the D2L Innovation Award in Teaching and Learning, sponsored by D2L (Desire2Learn), celebrates and recognizes up to five post-secondary collaborative teams each year for their innovative approaches that promote student-centred teaching and learning.</p> <p>Award recipients receive the following:</p> <ol style="list-style-type: none"> Up to \$3,000 to offset the registration and travel costs to attend the Annual STLHE conference for any one or 	<p>The D2L Innovation Award in Teaching and Learning recognizes and celebrates excellence in collaborative teaching and learning in post-secondary education. While educators are encouraged to cultivate collaborative approaches to student learning, they must also be encouraged and supported to engage in collaborative teaching.</p> <p>The Award is open to groups of two or more individuals, at least one of whom must be currently teaching, regardless of discipline or level of appointment. Unique among the STLHE awards is that the D2L Innovation Award in Teaching and</p>	<p>Applications are invited with a demonstrable record of innovation(s) in areas including pedagogical approaches, teaching methods, course design, curriculum development, assessment methods, and various tools or technologies that enhance learning and have had a significant impact. Award recipients are expected to attend the annual STLHE conference, present a poster and participate in an award session to showcase their innovation</p>	<p>February 15</p>	<p>External/ National</p>

	<p>combination of team members.</p> <ol style="list-style-type: none"> 2. The team will be recognized at the Conference Awards Ceremony. 3. Each member of the team will receive a certificate in recognition of their significant collaborative contributions to teaching and learning. 4. The Team will present a poster and showcase their award-winning project during a dedicated award session at the STLHE Annual Conference. 5. Award recipients will be invited to attend a pre-conference retreat. 6. Award recipients are strongly 	<p>Learning is international and open to applicants from all countries; however, applications will only be accepted in French or English. Candidates do not need to be members of STLHE to apply.</p>			
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	encouraged to submit a paper about their collaborative project to CELT (Collected Essays on Learning and Teaching).				
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Provincial Awards

OCUFA Teaching and Academic Librarianship Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
OCUFA Teaching and Academic Librarianship Award	<p>Each year OCUFA recognizes outstanding teachers and academic librarians in Ontario universities through its Teaching and Academic Librarianship Awards.</p> <ul style="list-style-type: none"> • Since 1973 OCUFA has presented 460 awards. • The recipients are selected by the OCUFA Teaching and Academic Librarianship Awards Committee. • Maximum 3 awards are presented. <p>CATEGORIES</p> <ul style="list-style-type: none"> • Teaching, in the context of the OCUFA awards, 	<p>Nominations are invited from individuals, informal groups of faculty or students, or both, and such organizations as local faculty associations, faculty or college councils, university committees concerned with teaching and learning, librarians, local student councils, departments, alumni, etc.</p>	<ul style="list-style-type: none"> • Teaching, in the context of the OCUFA awards, embraces virtually all levels of instruction – graduate and undergraduate teaching, continuing education and faculty development. Similarly, proficiency in teaching may extend well beyond the classroom, the laboratory or the faculty member’s office. Activities such as course design, curriculum development, organization of teaching programs and other significant forms of leadership are often important contributions to the instructional process. Those who excel in any of these are eligible for the OCUFA Teaching Awards. • Academic librarianship, in the context of the OCUFA Awards, embraces all aspects of librarianship that contribute to the scholarly achievement of all members 	<p>March 22</p>	<p>External/ Provincial</p>

	<p>embraces virtually all levels of instruction – graduate and undergraduate teaching, continuing education and faculty development. Similarly, proficiency in teaching may extend well beyond the classroom, the laboratory or the faculty member’s office. Activities such as course design, curriculum development, organization of teaching programs and other significant forms of leadership are often important contributions to the instructional process. Those who excel in any</p>		<p>of the university community. Activities such as development and delivery of services, provision of educational materials, collection development and management and other contributions to academic librarianship are important to the intellectual functioning of the university. Those who excel in any of these are eligible for an OCUFA Academic Librarianship Award.</p>		
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	<p>of these are eligible for the OCUFA Teaching Awards.</p> <ul style="list-style-type: none"> • Academic librarianship, in the context of the OCUFA Awards, embraces all aspects of librarianship that contribute to the scholarly achievement of all members of the university community. Activities such as development and delivery of services, provision of educational materials, collection development and management and other contributions to academic librarianship are important to the intellectual functioning of the 				
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	university. Those who excel in any of these are eligible for an OCUFA Academic Librarianship Award.				
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OUSA Excellence in Teaching Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
OUSA Excellence in Teaching Award	<p>Every year, Queen’s University undergraduate students nominate a professor to be celebrated at the Partners in Higher Education event. This award recognizes a professor’s ability to unlock the potential of young academics at post-secondary institutions. These incredible professionals allow students to thrive in their academic communities and foster a love of learning and exploration whilst providing the foundation for a high-quality education. Queen’s University professors are some of the most dedicated, and this is</p>	<p>Any faculty member</p>	<p><u>Quality Teaching</u> The delivery of course content and presentation of material is engaging and useful to the student. This can include anything from excelling in a traditional lecture style, to incorporating discussions for a seminar-format class, to the use of innovative and unique technologies for presenting material to students in an engaging way.</p> <p><u>Commitment to Student Success</u> The instructor is conscious and considerate of student well-being and is eager to aid students in ways which set them up for success. This can include being attentive to student needs and accommodations, helping students plan for future degrees or employment opportunities, or pointing students toward extra resources which will help students develop skills and excel</p>	<p>February</p>	<p>AMS/Institutional</p>

	<p>YOUR opportunity to highlight an instructor who has made an impact on your academic career.</p>		<p>in their personal, professional, and academic goals.</p> <p><u>Looking Beyond the Classroom</u> Opportunities which allow students to work with or apply course materials outside of the classroom are available. This includes experiential learning opportunities, field trips, participation in events and extracurricular activities which provide students with the opportunity to engage with materials outside of a lecture, lab, tutorial, etc.</p>		
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Institutional Awards

Principal's Teaching and Learning Awards

Alumni Awards for Engaging Students as Partners in Learning

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Alumni Award for Engaging Students as Partners in Learning	<p>In recognition of the primary importance of teaching excellence to the task of Queen's University, the Alumni Association and the Senate shall offer the Alumni Award for Excellence in Teaching in recognition of such excellence demonstrated by teachers at Queen's. The Award may be presented annually to one recipient, normally at a Spring Convocation and will consist of a statuette and a cheque for the sum of \$5,000</p>	<p>A candidate must be a teacher at Queen's University who has the primary responsibility for a course offered to registered Queen's students (i.e. organization and presentation). For this purpose, classrooms are not limited to lecture halls but include other teaching environments such as laboratories, seminars and tutorials</p>	<p>See Alumni website for specific nomination requirements.</p> <p>The nomination package includes 2 parts:</p> <p>Part 1 - The nomination form: Part 2 - Evidence of excellence in teaching:</p> <p style="padding-left: 20px;">a) A letter of nomination which focuses on the following selection criteria;</p> <p style="padding-left: 40px;">1. An ability to foster student learning – includes being able to communicate in ways that are meaningful to students, demonstrating passion for the subject, and constructing an inclusive learning environment where students with special needs are automatically integrated into the learning community;</p> <p style="padding-left: 40px;">2. An ability to engage with and inspire interest among students -- includes recognizing that teachers and students are</p>	<p>February</p>	<p>Principal's Office/ Institutional</p>

			<p>partners in the learning enterprise and that students are partially responsible for defining learning outcomes;</p> <p>3. Meaningful methods to assess student performance -- includes using assessment practices that evaluate understanding of the subject rather than the ability to memorize, allow students to track their growth over time, and permit final judgments about achievements that go beyond the accumulation of ideas to requiring students to make connections among the course's main ideas, i.e., extending their learning to new and unique problems;</p> <p>4. Innovation in curriculum development -- includes integrating new themes and topics into existing courses based on students' needs and the instructor's formal or informal research in the field of study, and recognizing a need and filling it with a new course, if and when appropriate. Demonstrate commitment to instructional development -- includes participating in teaching workshops and</p>		
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			<p>consulting with individuals, groups or curriculum committees for professional development and in-service to the community of teachers.</p> <p>b) Letters of support from faculty colleagues and current and/or former students (graduate or undergraduate).</p>		
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Educational Leadership Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Educational Leadership Award	Acknowledges and celebrates exemplary educational leadership of a faculty member, staff member or student, demonstrated through initiatives that have a significant and sustained impact on teaching and learning at a departmental, faculty, student and/or institutional level.	Faculty member, staff member or student,	Nominations will be assessed based on evidence of the nominees' demonstrated abilities in one or more areas that may include but are not limited to: <ul style="list-style-type: none"> • Leading specific initiatives that enhance student learning, the teaching development of colleagues, or administrative practices that recognize and reward teaching. 2. Sharing teaching or curriculum development expertise with others through mentoring or more formal workshop or program initiatives. 3. Actively engaging colleagues in enhancing their teaching practices and/or scholarship. 4. Contributing teaching and learning expertise in ways that have influence beyond one's own teaching practice, including sharing knowledge and research with others. 	End of January	Principal's Office/ Institutional

			<p>5. Demonstrating critical reflection on the effectiveness of teaching and learning and responding to the challenges identified in ways that engage others in understanding and improving student learning.</p> <p>Two (2) letters of support are required, each authored by an individual or group other than the nominator(s). For the Educational Leadership Award, letters of support should come from students, colleagues, administrators or others who have benefited from the leadership of the nominee. The letters should focus on the candidate's leadership accomplishments, and should complement and elaborate upon claims made in the nomination letter, specifically responding to the named criteria. Bullet points or paragraphs clearly delineated in support of each criterion are recommended.</p>		
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Educational Technology Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Educational Technology Award	<p>Recognize and encourage the use of technology to enhance teaching and learning at Queen's. This award honours faculty and/or staff (individuals or teams) from any Faculty, School or Department. Excellence is exemplified through evidence-based approaches that are learning and student focused.</p>	<p>Faculty and/or staff (individuals or teams) from any Faculty, School or Department</p>	<p>Criterion #1: Problem-solving through Use of Technology An evidence-based approach is outlined in nomination. Nominee (or team) innovatively solves problems with technology. New resources generate measurable efficiencies and effectiveness over existing practices. Nomination includes clear articulation of the need for the use of the technology, examples of its application, and evidence of its success.</p> <p>Criterion #2: Impact on Student Learning Evidence of the positive impact from the use of technology on students' learning is provided. A direct connection between technology usage and learning outcomes is demonstrated. Technology introduced motivates students to learn, facilitates in-depth learning, and promotes experiential learning.</p> <p>Criterion #3: Enhancement of Teaching</p>	<p>End of January</p>	<p>Principal's Office/ Institutional</p>

			<p>Innovative use of technology demonstrates partnership of teachers and students in the learning environment and enhances methods for evaluating student learning.</p> <p>Criterion #4: Alignment with Goals</p> <p>Nomination presents evidence that innovative use of technology aligns with goals (Strategic Framework, faculty-wide strategies, or departmental goals) specifically in terms of promoting the Student Learning Experience, Internationalization, and Research.</p> <p>Criterion #5: Accessibility and Collaboration</p> <p>Technology usage enhances blended or distance learning, peer-based learning and collaboration, and accessibility.</p> <p>Two (2) letters of support are required, each authored by an individual or group other than the nominator(s).</p> <p>For the Educational Technology Award, the letters of support for the nomination should come from colleagues and students addressing the criteria. The letters should outline the case for the nominated team to</p>		
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			receive the award based on the criteria required. Bullet points or paragraphs clearly delineated in support of each criterion are recommended.		
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Indigenous Education Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Indigenous Education Award	<p>Recognizes excellence and innovation in Indigenous teaching and learning, and/or the development of curriculum or programs relating to Indigenous peoples with a focus on decolonizing education and/or incorporating Indigenous ways of knowing, doing, believing, and feeling.</p>	<p>Individual faculty members, individual staff members or teams that include both faculty members and staff are encouraged. A maximum of 2 awards per year will be conferred (can be individuals or teams). Teams can be composed of a combination of Indigenous and non-Indigenous members.</p>	<p>For the purpose of this award, Indigenous Education at Queen’s can include:</p> <ul style="list-style-type: none"> • Curricula and programs where the content relates to Indigenous cultures and ways of knowing • Curricula and programs involving meaningful relationship-building and collaborations with Indigenous communities or partners • Academic or professional staff who have made an important contribution to Indigenous higher education by furthering scholarly learning, teaching and learning practices, or increased public knowledge of Indigenous issues and/or made significant contributions to Indigenous peoples or communities • Academic or professional staff who are working to promote an understanding of Indigenous ways of knowing, 	<p>End of January</p>	<p>Principal’s Office/ Institutional</p>

			<p>doing, believing, feeling across the University</p> <ul style="list-style-type: none"> • Academic or professional staff who demonstrate active relationship-building and collaboration in teaching and learning environments by including Indigenous and non-Indigenous academic and non-academic voices. • Critically engage and unsettle the non-Indigenous population in the spirit of truth, healing and reconciliation. <p>There will be three streams for this award:</p> <ul style="list-style-type: none"> • Presented to an Indigenous educator contributing to decolonizing/Indigenizing teaching and learning • Presented to a non-Indigenous educator contributing to unsettling/decolonizing teaching and learning • Presented to a team of Indigenous educators and/or non-Indigenous educators contributing to unsettling/decolonizing teaching and learning. 		
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			<p>The successful nominee is decided through the main committee adjudication as the nominee who best meets or exceeds the following criteria:</p> <p>Criterion #1: Motivating and Inspiring Nominee’s approaches to teaching and learning have motivated and inspired students to learn about, and collaborate with, Indigenous peoples or communities</p> <p>Criterion #2: Knowledge of Indigenous Worldviews Nominee has developed curricula, resources or innovative approaches that reflect deep knowledge of Indigenous worldviews or teaching and learning practices.</p> <p>Criterion #3: Indigenous Ways of Knowing, Doing, Believing, Feeling Nominee has developed evaluation practices that bring about improvements in teaching and learning and emphasize Indigenous ways of knowing, doing, believing, and feeling.</p> <p>Criterion #4: Indigenous Higher Education Nominee has contributed to Indigenous higher education</p>		
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			<p>Criterion #5: Meaningful, Ethical Collaborations Nominee has contributed to meaningful and ethical collaborations with Indigenous peoples/communities</p> <p>Two (2) letters of support are required, each authored by an individual or group other than the nominator(s). For the Indigenous Education Award, the letters may come from students, colleagues, administrators, or others who have benefited from the teaching of the nominee. Letters from Indigenous communities/individuals positively affected by the nominee's work are particularly encouraged. The letters should focus on the candidate's accomplishments and should complement and elaborate upon claims made in the nomination letter.</p>		
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Globally Engaged Education Innovation Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Globally Engaged Education Innovation Award	<p>Recognizes innovation in internationalization of both teaching and learning in programs or courses. Successful innovation is exemplified through evidence-based approaches to learning outcomes that are student-focused. This award honours the outstanding efforts of an individual or a team of students, staff and/or faculty (in any combination) who innovatively internationalize a course or program of teaching and learning, by embedding global content, perspectives and</p>	<p>An individual or a team of students, staff and/or faculty (in any combination) who innovatively internationalize a course or program of teaching and learning, by embedding global content, perspectives in the course or program.</p>	<p>The successful nominee is decided through the main committee adjudication as the nominee who best meets or exceeds the following criteria:</p> <p>Criterion #1: Innovation in Course/Program Development An evidence-based approach is outlined in nomination. Nominee (or team) innovatively embeds global content, perspectives, and dimensions into core of course or program. Innovation goes beyond discussion of an international topic.</p> <p>Criterion #2: Global Engagement in Learning Outcomes Learning outcomes are student focused and measurable. There is clear alignment with course or program’s innovative global engagement elements. Assessments are directly reflective of the course or program learning outcomes.</p> <p>Criterion #3: Impact on Student Learning Evidence of the positive impact</p>	<p>End of January</p>	<p>Principal’s Office/ Institutional</p>

	<p>dimensions into the course or program.</p>		<p>on students' learning is provided. There is direct connection to learning outcomes/global approaches.</p> <p>Criterion #4: Alignment with Strategic Goals</p> <p>Evidence of alignment with strategic university goals for global engagement at the course or program level is provided. Wider context towards the advancement of Sustainable Development Goals (SDGs) is demonstrated.</p> <p>Two (2) letters of support are required, each authored by an individual or group other than the nominator(s). For the Globally Engaged Education Innovation Award, the letters of support for the nomination should ideally come from two different stakeholders addressing the award criteria. The letters should outline the case for the nominated team to receive the award based on the criteria required. Bullet points or paragraphs clearly delineated in support of each criterion are recommended.</p>		
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Promoting Student Inquiry Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Promoting Student Inquiry Award	<p>The Principal's Promoting Student Inquiry Award recognizes innovative instructional design which enables active student engagement in learning. Please note that this award focuses on student inquiry experiences in a single course rather than overall teaching excellence.</p>	<p>Faculty and/or staff (individuals or teams) from any Faculty, School or Department.</p>	<p>The successful nominee is decided through the main committee adjudication as the nominee who best meets or exceeds the following criteria:</p> <p>Criterion #1: Innovative Approach to Inquiry The nominee demonstrates an innovative approach to inquiry where the design of the inquiry experience is a transformation to teaching; it is a significant redesign of a learning task or redefinition allowing for new, creative forms of learning.</p> <p>Criterion #2: Student-Led The nomination package demonstrates how the inquiry instruction enables and supports students to take active control of their own learning and participate in determining what they need to learn There is evidence of student independent decision-making such as determining research</p>	<p>End of January</p>	<p>Principal's Office/ Institutional</p>

			<p>sources (community, images, primary materials), research tools (databases, archives, interviews), how research will be shared and mobilized (presentation, website, conference, artistic work, etc.).</p> <p>Criterion #3: Collaboration The nomination package demonstrates how the inquiry instruction enables and supports students work collaboratively. There is evidence of students meaningfully working together with other students as a team.</p> <p>Criterion #4: Development of Critical Thinking Skills The nomination package demonstrates how the inquiry instruction enables and supports students to engage in a level of deep thinking that reveals aspects of personal interpretation and analysis, reflection on positionality and bias, and synthesis and evaluation of information. Examples of this include student expressions regarding the depth of their learning, being challenged with using new research tools and approaches, and thinking about concepts in a</p>		
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			<p>new way or from a different perspective.</p> <p>Criterion #5: Exploring and Applying Information Resources The nomination package demonstrates how the inquiry instruction enables and supports students to strategically explore information resources and how best to apply and learn from them.</p> <p>Criterion #6: Assessing Progress The nomination package demonstrates how the inquiry instruction enables and supports students to reflect on and assess their progress in learning.</p> <p>Criterion #7: Knowledge Sharing The nomination package demonstrates how the inquiry instruction enables and supports students to share their learning through innovative knowledge sharing within the class, the campus, and/or the community.</p>		
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			<p>Two (2) letters of support are required, each authored by an individual or group other than the nominator(s).</p> <p>For the Promoting Student Inquiry Award, the letters of support for the nomination should come from at least one student addressing the criteria. The letters should outline the case for the nominated team to receive the award based on the criteria required. Bullet points or paragraphs clearly delineated in support of each criterion are recommended.</p>		
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Award for Excellence in Graduate Supervision

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Award for Excellence in Graduate Student Supervision	<p>This annual award is to recognize those outstanding supervisors who demonstrate excellence in advising, monitoring and mentoring graduate students through their training.</p>	<p>Faculty members who are actively involved in graduate supervision are eligible to be nominated by a current or former graduate student or students. A nomination form and complete nomination package addressing the selection criteria should be submitted to the Dean, School of Graduate Studies.</p>	<p>Excellence is judged on the quality of supervision and mentorship in facilitating the acquisition of skills and resources needed for the student to succeed as scholars and professionals. Characteristics include availability, timeliness and quality of guidance and feedback, responsiveness to student needs, and enthusiasm for the pursuit of knowledge. In addition the supervisor must promote timely completion of the thesis and encourage the career development of the student through the provision of leadership and support in academic matters such as publishing, presenting, applying for funding. Preference will be given to faculty members who have displayed sustained mentorship activity over many years.</p>	<p>Last week in May</p>	<p>Institutional/SGSPA</p>

Christopher Knapper Award for Excellence in Teaching Assistants

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Christopher Knapper Award for Excellence in Teaching	<p>Each year, the AMS presents an award honouring several teaching assistants who have demonstrated an outstanding commitment to the education of students of Queen's University. This award is named in honour of Christopher Knapper, the founding Director of the Instructional Development Centre (IDC). During his time as the Director of the IDC, Chris Knapper showed genuine concern about the needs of students and did a great job of furthering the educational environment at Queen's. This is a student initiative,</p>	<p>Any instructor / Teaching Assistant is eligible to be nominated, regardless of level of appointment. Any individual who is recognized as an instructor/teaching assistant by their department is eligible to be nominated. NOTE: Only current Queen's University Undergraduate Students are able to submit a primary nomination. Members of the Queen's Community may submit a secondary nomination and must be indicated by the primary nominator to be contacted.</p>	<p>The Christopher Knapper Award goes to a Teaching Assistant who contributes significantly to the educational experience and academic development of undergraduates, as TAs are often overshadowed by professors who teach the course. This award is named in honour of Christopher Knapper, the founding Director of the Instructional Development Centre (IDC). During his time as the Director of the IDC, Chris Knapper showed genuine concern about the needs of students and did a great job of furthering the educational environment at Queen's. It will be awarded once this semester.</p>	<p>Late November</p>	<p>Institutional /AMS</p>

	wherein students at large are responsible for nominating the recipients of the award.				
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Frank Knox Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Frank Knox Award	<p>Each year, the Alma Mater Society of Queen's University shall honour two professors who have demonstrated an outstanding commitment to the education of students of Queen's University through their teaching excellence. The award is the highest honour which is given to instructors of Queen's by Students. The award is named in honour of Frank Knox, a professor of economics who taught at Queen's for forty years from the twenties to the sixties. Mr. Knox demonstrated tremendous dedication in his teaching of</p>	<p>Any faculty member of professor in at least their second year of instruction, regardless of level of appointment.</p>	<p>Due to the diverse nature of what constitutes an outstanding professor, there is no detailed criteria which the committee will be looking for. However, some general factors in the selection will include:</p> <ul style="list-style-type: none"> • How well does the instructor motivate or charge their students with enthusiasm for learning? <ol style="list-style-type: none"> 1. Has real learning taken place under the instructor, and the instructor is not simply a popular person who is enjoyed by the students? • Does the instructor use novel or innovative instructional methods in attempting to convey the material to their class? • Is the instructor available outside of the classroom for interaction with students? • How has the instructor demonstrated a true commitment to the education of Queen's 	<p>Winter</p>	<p>Institutional /AMS</p>

	undergraduates, and thus this award serves as a reminder to all of the necessity for the strong commitment which professors must contribute through the high quality of their teaching to the students of Queen's.		students over and above the norm?		
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Michael Condra Outstanding Student Service Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Michael Condra Outstanding Student Service Award	<p>This award was established upon the retirement of Dr. Condra to recognize and honour his significant contributions and impact during his 30 years at Queen's. Dr. Condra was the long-time Director of what is now Student Wellness Services, and Assistant Professor in the Department of Psychology whose tenure at Queen's was marked by an incredible dedication to supporting student success and wellbeing.</p>	<p>Queen's faculty or staff who have displayed a commitment to providing outstanding service to students, outside of a teaching role.</p>	<p>Nominees are evaluated on their length and breadth of impact, benefit to students, contributions beyond those expected of the role, and breadth of support for the nomination – encourage the inclusion of letters of support from a variety of sources (students, faculty, staff, etc.)</p>	<p>February</p>	<p>Student Affairs/Institutional</p>

SGPS John G. Freeman Faculty Excellence Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Society of Graduate and Professional Student John G. Freeman Excellence Award	This award is intended to recognise the outstanding contribution(s) of a Faculty Member to the SGPS and/or the Queen's community	Nominees must: <ul style="list-style-type: none"> • Must be a Queen's University faculty member • Must have made a significant contribution to the SGPS membership in the realm of teaching, supervision, and/or mentorship 	<ul style="list-style-type: none"> • A brief description of the contribution(s) made by the nominee to the SGPS and/or Queen's Community and the time period over which these contribution(s) were made • A brief description of how this person's contribution(s) are outstanding and have made an impact on the SGPS and/or Queen's Community (SGPS Policy 9.3.2) 	April 1	Institutional

SGPS TA/TF Excellence Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
SGPS TA/TF Excellence Award	This award is intended to recognize the outstanding contribution(s) of a Teaching Assistant or Teaching Fellow to the SGPS and/or the Queen's community	Must be a Teaching Assistant or as Teaching Fellow AND an SGPS member for some interval of time during the 12 months preceding the nomination period	Must have made a significant contribution to the SGPS membership and/or Queen's community (SGPS Policy 9.1.4) A brief description of the contribution(s) made by the nominee to the SGPS and/or Queen's Community and the time period over which these contribution(s) were made A brief description of how this person's contribution(s) are outstanding and have made an impact on the SGPS and/or Queen's Community (SGPS Policy 9.3.2)	The nomination period shall be open for at least two weeks, and shall end no later than 3 weeks before the date of the Spring Semi-Formal	Institutional

The Chancellor Charles A Baillie Teaching Award

The Chancellor A. Charles Baillie Teaching Award	<p>Established in 2003 through gifts from the Toronto Dominion Bank and Chancellor Emeritus Charles Baillie, the Chancellor A. Charles Baillie Teaching Award recognizes undergraduate or graduate or professional teaching that has had an outstanding influence on the quality of student learning at Queen's University. It is awarded annually for activities that lead to improved learning, including curriculum development, educational leadership, design and delivery of out-of-classroom educational experiences, or</p>	<p>The Baillie Teaching Award is open to all current Queen's University faculty members (full-time and part-time) at any stage of their teaching careers regardless of discipline, program, level, or terms of appointment. Instructors may be nominated by a peer or academic administrator or may self-nominate by completing the Nomination Dossier.</p>	<p>Teaching excellence at Queen's University is supported by educators that affect in significant and meaningful ways the experiences, learning, and successes of students at individual, departmental, faculty and/or institutional levels. The Baillie Teaching Award recognizes those educators who:</p> <ul style="list-style-type: none"> • Have had an outstanding influence on the quality of student learning at the departmental, faculty, or institutional level. • Created innovative activities that lead to improved learning, including curriculum development, design and delivery of out-of-classroom educational experiences, or classroom teaching and supervision. • Demonstrated educational leadership, by making substantial contributions above and beyond their normal roles and responsibilities, including curriculum development, committee membership at 	<p>April</p>	<p>Institutional/ CTL</p>
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	<p>classroom teaching and supervision. Recipients of this award are selected by a panel of their peers. The Selection Committee comprises past award recipients, faculty members, students, staff and educational developers. The Centre for Teaching and Learning is responsible for the administration of the Award and the selection of the adjudication panel.</p>		<p>departmental, faculty, and/or institutional level, and supported the teaching development of peers and student mentees.</p> <ul style="list-style-type: none"> • Established critical reflection on effective and innovative teaching through scholarship of teaching and learning, and knowledge sharing through workshops or program initiatives. 		
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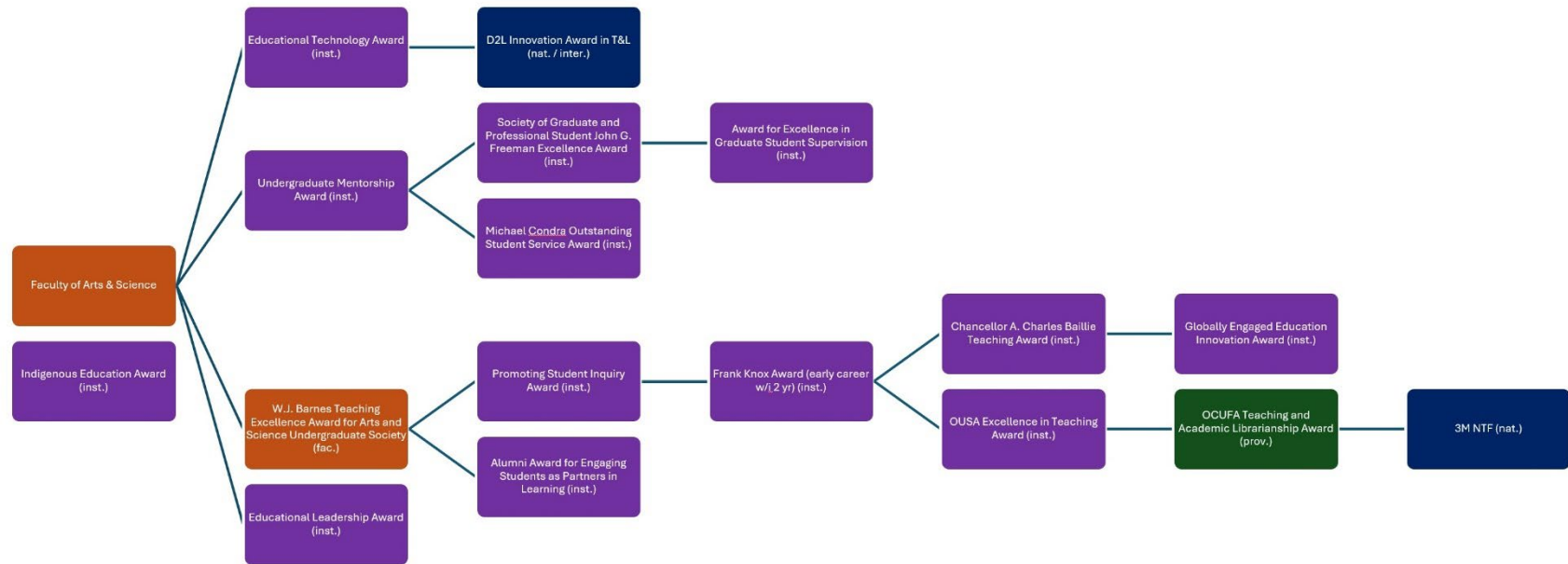
Undergraduate Research Mentorship Award

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Undergraduate Research Mentorship Award	<p>This award is meant to honour the contributions of professors that have encouraged undergraduate research at Queen's. This comes in many forms, such as thesis supervision, inquiry projects in the classroom, or supervising a capstone project. This is an initiative to recognize excellent mentorship of undergraduate scholars.</p>	<p>Any instructor / Teaching Assistant is eligible to be nominated, regardless of level of appointment. Any individual who is recognized as an instructor/teaching assistant by their department is eligible to be nominated. NOTE: Only current Queen's University Undergraduate Students are able to submit a primary nomination. Members of the Queen's Community may submit a secondary nomination and must be indicated by the primary nominator to be contacted.</p>	<p>The Online Nomination Form must include the following information, as profiled on the AMS website during the nomination period:</p> <ul style="list-style-type: none"> • Please explain how you met the nominee, and your current relationship. • Please explain how the nominee has encouraged undergraduate research. • Please explain how the nominee's mentorship has created a lasting impact on your Queen's experience? • How has the nominee challenged you to grow as a scholar? • Is there anything else you would like to say about the nominee? 	<p>Late November</p>	<p>Institutional</p>

Faculty of Arts and Science

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
W.J. Barnes Teaching Excellence Award for Arts and Science Undergraduate Society	This is an annual award presented to deserving members of the Faculty of Arts and Science who have made a significant contribution to teaching.	Faculty member within the Faculty.	Nominees should exhibit a value of learning, good organizational skills, availability to students, enthusiasm, motivation, and maintain a good rapport with his/her class and individual students.	November March	Academic Deputy – Faculty of Arts & Science

Faculty of Arts & Science

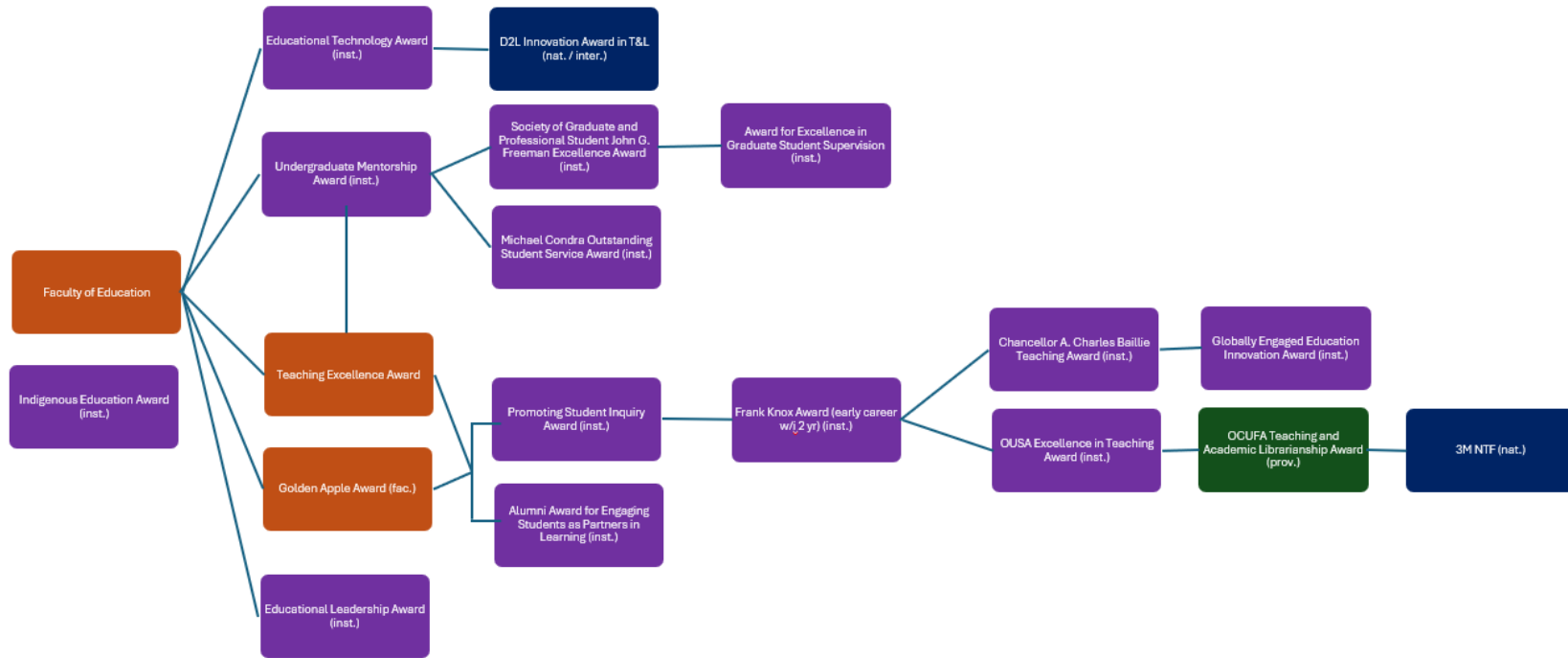


Faculty of Education

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Golden Apple Award	In 1996, the graduating class of the Faculty of Education introduced the Golden Apple Award. Each year, the Education Student Society honours two professors who have demonstrated an outstanding commitment to the education of pre-service teachers. This is the highest award presented to instructors from the teaching candidates at the Faculty.	Professors with outstanding commitment to the education of pre-service teachers.	Nominees for the award must demonstrate enthusiasm, innovation in teaching, and commitment to students. Eligible recipients include any faculty member or professor regardless of division, specialty or level of appointment. Recipients are excluded from receiving the award in two consecutive years.		Faculty of Education
Teaching Excellence Award	The Teaching Excellence Award is given annually to a faculty member who demonstrates outstanding teaching, creates innovative learning environments, and supports student success. Nominees should be individuals	All current faculty members, including Continuing and Term Adjuncts, are eligible for the Teaching Excellence Award. Award recipients from the previous three years are not eligible for the nomination.	Nominees should demonstrate excellence in one or more of the following categories: A. Excellence in Teaching Practice <ul style="list-style-type: none"> • Enacts pedagogical content within their field, • Incorporates their research into instruction, • Creates an environment which fosters learning, 	Nominations due early August.	Faculty of Education

	<p>who support the Faculty's mission to develop progressive, ethical, competent, and thoughtful leaders in education.</p>		<p>critical thinking, and understanding,</p> <ul style="list-style-type: none"> • Provides students with timely, helpful feedback and leadership to support and strengthen learning. <p>B. Innovation in Teaching and Learning</p> <ul style="list-style-type: none"> • Promotes student-centered, inquiry-based learning and critical thinking, • Uses innovative instructional strategies for student engagement, • Incorporates new technologies to enhance student learning. <p>C. Building a Learning Community</p> <ul style="list-style-type: none"> • Mentors and supports colleagues on the innovative use of media and new technologies, • Provides workshops or other programming on strengthening teaching or research practices, • Demonstrates excellence in mentoring early career colleagues, graduate students, or post-doctoral fellows. 		
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Faculty of Education



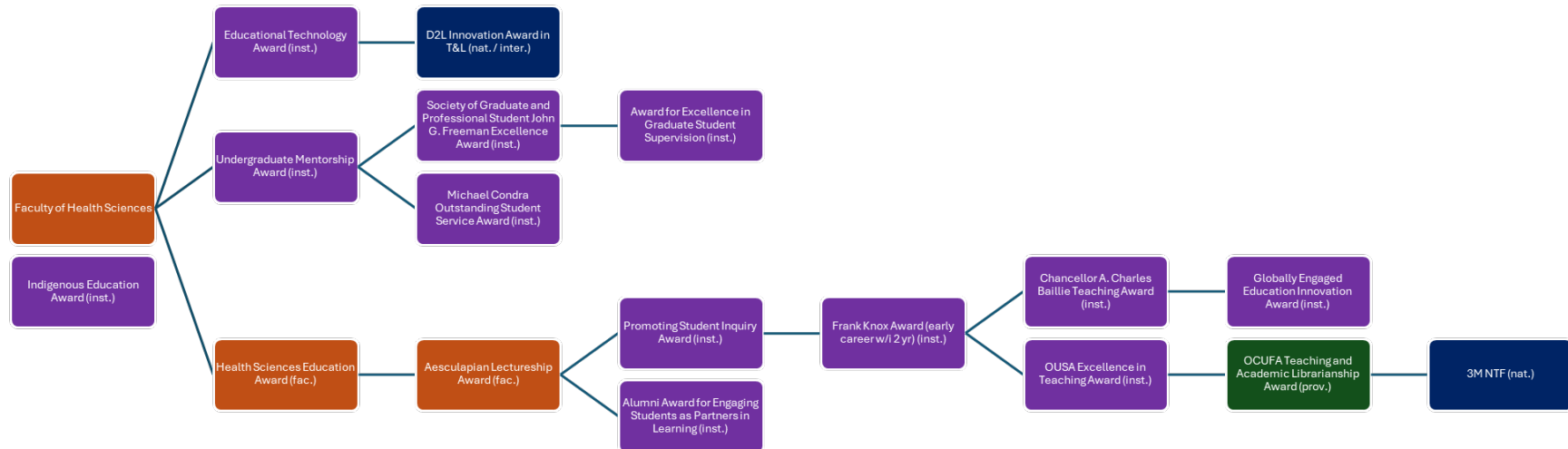
Faculty of Health Sciences

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Health Sciences Education Award	To recognize excellence in teaching.	All QHS faculty members, both full-time and part-time, are eligible for this award	The committee will review and rank each application containing supporting documentation to ascertain whether the material exhibits excellence in teaching, a new or innovative approach, informed by external sources (e.g., literature), and evidence of an impact on student learning. In making their selection, the committee will place emphasis on innovative approaches in education and ensuring that the teaching method or innovation is clearly linked to research studies and literature concerning the methods and activities of teaching.	Call for nominations goes out in January with a 2-week turnaround. Nominees have 4 weeks to submit supporting documentation. Winner notified end March/early April (depends on when committee can meet to review applications)	QHS/Faculty-Level
H.F. Pross Educational Technology Award	Awarded annually to a faculty member in the School of Medicine for innovative uses of technology in teaching and learning.	All Queen's faculty and staff members with an affiliation with the School of Medicine	Nominees will have demonstrated leadership in the innovative use of educational technology in medical education, and nominations will be assessed for innovation and for relevance to the strategic directions of the School of Medicine.	Call for nominations goes out in March with 2-week turnaround. Winner is announced in April	SOM/Faculty-Level

<p>Reznick Scholars in Health Professions Education</p>	<p>The Reznick Scholars program provides an opportunity to showcase Queen's commitment to health professions education and improved patient outcomes. The program is open to all Queen's Health Sciences faculty members, and recipients will make up a cohort of individuals committed to health professions education. Recipients will be publicly acknowledged as Reznick Scholars during the remainder of their careers.</p>	<p>The Reznick Scholars program is open to all Queen's Health Sciences faculty members</p>	<p>Reznick Scholar candidates will submit an application package (maximum 20 pages including appendices), which will include:</p> <ol style="list-style-type: none"> 1. Brief biographical information, including name and contact information 2. A detailed proposal, including planned activities and outcomes 3. The candidate's teaching philosophy 4. Evidence of excellence as a teacher 5. Evidence of excellence as a scholar of teaching and learning 6. Evidence of educational leadership, at Queen's and elsewhere 7. References from colleagues and students (no more than 3) 8. A supporting letter from the candidate's Director/Department Head. <p>Responsibilities of Reznick Scholars:</p> <ol style="list-style-type: none"> 1. Reznick Scholars will implement their own educational research/scholarship initiatives that will benefit Queen's Health 	<p>April</p>	<p>QHS/Faculty-Level</p>
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			<p>Sciences and Queen's University, help improve health science education, and ultimately patient care.</p> <p>2. Reznick Scholars will work collaboratively within the Office of Professional Development and Educational Scholarship (OPDES).</p> <p>3. During their funding period, Reznick Scholars will each give a public lecture related to some aspect of their educational research/scholarship.</p> <p>4. After their funding period, Reznick Scholars will each submit a final report to the Vice-Dean, Health Sciences Education</p>		
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Faculty of Health Sciences



School of Medicine

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
<p>Aesculapian Lectureship Award</p>	<p>The Lectureship awards may be made annually to a maximum of one (1) faculty member from each Term* who is deemed to have made the most outstanding contribution to the education of students. *First year is 1, 2A, 2B, and second year is 3, 4A, 4B</p>	<p>Faculty member from each of Phase I, Phase IIA, Phase IIB, Phase IIC, and Phase IIE</p>	<p>Nominations are solicited from medical students</p>	<p>October: Winners notified from Term 2B and Term 4B voting. Voting occurs in June of the previous academic year. Winners are presented at the Annual General Meeting at the end of October</p>	<p>Medicine</p>
<p>PARO Excellence in Clinical Teaching Award</p>	<p>The goal of the Clinical Teaching Award is to publicly acknowledge the essential role that clinical teachers play in the training of new physicians. Residents are asked to outline the qualities that make their nominee an excellent teacher including: positive</p>	<p>Any clinical staff member involved in full or part-time clinical teaching of residents is eligible for nomination</p>	<p>The Awards Selection Committee considers the following criteria when reviewing nominations:</p> <ul style="list-style-type: none"> • passion for teaching • proficiency in delivering clear and relevant information • quality of clinical and bedside teaching • teaching at a high academic level 	<p>Late January</p>	<p>Medicine</p>

	<p>role modeling, quality of bedside teaching, and interest in the trainees' personal development and well-being. PARO has presented these awards since 1983 and they are well recognized as a high standard of achievement.</p>		<ul style="list-style-type: none"> • comprehension and appropriate use of the literature • appropriateness of teaching for level of trainees • ability to relate to and appreciate patient needs • being a positive role model • interest in trainees' personal development and well-being • commitment to the evaluation process • encouragement of a team approach • innovative techniques • curriculum development • connecting teaching with problem solving and research 		
<p>PARO Excellence in Undergraduate Teaching by a Resident</p>	<p>Publicly acknowledge the essential role that clinical teachers play in the training of new physicians</p>	<p>Resident currently registered in the Postgraduate Education Program at Queen's University</p>	<p>Residents are asked to outline the qualities that make their nominee an excellent teacher including: positive role modeling, quality of bedside teaching, and interest in the trainees' personal development and well-being. PARO has presented these awards since 1983 and they are well recognized as a high standard of achievement.</p>	<p>February</p>	<p>Medicine</p>

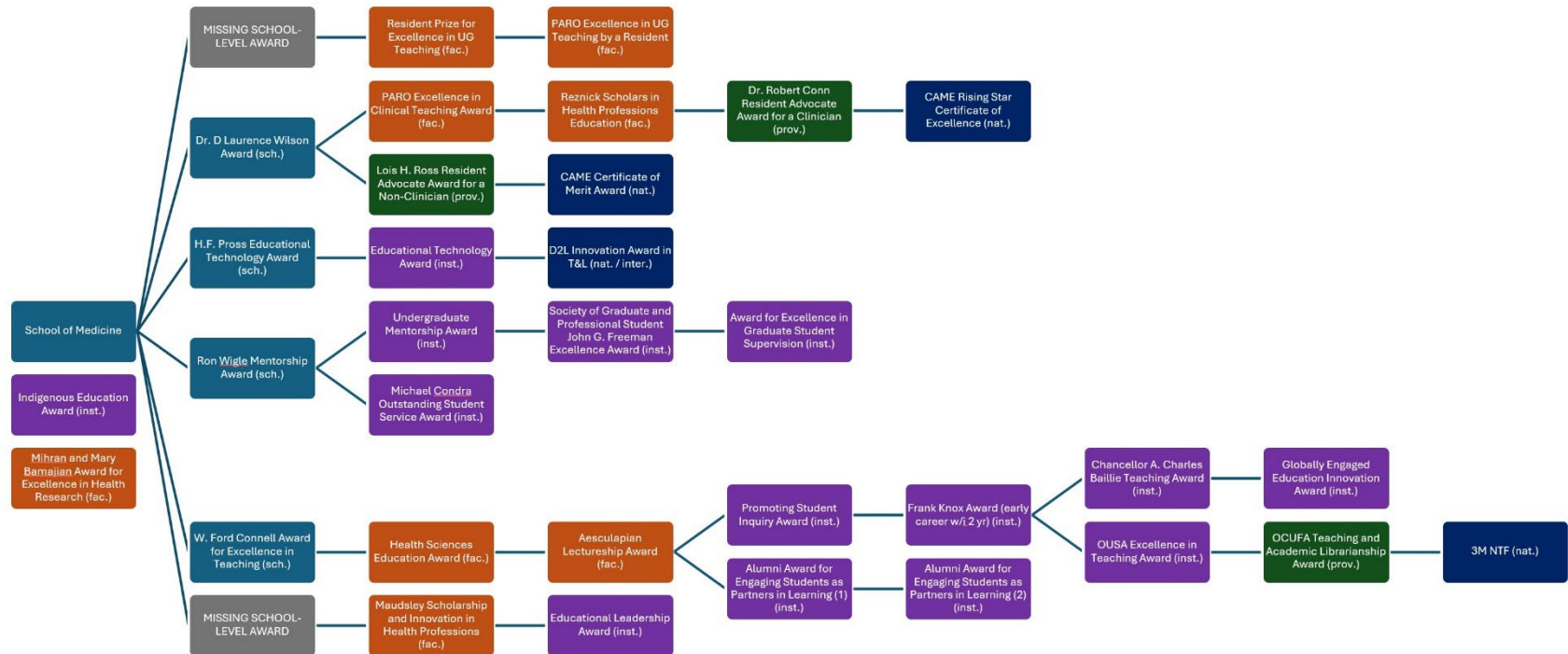
<p>Resident Prize for Excellence in Undergraduate Teaching</p>	<p>Recognize the substantial contribution to teaching in the Undergraduate Education Program by a Resident</p>	<p>Resident currently registered in the Postgraduate Education Program at Queen's University</p>	<p>No supporting documentation is needed.</p>	<p>March 15</p>	<p>Medicine</p>
<p>Ron Wigle Mentorship Award</p>	<p>The Ron Wigle Mentorship Award was established in the School of Medicine at Queen's University to honour Dr. Ronald Wigle in recognition of his role as outstanding mentor and the professional values he epitomized throughout his career.</p>	<p>One faculty member each year within the School of Medicine at Queen's University</p>	<p>Faculty member who demonstrates the highest standard of achievement in mentorship of others. The nominee will be identified as a role model for colleagues and learners and as one who exhibits qualities in keeping with the values of professionalism. Any faculty member, resident or medical student in the School of Medicine can make a nomination. Alternatively, a group may submit a joint nomination. Nominations should consist of a completed copy of the nomination form and a detailed letter outlining the reasons for the nomination. A resume of the nominee is not needed, nor will it be considered as any part of a nomination.</p>	<p>April</p>	<p>Medicine</p>

<p>The Dr. D Laurence Wilson Award</p>	<p>The D. Laurence Wilson Award was conceived and developed by the class of Meds '66 on the fiftieth anniversary of their graduation. The award is named in honour of a distinguished clinician, teacher, role model and leader in the university and broader medical community who they feel exemplified the qualities of medical professionalism.</p>	<p>Faculty physician</p>	<p>Professionalism is the cornerstone of doctors who provide health care. The award will be provided annually to a faculty physician who best exemplifies the attributes of the profession that graduating class members aspire to emulate</p>	<p>Annual</p>	<p>Medicine</p>
<p>W. Ford Connell Award for Excellence in Teaching</p>	<p>This is an annual award established by Squibb Canada Inc. in honour of Dr. W. Ford Connell, for a professor or instructor in the Faculty of Medicine who, in the opinion of the final year medical students, has made the most outstanding contribution to their</p>	<p>Professor or instructor in the Faculty of Medicine</p>	<p>This is an annual award established by Squibb Canada Inc. in honour of Dr. W. Ford Connell, for a professor or instructor in the Faculty of Medicine who, in the opinion of the final year medical students, has made the most outstanding contribution to their undergraduate medical education.</p>	<p>Annual</p>	<p>Medicine</p>

	undergraduate medical education.				
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School of Medicine External Award Pathway

School of Medicine



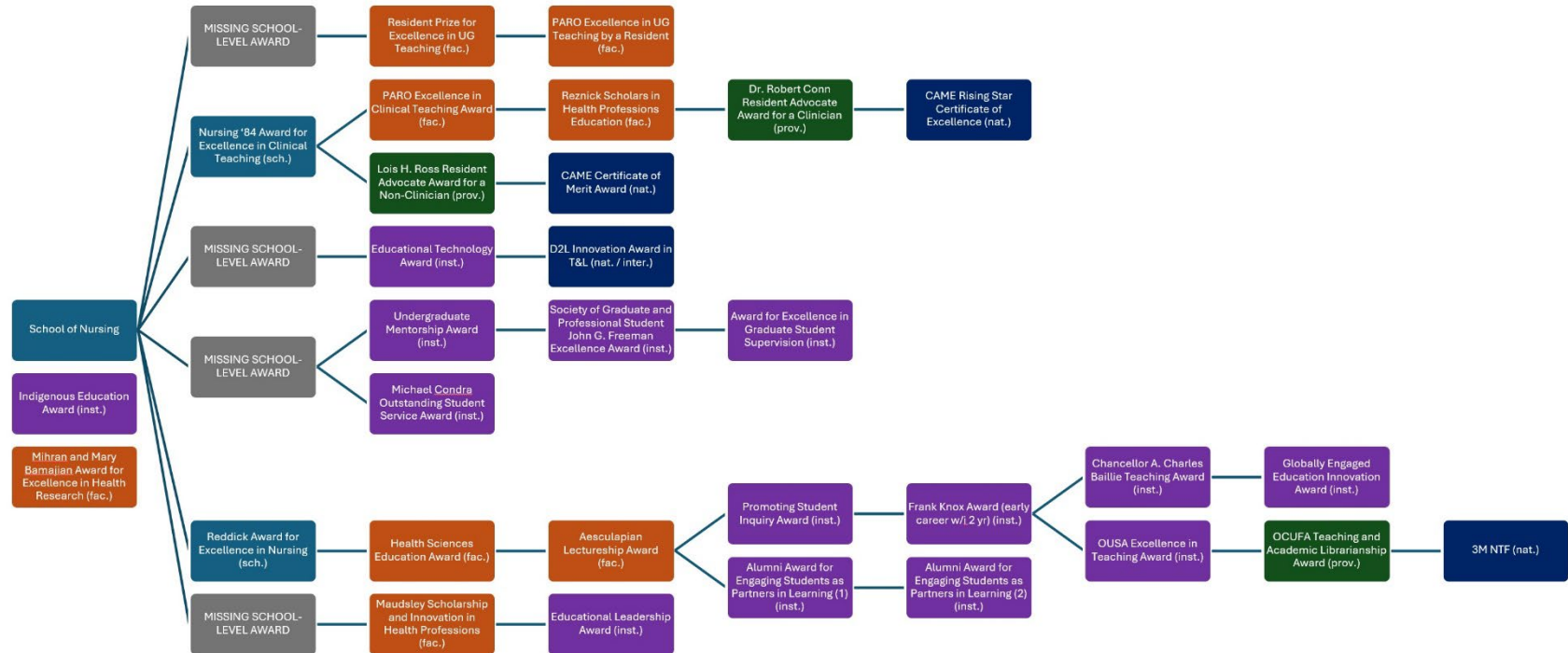
School of Nursing

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Nursing '84 Award for Excellence in Clinical Teaching	This award is presented annually by the graduating class in recognition of the faculty member who demonstrates outstanding ability in clinical teaching in institutional or community based practice.	Clinical faculty	In selecting the recipient of this award, consideration will be given to the faculty who encourages and supports the individual's pursuit of competence and is willing to address the realities of clinical practice.	March	Nursing
Reddick Award for Excellence in Nursing Education	This award is presented by the undergraduate student body in recognition of outstanding teaching. Established in Honour of Mrs. Jo Reddick, excellent teacher, clinician, and friend to nursing students for 14 years, on the occasion of her retirement, by the Nursing Student Society 1988-89. There will be 4 awards annually, one	Faculty members associated with Nursing	In selecting the recipient of this award, consideration is given to nominees' teaching ability including classroom, seminars and clinical work. The Award is given to the teacher who best combines the following: <ul style="list-style-type: none"> • Material presentation • Originality and creativity • Enthusiasm and motivation • Reception and ability to answer questions effectively • Out-of-class approachability and accessibility • Interest in students 	March	Nursing

	from each of the 4 classes of the School of Nursing.				
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School of Nursing External Award Pathway

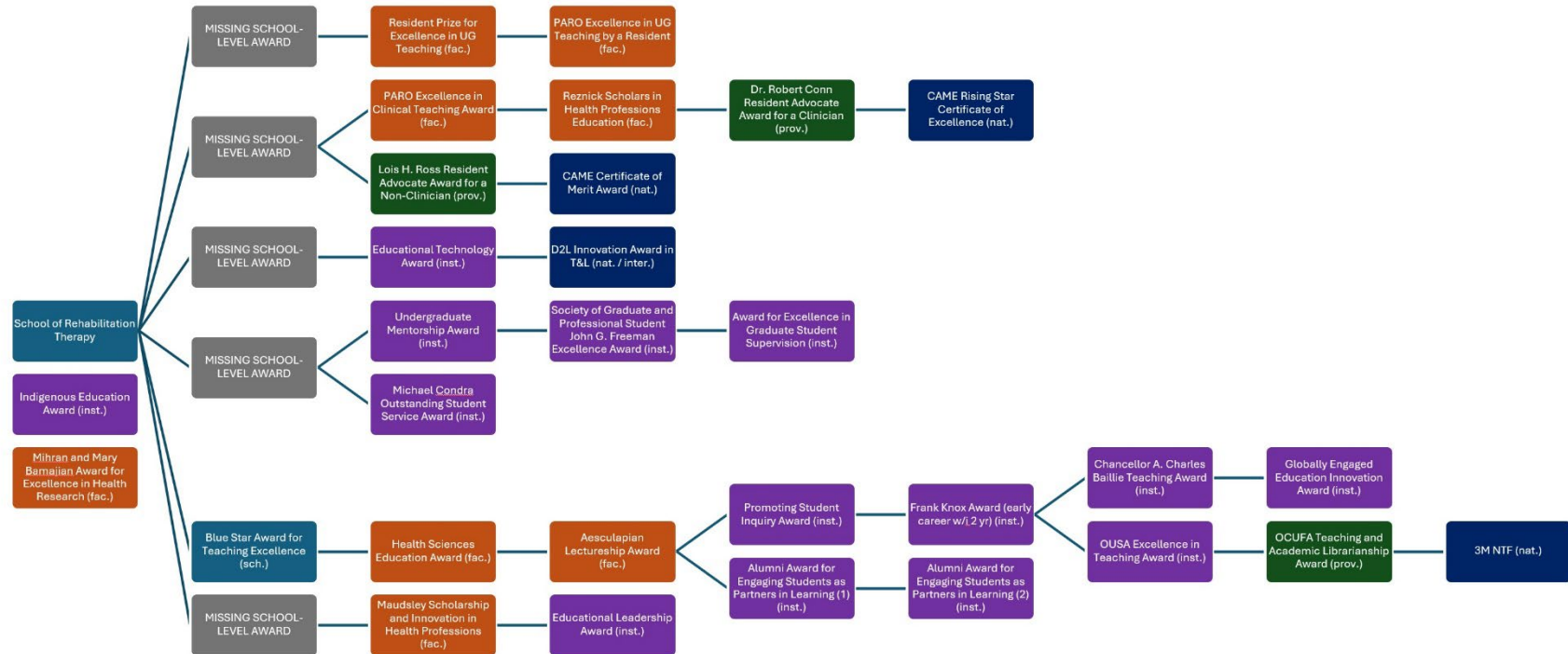
School of Nursing



School of Rehabilitation Therapy

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Blue Star Award for Teaching Excellence	The purpose for this award is to honour faculty members of the School of Rehabilitation Therapy who by their teaching ability and concern have earned the admiration of their students. The award is considered to be the highest tribute the Society can pay to an individual for teaching excellence.	Full-time professor in the School of Rehabilitation Therapy.	The following criteria are used when considering a nominee; approachability, availability, enthusiasm, teaching qualities, and knowledge of subject.		Rehabilitation Therapy

School of Rehabilitation Therapy

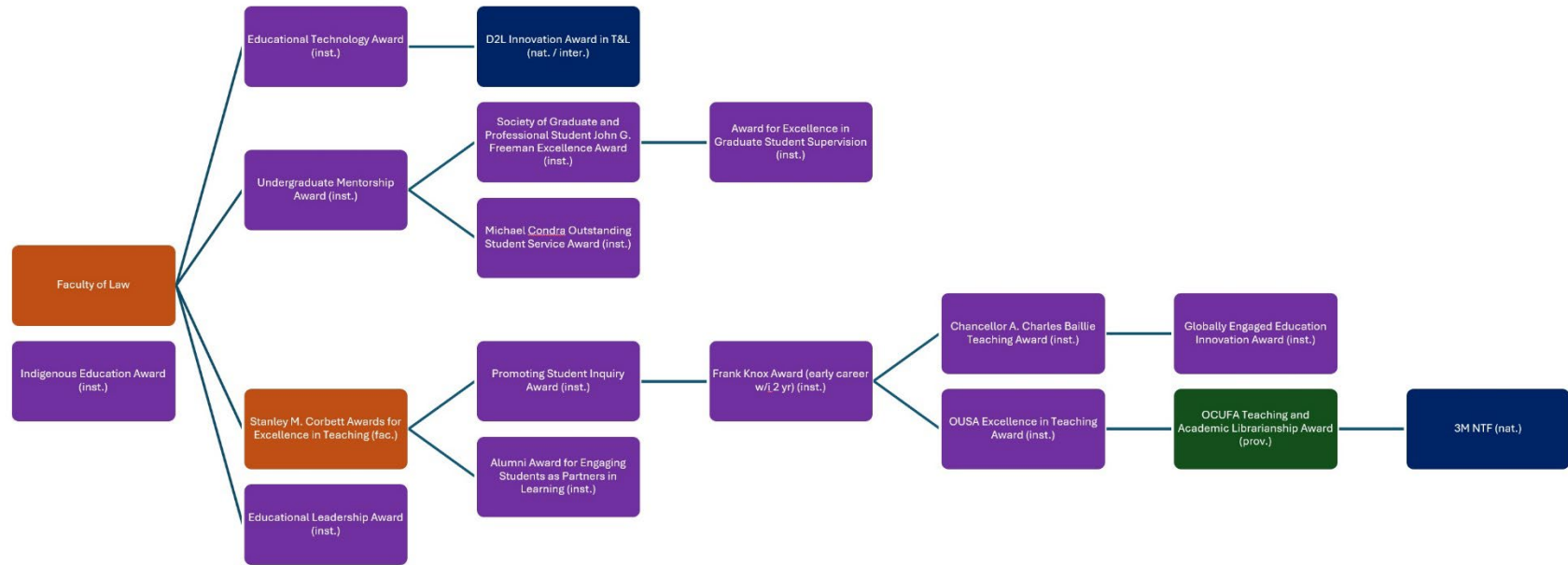


Faculty of Law

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
<p>Stanley M. Corbett Awards for Excellence in Teaching</p>	<p>The Stanley M. Corbett Awards for Excellence in Teaching are being established as a joint initiative of the Faculty of Law and the Law Students' Society to recognize teaching excellence by instructors in the Faculty of Law. No more than two awards may be made each academic year on the basis of a sustained commitment to excellence and innovation in teaching and student learning over a number of years or to reflect excellence in teaching and student learning in a particular academic year. These awards will replace the former annual L.S.S. Teaching Awards for a full-time faculty</p>	<p>An instructor is eligible to be nominated for this award if she or he held a tenured, tenure-track, continuing adjunct, term adjunct or sessional lecturer appointment with the Faculty of Law in the academic year of the nomination. The candidate must teach at least one course worth a minimum of three units of credit in the J.D. program for the Faculty of Law.</p>	<p>Awarded to recognize an instructor's outstanding achievements as a teacher, during a single academic year or over the course of a number of years. The ideal candidate will demonstrate:</p> <ul style="list-style-type: none"> • enthusiasm and innovation in teaching • an ability to motivate students to learn • skill at facilitating student-faculty interaction in class • sensitivity to the needs and interests of students from diverse groups • an ability to convey information in a clear and organized fashion • depth of knowledge in his or her field • ability to adapt course delivery and course materials to ensure accessibility for students with disabilities • receptivity to students' questions, new ideas and diverse viewpoints 	<p>Last day of February</p>	<p>Faculty of Law</p>

	member and for a sessional lecturer.		<ul style="list-style-type: none">• a commitment to students over and above the norm• ready willingness to consult with and mentor students outside the classroom• a broader commitment to improving the learning environment		
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Faculty of Law



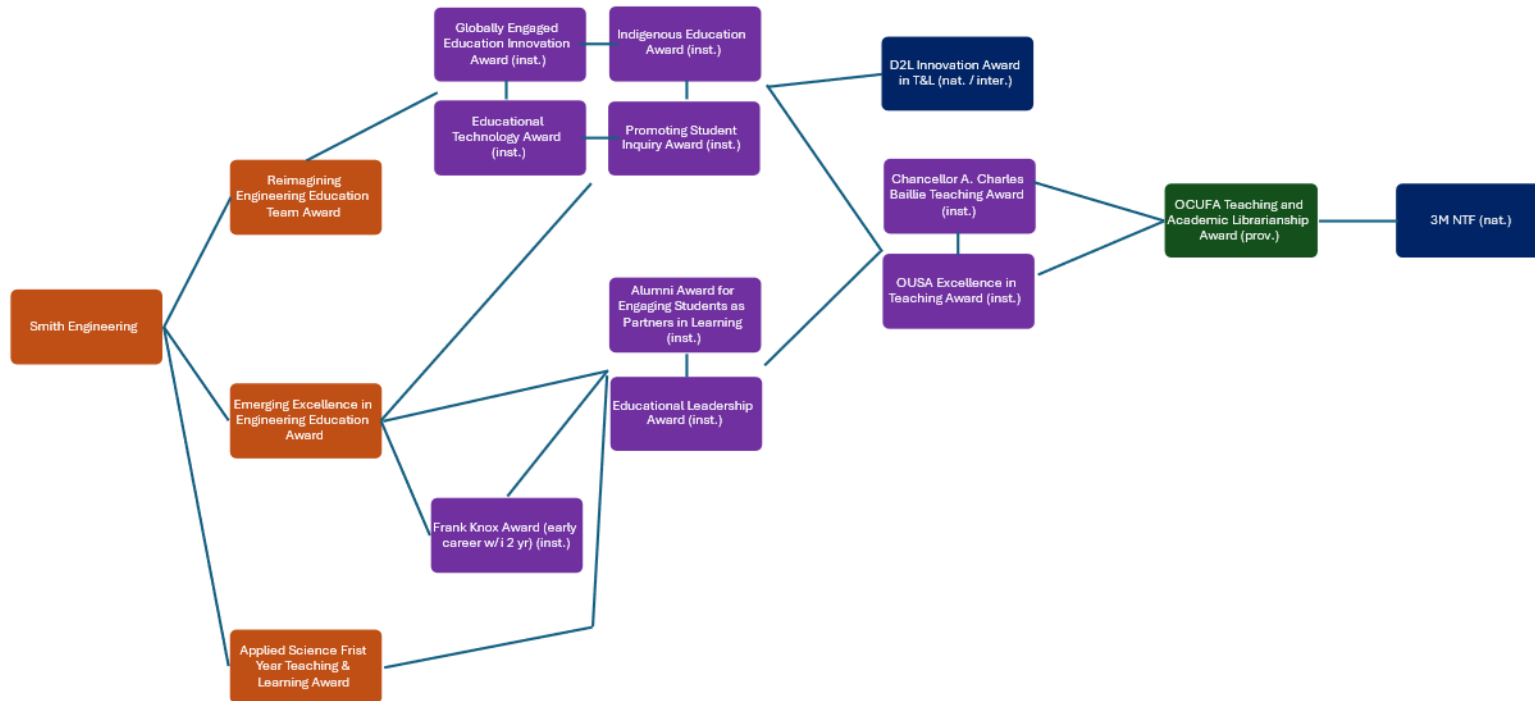
Smith Engineering

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
<p>Applied Science First Year Teaching and Learning Award</p>	<p>Established in 1996, this is an annual award which recognizes the individuals teaching first year Applied Science courses who contribute most to establishing a good teaching and learning environment in the classroom.</p>	<p>Nominees must be instructing a course in the common first year Applied Science program.</p>	<p>Two awards are given annually to those instructors who receive votes from the largest percentage of the students that they taught.</p>	<p>Week 12 of each semester</p>	<p>Smith Engineering</p>
<p>Reimagining Engineering Education Team Award</p>	<p>The Reimagining Engineering Team Award celebrates the Team that demonstrates commitment and passion to changing Engineering Education using evidence-based practices aligned with the mission of Smith Engineering.</p>	<p>Team Nomination (Teams comprised of employees: Faculty members, Staff, Teaching Assistants, etc.)</p>	<ul style="list-style-type: none"> • Lead change in the curriculum that aligns with one or more themes of Reimagining Engineering Education: 1) Engineering for Humanity, 2) Problem-based Learning, 3) Competency-based Assessment, and 4) Experiential Learning; • Commitment to evidence-based pedagogical practices; • Measure impact of initiative and disseminate findings; and 	<p>Mid-February</p>	<p>Smith Engineering</p>

			<ul style="list-style-type: none"> • Potential to influence future practices or inspire new initiatives. 		
Emerging Excellence in Engineering Education Award	The Emerging Excellence in Engineering Education Award celebrates Pre-Tenure Faculty Members in Smith Engineering who have been recognized by colleagues for their passion for teaching and learning.	<ul style="list-style-type: none"> • Individual Nomination • Pre-Tenure Faculty Member who is defined as a member of the Smith Engineering Faculty Board (See section 1.1 Membership of Rules and Procedures of the Faculty Board of Smith Engineering, Queen's University) 	<ul style="list-style-type: none"> • Develop or deliver course(s) that align with one or more themes of Reimagining Engineering Education: <ol style="list-style-type: none"> 1) Engineering for Humanity, 2) Problem-based Learning, 3) Competency-based Assessment, and 4) Experiential Learning; • Commitment to evidence-based pedagogical practices; • Support student success by using innovative teaching methods that are inclusive; and • Excite students to learn, collaborate, achieve and impact the world around them. 	Mid-February	Smith Engineering

Smith Engineering External Awards Pathway

Smith Engineering



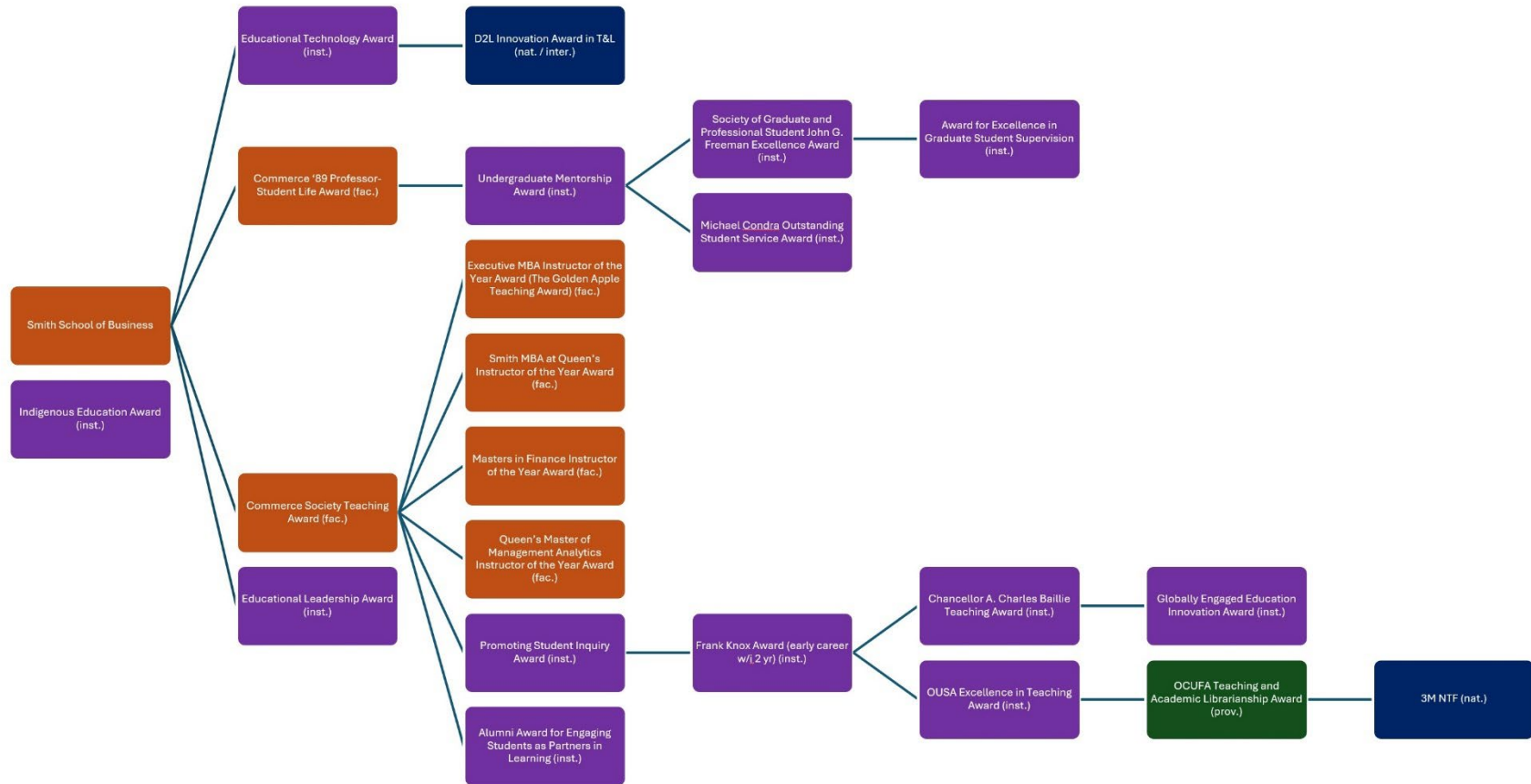
Smith School of Business

Award	Purpose	Eligibility	Criteria	Submission Date	Office Responsible
Commerce '89 Professor-Student Life Award	To recognize the Smith School of Business Professor who has contributed most to the student life of the graduating class over their four years in Bachelor of Commerce Program.	Smith School of Business Professor; fourth year class nominates professor for the award.	The criteria can include anything which contributes to student life.		School of Business
Commerce Society Teaching Award	To recognize the Smith School of Business Professor who has contributed the most to students within the Commerce Program. This professor provided an exceptional level of service, or has greatly enhanced one's academic life in any way.	Smith School of Business Professor; fourth year class nominates professor for the award.	The criteria are based on a professor's contribution to a student's success, either academically or in his/her exceptional level of service.		School of Business
Executive MBA Instructor of the Year Award	The Executive MBA Instructor of the Year Award (recently re-named The Golden Apple Teaching Award) is awarded to the professor who has demonstrated both exceptional	Professor in the Smith School of Business	Individual who has demonstrated both exceptional abilities and a strong commitment to the graduating EMBA Class.		School of Business

	abilities and a strong commitment to the graduating EMBA Class.				
Smith MBA at Queen's Instructor of the Year Award	Presented by the graduating class of the MBA program for a professor who contributes to the student's broader educational experience.	Professor in the Smith School of Business	Nominees are judged on the basis of the professor's enthusiasm, preparation, presentation and communication skills. Professors are further evaluated on their ability to foster meaningful class discussions and to generate interest in the subject material. A sense of having contributed to the student's broader educational experience is important.	March	President of the MBA Society
Masters of Finance Instructor of the Year Award	Presented by the graduating class of the Masters of Finance program for a professor who contributes to the student's broader educational experience.	Professor within the Master of Finance program within the Smith School of Business.	Nominees are judged on the basis of the professor's enthusiasm, preparation, presentation and communication skills. Professors are further evaluated on their ability to foster meaningful class discussions and to generate interest in the subject material. A sense of having contributed to the student's broader educational experience is important.	March	President or the Communications Director of the MBA Society
Queen's Master of Management Analytics	Presented by the graduating class of the Masters of Management	Professor within the Master of Management Analytics	Nominees are judged on the basis of the professor's enthusiasm, preparation, presentation and	March	Associate Director of the Masters Program

<p>Instructor of the Year Award</p>	<p>Analytics program for a professor who contributes to the student's broader educational experience.</p>		<p>communication skills. Professors are further evaluated on their ability to foster meaningful class discussions and to generate interest in the subject material. A sense of having contributed to the student's broader educational experience is important.</p>		<p>(Smith School of Business)</p>
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Smith School of Business



Guidelines for Creating a New Teaching Award

Queen's University is proud of its history of recognizing excellence in teaching by individual faculty members through the presentation of teaching awards. In most cases, it is up to individual Faculties, Schools, Associations, or Departments to determine the processes for nominating and choosing the recipient of a teaching award. The following information is a compilation of the requirements and processes that are currently in place at Queen's University. Readers are invited to use and/or adapt the following information in their teaching award processes.

The Centre for Teaching and Learning maintains a comprehensive directory of teaching awards at Queen's. It is recommended that university teaching award information be submitted to the Centre for Teaching and Learning to appear on the Centre's webpage for easy access by students, staff, and faculty. The online directory is the primary source for campus-wide teaching awards.

The invitation to nominate a candidate for a teaching award typically appears as a formal document that conveys information regarding

- Nomination Criteria
- Eligibility
- Nomination Process
- Selection Process
- Presentation of the Award
- Publication of the Award
- Requirements of Award Winner

1. Nomination Criteria

A call for teaching award nominations typically lists some or all the following desired qualities of the award recipient:

- Motivates students to learn and facilitates in-depth learning
- Develops meaningful and innovative curricula
- Uses novel or innovative teaching methods

- Uses meaningful methods for evaluating student learning
- Demonstrates depth of knowledge in and commitment to their field
- Displays outstanding commitment to Department/Faculty/School and to the university, inside and outside the classroom
- Demonstrates the realization that teachers and students are partners in the learning environment
- Demonstrates a receptivity to students' questions
- Displays commitment to students over and above the norm Is available outside of class time for consultations with students
- Displays a genuine interest in students' personal development and well-being
- Displays personal qualities such as friendliness and approachability
- Is capable of conveying information clearly and in an organized fashion

2. Eligibility

Individual Departments, Schools, Associations, or Faculties decide who will be eligible for their teaching awards. The following are some of the criteria that have been used at Queen's:

- Candidate must teach at least a half course
- Candidate may hold an adjunct position
- Candidate must be a full-time faculty member
- Candidate must have taught a graduating class in any of three/four years

3. Nomination Process

The processes of nomination for a teaching award vary greatly across Queen's. Nominations are typically made by one or a combination of the following:

- A stipulated number of students
- Any individual student
- A peer faculty member
- A selected year of students
- A selected class of students
- Upper year students
- All years of students
- An awards committee composed of representative students and teaching faculty

Several means of gathering nominations may be used, including:

- Filling out a nomination form in hard-copy or on-line
- Collecting a designated number of signatures
- Holding a class vote
- Submission of a formal letter of nomination by an individual or group
- Committee recommendation

Supporting materials are often required from nominees. The following are examples:

- A teaching dossier from short-listed applicants
- A list of courses taught
- A list of course created
- Examples of positive student statements indicating teaching success

4. Selection Process

Nominations are typically reviewed and the award recipient chosen by one of the following:

- Existing Awards Committee of department/school/faculty
- Panel of judges struck with the specific purpose of choosing the award recipient
 - Panel may be composed entirely of students or faculty members, or by a combination of the two
- Student Society of the department/school/faculty

On occasion, a short list of award candidates is created and circulated among students to vote. Nominees are excluded from the selection committee.

5. Presentation of Award

Where and when a teaching award is presented is determined by the department or school. Some venues currently used are as follow:

- Convocation ceremony
- Society/School/Department/Faculty banquet or dinner
- Annual general meeting
- Awards meeting
- Year-end Formal

6. Publication of the Award

Faculties, Schools, and Departments at Queen's have used the following mechanisms to acknowledge a teaching award:

- Name of the award recipient is placed on a plaque in the school/department/faculty library
- Name of the award recipient is engraved on a plaque or a framed certificate that is presented to the individual
- Individual is acknowledged as the award recipient in a newsletter and/or university newspapers
- An email message is sent to all students and faculty in the school/department/faculty/university indicating that the individual has received the award
- Award recipient receives a monetary award or gift certificate
- A donation is made to the recipient's charity of choice in the name of the recipient

7. Requirements of Recipient

The recipients of teaching awards are often asked to present a talk on a topic of their choice or on a stipulated subject. These presentations may take place in a variety of venues and may be open to the public or to select audiences as determined. There are several venues currently used at Queen's:

- A meeting at the Department, School, Association, or Faculty where the award originated
- At the Centre for Teaching and Learning
- In other auditoriums, lecture halls, stages, classrooms, foyers, etc. that may be reserved throughout the university

If you have questions about any of the above guidelines, please contact the Centre for Teaching and Learning at ctl@queensu.ca.

Recommendations

The following recommendations are based on the detailed review of the existing teaching awards by Denise Stockley, Mary White, and Gerry Gourlay.

1. Review the criteria for each institutional award and its alignment with national awards.
2. Review the timelines for each award and whether they are aligned with national awards.
3. Revisit the tables and pathways flowcharts as internal awards are adjusted and updated. Review & reflect in-terms of proposed paths that support educators between levels of awards.
4. Encourage the Faculties and Schools to review their internal awards for alignment with institutional, provincial, and national awards.
5. Assist Faculties and Schools that do not have internal awards that align with institutional/external awards, to create an internal strategy to encourage faculty to apply for institutional awards. Specifically, in creating a scaffolded pathway for educators to traverse as they continue to apply for teaching awards in advancing levels.
6. Develop a communications strategy to promote the overall awards strategy.
7. Create an Advisory Committee to determine the ideal process to encourage nominations for external awards.
8. Create support mechanisms for faculty in developing an external nomination package.