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| **Award Criteria**  *Standards for Award Assessment* | **Missing Elements**  *Areas where nomination demonstrates little to no stated award criteria* | **Approaching Standards**  *Areas where nomination demonstrates some of the criteria* | **Meeting Standards** *Areas where nomination demonstrates good criteria but falls short of excellence.* | **Exceeding Standards**  *Areas where nomination demonstrates sustained track record of varied efforts, and exceeds the stated award criteria* |
|  | **0** | **1** | **2** | **3** |
|  | **Criterion #1: Educational Leadership**  *Educational leadership involves leading significant transformation in teaching and learning at an institutional, disciplinary, community, and/or societal level. The nominee has demonstrated significant educational leadership that fosters and supports change, and leads to a more inclusive, equitable, and diverse post-secondary education landscape.* | | | |
| Evidence is provided to demonstrate educational leadership through substantial contributions to:   * Advancement and innovation in teaching and learning above and beyond their normal roles and responsibilities. * Curriculum development, committee membership, * Supporting and leading change towards a more inclusive, equitable and diverse educational landscape. |  |  |  |  |
| 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 and institutional levels (facilitated departmental workshops; member of curriculum committee; UG chair; curriculum committees, Senate etc) |  |  |  |  |
|  | **Criterion #2 Teaching Excellence**  *The nominee has demonstrated an outstanding influence on the quality of student learning at the departmental, faculty, or institutional level.* | | | |
|  | **0** | **1** | **2** | **3** |
| 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. |  |  |  |  |

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|  | **Criterion #3: 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** | **3** |
| Demonstrated the design of meaningful learning experiences that actively engage students, to enhance learning. |  |  |  |  |
| 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 # 4: Educational Innovation and 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** | **3** |
| **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. |  |  |  |  |
| Evidence of 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. |  |  |  |  |
|  | **Total Score:** | | | |