

THE PROVOST AWARDS FOR EXCELLENCE IN TEACHING DESIGN AND PRACTICE

Evaluation Criteria for Selection Committee to Initially Assess Submissions

Criteria	Level 1	Level 2	Level 3	Level 4
Quality of Nomination Package	Out of order, missing pieces, not submitted as one document, etc.	Good package overall but does not adhere to length requirements, too many letters, items that do not clearly reflect the connection to the award.	Good package overall but one or more items do not clearly reflect the connection to the award.	Good package overall.
Support Letters	Few to no letters that show support for nominee, identifying few abilities in design and practice of teaching.	Some letters show some support for nominee and identify some abilities in design and practice of teaching. Focus is more on popularity.	Most letters show generally consistent support for nominee and identify most abilities in design and practice of teaching.	All letters show strong and consistent support for nominee and clearly identify exemplary abilities in design and practice of teaching as per award category and themes.
Teaching Philosophy	Not clear and rarely reflecting the connection to the award category and themes.	Somewhat clear and sometimes reflecting the connection to the award category and themes.	Generally clear and mostly reflecting the connection to the award category and themes.	Well-articulated and clearly reflecting the connection to the award category and themes.
Teaching Strategies and Practice	Poor description of the teaching design and practice indicating what was done, weak rationale behind the strategies, little to no evidence for their effectiveness, few details about how the learning outcomes are achieved, little to no evidence of impact on student learning and engagement with students, little or no connection to the award category and themes.	Fair description of the teaching design and practice indicating what was done, satisfactory rationale behind the strategies, weak evidence for their effectiveness, some details about how the learning outcomes are achieved, some evidence of impact on student learning and engagement with students, some connection to the award category and themes.	Good description of the teaching design and practice indicating what was done, good rationale behind the strategies, mostly good evidence for their effectiveness, good details about how the learning outcomes are achieved, appropriate evidence of impact on student learning and engagement with students, good connection to the award category and themes.	Clear description of the teaching design and practice indicating what was done, strong rationale behind the strategies, clear and detailed evidence for their effectiveness, details about how the learning outcomes are achieved, useful and strong evidence of impact on student learning and engagement with students, excellent connection to the award category and themes.
Leadership <u>Note:</u> Nominees for the “Early Career Award” category will not necessarily be expected to have extensive leadership achievements at this stage of their careers, and thus they should be future-focused with respect to this criterion.	Poorly outlined; inappropriate or poor evidence of what the nominee has done to further knowledge of teaching in the discipline, across the university and beyond.	Somewhat outlined; satisfactory evidence of what the nominee has done to further knowledge of teaching in the discipline, across the university and beyond.	Mostly outlined; mostly good evidence of what the nominee has done to further knowledge of teaching in the discipline, across the university and beyond.	Detailed and clearly outlined; highly appropriate and relevant evidence of what the nominee has done to further knowledge of teaching in the discipline, across the university and beyond.