



كلية الآداب والعلوم  
College of Arts and Sciences  
QATAR UNIVERSITY جامعة قطر

## College of Arts and Sciences Teaching Excellence Award

### General Regulations and Guidelines

March 2015

## Purpose

The College of Arts and Sciences invites nominations for the **CAS Teaching Excellence Award**. This annual award recognizes CAS faculty members who have demonstrated excellence in their teaching. This award seeks to honor faculty members for their ability to create and maintain an outstanding and interactive learning environment for students. This award recognizes effective teaching through different criteria as given below. The award will be presented to the recipient(s) in the course of a ceremony, normally held in the spring semester of the year in which the award is made.

## Eligibility

1. CAS Academic staff who hold the rank of Lecturer to Professor.
2. Taught for a minimum of 1 academic year at QU.
3. Faculty members who were nominated in previous years, but did not receive an award, may be nominated again.
4. Previous awardees of the last CAS Teaching Award are not eligible to apply within a period of two (2) academic years following their award.

## The Award

The recipient[s] receives a certificate and acknowledgement. In addition, the recipient(s) receive a lump sum of QR 15,000. Two awards may be given in every academic year: one for the Arts programs and the other for the Science programs in the College. The award criteria listed in this document is aligned with the University Outstanding Teaching Award (OTA). Nominees for the CAS award are encouraged to participate in the University award scheme.

## The Nomination Process

The College of Arts and Sciences actively encourages nominations of faculty members who have demonstrated distinction in their teaching. An open nomination process will apply, therefore, all members of the college community i.e. faculty, students, administrators etc. may submit a nomination. Faculty members are also encouraged to self-nominate themselves for the award.

Portfolios and nominations may be submitted via email or in printed form. The steps in the nominations process is:

1.	Deadline for nominations to be received by the CAS Office of Planning and Quality Assurance.	<b>Submit by email or in printed form to CAS Office of Planning and Quality Assurance</b> <a href="mailto:cas.pqa.office@qu.edu">cas.pqa.office@qu.edu</a>	17 April
2.	Eligible nominees to be contacted and invited to submit a teaching portfolio.		21 April
3.	Deadline to submit portfolio.	<b>Submit by email or in printed form to CAS Office of Planning and Quality Assurance</b> <a href="mailto:cas.pqa.office@qu.edu">cas.pqa.office@qu.edu</a>	15 May
4.	Announcement of award winner.		End of Spring Semester

## Portfolio Contents

Following the nomination of an eligible faculty member, the office of planning and quality assurance will invite the nominee to submit a teaching portfolio. The contents of the portfolio are listed below, however faculty members may add additional relevant materials to enhance their submission.

1.	Table of Contents
2.	Nomination letter(s) or in cases of self-nomination, a description of teaching methods which have resulted in an enhanced learning experience for students.
3.	Curriculum vitae
4.	List of courses taught

5.	Student teaching evaluations
6.	Teaching materials (portfolio): Should include a statement of the candidate's teaching philosophy, objectives and experiences, in addition to a sample of courses' syllabi, tests, grading practices, teaching practices, handouts, instructional material developed, a sample of detailed assessment chart, and learning assessment techniques for courses where student evaluations have already been submitted as well as a reflection paper.
7.	Instructional strategies used (statement should not exceed 3 pages);
8.	Samples of materials demonstrating innovative instruction;
9.	Samples of materials demonstrating grading techniques;
10.	Evidence of professional development activities undertaken in regard to teaching.
11.	Evidence of student(s)' achievement(s) as a direct result of the candidate's teaching.
12.	Classroom observation reports on at least two different classes
13.	Additional material that may support the application

### **Evaluation Rubric**

The Rubric used in the evaluation is sourced from the QU Outstanding Teaching Award given the aim of the College to ensure alignment with the University award and also to encourage CAS faculty members to participate in the university level award.



**Nomination Form for the CAS Teaching Excellence Award**

Deadline for Nominations: 19 April

Submit by email or in printed form to:

CAS Office of Planning and Quality Assurance ([cas.pqa.office@qu.edu](mailto:cas.pqa.office@qu.edu))

**Details on the Nominee:**

<b>Name:</b>	
<b>Department:</b>	
<b>Email:</b>	

If self-nomination, please tick:

In cases other than self-nomination, please provide the following details:

<b>Nominated By:</b>	
<b>Department:</b>	
<b>Student ID (if applicable):</b>	
<b>Email:</b>	
<b>Signature:</b>	
<b>Date:</b>	

In cases other than self-nomination, the nominator may provide a supporting statement on the nominees teaching (use additional sheet as needed):

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## RUBRIC for Evaluation<sup>1</sup>

APPLICANT:

TOTAL SCORE:

REVIEWER:

DATE:

Criteria	Outstanding 8-10	More than Expected 5- 7	Expected 1-4	Total score	Comments
	<b>Linkage to QU mission</b>			Out of 5%	
<b>Category 1 Teaching Philosophy  Weight: 10%</b>	Explicitly mentioning the relation with QU mission. Very well stated, concise with clear explanations and references to the academic program mission and to one's real life teaching	Related to QU mission. Very well stated with clear explanations	Related to QU mission		
	<b>Improvement &amp; Innovation</b>			Out of 5%	
	Indicates continuous improvement, innovation in teaching, and shows 3 types of evidence of reasoned reflection and depth about teaching (i.e. teaching strategies, assessment, classroom climate, relationship with students, etc.)	Indicates continuous improvement and innovation in classroom activities with 2 types of evidence of implementation (i.e. teaching strategies, assessment, classroom climate, relationship with students, etc.)	Indicates the latest trends in teaching and learning with 1 type of evidence of implementation (i.e. teaching strategies, assessment, classroom climate, relationship with students, etc.)		

<sup>1</sup> Rubric used is sourced from the QU Outstanding Teaching Award; the percentage weightings have been updated to reflect priorities within the College.

Criteria	Outstanding 8-10	More than Expected 5- 7	Expected 1-4	Total score	Comments
	<b>Syllabi</b>			Out of 5%	
<b>Category 2: Course syllabus and analysis</b>  <b>Weight: 10%</b>	Connect syllabi to teaching philosophy and learning outcomes covering more than 3 components of course syllabi (description, content, strategies, assessment tools and policies, activities, etc.)	Connect syllabi to teaching philosophy and learning outcomes covering 3 components of course syllabi (description, content, strategies, assessment tools and policies, activities, etc.)	Connect syllabi to teaching philosophy and learning outcomes covering 2 components of course syllabi (description, content, strategies, assessment tools and policies, activities etc.).		
	<b>Evidence &amp; Analysis</b>			Out of 5%	
	More than 3 activities with evidence are linked to the learning outcomes in several courses taught and reflect program level competencies (knowledge, skills, disposition, critical thinking, ethics, research communication, etc.)	3 activities with evidence are linked to the learning outcomes in some courses taught and reflect program level competencies (knowledge, skills, disposition, critical thinking, ethics, research communication, etc.)	One or two activities with evidence are linked to the learning outcomes in one course taught and reflect program level competencies (knowledge, skills, disposition, critical thinking, ethics, research communication, etc.)		

Criteria	Outstanding 8-10	More than Expected 5- 7	Expected 1-4	Total score	Comments
	<b>Active Learning Strategies</b>			Out of 10%	
<b>Category 3: Teaching, Creativity, and Technology- Enhanced Learning</b>  <b>Weight: 55%</b>	Use of various creative active learning strategies in several courses taught (i.e. interactive lectures, guided discovery approach, case studies, field study, other) to enhance student learning, critical thinking and problem solving skills with more than 3 supporting evidence	Use of some creative active learning strategies in some courses taught (i.e. interactive lectures, guided discovery approach, case studies, field study, other) to enhance student active learning, critical thinking and problem solving skills with at least 2 supporting evidence	Use of active learning strategies in one course taught (i.e. interactive lectures, guided discovery approach, case studies, field study, other) to enhance student active learning, critical thinking and problem solving skills with one supporting evidence		
	<b>Integrating Technology</b>			Out of 10%	
	Provide various evidence of integrating creative technology in teaching in at least 2 courses that facilitated student learning (i.e. e-learning environment , Blackboard interactive features, Blended e-learning, flipped classroom, a variety of multimedia elements and/or learning objects, other) offering a wide range of resources supporting course content	Provide some evidence of integrating creative technology in teaching in at least one course that facilitated student learning (i.e. e-learning environment , Blackboard interactive features, multimedia elements and/or learning objects, other) offering access to some resources supporting course content	Provide limited evidence of integrating technology in teaching that facilitated student learning (i.e. Blackboard interactive features, multimedia elements, other) offering access to limited resources supporting course content		

Criteria	Outstanding 8-10	More than Expected 5- 7	Expected 1-4	Total score	Comments
	<b>Teaching &amp; Research</b>			Out of 5%	
	Creatively linking their teaching methodologies to the latest trends in teaching and learning pedagogy with at least two evidence indicating the impact on the achievement of outcomes of the courses taught	Linking their teaching methodologies to trends in teaching and learning pedagogy with one evidence indicating the impact on the achievement of outcomes of the courses taught	Showing a linkage between teaching and research		
	<b>Peer Observation</b>			Out of 30%	
	Provide evidence of teaching enhancement based on 2 peer-observations with at least 2 observers, and sharing best practices as peer-observer in the college or at university level	Provide evidence of teaching enhancement based on one peer – observation with at least 2 observers	Show positive attitude for peer-observation		



Criteria	Outstanding 8-10	More than Expected 5-7	Expected 1-4	Total score	Comments
	<b>Assessment Methods</b>			Out of 5%	
<b>Category 4: Assessment</b>  <b>Weight: 20%</b>	Use of innovative assessment methods in all courses taught (diagnostic, formative and summative assessment clearly related to learning outcomes)	Use a variety of assessment methods in all courses taught (formative and summative assessment related to learning outcomes)	Use of basic assessment methods (summative assessment related to learning outcomes)		
	<b>Rubric</b>			Out of 5%	
	Design valid rubrics specially aligned to the courses' learning outcomes	Customize ready-made rubrics to be aligned to the courses' learning outcomes	Use ready-made rubrics with citation		
	<b>Assessment Results</b>			Out of 10%	
	Clear and significant presentation of assessment results and analysis with at least 3 evidence showing student learning and meeting course learning outcomes	Satisfactory presentation of assessment results and analysis with at least 2 evidence showing student learning and meeting course learning outcomes	Provide an evidence of assessment showing student learning and meeting one course learning outcome with limited presentation of assessment results and analysis		

Criteria	Outstanding 8-10	More than Expected 5- 7	Expected 1-4	Total score	Comments
	<b>Reflection</b>			Out of 5%	
<b>Category 5: Reflection paper and On-going Development</b>  <b>Weight: 5%</b>	Linking the reflection to the teaching philosophy and methods implemented. Evaluate one's own work referring to course objectives and learning outcomes based on more than 3 evidence of achievement and what needs improvement in the teaching and learning process. Evidence of PD taken, through the use of QU different resources, and reflection on its impact on improvement in teaching, indicating future development needs.	Linking the reflection to the teaching philosophy, and evaluate one's own work referring to the course objectives and learning outcomes and based on 2 evidence of achievement. Reflects on improvement in teaching through professional development activities	Linking the reflection to some aspects of the teaching philosophy, and evaluate one's own work referring to the course objectives and learning outcomes, based on 1 evidence of achievement. Points out to professional development activities attended		