

GUIDELINES FOR THE UWI/GUARDIAN LIFE PREMIUM TEACHING AWARDS

[1] Rationale

The University of the West Indies (UWI), St. Augustine Campus is committed to providing a dynamic, highly student-centred learning environment in which student learning is pursued as a primary goal of the UWISTA campus, and excellence in teaching is recognised and rewarded.

Within this environment, the Campus seeks to prepare graduates that are independent learners; problem-solvers; logical, enquiring, creative thinkers; team workers; and with well-developed skills for self-directed, life-long learning. In pursuit of this commitment to educational excellence, the St. Augustine Campus is keen to recognise, celebrate and reward faculty who model teaching excellence in the learning environment within the context of an institution with a global reputation for quality teaching and learning.

The following criteria is presented:

[2] Details of Awards

- Awards will be made every two years.
- A maximum of three awards will be available for each occasion.
- Awards will consist of lasting memento, which may include a cash award.
- Photographs of awardees will be prominently displayed on the Campus.
- Awardees will be publicised in the brochures and magazines of the sponsors.

[3] Eligibility

To be eligible for an award, applicants must be:

- Full-time members of the UWI St. Augustine's academic staff who have taught regularly for at least two full consecutive academic years;
- Deans and Heads of Departments who continue to teach a minimum of half a normal teaching load.

Previous recipients of the UWI/Guardian Life Premium Teaching Awards and the Vice-Chancellor's Award for Excellence are only eligible after four years.

[4] Giving Back to the University

Awardees are required to sit as a member of CETL's Steering Committee, which meets three times per year. The steering committee provides input for developing workshops and activities conducted by CETL. Awardees will also have the opportunity to provide workshops related to their own work associated with teaching excellence.

OR share with the Campus an innovative teaching idea either by running a workshop or sharing a prepared video.

[5] Preparing the Electronic Portfolio (e-Portfolio)

The electronic teaching portfolio (e-Portfolio) will constitute the primary basis for the award. An e-Portfolio refers to a teaching portfolio which is available online. It is a structured, reflective summary of documentation that illustrates an applicant's approach to teaching practice, demonstrating effectiveness as an educator. To this end, applicants are encouraged to acknowledge their use of technology, and the appropriate pedagogies, to address current teaching and learning demands. The e-Portfolio is to be prepared using any appropriate online software available to the applicant and which allows for easy online access by reviewers. Examples of free software are indicated in Appendix A.

[6] Structuring the Electronic Portfolio

The e-Portfolio should not be an exhaustive compendium of web pages. Rather, it should contain selective documents and presentations that display a lecturer's teaching activities and performance. The recommended length for a paper-based teaching portfolio in this case, is no more than 20 pages. An e-Portfolio should require far fewer web pages since content and documents can be linked within the web pages. Further, a teaching e-Portfolio should be structured to tell a story of your teaching journey with all content linked back to your educational statement(s) or teaching philosophy.

The e-portfolio should contain the following sections:

6.1 An Introduction

This should provide a brief self-introduction, along with appropriate links to the following documents*:

- *A one-page letter of application:* The letter should contain the applicant's name, position, length of service and why he/she wishes to be considered.
- *Two letters of nomination:* Two nominating letters, of no more than 1000 words, from colleagues within the Faculty/department. Colleagues making the nominations should have observed and evaluated the applicant's teaching skills. These letters should summarise the particular accomplishments of the nominee in teaching in keeping with the criteria as outlined.

*Introductions and letters of nomination can be in the form of written documents linked within your e-Portfolio OR by creating a video that might pull together key highlights of experiences.

6.2 A Teaching Philosophy

This is a professional statement that indicates the applicant's professional values and philosophy. Applicants should consider this in relation to their department, faculty and/or the University as a whole. Applicants should discuss their beliefs about teaching and learning; the roles of students; their teaching approach, in particular any innovative approaches to teaching and learning; and the impact that they feel their teaching has made. Your teaching philosophy should be no more than one web page. Applicants should link evidence from their e-Portfolio to support their teaching philosophy.

6.3 Self-Assessment Statements and Evidence

- *Effective Teaching:* A statement that describes the applicant's teaching effectiveness, based on evidence of teaching impact, which the applicant provides and to which he/she refers. Your statement should be no more than 1 web page (remember that you can link within the e-Portfolio to key components/examples to support your statements) Your evidence of teaching effectiveness may take many forms, including information/feedback from students (e.g. excerpts from Student Evaluation of Courses and Lecturers' reports); information/feedback from colleagues; information from other sources (alumni, colleagues, employers); evidence of applicant designed learning activities and resources; teaching awards.
- *Education Related Research/Scholarship of Teaching and Learning:* Indicate relevant conference presentations, classroom research, and publications on teaching and learning.
- *Professional Development:* Describe the steps taken to evaluate and/or improve teaching and learning experiences (e.g. attending workshops on teaching), and the goals for development and improvement as a teacher. **A current curriculum vitae must be included in the e-portfolio.**

6.4 Provision of a Quality Student Experience

Applicants should outline what they have done to support the goal of providing a quality student experience, aligning this with the Triple-A Strategies. Applicants should add evidence to support this via relevant links or on one web page.

6.5 Development of the Distinctive UWI Graduate

A distinctive UWI graduate should demonstrate that he/she is: a critical and creative thinker; an effective communicator with good interpersonal skills; IT skilled and information literate; innovative and entrepreneurial; globally aware and well-grounded in his/her regional identity; socially, culturally and environmentally responsible, and guided by strong ethical values. Applicants should outline what they have done to support this goal.

Applicants should add evidence to support this via relevant links or on one web page. In past submissions this has been a weak point; refer, for example, to your course outlines to assist in this important aspect of your e-Portfolio. A variety of methods for illustrating how you do this in your own course can be utilized including link to your e-Portfolio, a separate webpage or highlighting this in the evidence you submit.

[7] Submission and Judging

7.1 Submission

1. Applicants are invited to submit the link to their e-Portfolio via the following submission portal: <https://forms.gle/pJmatLTxE9jLe8ae7> **by 12:00 PM (AST GMT on Sunday June 02th, 2024).**

On the submission portal, you are required to include:

- a. Portfolio URL (website address). **Ensure that the link to your e-portfolio is accessible to external viewers.**
 - b. If the e-portfolio is password-protected, include this password in your submission
2. **Late entries will not be accepted.**
 3. Applicants, by submitting an e-Portfolio, hereby grant permission for their name to be featured in The UWI/ Guardian Life Premium Teaching Awards programme.

7.2 Judging

Awardees are selected based on assessment of their e-Portfolio according to the criteria outlined in Section [8] Assessment of the e-Portfolio. The adjudication panel will consist of three judges from institutions outside of the Caribbean. One of the three will be appointed as chief judge who will resolve differences of choice where necessary.

The Judges will:

- have experience judging teaching portfolios in higher education
- not have been involved in any workshops to train faculty at St. Augustine in the preparation of teaching portfolios
- not have visited the St. Augustine Campus

The evaluation of e-Portfolio is guided by the following

Teaching Philosophy (30%)	
Evidence (what materials should be included)	Key Points for Applicants to Consider
Statement of teaching philosophy and goals	<p>Conceptualisation of learning:</p> <ul style="list-style-type: none"> • What do I mean by learning? • What happens in a learning situation? <p>Conceptualisation of teaching:</p> <ul style="list-style-type: none"> • What do I mean by teaching? • How do I facilitate this process as a teacher? • How do I challenge students intellectually? • How do I respond to diverse student needs? • How do I help students who are frustrated? • How do I accommodate different abilities? • How did I come to these conclusions? • How do I perceive teaching? • What role(s) do I see myself playing as a teacher in the teaching/learning process? <p>Goals for students:</p> <ul style="list-style-type: none"> • What skills do I expect my students to obtain as a result of learning? • What is the rationale behind the goals I set in order to reach these goals? • How have the goals changed over time as I learn more about teaching and learning? <p>Implementation of the teaching philosophy:</p> <ul style="list-style-type: none"> • How do I operationalise my philosophy of teaching in the classroom? • What personal characteristics in myself or my students influence the way in which I approach teaching? • What activities, assignments and projects do I implement in the teaching/learning process? • How do I interact with students in and outside the class and what are the consequences? • How do I apply the Universal Design for Learning (UDL) framework in curriculum design and implementation? <p>Professional growth plan:</p> <ul style="list-style-type: none"> • What goals have I set for myself as a teacher? • How do I accomplish these goals? • How have I grown professionally over the years? • What challenges exist at the present? • What long-term development goals have I projected, and what will I do to reach these goals?

CENTRE FOR EXCELLENCE IN TEACHING AND LEARNING

Teaching Effectiveness (30%)	
Evidence (What materials, activities should be represented)	Key Points for Applicants to Consider
<ul style="list-style-type: none"> evidence of practitioner designed learning activities data from students (e.g. excerpts from Course Experience Review (CER), Campus Office of Planning and Institutional Research (COPIR), formative student feedback, reports), information/feedback from students information/feedback from colleagues Participation in university-supported peer observation framework information from other sources (e.g. alumni, employers) evidence of using UDL framework in course design and implementation other teaching awards 	<ul style="list-style-type: none"> how do I present new information and provide opportunities for students to actively engage with content? how do I help students to reflect on & refine learning process? how effectively do exams, assignments, problem sets, etc. evidence student performance specified in the course objectives? how effective was my feedback? what teaching strengths and problems are suggested by student evaluations? have I consistently worked to solicit and utilize feedback from students on their learning? what teaching strengths and problems have been identified? what teaching strengths and problems have been identified by peers who have observed my classroom activities? what pattern of response have I shown when teaching problems have occurred? Were these responses successful?

CENTRE FOR EXCELLENCE IN TEACHING AND LEARNING

Professional Development (20%)	
Evidence (what materials should be represented)	Key Points for Applicants to Consider
<ul style="list-style-type: none"> description of activities in training Teaching Assistants (tutors), mentoring junior colleagues, etc. attendance at regional/national committee meetings on university teaching. participation in workshops on teaching participation in university-supported peer observation framework. grants for improving teaching/learning in the discipline. 	<ul style="list-style-type: none"> what is the range and depth of these activities? how have these activities resulted in improved student learning in my classes? how have these activities worked to improve the climate for teaching and learning in the department? how have these activities impacted the overall teaching quality of the department?

(You may request duplicates of certificates at a cost of \$50.00 per certificate. Please email cetl@sta.uwi.edu). Upon confirmation of payment, copies of certificates will be provided.

Development of the Distinctive UWI Graduate (10%)	
Evidence (what materials should be represented)	Key Points for Applicants to Consider
<ul style="list-style-type: none"> information/feedback from students information/feedback from colleagues information from other sources (e.g. alumni, employers) 	<ul style="list-style-type: none"> how do I present new information and provide opportunities for students to actively engage with content? how do I help students to reflect on their learning and refine their learning process? how do employers rate my students with regard to their critical thinking skills and their ability to apply theory to practice?
Organisation and Presentation (10%)	
Evidence (what materials should be represented)	Key Points for Applicants to Consider
<ul style="list-style-type: none"> e-portfolio is clear, succinct and attractive e-portfolio displays creativity, and all elements are relevant and connected to the purpose of the portfolio the teaching philosophy statement acts as a central theme or framework 	<ul style="list-style-type: none"> are all my documents and pages relevant and in keeping with the guidelines? are my pages organised into sections with well-defined cues and descriptions? is my presentation creative, attractive and personalised? is there a consistent theme in keeping with my teaching philosophy?

CENTRE FOR EXCELLENCE IN TEACHING AND LEARNING

(Workshops for the 2024 Teaching Awards will be provided during the CETL's Teaching and Learning Week: Mon 15 – Fri- 19. Kindly note that the CETL is not allowed to assist you in designing and/or reviewing your portfolio. Recording of the Teaching Week which includes Reflective Practice and ePortfolio Development will be made available via CETL, YouTube Channel. [Register HERE For The Teaching and Learning Week](#)

APPENDIX A

List of e-Portfolio Sites for Higher Education

- **University of Calgary**

https://d2l.ucalgary.ca/d2l/eP/presentations/presentation_preview_popup.d2l?presId=14594

- **University of Lethbridge**

<https://www.uleth.ca/education/resources/eportfolios/sample-portfolios>

- **17 Examples of Teaching Portfolios**

<https://mytechclassroom.com/teaching-portfolio-examples/>

- **Digital Portfolio Websites**

<https://www.portfoliogen.com/>