

CENTRE FOR EXCELLENCE IN TEACHING AND LEARNING

GUIDELINES FOR THE UWI/GUARDIAN GROUP PREMIUM TEACHING AWARDS

[1] Rationale

The University of the West Indies (UWI), St. Augustine is committed to providing a dynamic, highly student-centred learning environment in which student learning is pursued as a primary goal of the 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 pursuing this commitment to educational excellence, the St. Augustine Campus is keen to recognise, celebrate and reward members of its faculty who provide exemplary models of what it takes to create the kind of learning environment outlined above, and an institution with a global reputation for quality teaching and learning.

[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 Group Premium Teaching Awards* and the *Vice-Chancellor's Award for Excellence* are only eligible after four years of having won those awards.

[4] Giving Back to the University (NEW REQUIREMENT-2018)

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.

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[5] Preparing the Electronic 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 discloses an applicant's approach to teaching practice and gives some indication of his/her effectiveness as a teacher.

The e-portfolio should 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 documents can be linked within the web pages.

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.

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 add evidence to support their teaching philosophy in a separate web page.

6.3 Self-Assessment Statements and Evidence

Effective Teaching: A statement describing 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. 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;

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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.

[7] Submission and Judging

7.1 Submission

1. Send an email containing the link to your e-portfolio, with the subject email heading:
 - a. **APPLICATION FOR THE UWI/GUARDIAN GROUP PREMIUM TEACHING AWARDS by 12pm on July 1st.**
 - b. LATE ENTERIES WILL NOT BE ACCEPTED.
2. Include the following in your email:
 - a. Portfolio URL (website address). Check to make sure that the link works and that your home page opens.
 - b. Include any passwords
3. Send the email to: cetl@sta.uwi.edu

7.2 Judging

Awardees will be selected based on assessment of the e-portfolios 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.

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Judges will meet the following criteria:

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

[8] Assessment of the e-portfolio

Section	Material	Key Points for Applicants to Consider (what materials should represent)
Teaching Philosophy	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 different learning styles?• 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?

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Section	Material	Key Points for Applicants to Consider (what materials should represent)
Teaching Philosophy	Statement of teaching philosophy and goals	<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?

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Section	Material	Key Points for Applicants to Consider (what materials should represent)
Teaching Philosophy	Statement of teaching philosophy and goals	<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?
Teaching Effectiveness	<ul style="list-style-type: none"> • evidence of practitioner designed learning activities • data from students (e.g. excerpts from SECL reports) • information/feedback from students • information/feedback from colleagues • information from other sources (e.g. alumni, employers) • 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, problems sets, etc. represent the kinds of 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

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<p>Teaching Effectiveness</p> <p>(Please do not contact CETL or SECL for previous student evaluations; a copy of these were given to you; contact your HOD if you no longer have your evaluations prior to 2016. All evaluations from 2016 onwards are located online and can be accessed at any time.)</p>	<ul style="list-style-type: none"> • evidence of practitioner designed learning activities • data from students (e.g. excerpts from SECL reports) • information/feedback from students • information/feedback from colleagues • information from other sources (e.g. alumni, employers) • other teaching awards 	<ul style="list-style-type: none"> • 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?
<p>Professional Development</p> <p>(Please do not contact CETL for duplicate certificates or other documentation regarding workshops; none will be provided).</p>	<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 • 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?

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Section	Material	Key Points for Applicants to Consider (what materials should represent)
Development of the Distinctive UWI Graduate	<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 (Two workshops for the 2018 Teaching Awards will be provided. Beyond this, CETL cannot assist you in designing your portfolio or in reviewing the portfolio prior to submission.)	<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"> • 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

APPENDIX A

LIST of ePortfolio Sites for Higher Education