



THE UNIVERSITY OF THE WEST INDIES, MONA
Centre for Excellence in Teaching and Learning

**THE UWI/GUARDIAN
LIFE**

**PREMIUM
TEACHING AWARD
2022-2023**

GUIDELINES AND PROCEDURES

Purpose of the Award

The award is intended to recognize the outstanding teaching accomplishments of the academic staff and to encourage and reward excellence in teaching on the Mona Campus of the University of the West Indies. It is exclusively for teaching and all relevant aspects of teaching such as developing structures and processes that help create an environment in which teaching excellence is valued and fostered, and teaching excellence is linked to concern with effective learning.

Eligibility for Nomination

Persons applying for the award may initially nominate themselves on the prescribed CETL application form. This must be followed up with the submission of two additional formal letters of nomination. These letters of nomination should be inserted in the teaching portfolio (see *Criteria for Selection* below). Faculty members who are eligible for nomination are:

1. Members of the academic teaching staff who are full-time members of the University of the West Indies, Mona Campus Academic and Senior Administrative Staff and who have taught regularly for at least two (2) full academic years.
2. Persons who are active in teaching in the year of nomination.
3. Heads of Departments and Deans of Faculties who continue to teach a minimum of half (½) of a normal teaching load.
4. Previous recipients of either (or both) the Vice Chancellor's Award or (and) the Guardian Life Premium Award for whom four (4) years have elapsed since receipt of the award (s).

Criteria for Selection

Awardees will be selected on the basis of their preparation and submission of a Teaching Portfolio (also called a dossier) providing evidence of the following:

1. Statement of a teaching philosophy which says clearly how you teach and why.
2. Demonstration of commitment to teaching and learning by participation in more than one of the workshops and teaching discussions offered by the Centre for Excellence in Teaching and Learning over the last two years or some other faculty development initiative focused on teaching/ reflective teaching and learning.
3. Participation in the *Portfolio Development Workshop* or attendance at a *Consultation on Portfolio Development* must be one of these offers.
4. Evidence of development of course materials which may be one or more of the following: design/re-design of course or curriculum, design of instructional materials

- supporting delivery of course including a range of learning activities, study guidelines and or other materials/resources including handouts supporting learner-centredness.
5. Evidence of participation in efforts to improve the quality of instruction to students.
 6. Demonstration of innovative approaches and/or teaching methodologies and use of 21st century educational technologies for teaching and learning in higher education.
 7. Commitment to development of the independence of students and respect for critical thinking and creativity.
 8. Evidence of openness to student-centred teaching.

Selection Process

The instrument for selecting and evaluating awardees is a Teaching Portfolio which selectively articulates a personal philosophy of teaching and provides insights into personal development and values in teaching. The Portfolio is objectively and independently judged by three persons with acclaimed experience as teachers at universities outside of the region and who have no acquaintance with the nominees.

A Note on the Teaching Portfolio: What is a teaching portfolio?

A teaching portfolio or dossier is a structured, reflective summary of approximately 10-18 pages of documentation that discloses a lecturer's approach to teaching. It is not an exhaustive compendium. Rather it contains selective documents that display a lecturer's teaching activities and performance.

A teaching portfolio/dossier helps to:

1. reveal one's personal approach to teaching.
2. reflect one's thinking about teaching.
3. gather and present hard evidence and data about the effectiveness of one's teaching.
4. document one's evolution of teaching.

It should provide some indication of the applicants' assessment of the Centre for Excellence in Teaching and Learning influence in the growth and development of the applicant as a teacher in higher education/university teacher.

Training in the preparation of a teaching portfolio is normally offered in May of the year preceding the award or early in the year of the Award for Teaching Excellence through a Portfolio Development Workshop. The training workshop is facilitated by persons (faculty/faculty developers) with noted competence in the field (portfolio/dossier development). In some cases, it might become necessary to replace the training workshop with a consultation session on portfolio development and the Centre for Excellence in Teaching and Learning will provide additional details on this matter.

N.B. Training in portfolio development is not confined to persons seeking the UWI/Guardian Group Premium Teaching Award in the year of training.

In order to prepare oneself for the Portfolio Development Workshop and for the collation of the teaching portfolio/dossier, it is necessary to begin the collection of artifacts by selecting what is to be documented and making decisions about the nature of the evidence which will be included in the dossier. The following are suggested sources of, and artifacts that might be collected and inserted in your teaching portfolio:

Material from Oneself

- Your teaching philosophy.
- Detailed course title numbers, enrollment.
- Examples of course handouts, assessments or assignments.
- Short and long term teaching goals.
- Teaching resources or teaching innovations you developed or adapted to advance learning.
- Use of computers and other non-print materials in teaching.
- Evidence of evaluation of one's teaching and teaching related activities.
- Learning resources developed.
- Evidence of teaching outcome.
- Evidence of off-campus activities related to teaching.

The following as optional:

- Contribution to a professional journal in teaching.
- Research, especially classroom research on teaching.

Material from Others

- Statements from colleagues who have observed your classroom teaching.
- Statements from colleagues who have reviewed and commented on your course and/or teaching materials, syllabi, examination and grading.
- Student scores in examinations.
- Evidence of student learning.
- Samples of students' work.
- Conference/workshops/seminars on teaching attended.
- A record of students who succeeded in postgraduate or advanced study in the field.
- Letters of commendations or other evidence from students about your teaching and how it has helped them.
- Awards for teaching.

How the Portfolio Will Be Assessed

AREAS OF FOCUS	WHAT RELEVANT EVIDENCE IS CONTAINED IN THE PORTFOLIO	BASED ON THIS EVIDENCE HOW WELL DOES THE TEACHER MEET THE AREAS OF FOCUS
<p>Teaching Philosophy Statement covering:</p> <ul style="list-style-type: none"> • Why do I teach and who am I as a teacher? • Essential features of a learner, learning and assessment • Goals for student learning • Enactment of goals (processes of teaching and learning employed to maximise learning) • Assessment of goals (measuring student learning) • Creating an inclusive and supportive learning environment <p>Other</p>		
<p>Responsibilities <i>(recognizes the critical leadership role of highly effective teachers)</i></p> <ul style="list-style-type: none"> • Management of teaching responsibilities <ul style="list-style-type: none"> *Contractual *Volunteered • Leadership in development of students/colleagues 		
<p>Effective Teaching <i>(Demonstration of excellent teaching and learning strategies, student engagement and instructional resources as evidenced by learners/learning outcomes; Excellent rapport with students, well aligned assessment; indications of meaningful engagement with the affective component of teaching and learning)</i></p>		

<ul style="list-style-type: none"> • Course management and organization • Assessment of student learning • Information from students' assessment <ul style="list-style-type: none"> * routine assessment from the institution * Customized Assessment • Solicited and unsolicited testimonials from students, colleagues etc. • Other Demonstrations/ Evidence 		
<p><i>Personal Development</i></p> <ul style="list-style-type: none"> • Participation in opportunities for training • Scholarship of Teaching and Learning • Mapping one's own evolution of teaching • 		
<p><i>Reflection on Teaching</i> <i>(Evidence of critical and self-reflective professional practices for on-going growth and development in teaching)</i></p> <ul style="list-style-type: none"> • Teaching approaches • Planning • Shaping developments in the discipline 		

Deadlines

Prospective applicants should apply by **Friday, August 12, 2022 (by 12 midnight for online applicants or 4:30 pm for those submitting paper based applications)**. A digital copy of the Teaching Portfolio along with two (2) nominating letters are to be submitted by **12 midnight on Friday September 30, 2022**. Submissions are to be sent to cetl@uwimona.edu.jm.

Award Ceremony

UWI/Guardian Life Premium Teaching Awardees will be honoured in a ceremony to be held during the November in the year of the award. The Premium Teaching Award recipients - a maximum of six (6) awards - will be chosen from any Faculty, provided that they meet the criteria of effective teaching as set out in this document and that they receive the approval of the judges. Each awardee will receive US\$1000.00 and a memento. In addition, enlarged pictures of recipients will be placed in the University's Gallery of Teaching Awardees. A copy will also be placed in other strategic places for example in the awardee Home Department or Faculty and in the local media.

Contact us

If there are any queries or comments please contact:

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