



**THE UNIVERSITY OF THE WEST INDIES, MONA**  
Instructional Development Unit

**UWI/GUARDIAN LIFE**

PREMIUM  
TEACHING AWARDS  
2012

**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 Nominations**

Persons applying for the award may nominate themselves but all applicants must submit two (2) letters of nomination which should accompany their teaching portfolios (see **Criteria for Selection** below). Persons eligible are:

1. Nominees who are full-time members of the Mona Campus Academic and Senior Administrative Staff and who have taught regularly for at least two (2) full academic years.
2. Nominees who are active in teaching in the year of nomination.
3. Heads of Department and Deans of Faculty 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 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 Instructional Development Unit. Participation in the *Portfolio Workshop* must be one of these offers.
3. 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 handouts supporting learner-centredness.
4. Evidence of participation in efforts to improve the quality of instruction to students.
5. Demonstration of innovative approaches and/or teaching methodologies and use of technology.
6. Commitment to development of independence of students and respect for critical thinking and creativity.
7. 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**

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 the applicants' assessment of the Instructional Development Unit's influence.

Training in the preparation of a Teaching Portfolio is offered in April/May of the year of the Award for Teaching Excellence. The workshop is facilitated by persons with noted competence in the field.

N.B. Training in Portfolio production is not confined to persons seeking the UWI/Guardian Life Premium Teaching Award in the year of training.

In order to prepare oneself for the Portfolio Workshop and for the collation of the Teaching Portfolio/Dossier, it is necessary to begin the collection by selecting what is to be documented and making decisions about the nature of the evidence which will provide the documentation. The following are suggested sources of and reasons for documenting:

### **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 innovations.
- 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 examination.
- Students noting data.
- Evidence of student learning.
- Samples of students' work.
- Conference/workshops 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><b><i>Teaching Philosophy – statement covering:</i></b></p> <ul style="list-style-type: none"> <li>• why teach</li> <li>• essential features of the learner/ student</li> <li>• provision of some indication of the necessary processes</li> </ul>		
<p><b><i>Responsibilities</i></b></p> <ul style="list-style-type: none"> <li>• management of responsibilities               <ul style="list-style-type: none"> <li>* contractual</li> <li>* volunteered</li> </ul> </li> <li>• leadership in development of students/colleagues</li> </ul>		
<p><b><i>Effective Teaching</i></b></p> <ul style="list-style-type: none"> <li>• information from students’ assessment               <ul style="list-style-type: none"> <li>* routine assessment from the institution</li> <li>* customized assessment</li> </ul> </li> <li>• testimonials from colleagues</li> </ul>		
<p><b><i>Personal Development</i></b></p> <ul style="list-style-type: none"> <li>• participation in opportunities for training</li> <li>• scholarship in teaching</li> <li>• mapping own evolution of teaching</li> </ul>		
<p><b><i>Reflection on Teaching- with respect to:</i></b></p> <ul style="list-style-type: none"> <li>• teaching approaches</li> <li>• planning</li> <li>• shaping of development in the discipline</li> </ul>		

## **Deadlines**

Prospective applicants should apply by **March 2, 2012**. Three (3) copies of the Teaching Portfolio along with two (2) nominating letters are to be submitted by **May 11, 2012**. All materials should be enclosed in a sturdy folder or binder and labelled.

## **Award Ceremony**

UWI/Guardian Life Premium Teaching Awardees will be honoured in a ceremony to be held during the second week of October 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 and a memento. In addition, enlarged pictures of recipients will be placed in the Library's Gallery of Teaching Awardees. A copy will also be placed in other strategic places in their Department or Faculty and in the local media.

## **Contact us**

If there are any queries or comments please contact:

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